RN STUDENT HANDBOOK

2020-2021

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GAVILAN ✹ COLLEGE

INTRODUCTION

Welcome to the Gavilan College Registered Nursing Program. This student handbook is a supplement to the Gavilan College Catalog, the Gavilan Student Handbook: Student Rights and Responsibilities and Academic Standards Handbook.

Students are expected to be knowledgeable regarding the Associate Degree RN Program expectations and policies. The RN 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 handbook. Program policies may be updated throughout the program. It is suggested that each student keep their handbook current. **The information contained in this handbook applies to 2020-2021 academic year. A new handbook is published each year and students must follow the policies and procedures in the current handbook.** As new policies relating to nursing activities are formulated, they will be added to the handbook.

The Acknowledgment of Nursing Policies and Procedures 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 RN Program.

Important considerations to keep in mind (due to COVID-19) as you enter the Gavilan College Nursing Program:

Lectures
Lectures will be delivered remotely or online format via Zoom through iLearn (Canvas). Due to the online format, each student is required to have a personal laptop or computer that is equipped with a camera and microphone. In addition, each student must secure a reliable internet connection in order to participate in the online coursework. Students will be required to upload documents, videos, and other graded assignments to iLearn (Canvas). Nursing exams will use an electronic remote proctoring software, Proctorio.

Skills-lab
For nursing skills, Gavilan is using both remote and face-to-face education. There will be skills videos with quizzes, instructor demonstrations with Zoom, and students providing return demonstrations via video. There will also be in-person skills practice days following the SCCPHD guidelines with small groups, face masks, hand-sanitizing, COVID-19 symptom screening and other safety measures. Since the screening potentially excludes students from attending skills lab and clinical who have been in contact with a COVID-19 person, open communication will be an expectation of all students, faculty and staff.

Clinical

Providing hands-on skills and nursing care to patients and clients are an essential component of nursing. In April/May, 2020 most nursing students at Gavilan and throughout California were displaced as hospitals prepared to care for hundreds of COVID-19 patients. The plan is for all nursing students to return to clinical for the fall semester. Clinical experiences include hospitals that care for COVID-19 patients. Keep in mind; clinical nursing education is an essential job that does NOT adhere to social distancing. In fact, nurses and other health care providers are the "heroes" who provide care to the sickest and most impacted population during this pandemic.

Final Note
Students who are immunocompromised, are living with others who may be immunocompromised, or have significant health risk factors should consider not accepting placement in the RN program at this time. All students are required to take patients that may have serious diseases, infectious diagnosis, including Covid-19. If you are unable to do this, you may choose to reapply to the program at a later time.

Gavilan College
RN Program

<u>Acknowledgement of Policies and Expectations</u>

I, the undersigned, have read and understand the policies and expectations as stated in the RN Student

Handbook. My signature verifies my understanding of and agreement to abide by the policies and

expectations. I understand that this signature page will be placed in my student file.

_____   Date: _____
Student Name (Print)

_____
Student Signature

Purpose of the Program

Gavilan College offers an Associate of Science Degree in Registered Nursing with classes admitted every year (fall semester).

Upon successful completion of the registered nursing program, the graduate will be:

1. Awarded a Certificate of Completion - Registered Nursing

2. Awarded an Associate of Science Degree- Registered Nursing
   Note: Students completing the 30 unit option will not be awarded an AS Degree.

3. Eligible to apply for the National Council Licensure Examination – RN for licensure as a registered nurse

Institution

The nursing faculty concurs with the Gavilan Community College statements of philosophy and purposes and its dedication to the nurturance of the free and rational mind. This dedication commits the college to offer opportunities to every student to develop his or her unique potential. Gavilan Community College is committed to present diversified programs and to utilize a variety of instruction methods. Its varied programs provide the opportunity for students and faculty to participate in cultural, intellectual, and social activities.

Gavilan Community College faculty and staff believe strategic planning to meet immediate and projected needs of students and the community is essential to a viable educational program. This process will move the college toward achievement of the vision, to be the leader among community colleges, highly regarded for commitment to students, widely respected for excellence in teaching, and openly responsive to the communities served. Student centered, teaching excellence, and environment conducive to learning, and tradition, as values of the institution, form the foundation upon which Gavilan Community College is built and grows. These values guide individual and collective actions of its faculty and staff.

Learning Styles

The nursing faculty acknowledges each learner's strengths in the acquisition of a knowledge based or skill. The faculty recognizes that each student utilizes a blend of learning styles. The nursing faculty uses a multipartite approach to assist the nursing student throughout their course of study.

Predominately auditory learners use mental patterns and rhythms as memory aids. These learners benefit most from hearing directions or through case presentations. The faculty uses lectures, interactive classroom discussion and case presentation to assist the learner move concepts from the abstract to the concrete experience. The visual learners use shapes, colors, and physical positions of objects to solidify concepts. The Gavilan College nursing faculty assists the visual learner through the use of a dynamic and varied multimedia presentation. The tactile learner benefits from touching and manipulation of objects. The tactile learner is encouraged to use this strength in the practice lab and clinical environment. The kinesthetic learner uses the movement and physical nature of objects to understand how ideas can be manipulated into physical reality. The Gavilan faculty uses interactive games and critical thinking exercises to facilitate this learning style.

The nursing faculty is committed to accommodating the varied learning styles of our students through a multimodal teaching approach.

Associate Degree Nursing Program

The philosophy of the Associate of Science Degree in Registered Nursing is based upon a set of beliefs shared by the total nursing faculty. The nursing faculty believes that nursing encompasses a broad occupational field involving a variety of functions performed by individuals with varying levels of preparation. So, to this end, the faculty agrees upon the definition of nursing which follows:

Nursing is a science, which entails goal-oriented action to provide direct or indirect care to individuals, families, groups, and communities. The essence of nursing is the interpersonal process through which
the nurse assists to identify alteration in his/her ability to provide self-care. The nurse guides the client to establish responses, which will modify, reduce, or prevent health problems (self-care deficits). In addition, these nursing actions enable the individual to achieve optimum health and independence or to die in comfort and with dignity. The nurse is thus concerned with universal and developmental self-care needs. The nursing process provides a systematic means of implementing nursing care.

The purpose of nursing education is to provide knowledge and skills necessary for students to become safe practitioners. Nursing education should take place within an institution of higher learning. It is appropriate that the education of the associate degree nurse occur in the community college whose purpose includes vocational education. The Associate Degree Nursing curriculum is comprised of courses designed to develop competent practitioners as well as to enhance the quality of the student's life. Nursing courses incorporate principles from the natural, behavioral, and social sciences, the humanities, and the developing science and ethics of nursing. Clinical experience developed in accordance with college policy and the regulations of the state licensing authority is provided throughout the curriculum. Associate Degree Nursing Program graduates are prepared to administer care to persons with an alteration in their ability to provide self-care. They are primarily concerned with implementing measures to alleviate deficits of self-care and evaluating the individual's reaction to nursing interventions. Learning opportunities are provided that include individuals of all age groups with varying health deviations.

The nursing faculty believes each individual is a unique being with biopsychosocial, intellectual, spiritual, and cultural attributes. Each individual has a set of needs common to all. Individuals develop through a series of recognizable developmental stages from conception through death. Throughout life individuals are learning and choosing ways of meeting their needs. As a member of a family, group, and community, one exhibits a variety of characteristics impacted upon by the aging processes, interpersonal relationships, and changing responsibilities. Behavior is influenced by conditions in our world and universe.

The nursing faculty believes the conceptual framework forms a basis for the curriculum structure, selection of content, and learning experiences. The organization of the curriculum is based on universal self-care needs, developmental self-care needs, and needs related to health deviations, nursing process, and the roles of the associated degree nurse. This provides a pattern that guides the student in his/her developing abilities to give competent care. The nursing process includes assessment, analysis, plan, implementation, and evaluation in the promotion of health and prevention of illness.

The nursing faculty respects the cultural and ethnic backgrounds of students and believes the multicultural student population enriches the learning environment. The instructional process must be adapted to meet the differing abilities and learning styles of students and to recognize the wide diversity of support systems, which influence student progress in the program. Since learning does not proceed at the same rate and in the same way in every individual, creative methods are used to meet individual student needs. Learning is an active, continuous process, proceeding from the simple to the

complex, resulting in a change of behavior that facilitates student attainment of identified goals. The nursing faculty believes that the student's role is to actively participate in the learning process, to use experiences and guidance offered by faculty, and to assume responsibility for meeting behavioral objectives. Learning involves the cognitive, affective, and psychomotor domains and is transferable to a variety of situations. Learning is a growth process facilitated by a trusting relationship between teacher and student.

The nursing faculty believes teaching is a dynamic process dependent on the application of principles of learning. Teachers facilitate learning by providing an environment, which promotes inquiry, critical thinking, accountability and self-evaluation. They also evaluate the student's attainment of program objectives. Learning experiences are provided which are realistic for an ever-changing society. In keeping with the trend of health care delivery, teaching occurs in outpatient clinics, acute care settings, extended care facilities, and community agencies.

Citizens of the community as consumers of nursing services are involved in the development and operation of the Associate Degree Nursing Program to the extent that is consistent with educational goals. A cooperative relationship with the agencies in which the student nurses have their practicum is basic to an effective program. The contributions of nurses and health care providers from other disciplines within these agencies are essential to the learning process. The nursing faculty is responsible for supporting channels of communication with clinical agencies participating in the program. The nursing faculty also must orient employers to the goals of the program and the capabilities of graduates of the Associate Degree Nursing Program.

The Associate Degree Nursing Program graduate is prepared to function in settings where direct care is given to clients. Nursing practice will be characterized by application of accepted rules of action and principles that are common, recurring, controlled, and immediate. These nursing actions are standardized and validated through observations. Similar criteria guide the Associate Degree nurse's client-teacher role.

The Associate Degree Nursing graduate works in collaboration with other members of the health team. The nurse uses scientific knowledge as a foundation to guide nursing actions and decisions. The essence of the nursing process is the establishment of an interpersonal relationship through therapeutic communication. Through educative/supportive, partially compensatory or wholly compensatory nursing actions, client comfort and safety will be insured as the nurse assists the client to optimum level of wellness. The nurse will administer medication and implement treatment according to accepted standards of nursing practice. With supervision and experience, the Associate Degree nurse is able to assume leadership functions related to the provision of nursing care. The graduate will participate in the ongoing improvement and expansion of nursing knowledge by using resources for continuing education.

The graduate earns an Associate of Science Degree in Nursing and will be eligible to take the NCLEX-RN licensing examination for Registered Nursing graduates. Articulation with programs offering a Baccalaureate Degree in Nursing is promoted. The Associate Degree Nursing Program at Gavilan Community College provides a sound basis for further personal and professional development leading to opportunities for continued growth in the nursing profession.

CONCEPTUAL FRAMEWORK

Although some principles of the Orem Theory are focused on the Registered Nurse, concepts begin in the first year of the Licensed Vocational Nursing Program.

Self-care deficit theory as described by Dorothea Orem (1980) is a systemic process of related knowledge that enables the nurse to describe and measure the effectiveness of care according to the client's level of functioning. Self-care deficit theory and the actions derived from that theory operate to enhance the self-care capacity of the client. Orem's theory provides criteria that enables the nurse to describe, measure, and predict outcomes of nursing actions.

Fundamental to the self-care deficit theory is the belief that every person and/or support group possesses a degree of self-care and that nursing intervenes when self-care needs cannot be met. Through assessment, the nurse is able to determine the degree to which an individual and/or support group is able to engage in self-care and/or care of a dependent. From the assessment, the nurse is able to derive a plan that is both collaborative and contractual to meet the self-care deficits. A self-care deficit exists when the self-care agency of a person and/or group is unable to meet the therapeutic self-care demand.

Every person and/or support group possess universal and developmental self-care needs. Some persons and/or support groups also possess special health deviation self-care needs, which the nurse is uniquely prepared to meet. Nursing systems provide a structure that enables the nurse to intervene using wholly compensatory, partially compensatory, and supportive-educative roles.

Five major concepts form the basis of the Conceptual Framework Model developed by the nursing faculty at Gavilan Community College. The five major concepts are:
1. Universal self-care needs
2. Developmental self-care needs
3. Health deviation self-care needs
4. Nursing process
5. Roles of the Associate Degree Nurse

Each client is viewed as having universal self-care needs as described by Orem that includes:
1. Oxygenation
2. Fluid and electrolyte
3. Comfort and rest
4. Nutrition
5. Elimination
6. Compensation
7. Protection and safety
8. Development and growth
9. Regulation
10. Activity and mobility

The second concept is the developmental self-care needs as described by Orem including:
1. Age
2. Lifestyle
3. Maturation
4. Environment

The third major concept is the health deviation self-care needs continuum comprised of four focal positions which are optimum health, health, illness, and death.

