



***ASSOCIATE DEGREE NURSING
PROGRAM***



***Student Handbook
2024-2025***

**LEMOORE COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
2024-2025**

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ASSOCIATE DEGREE NURSING PROGRAM **HANDBOOK POLICY**

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

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

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INTRODUCTION and WELCOME

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

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

Board of Registered Nursing

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

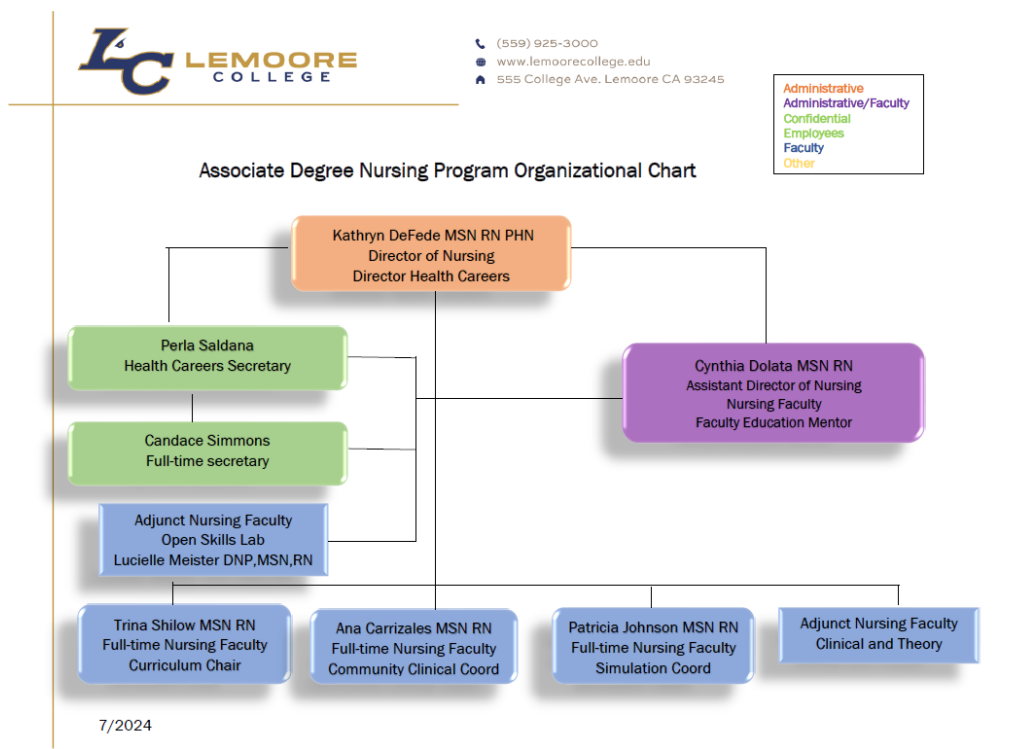
For more information on the BRN please visit:

[California Board of Registered Nurses \(BRN\)](http://www.cbrn.ca.gov)

(916) 322-3350

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

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MISSION AND VISION OF LEMOORE COLLEGE

Lemoore College is dedicated to student learning and achievement by providing quality programs, pathways, and services that lead to certificates, associate degrees, transfer, and employment. Our college serves a diverse community of students who seek a cost-effective, relevant, and engaging educational experience. We are committed to ensuring accessibility for all students and aim to cultivate an inclusive, equitable, and collegial climate.

VISION

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

VISION AND MISSION OF THE LC ADN PROGRAM

The Lemoore College Nursing Program is dedicated to a commitment to excellence in nursing education that will position graduates for practice in dynamic health care environments. The Lemoore College Associate Degree Nursing Program endorses the mission of Lemoore College (LC) which is: to serve “a diverse community of students who seek an affordable, accessible, relevant, and rigorous education. The college community is dedicated to student learning and achievement by providing quality courses that lead to certificates, associate degrees, transfer, and career pathways.” (Lemoore College 2018-2019 Catalog, p.7).

The Lemoore College Associate Degree Nursing Program adheres to this mission when offering the Associate Degree in Nursing. The mission of the nursing program is to provide an innovative, student-centered educational program that prepares diverse students as candidates to become Registered Nurses to provide safe, quality, evidence-based nursing care in the current healthcare environment. Upon completion of the program the graduate is qualified to take the NCLEX-RN examination.

Lemoore College Nursing students will embody the Integrating Concepts of the National League for Nursing (NLN) and develop the ability to move with grace through the many realms of nursing. The students will master varied areas of knowledge and science. They will be prepared to operate in complex environments while meeting the highest standards of quality and safety. Students will be able to work comfortably in inter-disciplinary healthcare teams. With an awareness of their own personal and professional growing edge and learning needs, they will be able to build the relationships by which they touch and respond to those in need in the communities they serve (NLN, 2010).

Philosophy/Organizing Framework

The Lemoore College Associate Degree Nursing Program has developed a philosophy that is based on the following beliefs: nursing, patient, Culture of Health, environment, health, student, learning, and nursing education. The nursing faculty utilizes these beliefs as common threads throughout the nursing program.

The nursing faculty selects strategies, organizes content, arranges experiences, and facilitates learning, taking into consideration cultural factors, ethnic background, and individual learning styles of students. We believe adult students perceive learning experiences as meaningful when instruction is directed toward pertinent, applicable goals. We believe that technological and social advances in the healthcare field create the ongoing need for adapting nursing and nursing

education to meet the changing needs of society. We provide learning experiences in settings which assist students to adapt to changing health needs. {California Nursing Practice Act, Business and Professions Code; California Code of Regulations, Title 16 Professional and Vocational Regulations, Division 14, Article 3, Prelicensure Nursing Programs, Section 1424(a) Administration and Organization of the Nursing Program.

The faculty believe by incorporating into our curriculum the standards set forth by our governing bodies, and the values and criteria promoted by our national nursing organizations, our goal can best be accomplished.

Nursing

Incorporation of the California Board of Registered Nursing Practice Act, Definition of the Practice of Nursing

The nursing program incorporates the definition of the practice of nursing as a Registered Nurse as presented in the California Nursing Practice Act, Business and Professions Code, Division 2, Chapter 6, Article 2, Section 2725 which states:

The practice of nursing within the meaning of this chapter means those functions, including basic health care, that help people cope with difficulties in daily living that are associated with their actual or potential health or illness problems or the treatment thereof, and that require a substantial amount of scientific knowledge or technical skill, including all of the following:

- (1) Direct and indirect patient care services that ensure the safety, comfort, personal hygiene, and protection of patients, and the performance of disease prevention and restorative measures.
- (2) Direct and indirect patient care services, including, but not limited to, the administration of medications and therapeutic agents, necessary to implement a treatment, disease prevention, or rehabilitative regimen ordered by and within the scope of licensure of a physician, dentist, podiatrist, or clinical psychologist, as defined by Section 1316.5 of the Health and Safety Code.
- (3) The performance of skin tests, immunization techniques, and the withdrawal of human blood from veins and arteries.
- (4) Observation of signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition, and (A) determination of whether the signs, symptoms, reactions, behavior, or general appearance exhibit abnormal characteristics, and (B) implementation, based on observed abnormalities, of appropriate reporting, or referral, or standardized procedures, or changes in treatment regimen in accordance with standardized procedures, or the initiation of emergency procedures.

Nursing incorporates the core values of caring, diversity, excellence, integrity, ethics, holism, and patient-centeredness as outlined in the National League of Nursing (NLN) 2010 Competency for ADN graduates.

- **Caring** means promoting health, healing and hope in response to the human condition (NLN, 2010).
- **Diversity** means recognizing differences among persons, ideas, values, and ethnicities while affirming the uniqueness of each (NLN, 2010).
- **Excellence** means creating and implementing transformative strategies with daring ingenuity (NLN, 2010).
- **Integrity** means respecting the dignity and moral wholeness of every person without conditions or limitations (NLN, 2010).
- **Ethics** involves consideration of personal, societal, and professional values, principles, and codes that shape nursing practice (NLN, 2010).
- **Holism** is the culture of human caring in nursing and health care that affirms the human person as the synergy of unique and complex attributes, values, and behaviors, influenced by that individual's environment, social norms, cultural values, physical characteristics, experiences, religious beliefs and practices, and moral and ethical constructs, within the context of a wellness-illness continuum (NLN, 2010).
- **Patient-centeredness** is an orientation to care that incorporates and reflects the uniqueness of an individual patient's background, personal preferences, culture, values, traditions, and family. A patient-centered approach supports optimal health outcomes by involving patients and those close to them in decisions about their care. Patient-centeredness supports the respectful, efficient, safe, and well-coordinated transition of the patient through all levels of care (NLN, 2010).

Concepts of **environment, knowledge, and science; personal and professional development; quality and safety; relationship-centered care; and teamwork** (from related disciplines) (Integrating Concepts of the NLN) are included within the core values. Nurses provide safe, quality patient-centered, consumer-based care within the context of family and community to support the achievement of patient outcomes through application of the nursing process.

The nurse demonstrates a **spirit of inquiry** which is defined as examining the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities (NLN, 2010).

Through the application of evidence-based practices which support a **Culture of Health**, the nurse implements communication and inter-professional collaboration while advocating for shared decision-making with the patient in a variety of community settings.

Unifying Theme

The application of the nursing process to the Culture of Health framework will be incorporated throughout a concept-based curriculum. The curriculum defines the nursing process as a systematic method of identifying the application of the various concepts related to the Culture of Health and evidence-based nursing practice.

Students will learn to incorporate the nursing process through the concepts to provide safe, quality, evidence-based nursing care in the current healthcare environment. Maintaining a program centered on, and organized around, current nursing practice and the Culture of Health is achieved by constant evaluation of trends in the variety of healthcare environments that nurses practice in. To develop and maintain the nursing program curriculum, current trends in nursing

and health care, including the Culture of Health, as well as traditional standards and values of nursing practice are used as the basis for the end-of-program student learning outcomes. Each program learning outcome is based on evidence from the nursing and healthcare literature that validates the importance of each learning outcome. To maintain program currency, faculty meet each year to discuss new trends and data that influence nursing care.

Curriculum Framework

A Culture of Health is a national framework for improving health, equity, and well-being, in which good health and well-being flourish across geographic, demographic, and social sectors; fostering healthy equitable communities' guides public and private decision-making; and provides individuals the opportunity to make choices that lead to healthy lifestyles.

A Culture of Health supports health promotion, advocacy for sick and well patients of all ages, ethnicities, and cultures in a variety of settings. A Culture of Health includes a nurse-patient partnership with emphasis on the role of patient as consumers, as well as supporting for health equity (Robert Wood Johnson Foundation).

Clinical Immersions

To support a Culture of Health through the curriculum, LC nursing program includes ***Immersion***s to further expand the clinical experience to create a well-rounded registered nursing graduate to navigate the changing health care system. Health care systems are strengthening their commitment to their communities and LC is located in a rural community where this growth is actively occurring. To support an educational focus of the understanding of social determinants and their impact on health and wellness LC clinical rotations are centered on immersing students in experiences that reflect a variety of care environments beyond the hospital. This type of clinical experience will prepare graduates of LC nursing program with the interpersonal skills and broad-based knowledge required to care for individuals and families. Each immersion is designed for students to spend time in both acute-care setting and areas where people transition along the life and care continuum all in the same clinical experience (Shaffer, Swan, Bouchaud, 2017).

Patient

The patient is the recipient of nursing care, which is provided in a holistic manner within a biopsychosocial context. The patient may include an individual (man), family, significant other, and the community. The patient is a consumer who has the opportunity to make choices that lead to healthy lifestyles.

Environment

Environments include settings throughout the community where nurses practice. Nurses support interprofessional practice in planning and providing nursing care in community environments. Nurses advocate for smooth patient transitions across environments.

Health

Health includes wellness, prevention of disease, and illness and disease management within a Culture of Health. The nurse acknowledges that patients practice consumer-driven care and that they move along a health continuum with needs that change over time.

Student

The student is an individual with diverse cultural and ethnic backgrounds, learning styles, goals, and support systems. The student assumes an active role in engaging and fully participating in

their education. The student takes ownership and responsibility for their own learning and displays a sense of inquiry and level of commitment to learning.

Learning

Learning involves the development of knowledge, skills, and attitudes needed for professional nursing. Integrating the Quality and Safety Education for Nurses (QSEN) standards of patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety and informatics will be included in the learning of the students in the nursing program. Learning is impacted by culture, socioeconomic factors, commitment, accountability, ability to communicate, ability to work collegially and collaboratively, leadership, and mutual respect. Learning is a life-long process which involves ongoing professional development. Learning is conceptual with progression of knowledge from simple to complex. The learning environment facilitates active, engaged, flexible, and adaptable learning.

Nursing Education

The nurse educator is a facilitator who provides learning tools, knowledge and experience that promotes student learning and autonomy. The nurse educator mentors students and supports self-directed learning while addressing education barriers, supporting cultural learning, and enhancing socialization to the role of the nurse. The nurse educator supports students in developing a spirit of inquiry by teaching and supporting critical thinking, clinical judgement, and clinical reasoning through the application of the nursing process for patients across the lifespan in a variety of settings.

Curriculum Concepts

The Lemoore College Associate Degree Nursing program is a concept-based curriculum. These will be the building blocks to support the curriculum framework. Students are provided a core set of concepts and will recognize recurring characteristics throughout the curriculum supporting critical thinking and clinical decision-making. A concept-based approach to learning is designed to assist nursing faculty in providing students with broader perspective while promoting a deeper understanding of content across the lifespan in a focused, participative, and collaborative learning environment (Pearson, 2019).

<p>1. Safe, Quality, Evidence-Based, Patient-Centered Care</p> <ul style="list-style-type: none"> • Acid-base balance • Addiction • Assessment • Cellular regulation • Cognition • Comfort • Culture and Diversity • Development • Digestion • Elimination • Evidence Based Practice • Family 	<ul style="list-style-type: none"> • Mood and affect • Nutrition • Oxygenation • Perfusion • Perioperative Care • Reproduction • Self • Sensory perception • Sexuality • Spirituality • Stress and coping • Thermoregulation • Tissue integrity • Trauma <p>2. Nursing Judgement, Critical Thinking & Clinical Reasoning</p>	<p>5. Information Management & Patient Care Technology</p> <ul style="list-style-type: none"> • Informatics <p>6. Leadership, Professional Identity, Legal and Ethical Principals</p> <ul style="list-style-type: none"> • Accountability • Ethics • Health Policies • Leadership • Professionalism • Legal Issues • Managing Care
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<ul style="list-style-type: none"> • Fluid and electrolytes • Grief and loss • Health promotion • Immunity • Infection • Inflammation • Intracranial regulation • Metabolism • Mobility 	<ul style="list-style-type: none"> • Clinical Decision Making (Nursing Process) <p>3. Quality Improvement Processes</p> <ul style="list-style-type: none"> • Health Care Systems • Quality Improvement • Safety <p>4. Communication & Interdisciplinary Collaboration</p> <ul style="list-style-type: none"> • Collaboration • Communication • Teaching and Learning 	<p>7. Caring Culture of Health</p> <ul style="list-style-type: none"> • Caring Interventions • Advocacy • Health wellness & Illness
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EXPECTED PROGRAM STUDENT LEARNING OUTCOMES

1. Prioritize safe, quality nursing care incorporating application of the nursing process to diverse patients across the lifespan in a variety of health care settings.
2. Exercise nursing judgment through application of critical thinking, clinical reasoning, and evidence-based practice to promote the health of patients in a family and community context.
3. Participate in quality improvement processes to improve patient care outcomes.
4. Initiate communication and interdisciplinary collaboration with members of the healthcare team, patient and the patient’s support system to facilitate improved patient outcomes.
5. Utilize the appropriate information management systems and patient care technology to communicate within an interdisciplinary team, manage knowledge, mitigate error and support decision making in the clinical environment.
6. Analyze professional identity through leadership and a commitment to caring, diversity, ethics, excellence, holism, integrity, and patient-centered care.
7. Create a caring Culture of Health in demonstrating a spirit of inquiry and providing care to sick and well patients of all ages, ethnicities, and cultures in a variety of community settings.

END OF PROGRAM COMPETENCIES

The End of Program Competencies are culmination of all learning experiences occurring during the program. The student’s competency will be measured by each individual (7) outcomes list of competencies. These competencies are the measurable behaviors the students will demonstrate when meeting each learning outcome.

Each of the End of Program Student Learning Outcomes (PSLO) with their respective related competencies is listed below.

1. Prioritize safe, quality nursing care incorporating application of the nursing process to diverse patients across the lifespan in a variety of health care settings.
 - a. Construct a comprehensive and/or focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches.
 - b. Correlate assessment findings to identify patient needs.
 - c. Integrate evidence-based practice into a plan of care considering individual patient needs.
 - d. Implement patient-centered care based on an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical and nursing management, inclusive of health promotion.
 - e. Integrate evidence-based practices to deliver patient care.
 - f. Implement teaching strategies that individualize content to meet patient specific needs.
 - g. Evaluate the effectiveness and impact of nursing care on patient outcomes to meet, adapt, and modify care to meet patient needs.
 - h. Implement clinical psychomotor skills to ensure safe delivery of care, including medication practices.
 - i. Document all aspects of patient care accurately.
2. Exercise nursing judgment through application of critical thinking, clinical reasoning, and evidence-based practice to promote a culture of health for patients in a family and community context.
 - a. Implement comprehensive nursing knowledge to make effective patient care decisions and to predict and manage potential complications.
 - b. Analyze patient care needs to prioritize nursing interventions, evaluate patient responses, and modify care as needed.
 - c. Utilize nursing judgment to ensure safe, accurate nursing care.
3. Participate in quality improvement processes to improve patient care outcomes.
 - a. Integrate best available evidence, professional experience, and patient preferences in the design, coordination, and provision of care.
 - b. Apply quality improvement principles to develop plans and initiate actions to ensure continuous quality improvement.
 - c. Utilize evidence-based practices to reduce error and improve patient safety.
 - d. Implement National Patient Safety Goals in all patient care settings.
4. Initiate communication and interdisciplinary collaboration with members of the healthcare team, patient and the patient's support system to facilitate improved patient outcomes.