Optimum Health   ***Health***   ***Illness***   ***Death***

1. **Optimum Health** is the attainment of the full potential of an individual, family, group or community. It is the absence of symptoms, the individual's perception of optimum well-being, and the ability to perform roles and tasks.

2. **Health** is the partial attainment of the full potential of an individual, family, group or community. It is the absence of symptoms, the individual's perception of well-being and the ability to perform most roles and tasks.

3. **Illness** is the failure to attain the potential of an individual, family, group, or community. It is the presence of symptoms, the individual's perceptions of poor health, and the inability to perform roles and tasks.

4. **Death** is the permanent cessation of all functions.

The fourth concept is the nursing process, which is a systematic problem-solving method used by nurses. The five basic steps of the nursing process are: assessment, analysis, plan, implementation and evaluation.

1. **Assessment** – Collecting, verifying, communicating data about client(s).

2. **Analysis** – Interpreting client health care needs, identifying nursing diagnosis, and electing goals of care.

3. **Plan** – Designing a strategy using appropriate nursing interventions to achieve the goals established for client care.

4. **Implementation** – Initiating and completing nursing interventions necessary to accomplish the defined client goals.

5. **Evaluation** – Determining the extent to which the goals of care have been achieved. Revise nursing care plan as appropriate.

The fifth major concept of the Conceptual Framework is the roles of the associate degree nurse as defined by the National League for Nursing. These five roles of the nurse are:

1. Provider of care
2. Client teacher
3. Manager of client care
4. Communicator
5. Member within a profession.

These major concepts of the conceptual framework are schematically represented in a model, which is organized using a circular pattern. There are five circles each representing one of the major concepts. These circles are movable thus allowing faculty, students, and others to demonstrate the changing relationship between the subconcepts within each major concept. The mobility of the model allows for the development of an understanding of the complexities inherent in each of the major concepts used in the nursing program. This ability of the model also allows understanding of the continuously changing biopsychosocial needs of the client.

Conceptual Framework

Roles of the Nurse

Nursing Process

Health Deviation
Self-Care Needs

Developmental
Self-Care Needs

Universal
Self-Care Needs

Oxygen-
ation

Maturation

Illness

Evaluation

Manager of
Client Care
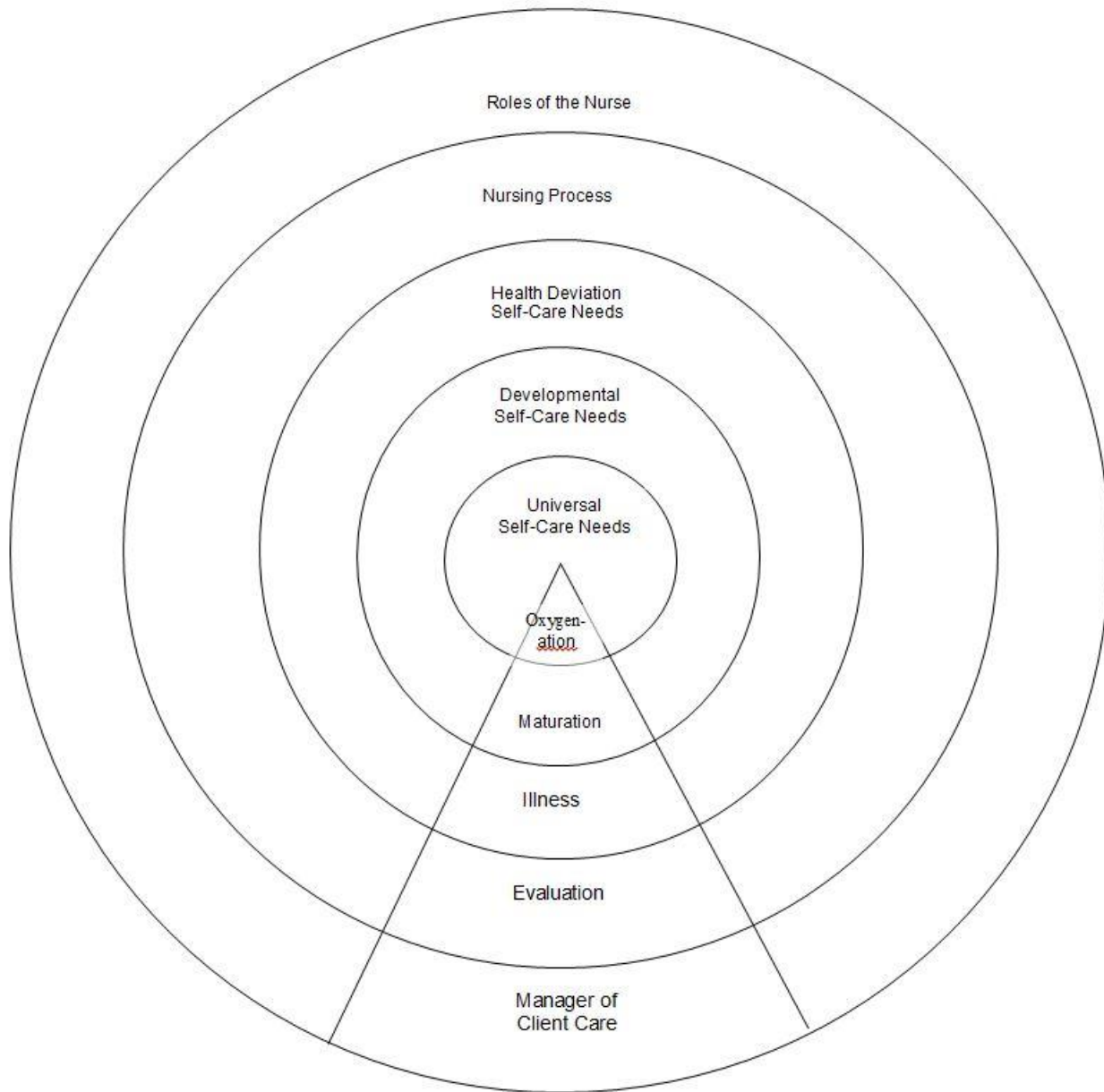
NURSING PROGRAM COURSES

Learning Experiences and Methods of Instruction in Nursing Courses
Each nursing course is structured with a course description and objectives, which reflect the philosophy, curriculum framework, and student learning outcomes of the Gavilan College Nursing Program. Specific learning experiences are described in each course syllabus. The components of each course include lecture, clinical, math test, skills lab and skills testing. Learning experiences are selected to enable student to meet the theoretical and clinical objectives for the course. These learning activities may include readings, use of audio-visual media, computer assisted instruction, practice sessions for skill development, client care assignments, nursing care plans, journal writing, and community experiences. Instructional methods are chose to facilitate learning of the content and synthesize knowledge. These may include lecture presentations, seminars, group work, case studies, clinical simulations, oral presentations, class projects and pre and post-conferences.

Course Hours
Students should consult the schedule and course syllabus for the specific hours that each course will meet. Clinical and skills lab hours may vary depending on the groups assigned. Skills testing is assigned on an individual basis with the testing instructor. Students are assigned to day, and evening shifts. Days and hours may be altered as each clinical agency may experience changes in census, accreditation, or status of the unit assigned. Every effort is made to give students advance notice for any change in schedule.

RN students in the final semester complete a 5 week preceptorship course. The student is assigned to work with an RN on the shift that the RN is assigned. During this experience the student is assigned to work 24 hours a week with the RN on the designated nursing unit in the hospital.

Degree Requirements
In addition to nursing classes, students are expected to complete general education requirements for the Associate of Science Degree. Please work with your counselor in planning for completion of these requirements. Students completing the 30 unit option will not be required to meet the Associate of Science Degree requirements.

Study Recommendations
Students should plan to study a minimum of two hours a week for each unit of the course.
Example: A 10 unit course will require at a minimum 20 hours a week of study.
It is recommended that students carefully consider their health and study requirements when adding employment to an already busy schedule. Full time employment is not recommended.

Contact Information
Students must maintain a current telephone number, street address and email with the clinical instructor and the Allied Health Department. Facilities require a current listing for all students!

Clinical Requirements
Students are responsible for renewing immunizations, bi-annual CPR, drug screen, background checks and licensure or certification. Flu vaccine and TB clearance are required annually. Covid-19 testing will be required within two weeks of starting clinical. Covid-19 vaccine (once available) will be required.

Clinical experiences include community sites or non-acute care as well as hospitals that care for COVID-19 patients. Keep in mind; clinical nursing education is an essential job that does NOT adhere to social distancing. In fact, nurses and other health care providers are the "heroes" who provide care to the sickest and most impacted population during this pandemic.
Final note: If you as an incoming nursing student have health or life circumstances that put you or your family at increased risk for COVID-19 you may choose to re-apply to the program at a later time.

Identification
Official photo ID badges are required at all times in the clinical area. Students will not be allowed in the clinical setting without proper identification. This could result in a clinical absence for the day.

Parking
Students must park in student parking areas designated by the college or your assigned clinical agency. The clinical orientation will delineate the assigned student parking spaces.

RN PROGRAM PREREQUISITES
FALL 2020
Registered Nurse Program - 1 year to complete (2 semesters)

The RN program is open to students that are eligible to take the NCLEX-PN or are Licensed Vocational Nurses only. Students are admitted once a year in the fall semester using the Multi-criteria Admission Selection tool. The top 22 students will be selected for admission and an additional 10 students will be placed on an alternate list. If any of the 22 admitted students does not accept a space in the program a student will be admitted from the alternate list. Once all 22 seats are filled, the students not selected for admission will need to re-apply to the program.   There is no waiting list.

RN Program Prerequisites		
Course	**Course Title**	**Units**
BIO 7	Human Anatomy (Lecture and Laboratory)	4
AH/BIO 8	General Microbiology (Lecture and Laboratory)	5
AH/BIO 9	Human Physiology (Lecture and Laboratory)	5
AH/BIO 11	Nutrition	3
AH 3	The Person in the Life Cycle	3
ENGL 1A	Composition	4
CMUN 1A	Introduction to Public Speaking	3
SOC 1A	Introduction to Sociology	3

MATH 235
  or MATH 240
  or MATH 242
	Integrated Algebra
	Algebra II
	Algebra II for Statistics or higher college math course
		3-10

PSYC 10	Introduction to Psychology	3
AH 51	Medical-Surgical Nursing	11
AH 52	Medical-Surgical Nursing	11
AH 53	Medical-Surgical Nursing/Maternal Neonatal Nursing	11
AH 54	Medical-Surgical Nursing/Pediatric Nursing	11
AH 16	Intravenous Therapy/Blood Withdrawal	2

Multi-Criteria Admission Selection
Criteria applicable for Fall 2020 application period (RN class starting August 2020)
Criteria will be reviewed on an annual basis
Refer to the Multi-Criteria Supporting Documentation Form for information on acceptable types of documentation

Admissions Criteria	Points	Point Distribution

1.   Previous Academic Degrees
     a.   BA/BS or higher
     b.   AA/AS
	Maximum 5 points	BS/BA or higher = **5 points**
		or
		AS/AA = **2 points**

2. <u>Relevant health care licenses or certificates held by an applicant</u>
 	
   a. Licensed Vocational Nurse
   b. Certified Nurse Assistant
   c. Physical Therapist
   d. Medical Doctor
   e. Respiratory Therapist
   f. Dental Hygienist
   g. Registered Dietician
   h. Emergency Medical Technician
   i. Medical Assistant
   j. Home Health Aide
   k. Psychiatric Technician
   l. Occupational Therapist
   m. Physician Assistant
   n. Chiropractor
   o. Certified Phlebotomy Technician
	Maximum 10 points	Licensed Vocational Nurse = **10 points**
		Certified Nurse Assistant = **8 points**
		Physical Therapist = **5 points**
		Medical Doctor = **5 points**
		Respiratory Therapist = **5 points**
		Dental Hygienist = **5 points**
		Registered Dietician = **5 points**
		Emergency Medical Technician = **5 points**
		Medical Assistant = **5 points**
		Home Health Aide = **5 points**
		Psych Tech = **5 points**
		Occupational Therapist = **5 points**
		Physician Assistant = **5 points**
		Chiropractor = **5 points**
		Certified Phlebotomy Technician = **5 points**
		
		Points are given for one license or certificate, not multiple.

3. <u>Licensed health care work experience</u>	Maximum 2 points	Work experience in direct patient care >1000 hours within the last 18 months = **2 points** *Refer to the Multi Criteria Supporting Documentation Form for acceptable documentation*

4. <u>GPA relevant course work (science courses)</u>
 	
   a. BIO 7
     Anatomy
     (lecture and laboratory)
 	
   b. BIO 8
     Microbiology
     (lecture and laboratory)
 	
   c. BIO 9
     Physiology
	Maximum 30 points	Minimum average 2.0 GPA in science courses required
		NOTE: Effective Fall 2020 application period (RN class starting August 2021), average 2.5 GPA in science courses will be required.
		
		GPA 3.5 - 4.0 = **30 points**
		GPA 3.25 - 3.49 = **20 points**
		GPA 2.99 – 3.24 = **15 points**
		GPA 2.74 – 2.98 = **10 points**
		GPA 2.50 – 2.73 = **5 points**
		GPA 2.00 – 2.49 = **0 points**

(lecture and laboratory) **Online/Home Biology Labs not accepted** Course repetition policy will change effective fall 2020 application period - see note. **NOTE: Effective Fall 2020 application period (RN class starting August 2021), no more than one withdrawal or one repetition for each science course will be allowed. Points will be deducted for 2 or more withdrawals/repetitions.**		All prerequisite courses must be completed by the end of Fall semester with a grade of C or better and the final grade must be posted on the transcript. If multiple passing grades were earned, the average of the grades will be utilized for selection. Effective Fall 2020 application period (RN class starting August 2021), if a Science class is repeated to improve grade, the first passing grade for each course will be utilized in calculating the Science GPA.

5. GPA relevant course work (non-science courses)
 	
    a. MATH 235 or MATH 240 or MATH 242 or higher level
 	
    b. ENGL 1A
    English Composition
 	
    c. PSYC 10
    Introduction to Psychology
 	
    d. AH 3
    Person in the Life Cycle
 	
    e. AH/BIO 11
    Nutrition
 	
    f. CMUN 1A
    Public Speaking
 	
    g. SOC 1A
    Introduction to Sociology
	Maximum 10 points	Minimum average 2.5 GPA in non-science courses required
		
		GPA 3.5 – 4.0 = **10 points**
		GPA 3.00 – 3.49 = **7 points**
		GPA 2.5 – 2.99 = **4 points**
		GPA < 2.5 = **Not eligible to apply**
		
		All prerequisite courses must be completed by the end of Fall semester with a grade of C or better and the final grade must be posted on the transcript.
		
		Non-science courses listed are courses required for the AS degree in nursing and also contain content required for licensure by the Board of Registered Nursing.
		
		Effective Fall 2020 application period (RN class starting August 2021) stand-alone non-science courses must be taken. The program will not accept

			courses that are integrated into an LVN curriculum.
6.	Life Experiences or Special Circumstances of a Student a. Disabilities (Same meaning used in section 2626 of the Unemployed Insurance Code) or b. Low family income (Eligibility for, or receipt of, financial aid under a program that may include but not limited to, a fee waiver from the Board of Governors, the Cal Grant Program, the federal Pell Grant program or CalWORKs) or c. First generation to attend college or d. Need to work (need to work means student is working at least part-time while completing academic work that is prerequisite for the nursing program) or e. Disadvantaged social or educational environment or f. Difficult personal and family situation/ circumstance or g. Refugee status	Maximum 2 points	Complete the Multi Criteria Supporting Documentation Form = **2 points**
7.	Military Service Veteran status	Maximum 3 points	DD214 with honorable discharge = **3 points**
8.	Proficiency or advanced level coursework in languages other than English. Credit for languages other than English shall be received for	Maximum 3 points	2 semesters of foreign language – or – verification of proficiency (complete the Multi Criteria Supporting Documentation Form) = **3 points**

languages that are identified by the Chancellor's Office: a. American sign language b. Arabic c. Chinese, including its various dialects d. Farsi e. Russian f. Spanish g. Tagalog h. The various languages of the Indian subcontinent and Southeast Asia		

End of Phase 1 scoring
Maximum points = 65

TEAS – Students are NOT required to take the test to apply.

Students will be evaluated on all criteria (Steps 1-8) above and ranked for selection. The top 60 students will be asked to submit an original ATI TEAS from ATI Testing or take the TEAS exam in April and May. Using the following scoring, these students will then be ranked for selection. The top 22 students in point total will be selected and the next 10 will be alternates.

Students testing at Gavilan College and who are unable to pass at 62% will be offered a remediation plan by the college. The remediation plan needs to be completed within 1 year after the first TEAS attempt.

Applicants must also demonstrate content mastery in Maternal/Newborn Nursing and Nursing Care of Children by scoring a minimum of 64% on the ATI Maternal/Newborn Nursing Proctored Assessment and 68.3% on the ATI Nursing Care of Children Proctored Assessment.

9. Approved diagnostic Assessment Tool Test of Essential Academic Skills offered through Assessment Technologies Institute (ATI). Only one TEAS attempt is allowed and student must pass at 62% in order to be eligible. If a student scores below 62% on the first attempt, remediation is required.	Maximum 20 points	85 – 100 = **20 points** 78 – 84.9 = **15 points** 71 – 77.9 = **10 points** 64 – 70.9 = **5 points** < 63.9 = **0 points** If selected for Phase 2, an official copy must be sent directly to the Gavilan Nursing Program for confirmation. To obtain an official copy, go to www.atitesting.com, sign

Proof of completion of the remediation plan needs to be submitted before student is allowed to re-test. Remediation does not guarantee admission to the program. It allows the student to re-apply after completion of the remediation plan. If student takes TEAS more than once to improve grade, only the first passing score of the ATI TEAS will be counted towards ranking.		in, and request a copy be sent to Gavilan. If tested through Gavilan, your test will be on file. You do NOT need to submit another copy.

10. <u>Nursing coursework</u>
   a. AH 51
      LVN Semester 1
 	
   b. AH 52
      LVN Semester 2
 	
   c. AH 53
      LVN Semester 3
 	
   d. AH 54
      LVN Semester 4
	Maximum 15 points	Minimum average 2.5 GPA LVN coursework
		GPA 3.5-4.0 = **15 points**
		GPA 3.0-3.4 = **10 points**
		GPA 2.5- 2.9 = **5 points**
		GPA < 2.5 = **Not eligible to apply**
		If LVN school does not assign letter grades for coursework, a grade of "C" will be used to determine GPA. A "C-" grade is not accepted.

Phase 1 score + Phase 2 score = total score
Maximum possible points = 100

RN Program Courses
Completion of AH 55-56 will grant eligibility to take the NCLEX-RN licensing exam. Additional courses must be taken to meet general education requirements for A.S. degree and transfer option. See Career Education counselor, Jessica Weiler.

Course	Course Title		Units
AH 55	Interactive and Mental Health Nursing	(Fall Semester)	10
AH 56	Compensatory Nursing Practice	(Spring Semester)	10

GAVILAN COLLEGE
ALLIED HEALTH PROGRAMS

General Education Requirements for the Associate Degree – Nursing
Additional courses are required for transfer. Please see a counselor.

Area A – English Language, Communication and Critical Thinking
Complete each of the following:

A-1.   Oral Communication – CMUN 1A

A-2.   Written Communication – ENGL 1A

Area B – Scientific Inquiry and Quantitative Reasoning
Complete each of the following:

B-1.   Physical Science – none required (CHEM 30A is a prerequisite to BIO 9)

B-2 & B-3.   Life Science and Laboratory Activity:

BIO 10 (If needed), BIO 15 or BIO 7, BIO 8 and 9 (BIO 8 & 9 at RN Level)

B-4.   Mathematics:

Minimum of MATH 233, 235, 240, 242 (Intermediate Algebra) or any transferable Math course listing a prerequisite of Intermediate Algebra.
Competency may be verified by an approved test.

Area C – Arts and Humanities
Minimum of 3 units from area 1 or 2:

C-1.   Arts:

CMUN 2, DM 60, HUM 25, MUS 15, THEA 30 or any Art, Journalism, Music, or Theatre course not listed in C-2

C-2.   Humanities:

AJ 3A, Art 11, ENGL: 1B, 1C, 2B, 2C, 2E, 2F, 2J, 4A, 4B, 5A, 5B, 9A, 9B, 9C, 9D, HIST: 1, 2, 3, 4A, 4B, 5, 6, 7A, 7B, 12, HUM: 3, 4, 10, 12, JOUR 10, PHIL 1, 2, 3A, 3B, 4, 6, 7A, 7B, 9, 12, 15, POLS 12, SOC 10, any foreign language

Area D – Social Sciences
One course from area 1 and two courses from area 2

D-1.   HIST 1

HIST 2

HIST 5

POLS 1

D-2.   PSYC 10

        SOC 1A

Area E – Life-Long Learning and Self-Development
One unit from area 1 and two courses from area 2

E-1.   One Unit of Kinesiology (Previously Physical Education) activity class or intercollegiate
sport

E-2.   AH 3
        AH 11

Area F – Cultural Diversity
Two courses – may be double counted to satisfy GE requirements

F-1.   AH 3
        AH 11

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30 Unit Option for Licensed Vocational Nurses - Certificate of Achievement

An applicant who is licensed in California as a vocational nurse is eligible to apply for licensure as a registered nurse if such applicant has successfully completed the courses prescribed below and meets all the other requirements set forth by the Board of Registered Nurses (code of regulations, section 2736).

The Board of Registered Nursing of the State of California does not require that applicants for the licensing exam hold a degree or diploma. The California Board of Registered Nursing stipulates the following:

"The additional education required of the licensed vocational nurse applicants shall not exceed a maximum of thirty (30) or forty-five (45) quarter units. Courses required for vocational nurse licensure do not fulfill the additional education requirement. However, other courses comparable to those required for licensure as a registered nurse, as specified in section 1426, may fulfill the additional education requirement."

Nursing courses shall be taken in an approved nursing program and shall be beyond courses equivalent to the first year of professional nursing courses. The nursing content shall include nursing intervention in acute, preventive, remedial, supportive, rehabilitative, and teaching aspects of nursing. Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric, and geriatric nursing; The nursing content shall include the basic standards for competent performance prescribed in section 1443.5."

Completion of the following courses will qualify students for a Certificate of Achievement in Registered Nursing. Each of these courses must be completed with a grade of "C" or better This option is only available to Licensed Vocational Nurses and will not award an Associate Degree. Please see Career Education counselor, Jessica Weiler to determine if this is the best

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option for you. 30-unit option students will be selected on a space available basis after AS Degree Qualified Students.

Course	Course Title	Units
AH/BIO 8	General Microbiology	5
AH/BIO 9	Human Physiology	5
AH 55	Interactive and Mental Health Nursing	10
AH 56	Compensatory Nursing Practice	10

RN Preceptorship

In the last semester of the RN program students will enter into a five-week preceptorship. The purpose of the preceptorship is to help students bridge from student nurse to staff nurse. During the five-week time span students will work an average of 3 days per week with a Registered Nurse who has been approved by their manager to be a preceptor, and meets the requirements as designated by the Board of Registered Nursing. Students will need a flexible schedule during the preceptorship to be available to work the nurse's schedule. Often, students receive job offers as a result of the preceptorship

PROGRAM CONTACT INFORMATION

ALLIED HEALTH CONTACT INFORMATION			
Dr. Enna Trevathan	Associate Dean of Nursing & Allied Health	ETrevathan@gavilan.edu	408-848-4866
Susan Turner	LVN Director & RN Assistant Director	STurner@gavilan.edu	408-848-4874
Maria Pereyra-Gutierrez	RN Lead Instructor	MPereyra@gavilan.edu	408-848-4869
Eva Daley	Senior Allied Health Specialist	EDaley@gavilan.edu	408-848-4883
Elaine Arballo	Allied Health Specialist	EArballo@gavilan.edu	408-852-2807

RN BOARD CONTACT INFORMATION

Board of Registered Nursing Contact Information
1747 N. Market Blvd., Suite 150
Sacramento, CA 95834-1924
(916) 322-3350

Policies of the Nursing Program

Evaluation and Grading System

Progression in the RN program is contingent upon passing all of the following criteria:
1. Have a minimum theory exam average score of 75% or better. Theory exams include theory tests, midterms and final exam.
2. Points earned for ATI scores, assignments, quizzes, clinical packets, case studies are not included in this minimum theory exam average of 75% required for passing. Points earned for these will be added only after the student achieves the minimum 75% required on theory exams.
3. Receive a Satisfactory grade in clinical.
4. Pass all skills tests.
5. Pass the math exam according to the math policy at 90% or better.

Theory
Theory tests, midterms and final exams cannot be repeated. Grading criteria for each course is contained in the course syllabus and made available to the student at the beginning of the semester.

Clinical Evaluation
In the clinical setting, students will be evaluated on a Satisfactory/Unsatisfactory basis. It is the faculty's belief that an evaluation based on Satisfactory/Unsatisfactory in the clinical setting will promote a greater atmosphere of learning in the clinical area and provide more consistency in clinical evaluations. Students must achieve an overall "Satisfactory" grade in order to progress. A student must demonstrate progressive mastery of skills. Failure in any one area will result in course failure. **Students that fail hospital clinical will not be allowed to return to the nursing program or repeat the course.**

Skills Tests
Skills tests are required in all courses to demonstrate competency and safety. Each student will perform three randomly selected skills appropriate to the student's level and must demonstrate competency in the performance of all three skills in order to pass the course. If a student fails a skill then the student will be allowed to retest on that skill plus an additional skill randomly chosen by the instructor. If a student fails all three skills, they will retest on the three skills they failed plus three additional skills randomly chosen by the instructor. Students will be required to remediate prior to re-testing. Only one re-test is allowed. The student must pass all of the skills by the second testing. Inability to demonstrate the selected skills competently after the second testing results in course failure.