- a. Communicate and collaborate within interdisciplinary teams to plan patient care, including patient and families in decision making.
 - b. Collaborate within nursing and healthcare teams with open communication, mutual respect, and shared decision-making in delivery of optimal care.
 - c. Recognize situations that require conflict resolution to facilitate communication for optimal patient care outcomes.
5. Utilize the appropriate information management systems and patient care technology to communicate within an interdisciplinary team, manage knowledge, mitigate error, and support decision making in the clinical environment.
 - a. Demonstrate knowledge of information and technology to communicate and support decision making in the delivery of healthcare.
 - b. Evaluate and use information and technology to communicate, mitigate error, and support decision making.
 - c. Apply technology to find and analyze evidence-based information and current resources.
 - d. Evaluate the role of information technology and information systems in improving patient outcomes and creating a safe care environment.
6. Analyze professional identity through leadership and a commitment to caring, diversity, ethics, excellence, holism, integrity, and patient-centered care.
 - a. Practice within the legal and ethical frameworks of the Registered Nursing scope of practice.
 - b. Deliver patient care within the ANA Standards of Practice.
 - c. Exhibit leadership skills such as coordinating, collaborating, delegating, and supervising nursing care provided by others, to ensure optimal patient care outcomes.
 - d. Function as a member or leader of a collaborative inter-professional care team, implementing leadership and management skills.
 - e. Demonstrate patient advocacy to maintain quality of care and protect patients' rights.
 - f. Demonstrate accountability for formal and informal experiences that promote both personal and professional growth and lifelong learning.
 - g. Collaborate with individuals, groups, communities and populations through mutual goal setting, advocacy, and education to promote health and wellness.
7. Create a caring Culture of Health in demonstrating a spirit of inquiry and providing care to sick and well patients of all ages, ethnicities, and cultures in a variety of community settings.
 - a. Foster healthy communities by providing individuals with choices that lead to healthy lifestyles.

- b. Demonstrate the values central to nursing practice surrounding a Culture of Health including caring, diversity, excellence, integrity, ethics, holism, and patient-centeredness.
- c. Support health promotion, advocacy for sick and well patients of all ages, ethnicities, and cultures in a variety of settings.
- d. Develop nurse-patient partnerships with emphasis on the role of patient as a consumer, while supporting the health of the community.

STANDARDS OF PERFORMANCE

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

California Code of Regulations, Section 1443.5

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

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

NURSES CODE OF ETHICS

The development of personal code of ethics is an essential characteristic of a profession and provides one means whereby professional standards are established, maintained, and improved. A

code indicates a profession's acceptance of the responsibility and trust with which it has been invested. Each practitioner upon entering a profession inherits a measure of that responsibility and trust and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession.

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

Preamble

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

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

9. *The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.*

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

CURRICULUM

Course student learning outcomes (CLO) are expected culmination of all learning experiences for a particular course within the nursing program. Each CLO has competencies measured at the end of a specific course. All CLO's are designed to promote consistency and are leveled to the development and advancement of student knowledge, skills and attitudes as they progress through the program.

Levels

LC ADN program identifies 4 levels of the students learning progression:

Level 1: Provides the foundation for fundamental principles of assessment, laboratory skills, critical thinking, pharmacology, and the knowledge needed to care for clients in all areas of nursing practice within a context of a Culture of Health. (first semester)

Level 2: Provides the development of clinical decision-making, theoretical knowledge and technical knowledge for individuals and families across the lifespan in a context of a Culture of Health. (second semester)

Level 3: Focuses on the application of clinical decision-making, theoretical knowledge and technical knowledge for individuals and families in complex and diverse environments within a context of a Culture of Health. (third semester)

Level 4: Focuses on the integration of all theoretical knowledge and technical knowledge for individuals and families in complex and diverse environments within a context of a Culture of Health. Nursing care is provided at an advanced level to prepare for practice in the role of the Registered Nurse. (fourth semester)

Curriculum Assessment, Planning, Implementation and Evaluation

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

Curriculum Pattern

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

Traditional Student Nursing Courses			LVN-RN New Nursing Courses		
First Semester-Fall		Units			
NURS 016	Nursing and a Culture of Health	1			
NURS 017	Culture of Health 1	4			
NURS 017L	Culture of Health 1 Immersion	4			
NURS 018	Critical Thinking and a Culture of Health	1			
NURS 019 *elective	Foundations and a Culture of Health	2			
	Total	10-12*			
Second Semester- Spring			First Term-Summer LVN-RN Transition		
NURS 020	Culture of Health 2	2	NURS 012	Role Transition, Critical Thinking, and a Culture of Health	5 (3.5 units lecture; 1.5 units lab)
NURS 020L	Culture of Health 2 Immersion	2			
NURS 021	Culture of Health 3	4 (2 units OB; 2 units Peds)			
NURS 021L	Culture of Health 3 Immersion	3 units (1.5 units OB; 1.5 units peds)			
NURS 022 *elective	Family and Culture of Health	3			
	Total	11-14*		Total	5
Third Semester- Fall		*LVN's join	Second Term- Fall		
NURS 030	Culture of Health 4	3	NURS 030	Culture of Health 4	3
NURS 030L	Culture of Health 4 Immersion	3	NURS 030L	Culture of Health 4 Immersion	3
NURS 031	Culture of Health 5 Mental Health	1.5	NURS 031	Culture of Health 5 Mental Health	1.5
NURS 031L	Culture of Health 5 Mental Health Immersion	1.5	NURS 031L	Culture of Health 5 Mental Health Immersion	1.5
NURS 032 *elective	Issues, Trends and a Culture of Health	3.0	NURS 032 *elective	Issues, Trends and a Culture of Health	3.0

RESPONSIBILITIES OF STUDENTS

Registration

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

Program Expenses

(estimated) Estimate for program courses only- does not include additional GE courses or Additional Required coursework for graduation 2023-2024

Item	Traditional ADN	Cost (approx.)	LVN-ADN Bridge	Cost (approx.)
<i>Registration</i>	38.5 units @ \$46.00 per unit	\$1,771.00	22.5 units @ \$46.00 per unit	\$1,035.00
<i>Health Exam and required Immunization and Titors</i>	Dependent on health care provider and insurance benefit	Up to \$600.00	Dependent on health care provider and insurance benefit	Up to \$600.00
<i>Student Uniforms and accessories (patch)</i>	Based on 2 pants and 2 tops per year; 1 jacket per program	\$250.00 or more based on wear and care	Based on 2 pants and 2 tops per program; 1 jacket per program	\$250.00 or more based on wear and care
<i>Blood pressure cuff and stethoscope</i>	Based on brand and preference	\$90.00	Based on brand and preference	\$90.00
<i>Drug/Background</i>	Could increase	\$166.40	Could increase	\$166.40
<i>Books and supplies</i>	Varies based on buy, rent, borrow	\$2,000+	Varies based on buy, rent, borrow	\$2,000+
<i>ATI Testing package</i>	Student cost	\$1190.00	Student cost	\$1190.00
<i>NCLEX Testing</i>	Last semester of the program- prices may increase	\$679.00 (BRN, PV testing, live scan, interim permit)	Last semester of the program- prices may increase	\$679.00 (BRN, PV testing, live scan, interim permit)
Total Cost	Approximate	\$6,746.88	Approximate	\$6,010.88

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

Transportation

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

Current Address

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

Communication- Responsibility of Student

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

REQUIRED DOCUMENTATION

Health Clearance

The LC nursing program is part of the Centralized Clinical Placement System (CCPS) for clinical placements with our industry partners. To be able to place students in clinical at the facilities where we have clinical placements, it is mandatory that our program is part of this group. We pay an annual fee to belong to CCPS and be eligible to request clinical placements for our health career programs.

Part of the responsibility of being in CCPS includes the health clearance requirements that our students must abide by to be able to complete their clinical rotations at those facilities.

Program/clinical clearance requirements include but not limited to:

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

As a student in our program, it is your responsibility to ensure you have completed, and maintain

your health clearance information and provide it promptly to the office or upload it to the agency we are using for clearance and record keeping. It is imperative that you follow the instructions from the health career office staff when items or updates are requested.

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

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

Communicable Disease Screening of Employees, Volunteers and Students

Please be aware that these requirements change fairly regularly and students will be required to adjust to the changes as requested. The program cannot predict what changes may be requested by the programs as these decisions are made individually by each organization.

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

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

Must be completed prior to start date:

Immunity to:

1. **MMR -**

Rubeola	2 vaccines OR serological testing to demonstrate immunity
Mumps	2 vaccines OR serological testing to demonstrate immunity
Rubella	2 vaccines OR serological testing to demonstrate immunity

2. **Varicella -** 2 vaccines **OR** serological testing to demonstrate immunity

3. **Hepatitis B -** Documentation of immunization (series of three doses) **OR** Documentation of titer (may be required by some agencies if series over 3 months old) **OR** Signed declination

4. **TB skin test** - *Negative History: Quantiferon blood test annually
Positive History: Confirm with Quaniferon blood test; if shows positive f/u with Chest x-ray. After initial negative Chest x-ray. May accept surveillance form stating the student is asymptomatic from the student's place of employment or physician.*
5. **Pertussis** - *Vaccination or signed declination
(Valley Children's Hospital Requires Tdap)*
6. **Covid Vaccination and Booster**
7. **Influenza** - *: Vaccination for current season. If student declines flu immunization, they must apply for declination through the various health care organizations, before clinicals begin. An MD note is necessary. Policies may change annually- students will be required to follow any additional standards or changes made by facilities.*