Math Tests
An essential aspect of safe nursing care is the ability to calculate medication dosages and rates for IV administration of fluids. It is expected that students are able to use basic arithmetic and algebra to calculate medication dosages and IV rates correctly. Computer programs are available for practice in the computer lab. The required dosage and calculation textbook has plenty of exercises for student

practice to prepare for the math test. Dosage calculation practice tests will be given throughout the semester prior to the math test.

Students must obtain a grade of 90% or higher on the math test in order to pass. Credit is given only for complete answers. No partial credit will be granted. If student is unable to attain math competency on the math test, the student will be given one opportunity to re-test. Inability to successfully pass the second math test with 90% or higher will result in course failure.

If the student successfully completes all of the above criteria, the student will receive a letter grade according to the grade attained in the theory component of the course.
Failure in any of the above criteria will result in course failure.

In the RN program the following percentage values have been assigned to the letter grades of A, B, and C. A "C" grade is considered the lowest level that can be achieved in the nursing program and still successfully pass a course and proceed with the next course in the curriculum.

A	=	93-100%
A-	=	90-92.99%
B+	=	87-89.99%
B	=	83-86.99%
B-	=	80-82.99%
C+	=	77-79.99%
C	=	75-76.99%
F	=	less than 75%

Progression in the RN Program

Each course must be passed with a grade of "C" or better. There is no rounding of points. According to college policy, courses assigned a grade of "I" must be completed within one year or the grade ("I") will revert to a grade of "F." Courses must be taken sequentially.

Course Repetition
The student who is readmitted to the program will be placed in the course they were taking when they left the program. **A student can repeat a course only once. If readmitted, a second failure or withdrawal will deem the student ineligible to continue in the program**.
Example: If a student fails or withdraws from AH55 and then is readmitted and repeats AH55 and passes they may then take AH56. If the student then fails or withdraws from AH56, they may not repeat AH56.

Exception is made for students who fail the clinical portion of the course. A student who fails any clinical will not be readmitted to the nursing program.

Collaborative Plan for Success
The faculty supports student success from admission to graduation. Student resources such as open skills

lab, tutoring, ATI practice tests, referral to counseling and other student support services are available to all students. However, there may be situations when a student raises areas of concern regarding clinical performance and is placed on probation, consistently obtains low scores in theory exams, fails skills test or math test, and has excessive tardiness or absences. In the event that an instructor identifies a student at risk for course failure, the Collaborative Plan for Success will be initiated. Clinical probation may be initiated at the same time if the instructor deems the student unsafe in clinical practice or has failed to follow the program's policies and procedures and change in behavior is required immediately. The area or areas of concern will be discussed with the student and plans for improvement will be mutually agreed upon by the instructor and the student. The collaborative plan is individualized to the needs of the student. Timeline for completion will be indicated and outcomes discussed. Feedback regarding student performance will be provided as appropriate to meet the standard or standards that need improvement. Documentation of student compliance with the collaborative plan for success will be completed.

Clinical Probation

In the event that the student is not able to show improvement in clinical performance despite frequent instructor feedback, coaching, tutoring, skills practice and other means, a student may be placed on clinical probation. Implementation of clinical probation means that students are given notice of a need to change their behavior in the clinical setting or face dismissal from the nursing program. Examples of reasons for clinical probation are:

1. Unsafe Performance*:* In the clinical setting, the nursing student practices under the immediate supervision of a nursing instructor or preceptor. **The student is directly responsible to the clinical instructor or preceptor,** who is required to adhere to: guidelines and requirements of the California Board of Registered Nursing (BRN) and the standards of Gavilan College, and the requirements of the agency's agreement with the college. Unsafe nursing care is any action or inaction on the part of the student that threatens the physical or emotional well-being of an individual. The instructor may remove a student from the clinical setting whenever their personal behavior or physical/mental condition threatens the safety and welfare of clients. Students who exhibit behavior that may be due to impairment by alcoholism or drug abuse or emotional illness may be dismissed from the clinical setting for unsafe behavior. See Impaired Student Policy
2. Excessive absences (more than two) as only two makeup days will be available.
3. Failure to adhere to the "General Code of Conduct" according to the Nursing Program Student Handbook and Gavilan College's Code of Conduct.
4. Failure to meet "Critical Elements for All Courses" according to the Nursing Program Student Handbook.
5. Failure to adhere to Gavilan College/Allied Health Department policies and procedures

Students will be notified of probationary status in writing through a Collaborative Plan for Success, clinical evaluations, either spontaneous or scheduled.

Critical Elements for All Courses

Critical elements include those behaviors that are so important to nursing care that failure to perform them correctly is considered unsafe nursing care. Students may be dismissed from the program for repetitive display of any of the following actions:

1. Failure to demonstrate honestly and integrity
2. Failure to properly identify patient according to institutional policy.
4. Failure to report significant change in patient condition
6. Failure to recognize and report any error or unsafe condition
7. Failure to maintain strict confidentiality (see Social Media Policy)
8. Failure to correctly calculate dosages
9. Failure to administer medications and treatments correctly
10. Failure to recognize break in sterile technique
11. Failure to properly monitor IV therapy
12. Failure to demonstrate physical and emotional state adequate to perform safe patient care
13. Failure to recognize and report important patient data:
   a) abnormal vital signs
   b) change in condition
   c) new or worsening problems
   d) adverse reactions to drugs or treatments
   e) significant patient complaints
14. Failure to communicate important patient data:
   a) student to instructor
   b) student to nurse
   c) student to provider
   d) student to other disciplines
   e) student to patient

All critical areas will be considered in evaluation of clinical performance.
FAILURE IN ANY ONE OF THESE AREAS MAY RESULT IN THE STUDENT RECEIVING AN "F" IN THE COURSE

Attendance

Regular attendance in classroom and clinical areas is required for students to meet learning outcomes. Attendance will be taken and recorded for each session.
1. The RN program does not allow absences, not for lecture or for clinical. Students are required to attend all lecture and clinical sessions.
2. All missed class time has to be made up.
3. Students may miss up to **two lectures**, but makeup is required. Making up a lecture consists of submitting hand-written notes of all assigned lecture reading and PowerPoint slides. These hand-written notes are to be submitted at the beginning of the next lecture date.
4. Students may miss up to **two clinical days**, but all clinical hours must be made up. Make-up clinical days will be scheduled at the end of the semester.
5. If a student is tardy to clinical and such tardiness then results in a risk to the safety of the patient(s), as determined by the clinical instructor, then the student will be sent home and marked absent.

6. Students that do not meet the attendance requirement are at risk for failure and must meet with their instructor to discuss consequences.
7. Requests for an exception will be considered by a committee of the nursing faculty.

Procedure for Examinations
The following standards will be enforced during the giving and taking of examinations:

1. All examinations will have an instructor or proctor present in the room at all times. Students who take their exams in the Accessible Education Center will come to class first for announcements then proceed to the Accessible Education Center to take their exam.
2. Backpacks, bottled water, books, paper, coats, personal articles, cell phones (turned off) , smart watch and other electronic devices are to be placed away from the student before the exam begins in a spot designated by the instructor or proctor.
3. If it is found that a student has a cell phone or smart watch on their person during any exam, whether it has been used or not, the student will be given a zero on the exam.
4. If necessary, the instructor will provide a sheet of paper to everyone for calculations or to take notes. Each paper must have the student name and must be turned over to the instructor at the end of the exam.
5. If calculators are needed they will be provided by the instructor or proctor.
4. There will be absolutely no talking, eating or drinking during an exam.
5. If a student has a question about the test, they are to raise their hand, and the instructor will go to the seat of the student. The instructor will answer only non-substantive questions. The information given to the individual student will then be made available to the entire class if it is deemed relevant by the instructor.
6. It is the responsibility of each student taking the examination to position themselves so that they are as far away from other students as possible so that the papers or computer screen of other students are not visible.
7. It is also the responsibility of each student to monitor their own behavior so that the possibility of personal suspicion is minimal.
8. If a student's behavior during an exam is deemed suspicious, the instructor will immediately collect the student's examination papers or suspend the computer exam. Evidence of cheating on exams is grounds for student dismissal as unprofessional conduct.
9. After the student has completed the examination, they are to leave the room immediately and silently, taking their personal belongings with them. Students should not discuss the exam content.
10. Students will not be readmitted to the testing room until the exam is completed.
11. In compliance with the Americans with Disabilities Act, accommodations are granted for verified disabilities.
13. All tests must be taken on the date/times as scheduled.

Missed Classroom Examinations
Students must notify the faculty giving the exam prior to the exam time if they are unable to take the exam at the scheduled time. Alternative exams may be administered to any student not completing the exam at the scheduled time at the faculty's discretion. The missed exam must be taken on the first day the student returns to school.

Health Concerns

1. **Pregnancy:**

   a. Pregnant students in the nursing program accept full responsibility for any risks to themselves and their fetus associated with any class, lab, or clinical assignment. The student is responsible for being aware of and protecting her fetus and herself from exposure to radiation and other potentially damaging substances in the clinical setting. Damaging substances may be identified in the occupational Hazard Manual available in each clinical placement agency.

   b. Pregnant students are expected to meet all program objectives/expectations. Reasonable accommodations will be provided when they are available. Reasonable accommodations do not include measures that fundamentally alter the nature of the course or program.

   c. The program requires the student to provide a letter from her licensed prenatal care provider confirming the pregnancy and stating that she is able to continue in all aspects of her student role (theory and clinical), with or without reasonable accommodations. This requirement is consistent with the Program's handling of any concern it may have regarding the medical fitness of a student to participate in the program.

   d. If the student anticipates absence of more than 2 days related to delivery, or due to a pregnancy complication, it may be necessary to take a leave of absence. (See Leave of Absence section). Upon return, the student must provide a letter from her treating doctor clearing her return to the classroom, laboratory and clinical settings and the ability to continue in all aspects of her student role (theory and clinical), with or without reasonable accommodations. This requirement is consistent with the Program's handling of any student returning after an absence of more than two days or after a leave of absence related to medical issues. (See Illness or Injury section below.). All missed days in theory and clinical, will need to be made up.

   e. All medical releases must be on the health care provider's official letterhead and/or contain the health care provider's stamp with his or her address and phone number. All medical releases must confirm that the student is able to meet the Gavilan College Nursing Program ADA (American Disabilities Act) Compliance Statement as outlined in the RN Student Handbook.

   f. Pregnancy policies of any clinical facility to which the student is assigned will take precedence over the above, in the event that the facility's policies are more stringent.

2. **Illness**

Students may not come to a clinical assignment with symptoms of illness (nausea, vomiting, fever, etc.).

   a. Students with casts, splints, illnesses or injuries that inhibit the safe performance of the student's duties, or interfere with patient safety will not be allowed in the clinical setting. This does not apply to students with disabilities for whom a reasonable accommodation is available.

   b. If a student knows or believes that they have a health condition which might

require altering the clinical assignment, it is the student's responsibility to notify the instructor of such condition before the assignment is made.

c. A health care provider's signed written release to return is required for students absent for more than two days. The student must provide a letter from their treating doctor clearing them to return to the classroom, laboratory and clinical settings and state that they have the ability to continue in all aspects of the nursing student role (theory and clinical). A release is also required for any student the faculty and/or Director reasonably believes may be a risk to the safety of others. The release must confirm the student's ability to return to the classroom, laboratory and clinical settings, and state that the student is able to meet the Gavilan College Nursing Program ADA (American Disabilities Act) Compliance Statement requirements as outlined in the RN Student Handbook. All missed days in theory and clinical, will need to be made up.

d. All medical releases must be on the health care provider's official letterhead and/or contain the health care provider's stamp with his or her address and phone number.

3. **Procedure for Student Illness or Injury in Classroom and Clinical**
Injury in the classroom or clinical setting must be reported immediately to the instructor.

a. Instructor assesses student to determine if he/she needs to go to the emergency room:
- If the student **does not** have an emergent injury:
    Instructor and injured student must complete an "Accident/Injury/Incident Report" and forward to HR once complete.
- If the student **does** have an emergent injury that requires an emergency room visit:
    The student must seek medical attention immediately. Once medical attention has been rendered, student must file a workers compensation claim by contacting the Gavilan College Human Resources Department at (408) 846-4964.

Human Resources will follow up with the injured student if any further medical care is required. The student must provide a letter from their treating doctor clearing them to return to the classroom, laboratory and clinical settings and state that they have the ability to continue in all aspects of the nursing student role (theory and clinical).