TB CLEARANCE FOR NURSING STUDENTS WHO ARE POSITIVE REACTORS

I. Purpose

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

II. Policy

- A. Students entering the Nursing Program, who have a history of a positive TB skin test and have been treated with INH and/or have a negative chest x-ray post positive skin test may be cleared by history.
- B. Students who have a history of a positive TB skin test and do not have proper documentation of proof of a negative chest x-ray will be required to obtain a current chest x-ray. If student presents the office with a negative chest x-ray student can thereafter be cleared by history (as described below).
- C. Clearance by history shall take place each year with screening completed by the student's own health care provider using the following procedures.
 1. Procedures
 - a. Check documentation to determine if the student will need to have a chest x-ray or may be cleared by history.
 - b. Documentation is adequate and student has proof of negative chest x-ray:
 - i. Student may have provider complete a TB surveillance form and sign.
 - ii. Surveillance must be completed every year.
 - c. If documentation is not adequate and student does not have proof of negative chest x-ray:
 - i. Student must obtain chest x-ray to show negative chest x-ray free from TB.
 - ii. Once chest x-ray is obtained and negative, student may be cleared by history as above each year thereafter.
 - iii. The student can now be cleared by history every year without additional x-rays. (SEE APPENDIX E for form)

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

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

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

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

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

Hepatitis B series and titer

Hepatitis B can be prevented with the Hepatitis B vaccine, which is offered by physicians or family medical clinics. The student must submit documentation of immunization to Hepatitis B (series of three doses), or documentation of a titer, or a signed Declination form. The series must be in a timely manner. (Example *Timetable*: example: *Injection #1- 6/01/2023, one month later → injection #2, 7/1/2023, →then five months later (12/1/2023) →injection #3*). Some institutions may require Hepatitis A immunization as well.

As long as student is actively in process with this Hep B procedure, they will not be held back from clinical. Students who fail to follow the initial process may be held from attending clinical.

COVID Vaccine and Booster

Our clinical partners are requiring student nurses and faculty to be vaccinated. It is important to follow the CDC guidelines for immunization, along with providing documentation to the health careers office. Currently, most clinical sites are requiring the series, along with wearing N95 masks and face shields when the clinical environment requires it. Proof of vaccination and booster along with a N95 fit test that indicated the particular of N95 you students have been fitted for must be provided to the Health Careers office as well, so that it can be a part of your file. Any exemptions to this requirement must be discussed with the DON for next steps and assessment.

Health Examination Form

All nursing students are required to have a physical examination by a Medical Doctor (MD) and/or (PA) or (FNP). The MD is attesting to the fact that the student can carry out the duties of an RN as specified in this handbook as **Essential Job Functions of a RN**. In addition, the MD is documenting that the student is free of any diseases, physical or mental limitations that would

impair the student, be harmful to those around them or make it unlikely for them to provide safe effective nursing care to the patients under their care. The Health Careers office will provide the examination forms that must be completed by the doctor and have the clinical/agency official stamp on the form to ensure authenticity. The **Health Careers office accepts this form only.** *SEE APPENDIX F* for health examination form

CPR/ BLS Basic Life Support

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

General Liability Insurance

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

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

It is essential that the LC Allied Health Careers Department be informed about all injuries including those at the hospital or other health facilities on the day of the injury/accident. This includes needle sticks; patient induced injuries, or any other accident or injury that occurred while actually participating in your off campus clinical assignments as part of the Nursing Program. The clinical instructor will call 1-877-518-6702 to report the injury, then notify the Director of Nursing and the Dean of Students at LC.

Accident, Injury and Illness Investigations

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

Reporting Procedures

- When a workplace injury/illness occurs, the injured student with assistance from the faculty member will call Company Nurse directly after reporting the incident to their clinical faculty.

The Company Nurse will provide first aid advice and direct the injured employee to an appropriate medical treatment site. 1-877-518-6702

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

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

Human Resources Department
275 Phelps Ave
Coalinga, CA 93210
Phone Number: (559) 934 2155 for questions.
SEE APPENDIX H for appropriate forms

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

STUDENT RESPONSIBILITY FOR LEARNING AND PROGRAM SUCCESS

A student's success in our program depends as much on the student's amount of effort and engagement while in the program, as the curriculum that the program provides. In fact, a passionate motivated student can learn in any nursing program with the correct facilitation and direction. Students may find their motivation to succeed embedded in their passion for learning and their interest in the human condition and the desire to be an exceptional nurse. The knowledge required to formulate interventions and problem solve to improve the health of others is a challenging task and requires extreme effort and diligent planning and preparation. Students who do not demonstrate the motivation to prepare, plan, investigate and seek new knowledge and innovation may find the ability to maintain the standards of the program difficult or impossible. Students will need to be self-directed learners and take an active role in their learning and at times find ways to learn material on their own. As content and knowledge is presented in various ways, it is up to the student to figure out how they learn best, and request assistance as needed.

Students who do not accept responsibility or accountability for their learning either by being a passive learner rather than active learner, not contributing to the class learning activities or not making effort to identify a study strategy for success may also find the ability to maintain the standards of the program difficult or impossible.

Students who do not display respectful behavior toward clinical instructors and nursing staff/preceptors in the clinical setting such as showing disinterest in learning; refusing to meet with clinical instructor regarding patient care prep or review; not attending requested meeting by the clinical instructor to ensure preparation and safety of the student or to provide feedback on assignments, will be identified as not accepting responsibility and potentially putting patients in unsafe situations. This could be cause for dismissal under the safety requirements of the student performance.

Every effort is made to guide, facilitate, initiate, and encourage students to take an active part in their learning. The learning process for students is a partnership between the faculty and students. To foster critical thinking and professional growth within the practice of nursing, students will be challenged to think differently through application and analysis of problems and solutions. Memorization of material is helpful only in a limited capacity, but alone cannot support success. Critical thinking, clinical judgement and application of nursing knowledge is the expected level of performance from a successful student in the nursing program.

Lemoore College Nursing Program Faculty and Administration

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

BEFORE YOU GET STARTED

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

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

STUDENT SUCCESS

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

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

1. Contact the instructor about any assistance, aid, or study strategies that may be useful to employ. The instructor will have information on the test-taking strategies, the NCLEX RN material available in the skills lab, and other resources. It is important, if the student is having trouble with the course that the student keeps in contact with the instructor and utilizes any available tutoring, counseling, or mentoring. Although it is the responsibility of instructors to contact students if the student begins to fail, it is also the student's responsibility to contact the instructor. Be proactive in your need for support.
2. Contact your clinical instructor for help with any skills that are presenting a problem. Please check hours of operation of the nursing skills lab and utilize the opportunity for individual instruction from the skills laboratory staff.
3. There is tutoring available through the nursing program you should take advantage of this resource if you are receiving a 77% or lower on any theory tests or 85% or below on math tests. The Academic Center for Excellence (ACE) lab is available through the college's resource center. You will need to check with the lab the hours of availability.

4. Nursing elective courses: enrolling in the elective courses each semester of the program to support your success in the program will provide additional support and opportunity for open skills lab time as needed to enhance your learning.
5. The learning resource center is another source of support. Students are encouraged to use the center for the materials available for students to use on every subject matter taught in the Nursing Program. In addition, ATI packages include tutorials that are available online with ATI (SEE APPENDIX J)
6. Tutorial center staff is also available, and students are encouraged to take advantage of the many opportunities afforded them at the center. Individual tutors are available to the student.

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

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

ANA Registered Nursing ESSENTIAL JOB FUNCTIONS

Work Hours:

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

Physical Demands:

1. Must be medically cleared when a change in physical or mental capabilities occur the student needs to provide documentation to complete all physical demands required in the Registered Nursing Handbook and the hospital unit where the clinical course is scheduled. The MD, PA, or NP must sign a clearance form with this list of activities attached.
2. Must be able to use all physical senses (i.e., seeing, hearing, feeling, smelling in a manner that allows the nurse to be able to accurately assess the patient and clinical situation).
3. Must be able to use fine motor skills of the hands to carry out clinical procedures accurately and safely.
4. Must be able to operate varied medical equipment.
5. Must be able to perform such duties as, but not limited to:
 - a. Lifting patients of various sizes and weights into, onto and out of bed, chairs,

- stretchers, and other surfaces.
- b. Maneuvering, pulling, pushing, lifting and turning of patients in awkward positions.
 - c. Performing related tasks which require the use of hands, arms, shoulders, legs and feet.
 - d. Participating in work related activities that require extensive bending, kneeling, crouching, stooping and standing and critical movements.

Work Environment:

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

Cognitive Abilities:

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

STATE BOARD APPLICATIONS

Applications to the BRN for NCLEX exam will be discussed and coordinated with the fourth semester students prior to graduation. As the process changes fairly regularly due to new technology and regulatory changes, explaining the process in this document will may not apply by the time the student enters the fourth semester. Students interested in understanding this process prior to the fourth semester can review the application and process at the following website. <https://www.rn.ca.gov/applicants/lic-exam.shtml> (SEE APPENDIX K) for additional details understanding that information provided in Appendix K may change at any time. The director of nursing will be preparing students for the application process during the fourth semester with most current information.

If you have **prior misdemeanor or felony convictions**, the reporting requirements for this process are also quite lengthy. Get started now! **Generally, you want to divulge any prior offenses, other than parking tickets.** It is better to declare, than to not declare, in this instance.

It is also VERY important as a student you do not incur any misdemeanor or felony convictions during the program as it could impair your ability to complete the program or affect your ability to test for NCLEX. You can access this information through this link <http://www.rn.ca.gov/applicants/lic-exam.shtml> and clicking on [Application for Licensure by Examination](#)

Policies and Procedures

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

In addition to District/College or program policies and procedures, students should reference the college catalog for academic guidance related to policy and procedures. College Catalog can be located on the LC website under “Resources.”