Medical Leave of Absence

A student may have an unexpected medical situation beyond their control. In such an event, the student may request a medical leave of absence from the nursing program.

a. The student must request to the Director in writing the basis for the requested leave and the duration of the leave.

b. A medical leave must be supported by a certification from a health care provider stating that the student is unable to participate in the program because of a serious health condition or disability for which there is no accommodation without creating risk to the safety of the student, staff, or patients. The certification must also provide an anticipated date of the ability to return. Documentation of the need for a medical leave does not need to include diagnostic or other private medical information.

c. Leave may be granted for one year. However, in some circumstances, enrollment in the program may be full and there may not be a space available in the course the student wishes to return to.

d. The nursing program will provide written notification to the student whether their request for medical leave is granted, the length of the leave (e.g., when the leave expires), and the time line for reapplication to the program.

e. Students ready to return to the nursing program must follow the readmission policy (see Students Requesting to Return to the RN program).

Readmission to the RN Program

Students may request to be readmitted to the nursing program only one (1) time following program separation due to a course failure, course withdrawal or medical leave of absence from any nursing course. All students seeking readmission must do so within one year of leaving the program. Readmission is dependent on space availability. Students who do not return to the program within one year will have to reapply for admission.

Exceptions: Students who leave the program because of being called to active military duty are able to return to the program without the leave being identified as a separation.

Procedure

1. Students eligible to return to the program must submit in writing to the Director of Allied Health their intent to return to the program.

2. Requests must be submitted and received, by April 1st if student wants to be readmitted in the following Fall semester or by November 1st if the student wants to be readmitted in the following Spring semester.

3. Students eligible to return must submit written documentation evidencing their compliance with the Collaborative Plan for Success. The faculty and the Director will evaluate each student's request to return on an individual basis. Lack of compliance or incomplete compliance with the Collaborative Plan for Success will deem the student ineligible for readmission.

4. Students eligible for readmission will be selected on a space available basis according to the following priority:

    a. Students returning from active military duty.

    b. Students granted a medical leave of absence if the reasons for their leave have been resolved.

    c. Students who failed a course and have presented completion of the requirements of the Collaborative Plan for Success will be readmitted using the following priority:

        1. Student who failed theory

        2. Student who failed the Math Test

        3. Student who failed the Skills Test

Student Code of Conduct and General Complaints and Grievance Process

Gavilan College is dedicated to promoting a harmonious learning environment characterized by civility and mutual respect for all students, staff and community. The Gavilan College Student Rights, Responsibilities and Academic Standards Handbook details the Student Rights as a Gavilan student, Standards as a Gavilan College Student, Academic Integrity policy, and Student's Problem/Grievance Resolution Process. A copy of the student handbook can be obtained from Student Services Division or online at http://www.gavilan.edu/student/handbook/

Standards of Student Conduct: http://www.gavilan.edu/student/handbook/student_conduct.php

College Policies including American with Disabilities Act and Student Problem Resolution Process: http://www.gavilan.edu/student/handbook/college_policies.php

Title IX Information: a federal civil rights law that prohibits discrimination on the basis of sex in education programs including athletic programs or activities receiving federal funding. Includes sexual harassment, rape or sexual assault:

http://www.gavilan.edu/about/safety/titleIX/index.php

Because patients in clinical settings are dependent upon their caregivers for physical well-being, emotional security, and their perception of their illness, the conduct expected of all students in the nursing program of Gavilan College exceeds that of the general college student. Failure to demonstrate behavior that conforms to these expectations will be cause for dismissal from the program.

Components of these standards include, but are not limited to, those listed below:

Professional Attitudes:
 Maturity
 Compassion and caring
 Integrity and truthfulness
 Sound judgment and priority setting
Professional Appearance: (See the Personal Appearance section)
 Cleanliness
 Neatness
 Inspires confidence of patient
Professional Behaviors
 Safe clinical performance
 Punctuality
 Conscientiousness in carrying out duties
 Maintenance of confidentiality
 Ethical conduct
 Adhere to Gavilan College policies and Allied Health Policies
 Professional communications

Guidance for Professional Conduct

The fact that you have entered the profession of nursing intensifies the standards which you present as an individual. Your personality is the sum 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

Asepsis, safety, and comfort are integral parts of patient care. Student interference with these aspects of patient care due to uniform, hair, rings, tattoos, piercings, nails, jewelry, offensive odors or any other contributing factors must be corrected as determined by the instructor. Students not meeting appearance standards may be dismissed from the clinical setting.

Dress Code

1. Students must use the uniform required of all students in the program. The uniform must be clean, neat, pressed, complete and in good repair
2. The **standard uniform** for students includes the **royal blue scrubs** (top and pants) and **white lab coat**, white socks, and white shoes constructed to insure safety and support.
3. Students may wear a white round or turtle neck collar undershirt without ornamentation under the scrub top. No waffle weave or thermal underwear that is visible. Chest hair should be covered.
4. All students are required to have as part of their uniform, a pen, watch with a second hand, or a digital watch that can track seconds, bandage scissors, black sphygmomanometer, stethoscope with diaphragm and bell capabilities and with black or royal blue tubing (matching uniform), and photo ID without ornamentation. White or black fanny packs are optional
5. Clean, white regulation nurse's shoes or <u>solid white</u> all leather athletic shoes are worn with the uniform. <u>Clogs, tennis shoes, open-heeled shoes are not acceptable</u>.
6. Hair must be <u>neat</u>, clean and away from the face. Ponytails must be properly secured. Clips, barrettes, or anything used to contain hair should be small, plain, white or the same color as hair. Students may be given the option of wearing a surgical bonnet to contain their hair at the instructor's discretion. Sideburns should be neatly trimmed and groomed (not long or bushy). If required by hospital policy, beards must be shaved off. Beards worn for religious reasons will be allowed.
7. Moderate, simple makeup is permitted. No false eyelashes or eyelash extensions are permitted. Tattoos must be covered at all times.
8. No perfume, scented lotions, cologne or aftershave should be worn at clinical. Consideration must be given to the patient. Heavy fragrances, body or tobacco odors are often offensive and harmful to patient.
9. Natural fingernails must be clean and short. Clear nail polish is acceptable while in clinical areas. Acrylic artificial nails are not acceptable in the clinical area or on campus clinicals.
10. *One pair* of inconspicuous post pierced earrings is acceptable. No hoops or dangling earrings. Other visible pierced jewelry is not acceptable, including tongue piercings. Students may wear one ring per hand as long as it does not pose a threat to asepsis or the patients' skin integrity. A wedding set constitutes one ring.

11. Headscarf or turban worn for religious reasons are permitted in the clinical setting.

Social Networking Policy

The purpose of this policy is to provide guidelines to students, faculty, and staff who engage in online social networking or other social media. This applies to posts and comments on any social networking site or application

As used in this policy, networking means communicating with others over the Internet for social purposes. This includes, but is not limited to, the following:
- Networking sites: *LinkedIn, Facebook, Twitter*
- File hosting/sharing sites: *DropBox, MediaFire, Wiki*
- Video/ Audio sharing sites: *YouTube, Vlogs, Podcasts*
- Photo sharing sites: *Snapfish, Flickr, Photobucket, Instagram*
- Blogs and personal websites: *Twitter, Blogspot, Wordpress*
- Media sites that are offered by television networks, newspapers, and magazines

This policy is to provide guidelines to students, faculty, and staff who engage in online social networking. Information published on social media sites must comply with *Gavilan College Nursing Program's Social Networking Policy* as well as upholding HIPAA and the policies of the clinical sites used by Gavilan College.

While this policy may need to be modified as new technologies and social networking tools emerge, the guiding principle of the policy is to ensure that the reputation of clinical sites, the Gavilan College Nursing Program, and that of individual persons is protected.

1. **Please remember that social networking sites are in fact public forums.** This means that the information that is posted or shared can be viewed by third parties. Please keep in mind these guidelines and consider carefully when posting. Posts/comments should be respectful and in good taste. Negative or unprofessional posts/comments are unacceptable.
2. Personal posts/comments by students should not identify Gavilan College, the Nursing Program, or any Hospital in any manner. When posting on any social networking site, posts/comments should reflect the personal views of the social networking member only, and should not refer to Gavilan College, the Nursing Program or any Hospital. This includes but not limited to, tagging, check-ins or any comments reflecting Gavilan College, the Nursing Program or any Hospital.
3. Posts/comments should never directly or indirectly identify patients, diagnoses or any content related to patient care or clinical experiences.
    a) Photos posted of the social networking member should be tasteful.
    b) Posting photos of patients or otherwise breaching patient privacy and confidentiality are unacceptable.
    c) Student questions/concerns are only to be addressed in proper, approved channels of communication set forth by the School (office hours, academic advisement) and never through social networking.

4. Students are prohibited from accessing personal social networking sites during clinical or classroom time/lecture.
5. **Be thoughtful about how you present yourself.** Gavilan students are preparing for a career providing services to the public. Gavilan and future employers hold you to a high standard of professionalism. By identifying yourself as a Gavilan student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals. If you identify yourself as a Gavilan student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers.

Violation of Policy:

Gavilan College, the Nursing Program or any Hospital will not tolerate violations of the social networking policy. All reports of such violations will be investigated. If activity on a social networking site is considered an infraction of school policy, it will be handled according to the College's disciplinary process. Violation of this policy can result in disciplinary action ranging from written reprimand to dismissal from the program, and in some cases, expulsion from the District.

GAVILAN COLLEGE ACADEMIC HONESTY POLICY
http://www.gavilan.edu/student/handbook/policies_procedures.php

Academic honesty depends upon the integrity of the students and faculty. The College itself is defrauded if faculty and/or students knowingly or unwittingly allow dishonest acts to be rewarded academically. It is the faculty's responsibility to make every reasonable effort to foster honest academic conduct. If the faculty member believes that there is evidence of academic dishonesty on the part of a student it is the faculty member's responsibility to take appropriate action in accordance with these procedures.

Students at Gavilan College have the right to know what constitutes academic honesty at the College and in each course in which they are enrolled.

- Faculty members will apprise their classes of the ethical standards required in their courses and the permissible procedures in class work and examinations.
- A statement referring to this information as a reference for the class will be presented in the course outline (green sheet)* and/or on the individual examinations.
- Students will be informed of the consequences of violating these standards, their rights of appeal, and the procedures to be followed in the appeal.

The purpose of this procedure is to expand, clarify, and set forth clear levels of authority and disciplinary protocols in response to violations of the Standards of Student Conduct (BP 5500), specifically as it relates to academic honesty. These procedures guarantee the student or students involved the due process rights extended to them by state and federal constitutional protection. The procedures will be used in a fair and equitable manner, and not for purposes of retaliation.

Definition of Academic Dishonesty: The act of deliberately exhibiting a set of unacceptable behaviors that defy the standards of ethical and scholarship standards. Examples include but are not limited to:

- Purposely allowing another student to copy from another student during a test.
- Giving homework, term paper or other academic work to another student to plagiarize.
- Having another person's work submitted in another's name.
- Lying to an instructor or university official to improve grade.
- Altering a graded work after it has been returned, then submitting the work for re-grading (without the knowledge of the instructor).
- Removing test(s) from classroom or any other place without instructor's approval.
- Stealing tests or keys to tests.
- Forging signatures on drop/add slips or other college documents.

Definition of Cheating: The act of obtaining or attempting to obtain credit for academic work through any dishonest, deceptive, or fraudulent means. Examples include, but are not limited to:

- Copying, in part or in whole, from another's test or other evaluation instrument or obtaining answers from another person during the test without instructor's approval.
- Submitting work previously presented in another course, if contrary to the written rules of the course.

- Using or consulting, during an examination, sources or materials not specifically authorized by the instructor.
- Intentionally altering, changing, and misusing documents or records. Knowingly furnishing false information or generally interfering with grading procedures or instruction of a class.
- Any other act committed by student(s) in the course of academic work, which defrauds or misrepresents, including aiding or abetting, in any of the actions defined above.

Definition of Plagiarism: The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work without giving appropriate credit, and representing the product as one's own work. An example can include, but is not limited to:

- Representing another's artistic/scholarly works such as musical compositions, writings, computer programs, photographs, paintings, drawings, scriptures, or similar works as one's own. This includes clinical packets, care plans, case studies and other assignments.

REPORTING PROCEDURES

When a Gavilan faculty member, responsible for a course, has reason to believe, and has evidence to substantiate, that the behavior of a student or students falls within one or both of the above sets of definitions, it is an instructor's responsibility to take the following steps:

1.   Arrange an office conference with the student and at that time advise the student of the allegations and make him or her aware of the supporting evidence and the probable

consequences. Any classroom confrontation should be as discreet as possible. If, as a result of this meeting, the instructor believes that the student's response is insufficient to offset the charge of academic dishonesty to the extent that the student may be excused, the instructor will inform the student of the sanctions to be recommended or assessed in accordance with this policy.