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

[Board of Trustees Policies and Procedures](#)

DISABLED STUDENTS PROGRAM AND SERVICES

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

If you do have special needs as identified by DSPTS then special testing considerations will be conducted in coordination with the nursing faculty. Any testing need can then be scheduled with DSPTS in their offices. (AP/BP 5140)

[Disability Student Program Services \(DSPTS\)](#)

PROFESSIONAL BEHAVIOR

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

1. The LC Health Careers has adopted the ANA Code of Ethic for Nurses and the National Student Nurses' Association, Inc. Code of Academic and Clinical Conduct (*SEE APPENDIX A*).
2. The highest ethical standard is required by students in the Associate Degree Program.
3. Students are accountable for information and skills learned in previous courses.
4. Students need to have respect for themselves, fellow students, faculty, administrators, other professionals, and the chain of command (*SEE COMMUNICATION ORGANIATIONAL CHART*)
5. Integrity is required to be demonstrated by the students including honesty, following the honor code, not enabling others who are not doing their own work, reporting cheating or plagiarism, not lying in the patient care setting, forging, or omitting care.
6. No aggressive, disruptive, or stalking behaviors or any types of verbal threats will be tolerated in the Associate Degree Program and will be reported following LC policy outlined in the college catalog under Causes for Discipline. This reporting may go on your legal record and could cause a delay in your obtaining your nursing license.
7. Cell phones and other mobile technology are required to be turned off in the hospital or during class.
8. Students will dress appropriately, whether while on campus or at events while representing the Nursing Program. Students will be referred to the Director of Nursing with documentation of event as needed. The student can be placed on probation for lack of professional behavior.
9. Language needs to be appropriate, whether in the clinical setting or campus, when the student is an ambassador representative of the program.
10. Class group messaging is a common mode of communication between classmates within a cohort. If it is identified that the group messaging is negative in nature, or creating negative class conflict, students should remove themselves from the group messaging as that is counterproductive to the benefit of functional group communication. If it is identified that harassment or bullying of students is taking place within a group communication platform, the student(s) may address it through the campus policy and notify the faculty and/or director of the program.

Lack of professionalism or poor reflection of the Code of Ethics, disciplinary measures may be instituted as appropriate including referral to college administration.

Academic and Board Polices. [AP 3050](#)

Class time

1. Use of social media during class time is prohibited. Student cell phones or personal technology may not be used during class for any purpose unless permitted by the instructor. Electronically turning in assignments for or working on assignments for another class during another class time is highly discouraged as your attention is needed for the class you are in current attendance for.

2. Posting photos, statements regarding a class experience to include clients, staff, instructors or other individuals on campus are highly prohibited. Any postings on any social media that violate HIPPA or FERPA may cause the student disciplinary action.

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

3. Additional Classroom Expectations

Dress: Appropriate dress in the classroom promotes a more serious school atmosphere which emphasizes academics and promotes good behavior. While students can wear whatever they like—it should be neat and modest. Students should never wear swimsuits, furry shoes (slippers), sunglasses (during class), visible bra straps, leggings as pants without appropriate coverage, thongs (in conjunction with low-rise jeans). While on campus, you represent the nursing program, therefore it is important to dress casual appropriate.

The program's nursing uniform is not required in theory class, unless there is something specific occurring that requires you to wear your uniform. That will be communicated by the faculty if that is needed. It is encouraged to have closed toe shoes with you in the first semester, in case during class we need to use the skills lab. For further clarification, please speak to the faculty/director.

Classroom Courtesy: *We believe that everyone participating in classroom activities in this program is intelligent, capable, and cares about doing their best and wants to improve.* During theory courses, the goal for faculty is to use teaching strategies to connect the pieces of clinical reasoning of *Noticing, Interpreting, Responding, and Reflecting*. Students are expected to be respectful of other student's learning by being quiet and attentive during class. Working collaboratively with your classmates is expected when the faculty has the students completing group work. The faculty member may ask you to leave the class if the behavior is disruptive to other students' learning. All cellular devices should be turned off or muted during class. If you need to have your phone on for a specific purpose, please communicate that prior to class to the faculty member.

Students should follow these class directions and expectations: Be punctual and prepared for class. Accept responsibility for your academic progress. Accept positive and constructive feedback. Raise your hand to speak and when asking questions. Share new ideas, be kind, polite and courteous to others. Be quiet when classmates are talking, refrain from discussion when instructor is talking- if need to clarify content, make notes to ask the instructor at the appropriate time during the lecture. Respect and listen to your classmates, respect and listen to your instructor.

Recording of lecture:

Faculty must give permission for students to record their lecture. Faculty may request that you do not record unless students have accommodations (through DSPS) to record class lectures. Any recording accommodations must be included on the accommodation form that is provided to the instructor prior to the start of the semester. Students who have accommodations in the classroom are encouraged to schedule a meeting with the faculty member to review the accommodation form to ensure all accommodations are clarified for implementation. Please be sure to

communicate with the faculty member if you have any questions. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction including, but not limited to, handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure. [BP 5500](#)

Student HIPAA Training and Breach Health Career Program Specific

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

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

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

- Admission or procedure
- Diagnosis
- Prognosis
- Treatment plan or treatment options
- Discharge
- Name, address, telephone number
- Age
- Photographs

- Or any information that can identify a patient

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

A breach of confidential patient information will be defined as:

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

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

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

Academic Dishonesty

It is the belief of the Nursing Faculty that academic honesty translates to personal and professional integrity in the clinical setting. We, in the nursing profession, are held to the highest level of integrity due to the special circumstances associated with the care of the patient in our charge. It has been demonstrated that those who seek to gain advantage through questionable means, either in theory or clinical courses, compromise the safety of their patient. They also place their instructors who manage the care of the patient in the clinical setting and the hospital or health care facility at risk. Academic dishonesty ultimately results in lack of trust and creates turbulence in the teaching environment. It is the consensus of the faculty that the Academic Honesty policy will be followed for those who are proven to be dishonest that may or may have not compromised patient safety. This may result in disciplinary action or dropped from the program. Students may seek due process through the student grievance process.

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

1. Any student not following the requirements and guidelines of the LC ADN Student Handbook, course syllabi, and instructor’s directions.
2. All course evaluations must be done by the instructor or preceptor and NEVER by the student.

3. Actions that circumvent the rules and regulations established by the LC Health Careers, affiliated hospitals, course syllabi, and instructor's directions constitute acts of dishonesty (SEE APPENDIX K). [BP 5500](#)

Cheating

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

1. Copying or allowing another to copy a test, paper, project or performance.
2. Using unauthorized materials during a test, for example notes, formula lists, or "cheat" sheets, and electronic devices, screenshotting questions to share with others.
3. Taking a test for someone else or permitting someone to take a test for you.
4. Removal of the exam booklet and/or answer sheets from the classroom and/or instructor's office, without express permission is a form of cheating. Accepting copies of the exam in any form from another student or outside source.
5. Using another student's nursing care plan, assignment, medication cards or like work from the various nursing courses. Obtaining above work from online sites that charge students to pay to upload their assignments to share with other students.

Plagiarism

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

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

Use of Artificial Intelligence

In this program, you are encouraged to utilize foundation models (such as ChatGPT, GPT, DALL-E, Stable Diffusion, Midjourney, GitHub Copilot, and any subsequent models) for **brainstorming research ideas**, seeking assistance with explanations, or structuring your assignments. It is important to acknowledge that **large language models can occasionally produce inaccurate information**, highlighting the significance of diligent fact-checking. You are responsible for any inaccuracies, biases, offensive content, or ethical concerns present in your submissions, whether they originate from you or a foundation model. If the authenticity of a paper is questioned, the instructor reserves the right to quiz the student on the material. Failure to validate the paper's authenticity will result in a zero grade for the document. When utilizing a foundation model, it is crucial to acknowledge its contribution to your document to avoid penalties for misrepresenting the work as your own. Ensure that you understand how to cite AI in APA format and include a link to your AI conversation in your references to facilitate an evaluation of your process in developing the submitted work. Please note that the instructor reserves the right to change this AI usage statement. Once notified of the changes, it is the students' responsibility to review and adhere to those changes.

Disciplinary Procedures

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

1. In minor cases will arrange a conference with the student and at that time advise the student of the allegations. (this step may be skipped if cheating/plagiarism is deliberate and extensive)
2. Complete a LC student conduct/student of concern form to be followed up by Dean of Students and logged in students' college academic record. Outcome of conference with student will be noted. If the student's permanent record indicates more than one occurrence of cheating or plagiarism, or the incident involves potential patient safety concerns, the student may be placed on probation, suspended, or expelled.
3. Notify the Director of Nursing regarding #1 and #2 above.

Prior to a facilitated discussion as described in AP 5520, the affected faculty member and student may reach an agreement about the matter and, if dishonesty is involved, may determine the appropriate consequences(s). If no resolution is agreed upon, the matter will proceed as described in the current college AP 5520. [AP 5520](#)

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

[AP 5530](#)

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

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

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

Personal Appearance

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

Uniform

Only the approved uniform can be worn by the students. **Specific information regarding the uniform will be provided at the orientation meeting.** The uniform must be clean, neat, pressed,

complete, and in good repair. Each hospital reserves the right to have students comply with the individual hospital uniform code. The hospital policy can supersede that of LC.

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

1. The standard approved uniform for all students includes uniform pants, top, and white hose or socks, white shoes (constructed to ensure safety and support). The uniform must be consistent with the program's specifications. All shoes worn in clinical areas should be white, clean, in good repair and enclosed - NO OPEN areas on shoes (ex: no clogs, Crocs, or Birkenstocks). Undergarments are to be worn and must provide appropriate coverage and not be visible through the material of the uniform.
2. All students are required to have, as part of their uniform, a watch with a second hand, tape measure, Kelly clamps, bandage scissors, and a name badge (college ID). The faculty will arrange for you to obtain your student nurse badge during the first few weeks of school.
3. Pins or any other paraphernalia indicating that the student is an RN **must not** be worn at any time until passing the NCLEX examination and the license to practice as an RN is awarded.
4. "Belly bags", "fanny packs", "cellular phones" or other mobile devices **are not** permitted as part of the uniform. Use of cellular phones, other social media devices and **are not allowed** in the hospital or classroom without instructor permission.
5. Students are permitted to wear approved jackets only with their uniforms. No lab coats or hooded sweaters/sweatshirts are to be worn.
6. Tattoos - All tattoos are to be covered and should not be visible in any clinical setting, including skills lab.
7. Students must wear school uniforms and name badges if they are required to go to the hospital the day before the clinical assignment to gather patient information.
8. Professional scrubs are to be worn on the Mental Health units according to the guidelines in the psychiatric nursing syllabus (i.e., NO: jeans, see through blouses, low cut or tight fitting, above knee skirts, high heels). Specific information regarding dress will be provided at orientation to the facility.

Hair

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

1. For female students, hair must be neat and clean; the guideline for the length of hair is off the collar. No extreme hairstyles or hair color are permitted. The hospital, in support of their patients, may ask for modification in hairstyles. Long hair must be worn up or tied

back neatly. Your hair must not fall into your face while you are in clinical. Be sure to fasten your hair away from your face. If a student needs to be told to pin up their hair, points will be removed from the clinical evaluation.

2. For male students, hair must be neat, clean and off the collar. No extreme hairstyles or colors permitted. The hospital, in support of their patients, may ask for modification in hairstyles. Sideburns should be neatly trimmed and groomed (not long and bushy)
 - a. If required by hospital policy, beards must be shaved off.
 - b. Beards may not be started during the semester prior to consulting your instructor due to upcoming clinical area policy.
 - c. Students need to be clean shaven during the clinical rotation.

Make-Up and Perfume

Moderate, simple makeup, if any, is recommended. Extreme eye makeup and extreme shades of lipstick and heavy cake makeup are discouraged. No false eyelashes. Clinical instructors, at their discretion, may ask students to alter makeup, nails, and jewelry. Consideration must be given to the patient. Heavy fragrances are often offensive to those who are ill and many people are allergic to perfume so do not wear it during clinical rotations.

Nails

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

Jewelry

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

Speech and Conversation

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

discussed in theory and clinical as PHI is constantly changing and becoming more rigorous. Students are held to the standard of each facility and for the PHI policies being followed.

SOCIAL NETWORKING POLICY

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

Clinical Setting

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

Quality of Care

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

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

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

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

GUIDELINES AND POLICIES (Clinical and Theory)

Placement of students into clinical rotations is the responsibility of the director with advisement by nursing faculty. When possible, students will be offered choices with the understanding that clinical placements may change at any time and students will be required to flex with the new schedule or requirements as needed.

Jury Duty

Students who are called for jury duty should advise the Health Careers Office as soon as the summons is received. Requesting a postponement of service is recommended. Most courts do recognize nursing school as a competitive program and the need to attend for success as key. Please make sure to contact your instructor and then the director of nursing regarding your jury duty assignment.

Clinical Courses

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

Attendance, Dropping, Not Progressing Clinical or Theory Courses

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

Clinical Attendance:

1. If a student will be ill, late or unable to attend clinical, he/she must contact the instructor by telephone prior to the start of the clinical day and discuss the situation. The student must **speak** with the faculty member, to assure that they are aware that the student will be tardy or

be unable to attend clinical. Text messages to the faculty member are not adequate. Failure to comply may result in a safety infraction on your evaluation. Treat this situation as if you are employed.

2. Clinical points accrue during the time that you are in the clinical area and on your actual clinical day working with the patients. **If you are not present, you will lose a valuable learning experience and will not obtain any clinical points for that day; you are unable to make up the points for that day.** *For each day that you are unable to attend clinical and participate in learning opportunities, you are losing points that will negatively affect your grade, as the points are for the actual clinical learning experience with patients in the clinical setting.*
3. If you are tardy without notifying your clinical faculty, or a “No Call, No Show” to clinical, you will lose all professional points on the clinical lab evaluation, in the area of the evaluation that covers initiative, learning opportunities, communication, and being present and prepared for the clinical learning experience. Because of the missed learning opportunity, you will lose all points for the day.
4. Students must attend clinical the full assigned hours. Any time a student is away from a clinical setting, whether planned or unplanned, is considered a missed learning opportunity (absence). Leaving a clinical session without instructor permission is contrary to program policy. This can include leaving the clinical facility during the clinical day. It is expected that students will be on time and will stay the entire time. Those leaving early without instructor permission will be considered absent and subject to discipline.
5. **All missed learning opportunities are recorded. An excused absence may include bereavement, pregnancy/ delivery, or any medical related excuse. A physician’s note is required for it to be excused. This must be provided to faculty within a week of the occurrence and must indicate the date that the student was unable to participate in clinical. It is the student’s responsibility to provide the documentation to the faculty member and office staff. If situations arise regarding exposure in the clinical setting that may result in the student entering a quarantined state, instructors will work with the student on a case by case basis depending on the objectives met up to the point of quarantine. The LC nursing program may revise this policy dependent on circumstances that may arise in healthcare affecting the clinical rotations.**
6. Loss of clinical hours is recorded on an hourly basis for each course of the program and can impact negatively on the student’s ability to meet course objective and performance evaluation.
7. According to college policy, students who miss ten percent of classes in a semester long course may be dropped from the course. If enrolled in a 9-week course, students who miss ten percent of classes may be dropped. When petitioned, reinstatement will be considered under the college reinstatement procedure.
8. In the accelerated courses, objectives must be met in a short period of time thus students may be dropped for two (2) or more successive absences. Students can petition for reinstatement.
9. Students will be sent to the Director of Nursing for counseling when the second absence occurs.

10. Being dropped from a clinical course requires that the concurrent lecture course be dropped also. *Per the BRN regulation CCR 1426 theory and clinical must be completed concurrently.*
11. When it is necessary for a student to repeat a course, reentry into any clinical course is dependent on available space. There are no guarantees that one will follow through courses uninterrupted. Placement in the program is subject to availability. The final class in the program must be the Advanced Medical/Surgical class. Clinical space for return cannot be guaranteed.
12. Progression in the sequence of nursing courses will be permitted only after the dropped or failed course is repeated successfully. Clinical and Theory classes must be taken concurrently and completed successfully with a grade of “C” or better.
13. All courses must be repeated in their concurrently. Theory and corresponding clinical courses are co-requisites. Per Title 16 CCR 1426 (d) ***Theory and clinical practice shall be concurrent in the following nursing areas: geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, and pediatrics.*** If a theory or clinical course is failed, the co-requisite theory/clinical course also must be retaken. Students must successfully complete and pass both the theory and clinical course to successfully complete and pass both concurrently enrolled courses. Students must pass both co-requisite courses during the same semester or repeat both courses during a future semester in order to comply with CCR1426 (d). If student fails a theory course but does not academically fail the co-requisite clinical course (or vice versa) the student will be dropped from the passing course. If the drop date has passed and it has been determined the student has failed the theory or clinical course, the student will then receive a failing grade in the passing theory or clinical course. This will enable the student to be enrolled in both courses to repeat both courses concurrently to be compliant with title 16 CCR1426 (d) regulation.
14. Regardless of the circumstances, those courses in which a student receives a "D" or an "F" grade may be repeated once only.
 - 14.1. A student may only repeat two-degree courses in the Nursing Program (theory and corresponding clinical course would be two-degree courses).
 - 14.2. If a student is earning a "D" or an "F" grade at the time of withdrawal from a course prior to the drop deadline, the course may be repeated once only.
 - 14.2.1. During the repeat of the course, if the student drops prior to the drop deadline and is earning a "D" or an "F" grade, the student may not repeat the course again and may not continue in the program.
 - 14.2.2. During the repeat of the course, if the student is dropped by the instructor due to absences prior to the drop deadline and is earning a "D" or an "F" grade, the student may not repeat the course again and may not continue in the program.
 - 14.3. Exception: If a student is deemed to demonstrate patient safety concerns, they will receive an “F” in the clinical course. They will not be eligible to re-enter the Nursing Program. Then student will also be dropped from the concurrent theory course.
15. If a student, by their inability to participate in the clinical experience (related to an absence) or inability to perform mastery of the skills, cannot meet objectives of the course by the time designated for each objective, and to the degrees of mastery designated by the instructor, the student may be dropped from the course.

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

Students can only repeat two courses within the program.