2. At the discretion of the instructor, a written report of the infraction and the sanction taken may be submitted to the Vice President of Academic Affairs and Student Services with a copy to the appropriate area dean.

3. When a student, who has been informed in writing of an impending conference to discuss the alleged dishonesty, fails to attend, or when the apparent dishonesty is detected near the end of the semester and the instructor makes a good faith effort to contact the student but is unable to do so, the instructor may impose the recommended sanctions and file a written report to the area dean and VP of Instruction and Student Services without a conference. In either case, the student's right to appeal is preserved.

<u>SANCTIONS</u>

There shall be two major classifications of sanctions that may be imposed for violations of this policy: Academic and Administrative. Academic sanctions will be defined as those actions related to the coursework and grades, which is the province of the instructor. Administrative sanctions concern a student's status on campus and are acted on by the Vice President of Academic Affairs. The imposition of one variety of sanction (Academic or Administrative) will not preclude the addition of the other.

Academic Sanctions

Faculty is responsible for the type of academic sanction to be applied to students involved in incidents of cheating or plagiarism. Usually a form of "grade modification" will be employed. Before sanctions can be employed, the faculty member must have verified the instances of academic dishonesty/cheating by personal observation and/or documentation. In all cases the violation should be reported to the Vice President of Academic Affairs with a copy provided to the appropriate dean. A student may be:

a. Reprimanded orally. A student may be referred for counseling but cannot be required to seek counseling.
b. Failed in the evaluation instrument (paper or exam).
c. Reduced course grade equal to the failed instrument.
d. Referred for Administrative Sanctions
   A faculty member may choose to refer a student to the Vice President of Academic Affairs for disciplinary action in lieu of any academic sanction or
   in addition to the academic action the faculty member has taken.
e. Faculty Discretion
   Cases involving the careless or inept handling of quoted material but falls short of the definitions of the acts of cheating and/or plagiarism as defined in items 1.1 and 1.2 of this policy may be dealt with at the discretion of the faculty member concerned.
f. Recommended Academic Sanctions
• Violations of quoted material, but falls short of the definitions of the acts of cheating and/or plagiarism as defined in Items 1.1 and 1.2 of the policy may be dealt with at the discretion of the faculty member concerned.

- For violation of Section 1.b, the recommended sanction shall be 3.1.b, reduction in grade or failure of that evaluation instrument.
- For violations of Sections 1.1.d and 1.1.e it is recommended that the student be referred to the Vice President of Student Services for Administrative sanction in accordance with 3.1.e. For violations of Section 1.2.b of this policy, the recommended sanction shall be 3.1.c - reduction in course grade.

Administrative Sanctions

As stipulated in the California Administrative Code, Sanction 41301, cheating or plagiarism in connection with an academic program at a campus may warrant expulsion, suspension, probation or a lesser sanction. Administrative action involving academic dishonesty within the Gavilan College District is the responsibility of the Vice President of Academic Affairs according to the Standards of Student Conduct and Disciplinary and Due Process Procedures.

The Vice President of Academic Affairs will respond to:

1. Referrals from the faculty;
2. Flagrant violations of academic standards; and
3. Repeat violations as brought to his/her attention by the faculty or through the student reports filed with the Vice President of Academic Affairs and/or the Vice President of Student Services. The Vice President of Academic Affairs will notify faculty members involved when action has been taken.

PROTECTION OF RIGHTS

Nothing in this procedure is intended to deny students who come within its scope appropriate "due process", including the right to be informed of the charges, the nature of the evidence supporting the charges, and to have a meeting with the faculty member, Vice President of Instruction and Student Services, or other decision-makers, at which time statements and evidence on behalf of the student may be submitted. Nor is it intended to deny the right to appeal, through the Standards of Student Conduct (Student Discipline Procedures, AP5520) or the Students' Problem Resolution Process, any decision resulting from such a meeting.

1. Academic sanctions may be appealed through the Vice President of Student Services in accordance with the Students' Problem Resolution Process.
2. When disciplinary suspension or expulsion is being recommended as an administrative sanction, the student has the right to a formal hearing as stated in the Standards of Student Conduct (Student Discipline Procedures, AP5520) (Education Code 66017).

NURSING STUDENT INTEGRITY POLICY

It is understood that every nurse must have unquestionable integrity and honesty at both personal and professional levels. The profession and practice of nursing is dependent upon these values being demonstrated at all times by its members. Therefore, behavior demonstrating lack of integrity will not be tolerated and may lead to immediate dismissal from the program without readmission privileges.

Nursing Clinical Packets, Care Plans, Case Studies and Other Written Assignments

Nursing clinical packets, care plans and case studies are developed to ensure safe client care. They document the nursing student's understanding and application of theory to the clinical setting to include assessment, pathophysiology, nursing diagnosis with rationales, goals, interventions, and evaluation. These learning tools enhance student learning and should be utilized fully for this purpose. Behavior reflecting absolute integrity is imperative for nursing students.

All nursing clinical packets, care plans and case studies submitted by nursing students (daily working care plans, whether they are turned in for grades, or they are not graded) and all other written work must be the student's own work. Nursing care plan guides can be utilized, but must be incorporated into the care plan in the student's own words, individualized to the specific patient. No photocopies of any written work will be accepted. It is unacceptable to copy and/or cut and paste from internet documents and electronic resources and incorporate into your own work. This is a form of academic dishonesty.

Any student turning in clinical packets, care plans or other written work that is not their own work is demonstrating behavior indicative of dishonesty, cheating, and/or plagiarism, as stated in the Gavilan College RN Student Handbook. Such behavior will lead to disciplinary action and follow Gavilan College Policy. This may include a reprimand, a failure on the work, a reduced grade on the work, and/or a referral to the Vice President for Academic Affairs for disciplinary action, including expulsion, suspension, probation from the college and nursing program.

All Allied Health instructors will be monitoring for cheating on assignments and examinations throughout the semester.

Examples of cheating include but are not limited to:
1. Copying another person's homework and turning it in with your name on it
2. Copying from another student's answer sheet during a test or appearing to do so, copying from a cheat sheet, etc.
3. Changing answers on scantron after the scantron has been corrected
4. Taking a test late and soliciting other students for answers before you take it or discussing exam with other students in any way before you take it
5. Using material that was submitted in a previous assignment (unless specifically allowed)

Accountability

Accountability is a key word in the discipline of nursing. This handbook appears to spell out many policies and expectations, which the nursing student must fulfill. Therefore, the primary purpose of this handbook is to acquaint the student with the program and its expectations so that he/she will understand what is required, be responsible and accountable in fulfilling the curriculum and related requirements. This will ultimately prepare the nursing student to function as a safe, responsible, accountable graduate.

Impaired Student Policy

Patient safety is an overriding principle in the delivery of health care. For the health care professional to provide safe care, the health care professional must be able to make sound judgments. Impaired

mental or physical health or the use of drugs and alcohol can adversely affect thought processes and decision-making. Impaired by the aforementioned factors, the health care professional can easily make unsafe decisions and, therefore, jeopardize patient safety.

As health care professionals, we recognize that impaired mental or physical health, and/or the use of drugs or alcohol are conditions that can be treated by early recognition and rehabilitation. Rehabilitated students will be encouraged to re-enter the educational process for successful completion of a health care program.

The student whose thought processes and decision-making ability is impaired will be considered unsafe to provide health care services and will be removed from the clinical setting. The student would be subject to faculty review and possible dismissal from the program. In addition, the student will be counseled about the importance of seeking voluntary aid for such conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed to practice nursing in the State of California.

The Gavilan College nursing faculty has developed the following policy/procedure concerning impaired nursing students. This policy is consistent with the Board of Registered Nursing Guidelines of July 2007.

Policy
Students must comply with policy which may include random testing. Any student who exhibits symptoms of impairment will be removed from the classroom or clinical setting and the established procedure for assessment and rehabilitation will be followed.

Assessment
The student will be removed from the classroom or clinical setting when the student's behavior and performance pose a danger to the safety and well-being of self or others. These behaviors may include, but are not limited to:
1.   Physical impairment
2.   Impaired judgment
3.   Mental or emotional impairment
4.   Disruptive actions
5.   Inconsistent behavior patterns

Procedure
When a student exhibits any of the above behaviors the following actions will take place:
1.   The student will be removed from the classroom or clinical area immediately
2.   The instructor will immediately report the incident to the Program Director
3.   Within 24 hours, the student will make an appointment to see the Program Director. At this time the student will be referred for further professional assessment

Dismissal/Suspension

1.   When an instructor identifies a student as being impaired, and is a danger to self or others and the student refuses to submit to the required assessment, the student may be dismissed from the nursing program.

2.   If the student completes the required assessment and is diagnosed as being impaired, the student will be suspended from the nursing program until the next time the course if offered. At the time of suspension from the program, the Director of Nursing and Allied Health Programs will meet with the student and outline a remediation plan that outlines the requirements that need to be met in order to return to the program. Included in the remediation plan the student must provide proof of having received professional treatment and a certified release to return to nursing school.

Re-Admission

Students disqualified from the nursing program under the Impaired Student Policy may be considered for re-entry one time according to the following guidelines:

After a maximum period of one year from the time of dismissal/suspension, the student may petition for readmission. Students will be admitted on a space available basis as long as the student has met all of the requirements of their remediation plan.   This petition should be submitted to the Director of Allied Health Programs.

It will be the student's responsibility to furnish evidence of rehabilitation. The student will be expected to show reasonable evidence that they would be able to function effectively in providing safe and therapeutic care of patients in the clinical setting.

CREDIT BY EXAMINATION

Students who have a cumulative GPA of 2.0 or higher in at least 12 units of college work completed at Gavilan College may petition for credit by examination during any term in which they are enrolled. **The college reserves the right to deny challenge to any specific course**.

Procedure

1.   Students who may qualify for credit by examination are:
     a. Students who have never taken the class for credit
     b. Students of exceptional ability who have studied on their own
     c. Students with experiential background who can meet the objectives of the course
2.   Students will pay tuition for the challenged class. A minimum of $100 will be paid prior to taking the challenge examination. The exact fee will be based upon the actual costs of providing the exam.
3.   Applications for *Credit by Examination* are available from the Admissions and Records Office and require the signature of the appropriate instructor, department chairperson, and appropriate dean.

4.   A copy of the graded challenge examination will be submitted to the appropriate dean's office. The type of examination is to be determined by the instructor and the department chairperson in concert with the appropriate dean.

5.   The final grade sheet will be submitted to the Admissions and Records Office for posting on the student's transcript.

6.   Students desiring to take the *Challenge Examination* who, due to extenuating circumstances, do not meet the above qualifications may submit a written appeal for a waiver to the appropriate dean.

Procedures for Credit by Examination
Nursing Program

Students will receive the following orientation regarding credit by examination:

1.   All nursing program students will sign a statement that they have read the student handbook which outlines the college policies on Credit by Examination and the nursing program procedure for credit by examination.

2.   Students challenging a nursing course must be eligible for the course and must have met all the program entry prerequisites, including admission procedures for the nursing program.

3.   The college reserves the right to deny challenge to any specific course.

4.   Students planning to transfer to another college or university should be aware of the policy of that institution regarding transferability of courses challenged.

5.   Evaluations will be summarized in letter grades (A through F) and an earned grade, with the corresponding units, will be entered on the student's transcript in the same manner as for any other course.

6.   Students who fail a challenge and who were previously officially enrolled in the nursing program and who dropped the course they were enrolled in will not be permitted to immediately reenter the course. Lecture courses may be reentered the next time they are offered. Re-entry into clinical courses is dependent on available space.

7.   Students who challenge have available for review the objectives, styles and format of the examination of nursing course being challenged.

8.   Students who challenge have available a period of preparation prior to initiating the actual challenge of each nursing course.

9.   Students who challenge the nursing courses do so sequentially and meet the general conditions prescribed by the college policies for credit by examination. Courses must be challenged in their entirety. Segments of courses only cannot be challenged (e.g. nine week rotations). The following is the procedure:

     9.1   The instructor of the course will counsel the student regarding the entire challenge procedure and the implications of credit by examination. This will be done before the student takes any official action to challenge.

     9.2   The student will fill out an application for challenge examination, following the procedure outlined in the college catalog.

     9.3   Once the student has initiated the official challenge procedure, an individual challenge contract will be outlined for, explained to, and discussed with each student challenging a nursing course by the nursing instructor responsible for the course.

9.3.1 In establishing and initiating the individualized challenge contract, the student challenging and the instructor will identify learning objectives specific to those nursing behaviors and related skills, which are to be challenged.

9.3.2 For the lecture component of the course, the student who is challenging will take a teacher-prepared written examination. The use of such an examination will be incorporated into the challenge contract along with the grading scale to be used.

9.3.2.1 The lecture component of nursing courses must be successfully challenged before the clinical component is challenged.

9.3.3 For clinical courses, the student will take a simulation or actual clinical assignment examination assessing nursing skills acquired through previous experience. The critical skills objectives of the examination will be discussed with the student and incorporated into the challenge contract along with the grading scale to be used.

9.3.3.1 In order to receive a passing grade the student must meet the established minimum standard designated for all of the specified critical skills objectives.

<div align="center">**Responsibilities of the Student**</div>

College Catalog
Students are expected to familiarize themselves with the relevant contents of the Gavilan College Catalog and of the RN Student Handbook.

Program Expenses
Approximate cost per year (subject to change without notice):

Registration and Enrollment Fees	$1000.00
Materials Fee	$100.00
Health Examination, Related Tests & Immunizations	$300.00
Books and Supplies	$1000.00
Student Uniforms & Accessories	$200.00
Licensure Applications	$500.00
Drug Testing	$ 39.00
Background Clearance	$ 43.00
Immunization Tracker	$ 20.00
ATI Access	$950.00

All of these costs are the responsibilities of the student.

Transportation/Child Care
All transportation/child care arrangements are the responsibility of the student. Clinical rotations are assigned by instructors and are non-negotiable. Under no circumstances will children be allowed in the classroom.

Current Address
Each student is to keep his or her current address and telephone number and personal email on file with the office of the Director of Nursing and Allied Health Programs. This information will be kept confidential at the student's request.

Photo ID Badges
Photo ID badges identifying you as a Gavilan College nursing student is required while in the clinical area. Failure to wear photo ID will result in exclusion from clinical.
For security reasons, the ID badges must be surrendered should you discontinue in the nursing program or withdraw from Gavilan College.

Renewals/Certifications
 *CPR Renewal   *   Immunizations/TB Tests/Titers   *   Drug Screen* Criminal Background Check* Physical Exam*
It is the responsibility of the student to monitor renewal dates and provide copies to the clinical instructor. Failure to do so will result in exclusion from clinical.

Personal Electronic Devices
Cell phones and smart watches must be turned off in clinical. Students must follow hospital policy regarding cell phones and smart watches. .

Liability Insurance
Liability insurance, though not required is recommended for all nursing students.

Health Insurance
Students in the nursing program are strongly urged to have their own health insurance. Costs associated with emergency treatment of injuries to students that occur in the clinical facility are covered by the college through Worker's Compensation. Any injury is to be immediately reported to the instructor. The involved instructor will initiate steps to insure prompt notification to the college. Any injury sustained in an on-campus laboratory/class is not covered by Worker's Compensation. Students injured on campus must assume responsibility for medical care.

Gifts and Gratuities
Gifts and gratuities to instructors are discouraged. Cards and letters of appreciation are appropriate. Acceptance of gratuities or gifts by students from patients is inappropriate.

Clinical Ethics
Hospital copy machines, phones, or other equipment are not to be used without authorization of instructor and/or hospital employee. Scrubs, office supplies, dressings, or other hospital property may not be removed from the facility.

Students as Hospital Employees
When students are functioning in any of our cooperating agencies in a role other than as a student, such as a volunteer or paid employee, they are NOT then functioning in a student role. At such times they are not representing the school, and may not wear the student uniform. At such times these employees are governed by the policies and regulations that are applicable to the particular job and the scope of practice allowed within that job as a hospital employee. In such instances, the college assumes no responsibility for the employee's work and the college's liability insurance does not apply.
Example:
RN student is an LVN and works as a CNA at a local hospital. Working as an CNA, even though they are an LVN, the employee cannot do any LVN or RN level skills.

Personal Reasons for Visiting in the Hospital
If present at the hospital for personal reasons, such as visiting relatives or friends, students should NOT wear their uniforms. Appearance and dress should be acceptable and conform to standards for appearance in public places. Students abide by the same visiting regulations as all other visitors.

Quality of Care
A patient has 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. 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, loss of program accreditation or loss of licensure. **At no time should a student assume responsibility for nursing care without the knowledge and supervision of their instructor or preceptor.**

Employment
Employment while enrolled in the nursing program is discouraged. The responsibilities and energy required by employment can interfere with the appropriate amount of time for study, as well as with needed rest, and may negatively influence the quality of learning and the quality of nursing care provided by students.

CODE OF NURSES

The development of a code of ethics is an essential characteristic of a professional and provides one means whereby professional standards may be established, maintained, and improved. A code indicates a profession's acceptance of the responsibility and trust with which it has been invested. Each practitioner, upon entering 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.

A code of ethics for the American Nurses' Association was originally formulated and adopted by the membership in 1950. The original code has undergone revisions in the intervening years, the latest being adopted in 1968. The 1959 members of the National Student Nurses' Association voted at their convention to endorse the code of ethics of the American Nurses' Association as applicable also to students enrolled in nursing programs. An official representative for NSNA participated in the discussion held by the ANA's Committee on Ethical Standards for revisions of the code in 1969 and 1968.

Each nurse has an obligation to uphold and adhere to the code in his/her individual practice and to ensure that his/her colleagues do likewise. The provisions stated in the 2015 American Nurses Association Code of Ethics for Nurses with Interpretive Statements are as follow:

Provision 1   The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person

Provision 2   The nurse's primary commitment is to the patient, whether an individual, family, group, community or population

Provision 3   The nurse promotes, advocates for, and protects the rights, health, and safety of the patient

Provision 4   The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care

Provision 5   The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth

Provision 6   The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care

Provision 7   The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, profession through research and scholarly inquiry, professional standards development and the generation of both nursing and health policy

Provision 8   The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities

Provision 9   The profession of nursing, collective through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy

STUDENT RIGHTS AND RESOURCES

Student Representation to the Faculty Meetings
The nursing faculty holds meetings at regularly scheduled intervals. A representative from each class of the nursing program is elected to attend scheduled nursing faculty meetings and advisory boards. The student representatives act in a liaison capacity between their respective classes and the nursing faculty. Meetings are usually at 10:00 am on the first and third Fridays of the month and students are placed first on the agenda. The Advisory Board meeting is usually held in the Spring semester each year.

Nursing Faculty Office Hours
Nursing faculty has designated office hours which promote opportunities for student involvement with the faculty. These hours are announced and posted at the beginning of each semester. If a student is unable to meet with a faculty member during their posted office hours, special arrangement can be made to meet specific needs.

Faculty Evaluation
All part-time and full-time faculty are evaluated at least every three years according to the college policy. Student questionnaires are anonymous and the evaluation procedure is carried out by a student in the absence of a faculty member. The responses will be used by the instructor in improving the course and the manner in which it is taught and by the college for the improvement of instruction.

Learning Resource Center
Gavilan College has an outstanding Learning Resource Center, including the Library, Media Center and Computer Place. Many books, periodicals and media programs have been purchased specifically for the nursing program. The staff offers individual assistance on the use of the many learning resources.

Scholarships and Financial Assistance
A variety of resources for funding a student's nursing education program is available through the Office of Financial Aid and the Gavilan College Educational Foundation.

Nursing Skills Laboratory
The Nursing Skills Laboratory is available for student use. The students are encouraged to utilize the laboratory to practice, reinforce and update specific nursing skills during open skills lab.

Nursing Tutoring

Tutoring by Registered Nurse Instructors is available on a regular basis. Dates and times will be announced in class. Take advantage of the valuable resource to augment the theory portion of the course to increase your understanding and practice application of theory to practice.

STUDENTS' PROBLEM/GRIEVANCE RESOLUTIONS PROCESS
Reference: AP 5530

Also found in the Gavilan College Student Rights, Responsibilities, and Academic Standards Handbook or online at: http://www.gavilan.edu/student/handbook/

Conflict and miscommunication are, unfortunately, a fact of life. Choosing how we deal with difficult issues becomes a personal choice we all must make. However, working through difficulty issues civilly and respectfully is expected. Occasionally, students and a District employee (faculty/teacher/instructor, support staff, or administrator) may have a problem which needs clarification and resolution. Additionally, there may be times when the problem/resolution must follow laws determined by the Federal Office of Civil Rights. These situations include alleged discrimination or harassment around race/ethnicity, sexual harassment, disability, religion, gender, gender identity or expression, color, national origin and age.

The STUDENTS' PROBLEM / GRIEVANCE RESOLUTION PROCESS apply to specific situations on campus. If you feel you have experienced discrimination based upon any of these actions, contact the Equal Opportunity Officer located in Human Resources or call 408-848-4753.

Introduction:
The procedure is intended to ensure that any alleged violation of student's rights will be reviewed and that appropriate action will be taken. Gavilan College's goal is to ensure an equitable and fair resolution of the grievance. This grievance procedure applies to any issue involving a student's rights at the college. In the event that it becomes necessary to resolve a grievance under this policy every effort shall be made to maintain confidentiality at each level of the procedure; however, complete confidentiality cannot be guaranteed.

Step 1:
Within ten (10) school days following an incident, a student must meet with the person with whom he/she has a problem. The student may bring another person of their choice (i.e., staff, friend, student) to the meeting. This person in not to speak for the student, but can provide support.
Check box when step one is complete ☐
If the student is still dissatisfied, the student must notify the staff person that they will be taking the problem to the next step.

Step 2:
Within ten (10) school days of Step 1, the student must meet with the department chairperson or supervisor of the person with whom they have the problem. The department chairperson or supervisor can ask the student, the students' supporter, and the staff member to meet together, or meet separately with the student and the staff person with whom there is a problem. The department chairperson/supervisor can meet with the student again to discuss the problem, review what occurred at the previous meeting (step1) and discuss the students' proposed resolution. The student may bring to the meeting the same person from the first meeting.
Check box when step two is complete ☐
If the student is still dissatisfied, the student will move to Step 3 of the process.

Step 3:

The student must meet with the dean of the related area within ten (10) school days of step 2. This meeting will include the student, the department chairperson/supervisor, and the dean of the related area. During this meeting the outcomes of prior discussions will be reviewed and proposed resolutions discussed.

Check box when step three is complete ☐

If the student is still dissatisfied, the student will move to Step 4 of the process.

Step 4:

Within ten (10) school days of step 3, the student must meet with the Vice President of the area.

- For <u>instructional</u> issues such as grades, assignments, or instructor problems, make an appointment with the VP of Instruction.
- For issues regarding any <u>student service</u> or <u>discipline</u>, make an appointment with the VP of Student Services.
- Issues regarding <u>safety/security, harassment</u> (of any kind) make an appointment with the VP of Administrative Services.

During this meeting the outcomes of prior discussions will be reviewed and proposed resolutions discussed.

Check box when step four is complete ☐

In the student is still dissatisfied, within five (5) school days, the student must notify the Vice President with whom they met in step 4, that a hearing committee review is requested to resolve the issue. This request will be forwarded to the President/Superintendent of the College who, within five (5) schools days from receiving the request, will convene a hearing committee at a time to be determined by the college President.

Step 5:

Within five (5) school days after receiving a request, the President/Superintendent of the College will request that the appropriate VP (as outlined in step 4) convene a committee to hear the issue.

This committee will be composed of:

a) A student appointed by the ASGC
b) One faculty member from an unrelated discipline appointed by the Faculty Senate
c) One faculty member appointed by the Counseling Department chairperson
d) One member of the classified staff from an unrelated area appointed by the Professional Support Staff President
e) One area Dean or vice president from an unrelated area appointed by the college Superintendent/President
f) The department chairperson or supervisor from the area involved.

The Hearing Committee will conduct the hearing in private. They will call the student or related personnel if they think it will help resolve the problem. The committee will make recommendations for a win-win resolution and forward these recommendations to all the involved parties and the Superintendent/President of the College.

Check box when step five is complete ☐

If either the student or the college staff member is not satisfied with the recommendations of the Hearing Committee, he/she may appeal. The student must request an appeal within five (5) school

days after the Hearing Committee's recommendations were received by the student and the related college staff member. If not, the resolutions process is closed and there is no appeal.

Step 6:

A student may appeal to the College Superintendent/President.

This step requires that the student or the other staff member involved write a letter outlining the action taken so far and the hoped for resolutions. The College President/Superintendent will review this letter and the recommendations from the Hearing Committee. The College President/Superintendent will schedule and hold a private meeting with the student to discuss and, hopefully, resolve the problem.

Check box when step six is complete ☐

If the student or the staff member does not feel satisfied with the President's resolution, a final step may be taken.

Step 7:

A written appeal may be made to the college's Board of Trustees.

The Board must respond in writing within thirty-five (35) school days of receiving the written appeal.