Grade Deficiencies

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

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

[AP 5530](#)

Safety

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

1. Safety is directly concerned with the patient. Student nurses are entrusted with the responsibility of providing safe nursing care to patients. Safety encompasses:
 - 1.1. Meeting the objectives of a course by the times designated for each objective and to the degree of mastery designated. This includes passing the medical mathematics tests with a grade of prior to passing medications.
 - 1.2 Medical Math Evaluation in courses
In clinical nursing courses, the math requirement is part of the clinical course and clinical grade. All students must pass the math testing in order to pass medications in the clinical setting.
 - a. If you fail your medical math quiz (first quiz), and you do not retake the math quiz prior to your clinical day, you will be unable to pass meds to your patient(s) in clinical. You will lose two points per clinical day that you are unable to pass meds.
 - b. The student has the responsibility to seek assistance from faculty or other campus resources (tutoring, ACE lab) to be successful with medical math. Faculty may refer a student to these resources. It is the student's responsibility to comply with the referral.
 - c. In the first semester courses, the student must pass the medical math quiz with an 85% score.
 - d. In the second semester courses, the student must pass the medical math quiz with a 90% score.
 - e. In the third semester courses, the student must pass the medical math quiz with a 95% score.

f. In the fourth semester courses, the student must pass the medical math quiz with a 100% score.

85%	1 st semester
90%	2 nd semester
95%	3 rd semester
100%	4 th semester

The first grade on the math quiz is the grade used for calculating the final clinical grade but two more opportunities may be provided if the first or second quiz is failed. You will be given three opportunities to take the math quiz. It is important to meet with your faculty member for assistance. If you cannot pass medications, you may have difficulty meeting the objectives of the course.

2. Students will be dropped immediately from clinical laboratory courses due to demonstration of **unsafe patient care behaviors** related: (1) to the course objectives in which the student is currently enrolled, (2) to the course objectives of previously completed clinical laboratory nursing courses, (3) to irresponsibility, and (4) to poor judgment. The student will receive a grade of “F” and be dropped from the concurrent theory course.
3. The following policy applies to hospital-initiated drops for students in the clinical setting:
 - 3.1. The hospital reserves the right to deny entrance onto its premises based on its belief that the student is not demonstrating improvement or that the student is unsafe or poses a problem for the institution. No special arrangements can be made for the student. The student will be dropped from the theoretical component of the program and, thus, from the Nursing Program, due to concurrent enrollment requirements.
 - 3.2. Students must sign a release of information form so the Health Careers can fulfill its legal contractual obligations and provide necessary academic and clinical performance information to the clinical settings where students are receiving experience either in a regular nursing class or a work study class.
 - 3.3. Students will be subject to a criminal background check by the clinical setting due to the Joint Commission of Accreditation of Health Care Organizations accreditation requirements. The college may require that you comply with the college generated background check to meet legal contractual obligations. If the students background check is flagged at any time during the program the clinical agency has the right to examine the flag and determine if the student may attend the clinical rotation. If the agency declines the student to attend clinical due to the nature of the background flag the student may not be able to continue in the program.
4. If a student becomes ill during his/her clinical rotation, the instructor must dismiss the student from the clinical site for the day.

READMISSION POLICY

1. Students must meet with the Director of Nursing prior to dropping any nursing course for an exit interview/contract for readmission. Each student who leaves the program prior to completion is responsible for scheduling an exit interview with the semester faculty and the director of nursing. This constitutes an important part of the on-going review of the nursing program and will provide an opportunity for students and faculty to identify steps for the student to take in order to maximize success in the future. *SEE APPENDIX O*

2. Upon dropping a course or deferring enrollment, the student is strongly encouraged to reenter within one semester, depending on space availability but may not be on deferral for more than one year. If a student drops or defers a second time or is reentering after more than two semesters or one year, then he/she must submit a petition for reinstatement to the Director of Nursing for approval for readmission.
3. If the student requests to reenter beyond 1 years' time; students are required to submit their intent to reenter in writing along with an Exit Interview/Contract for Readmission form with their current name, address and phone number to begin the readmission process on the appropriate form within 7 days from decision to drop the program. The letter and form should be delivered to the nursing office for the Director of Nursing.

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

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

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

Deferred Re-entry

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

TRANSFER STUDENTS

Transfer students are defined as students currently enrolled in another nursing program in successful progression and in good standing with the program. Students who have not successfully completed a nursing program and are no longer attending or are in poor standing with a nursing program are not considered transfer eligible.

1. Students requesting transfer from another accredited Nursing Program into the LC Nursing Program must submit the following to the Health Careers Office:
 - 1.1. Application form to LC and the Health Careers.
 - 1.2. Official transcripts from all previously attended colleges.
 - 1.3. Copies of catalog descriptions of transferring nursing courses.

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

PREGNANCY AND SICK LEAVE

Pregnancy Leave

Antepartum

1. A written clearance from a physician must be submitted to the Director of Nursing. This must be done within the first trimester of pregnancy or upon confirmation of pregnancy. The letter must indicate that the student is able to function at the full RN level of practice as outlined in the ANA Registered Nursing Essential Job Functions. The specific school form must be signed by the physician, nurse practitioner or certified nurse-midwife.
2. The student may continue to attend clinical & theory classes if the student has written Physician clearance until she delivers. The student needs to be able to meet all weekly clinical laboratory objectives and her attendance is satisfactory. If the physician places any limitations on participation in school directed activities, a student may need to be deferred from the course.
3. The student must notify the clinical instructor as soon as pregnancy is suspected. Some scheduled observational experience may need to be eliminated for her safety.
4. During this time to support student success, clinical faculty and lead instructor will devise a support plan to try and provide experiences in the clinical setting to meet key clinical assignments to ensure student can meet the course objectives early in the term in the event that the student should go out for an unexpected reason or delivery. 30 direct hours in the clinical will be necessary to meet the BRN direct hour requirement and key course objectives should be met within those hours.
5. If the student should need to stop clinical for delivery or other pregnancy related issues, and the 30 direct hours are complete with key objectives met, faculty will work on identifying remaining clinical hours and objectives and how to meet those within the restrictions of the students' medical condition if possible.
6. Other barriers to clinical placements such as displacement or overall loss of clinical days out of the control of the program could have a negative effect on the student meeting the course objectives if the student needs to leave clinical early. Those factors may be out of the program's control.
7. If there is a condition/situation where the hours/objectives cannot be met by the student and the hours cannot be made up, the student can take a leave without penalty and return when the course is offered next and continue in the program. A space will be reserved for them. At any time during the pregnancy or postpartum period, if a student wishes to take a leave from the program they can without penalty and return to repeat the course and clinical with a space saved for their return. Due to BRN regulation of concurrent theory and clinical; both theory and clinical would have to be deferred and then started over when student returns the following course offering. Our program offers each course once per year.

Postpartum

1. The student can return to the nursing program as the healthcare provider deems the student capable of resuming course work-clinical and theory with no limitations or restrictions.
2. The student must present a written clearance that she can perform the full duties of an RN, from her attending physician. The specific school form must be submitted and signed by the physician, nurse practitioner or certified nurse-midwife. This should be submitted to the Director of Nursing.
3. The maximum absence college policy will apply. If student is not cleared to return or wishes to take a leave of absence they may do so without penalty as stated above in #7.
4. Breastfeeding students should contact the Director of Nursing for appropriate areas for breast pumping located on campus or areas within our department. Children are not allowed in the classroom or clinical areas.

Extended Sick Leave - Post Surgery and/or Extended Illness

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

PATIENTS WITH COMMUNICABLE DISEASE

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

EVALUATION AND GRADING SYSTEM

Student Evaluation

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

Course, Instructor, and Program Evaluation

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

GRADUATION REQUIREMENTS

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

To be eligible to take the NCLEX exam, the Program Director is required to attest to students completed transcripts and ensure posting of the Associate Degree in Nursing is complete for students to receive approvals to test (ATT). For LVN-RN students who chose the 30unit option, you will not receive a ADN degree and will always be considered a non-graduate, even if you complete the courses at a later date. This is an important distinction because if you should ever

move to another state they may not issue a license to practice in that state if the BRN has you listed as a non-graduate.

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

NURSING SKILLS LABORATORY

The nursing skills laboratory is in 821A and is available for student use. Students are encouraged to use the laboratory to reinforce and update specific nursing skills, request tutoring, practice skills, and use the computers for test taking skill and content skill learning. Uniforms or appropriate dress are required at all times while in the skills lab, including closed toe shoes. Please contact the faculty for laboratory hours. There are open lab times available and scheduled for all program students each semester to support success, remediation and study support.

Student Venipuncture in Skills Lab

During the second semester of the program, students are trained and practice the skill of injections, venipuncture (starting IVs). Students are trained for competency in safe needle handling and disposal practices as well as competency in performing aseptic venipuncture to obtain a well-established IV for a patient in the hospital setting. The faculty believes that students can benefit with better preparation and empathy from the practice of venipuncture on human subjects in the skills lab before attempting this intervention on hospitalized patients.

Faculty believe the positive effects of students practicing skills on each other, such as developing awareness and sensitivity toward patients' feelings and understanding what it feels like to receive clinical care. Human subject IV practice can only be performed by the student after 3 successful attempts of proper procedure of venipuncture on the IV arms/manikins in the skills lab supervised and checked off by an instructor. Only after that time can a student attempt to start an IV on a human subject in the skills lab. Students may be subjects for other students to practice on a volunteer basis. This is not a mandatory requirement. Students also are not required to start an IV on a human subject in the skills lab, this as well is voluntary. If students wish to participate in human subject IV starts, they will sign a release from prior to participating.

At no time during the program are needles, IV catheters or other sharp objects allowed out of the skills lab. At no time during the program are students allowed to practice any invasive procedure/intervention outside of the skills lab. Students must always be in an instructor supervised environment.

Inf. J. Environ. Res. Public Health **2022**, *19*, 17081. <https://doi.org/10.3390/ijerph192417081>

CREDIT BY EXAMINATION/CHALLENGE

Individuals who have held Military Healthcare Occupations, specifically: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air force Independent Duty Medical Technician (IMDT 4N0X1c) may achieve Advanced Placement (AP) into the Associate Degree Nursing (AND) Registered Nursing (RN) program with documentation of education and experience qualifying them for a specific Military Healthcare Occupation and upon successful completion of an individualized challenge exam, skill competency assessment, and dosage calculation exam, in compliance with the Board of Registered Nursing (BRN) regulation in *Division 14 of Title 16 of the California code of*

Regulations, Section 1418: Eligibility for licensure of applicants who have Military Education and Experience.

Military Personnel and Veterans with military healthcare training and experience may be eligible for advanced placement in the nursing program. The following criteria must be met:

1. All prerequisite courses required for admission into the nursing program must be completed prior to application.
2. A proficiency score of at least 62% on the Test of Essential Academic Skills (TEAS)
3. Documentation of honorable discharge (DD214) or current active honorable service is required.

Individuals who have held Military Healthcare Occupations with an active California LVN license (Licensed Vocational Nurse) either through challenge (BVNPT Method 4) or successful completion of an LVN program may apply to the LVN-RN program.

The following pathways have been established to assist with obtaining nursing credit for previous education and experience. The pathways can be found through this link [Policy for Military Pathways](#)

In addition, students with current licensure under other regulatory programs who believe they may be eligible to challenge coursework within the program should first consult with the director of nursing to explore opportunities for evaluation and requirements for challenge or CBE.

STUDENT RIGHTS

Students Have the Right to:

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

9. Be free of sexual harassment. See Title IX links and information (*SEE APPENDIX Q*).
[Title IX Campus Safety](#)

Educational Program Standards and Progress

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

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

STUDENT GRIEVANCE PROCEDURE

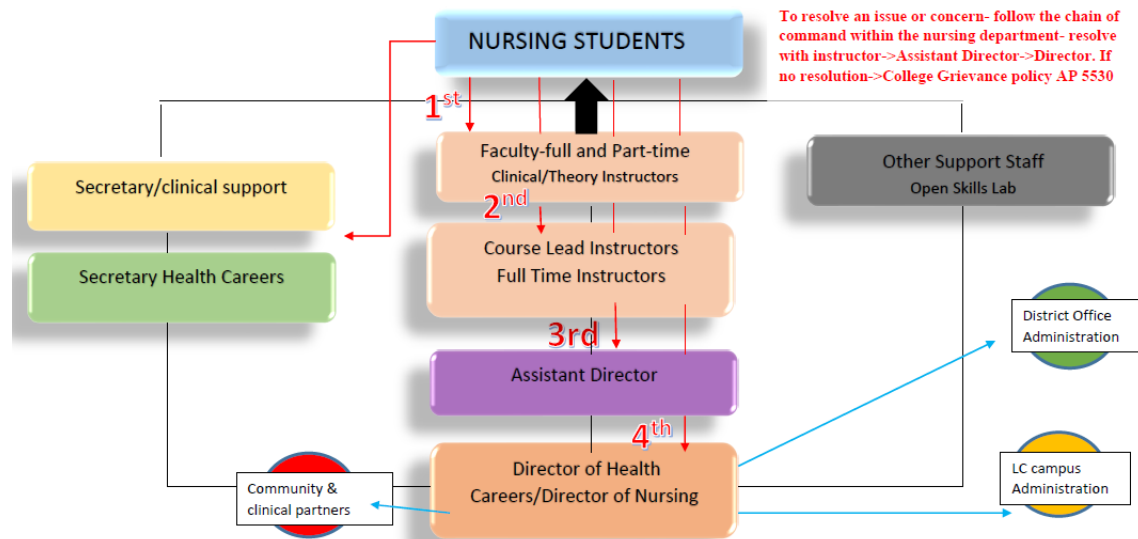
The LC Nursing Program follows the Student Grievance Procedure as outlined in the college catalog and the AP 5530 college procedure. The student grievance procedure is established to allow a student to submit a grievance in cases of rejected grade appeal or alleged unprofessional conduct. A student who has a grievance is recommended to follow the following process within the department of nursing. Students can also submit a complaint form online through the college website. [Process Complaint Form](#)

If students do have an issue with the program or learning environment the following is the process to support rectifying the situation.

Students are directed on the college website to first do steps 1 and 2 prior to submitting a complaint online.

1. Discuss the problem with the individual involved. **Use the chain of command within the Nursing Program.** For example: if the student's concern is with the clinical instructor; the student should first discuss concern with the clinical instructor. If not satisfied, or the instructor is not accessible, then the student should proceed up the chain of command within the nursing department starting with the course lead theory instructor, followed by the Assistant Director of Nursing, followed by the Director of Nursing/District Director of Health Careers. If issue cannot be resolved within the nursing department, student may contact Dean of Instruction or Dean of Students. **See Nursing Department Communication Organizational Chart**

Lemoore College Associate Degree Nursing Program **Communication** Organizational Chart



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

Board Policies (BP) and Administrative Policies (AP) can be found at this link [WHCCD Policy and Procedures](#)

The specific AP 5530 policy can be found at this link [AP 5530](#)

DRUG/ALCOHOL USE/ABUSE POLICY

[BP 3550](#) [AP 3550](#)

Campus students are not allowed to consume, sell, offer, or solicit alcohol or controlled substances on campus. This includes consuming alcohol in the parking lot prior to class or any celebratory program activity. See [BP 5500](#) Standard of student conduct for policy.

1. Students who are impaired on campus grounds or in the clinical setting is considered unprofessional conduct and potentially injurious to self or others. As a licensed RN the conviction of a criminal offense involving the prescription, consumption or self-administration of the above substances is conclusive evidence thereof ([BPC section 2762](#))
2. Nursing students who show signs and symptoms of mental illness or chemical dependency will be directed to the campus resources for further diagnosis and treatment of the illness. Students who are referred for treatment will be required to show proof of treatment to continue or return to the program.
3. Instructors have full authority and responsibility to take immediate corrective action regarding the impaired student's conduct and performance in the clinical setting. This includes removing the impaired student from the patient care area until the student is deemed medically safe to return to patient care activities.

4. Students have the expectation to voluntarily seek diagnosis and treatment for chemical dependency or mental illness and provide evidence of treatment and fitness for practice to the nursing program. Students will also be required to show evidence of rehabilitation when submitting their application for licensure.

4. All matters of this nature will be handled confidentially and will involve campus administration to ensure all resources and support is available to the student.

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

GUIDELINES FOR STUDENT ASSISTANCE

[DRAW Program](#)

Guidelines for Student Assistance

A. Definitions:

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

B. Academic Performance:

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

C. Procedure:

The Director of Nursing will meet with the student and seek to determine the cause of the substandard performance. The director will then refer the student to the appropriate community or professional resource for help and/or treatment. Access DSPS services here [Disabled Students Programs and Services \(DSPS\)](#)

D. Options:

1. At all times it is the prerogative of the student nurse to accept or reject referral and/or treatment. If the student elects to reject referral and/or treatment, it becomes the responsibility of the student to bring his/her performance up to standard or face

such academic action as may be appropriate. If the student nurse elects to accept referral and/or treatment, this fact will be regarded in the same manner as treatment for any illness. Upon completion of the treatment, it will be the responsibility of the student nurse to achieve and maintain standard performance.

2. The Health Careers Program recognizes that a student's academic and clinical performance can be adversely affected by the stresses resulting from personal or emotional problems of family members and loved ones. Professional assistance may be needed. All activity will be kept confidential.

ROLE OF INSTRUCTORS AND ADMINISTRATIVE STAFF

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

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

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

References

Curriculum Development Support

The Lemoore College (LC) Nursing Program Culture of Health Curriculum was developed by the LC nursing faculty with funding supported by The Kaiser Permanente Northern California Fund for Health Education at the East Bay Community Foundation & Butte College Economic Workforce Development Program. The Culture of Health theme concept adapted with consult and coaching from Dr. Beth Ann Swan and Dr. Kathryn Shaffer professors at the Robert Wood Johnson Foundation recognized, Jefferson University College of Nursing in Philadelphia. Curriculum Educational Foundations, course development, initial program and course learning outcomes including leveling developed with consult from Nurse Tim educational consultants. Additional program learning outcomes and competencies modeled after Porterville College Associate Degree Nursing Program curriculum that Porterville College Nursing Program developed in consultation with Dr. Linda Caputi.

Program Learning Outcomes supported by the following documents and/or agencies

- Agency for Healthcare Research and Quality (AHRQ) six aims for the health care system (2017)
- American Nurses Association (ANA) Code of Ethics for Nurses with interpretative statements (2015)
- American Nurses Association (ANA) The Essential guide to Nursing Practice: Scope and Standards in Practice and Education (2012)
- California Board of Registered Nursing section 1426 in reference to Required Curriculum for nursing programs.
- Institute of Medicine (IOM)
- NCLEX-RN detailed test plan (2016)
- National League for Nursing (NLN) Outcome and Competencies for ADN Graduates (2010)
- Quality and Safety Education for Nurses (QSEN) (2007)