This is the last step in the college's Problem Resolution Process. Decisions at this level are final

Check box when step seven is complete ☐

GAVILAN COLLEGE

RN PROGRAM

Nursing Skills Lab

Gavilan College
Allied Health
Nursing Skills Laboratory

<u>Nursing Skills Lab Location</u>
Location: Child Development Center (CDC) Building, Room 105

<u>Contact Information</u>
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<u>Purpose & Philosophy of Nursing Skills Lab</u>
The Nursing Skills Lab (NSL) is an integral part of your nursing education. The Nursing Skills Lab provides you the opportunity to overcome your fears as a student nurse while learning, and practicing your nursing skills through use of actual hospital equipment, supplies, manikins, and simulated scenarios. Additionally, you are able to practice alongside your classmates and receive instruction, guidance, and support from the Nursing Skills Lab Instructor and/or other nursing support staff.

Critical thinking is highly encouraged in the Nursing Skills Lab. The NSL bridges nursing theory and clinical experiences to further develop your critical thinking skills as a nursing student. You will be introduced to new skills, review old skills, evaluate yourself & your classmates. The expectation is for you to demonstrate competency and safety during skills testing and continue this practice in your clinical rotations and in your nursing practice.

Gavilan's Nursing faculty expects that you apply your nursing critical thinking skills to grasp the overall BIG picture. It's imperative to understand WHAT you are doing, understand the WHY or rationale behind what you are doing, and understand the importance of WHY you need to perform a skill in a particular way. We expect that you can apply this critical thinking and knowledge when performing a procedure, patient assessment, and other nursing responsibilities.

<u>Student Skills Lab Responsibilities</u>
The Nursing Skills Lab is an extension of your academic and clinical education. Therefore, the same requirements for maintaining professional behavior in both clinical & academic settings apply. The Nursing Skills Lab is ONLY used for student's practicing skills and CANNOT be used for a study hall.
- <u>NSL Supplies-</u> bring the supplies you are planning to practice your skill with during NSL. Should you need something, ask. <u>Students are NOT allowed to help themselves to supplies that are not readily out and available for you to BORROW during open lab. Students are NOT allowed in the black supply cabinets against the wall, blue closet, and cabinets above & under the sink in the front of the room. Students are NOT allowed to take any lab supplies. Replace borrowed supplies to their original locations and do NOT take lab supplies &/or equipment outside the lab.</u> If you need something, ask the Nursing Skills Instructor.

- Cell phones- are a major distraction to nursing faculty & student learning. Please make certain your cell phone is on SILENT or VIBRATE when in the lab. Take your important call outside of the lab.
- Come Prepared- come with your supplies you are prepared to practice for the day. For nursing skills testing & simulation experiences, you are required to wear your clinical uniform and name badge. When entering, place your bag UNDER THE DESK to maximize desk space and avoid scratching the desk tops.
- Food and Drink- may ONLY be allowed on the desks NOT over manikins, bedside tables, or other skills lab supplies. Food and drink may cause permanent damage to our expensive equipment. Please place ALL food and drink trash in the large garbage can located at the front of the room. All bedside smaller trash cans should ONLY be used for disposal of supplies.
- Timekeeper is YOUR Responsibility- you are required to SIGN IN & SIGN OUT of Timekeeper. This tracks your lab hours for review by your lead instructors & shows an ongoing need for staffing an open nursing skills lab.
- End of Lab Session Duties- Return all lab supplies & lab furniture where it was originally placed. Clean up your desk area and surroundings.
- Respect for Lab- Be respectful of all manikins, lab equipment, supplies, etc. Be mindful you are sharing this space with 3 years of nursing students so minimize all the bags you are bringing into the lab.
- Disposal of Equipment- as you would in the clinical setting (Sharps container, Biohazard bag, soiled linen basket, trash).

FYI's:
- Lab space, equipment, and nursing instructor are limited during HIGH usage times. The highest demand for use of space, equipment, and the nursing skills lab instructor is directly after lecture & right before nursing skills lab testing, & day of skills testing. Access is on a first-come, first-served basis. Thus, consider using off times to practice your skills.
- Children are NOT allowed in the lab for any reason. This is to protect them from our equipment as this is not a safe place for children nor is it professional to bring your children.
- The Nursing Skills Lab instructor collaborates frequently with lead nursing faculty & nursing instructors to coordinate nursing theory, clinical days, simulation days, and nursing skills testing & retesting.

Manikin Care & Handling:
- ❖ DO NOT move manikins or manikin parts without consulting the Nursing Skills Lab Instructor
- ❖ DO NOT use betadine or markers on manikins. This will stain them. Use soap, water, or lubricant for tubes (urinary foley catheter, NG tube).
- ❖ Please treat each patient manikin as a REAL LIVE patient and with respect. Kindly keep them appropriately draped with gown & linens (even during a procedure) & safe in bed (call light in reach, bed in lowest position, 2 side rails up.

GAVILAN COLLEGE

RN PROGRAM

APPENDIX

GAVILAN COLLEGE
RN PROGRAM

<u>ADA COMPLIANCE STATEMENT</u>

In compliance with the 1990 Americans with Disabilities Act (ADA), the Gavilan College RN Program does not discriminate against qualified individuals with disabilities.

Disability is defined in the Act as a (1) physical or mental impairment that substantially limits one or more of the major life activities of such individuals; (2); a record of such impairment; or (3) being regarded as having such an impairment.

For the purposes of nursing program compliance, a "qualified individual with a disability" is one who, with or without reasonable accommodation or modification, meets the essential requirements for participation in the program.

The nursing faculty endorses the recommendations of the Southern Council on Collegiate Education for Nursing (SCCEN) and adopts the *Core Performance Standards* for use by the program. Each standard has an example of an activity that nursing students are required to perform to successfully complete the program. Each standard is reflected in the course objectives.

Admission to the program is not based on the core performance standards. Rather, the standards are used to assist each student in determining whether accommodations or modifications are necessary. The standards provide objective measures upon which students and faculty base informed decisions regarding whether students are "qualified" to meet requirements. Every   applicant and student receives a copy of the standards.

If a student has a physical, psychiatric/emotional, medical, or learning disability that may impact the ability to complete nursing program course work, the student is encouraged to contact the staff in Accessible Education Center (AEC), http://www.gavilan.edu/student/aec/index.php, located in the Gavilan College main campus, Library 117. AEC staff will review concerns and determine   with the student and nursing faculty, what accommodations are necessary and appropriate. All information and documentation are confidential.

Statement of Awareness*

I have read the above ADA Compliance Statement and have received a copy of the *Functional Abilities Essential for Nursing Practice: Essential Eligibility Requirements for Participation in   the Nursing Program.*

_____   _____
            Signature   Date

RN PROGRAM

FUNCTIONAL ABILITIES ESSENTIAL FOR NURSING PRACTICE
ESSENTIAL ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN THE NURSING PROGRAM

Nursing is a practice discipline, with cognitive, sensory, affective, and psychomotor performance requirements. The following Core Performance Standards identify essential eligibility requirements for participation in the nursing program.

CATEGORY	DESCRIPTION	EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive)

Gross Motor Skills	Gross motor skills sufficient to provide the full range of safe and effective nursing care activities.	Gross Motor Skills
		    Move within confined spaces Sit and maintain balance Stand and maintain balance
		    Reach above shoulders (e.g., IV poles)
		    Reach below waist (e.g., plug electrical appliance into wall outlets)

Fine Motor Skills	Fine motor skills sufficient to perform manual psychomotor skills.	Fine Motor Skills
		    Pick up objects with hands
		    Grasp small objects with hands (e.g., IV tubing, pencil)
		    Write with pen or pencil
		    Key/type (e.g., use a computer)
		    Pinch/pick or otherwise work with fingers (e.g., manipulate a syringe)
		    Twist (e.g., turn objects/knobs using hands) Squeeze with finger (e.g., eye dropper)

Physical Endurance	Physical stamina sufficient to perform client care activities for entire length of work role.	Physical Endurance
		    Stand (e.g., at client side during surgical or therapeutic procedure)
		    Sustain repetitive movement (e.g., CPR)
		    Maintain physical tolerance (e.g., work entire shift)

CATEGORY	DESCRIPTION	EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive)

Physical Strength	Physical strength sufficient to perform full range of required client care activities.	Physical Strength
		    Push and pull 25 pounds (e.g., position clients) Support 25 pounds of weight (e.g., ambulate client) Lift 25 pounds (e.g., pick up a child, transfer client)
		    Move light objects weighting up to 10 pounds (e.g., IV poles) Move heavy objects weighing from 11 to 50 pounds
		    Defend self against combative client Carry equipment/supplies
		    Use upper body strength (e.g., perform CPR, physically restrain a client)
		    Squeeze with hands (e.g., operate fire extinguisher)

Mobility	Physical abilities sufficient to move from place to place and to maneuver to perform nursing activities.	Mobility
		    Twist Bend
		    Stoop/squat
		    Move quickly (e.g., response to an emergency) Climb (e.g., ladders/stools/stairs)
		    Walk

Hearing	Auditory ability sufficient for physical monitoring and assessment of client health care needs.	Hearing
		    Hear normal speaking level sounds (e.g., person-to-person report)
		    Hear faint voices
		    Hear faint body sounds (e.g., blood pressure sounds, assess placement of tubes)
		    Hear in situations when not able to see lips (e.g., when masks are used)
		    Hear auditory alarms (e.g., monitors, fire alarms, call bells

Visual	Visual ability sufficient for accurate observation and performance of nursing care.	Visual
		    See objects up to 20 inches away (e.g., information on a computer screen, skin conditions)
		    See objects up to 20 feet away (e.g., client in a room)

CATEGORY	DESCRIPTION	EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive)
		See objects more than 20 feet away (e.g., client at end of hall) Use peripheral vision Distinguish color (e.g., color codes on supplies, charts, bed) Distinguish color intensity (e.g., flushed skin, skin paleness)
Tactile	Tactile ability sufficient for physical monitoring and assessment of health care needs.	Tactile 　　Feel vibrations (e.g., palpate pulses) Detect temperature (e.g., skin, solutions) 　　Feel differences in surface characteristics (e.g., skin turgor, rashes) 　　Feel differences in sizes, shapes (e.g., palpate vein, identify body and marks) 　　Detect environmental temperature (e.g., check for drafts)
Smell	Olfactory ability sufficient to detect significant environmental and client odors.	Smell 　　Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.) 　　Detect smoke 　　Detect gases or noxious smells
Reading	Reading ability sufficient to comprehend the written word at a minimum of a tenth grade level.	Reading 　　Read and understand written documents (e.g., policies, protocols)
Arithmetic	Arithmetic ability sufficient to do computations at a minimum of an eighth-grade level. It includes the following three concepts: **Counting:** the act of enumerating or determining the number of items in a group. **Measuring:** the act or process of ascertaining the extent, dimensions or quantity of something. **Computing:** the act or process of performing mathematical calculations such as addition,	Arithmetic competence 　　Read and understand columns of writing (flow sheet, charts) 　　Read digital displays 　　Read graphic printouts (e.g., EKG) Calibrate equipment 　　Convert numbers to and/or from the Metric System Read graphs (e.g., vital sign sheets) Tell time 　　Measure time (e.g., count duration of contractions, etc.) 　　Count rates (e.g., drips/minute, pulse) 　　Use measuring tools (e.g., thermometer) 　　Read measurement marks (e.g., measurement tapes, scales,

CATEGORY	DESCRIPTION	EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive)
	subtraction, multiplication and division.	etc.) Add, subtract, multiply, and/or divide whole numbers Compute fractions (e.g., medication dosages) Use a calculator Write numbers in records

Emotional Stability	Emotional stability sufficient to assume responsibility/accountability for actions.	Emotional Stability
		    Establish therapeutic boundaries Provide
		    client with emotional support Adapt to
		    changing environment/stress
		    Deal with the unexpected (e.g., client going bad, crisis)
		    Focus attention on task
		    Monitor own emotions
		    Perform multiple responsibilities concurrently
		    Handle strong emotions (e.g., grief)

Analytical Thinking	Reasoning skills sufficient to perform deductive/inductive thinking for nursing decisions.	Analytical Thinking
		    Transfer knowledge from one situation to another
		    Process information
		    Evaluate outcomes
		    Problem solve
		    Prioritize tasks
		    Use long term memory
		    Use short term memory

Critical Thinking Skills	Critical thinking ability sufficient to exercise sound nursing judgment.	Critical Thinking
		    Identify cause-effect relationships
		    Plan/control activities for others
		    Synthesize knowledge and skills
		    Sequence information

Interpersonal Skills	Interpersonal abilities sufficient to interact with individuals, families and groups respecting social, cultural and spiritual diversity.	Interpersonal Skills
		    Negotiate interpersonal conflict
		    Respect differences in clients
		    Establish rapport with clients
		    Establish rapport with co-workers

Communication Skills	Communication abilities sufficient for interaction with others in oral and written form.	Communication Skills
		    Teach (e.g., client/family about health care) Explain procedures
		    Give oral reports (e.g., report on client's condition to others)
		    Interact with others (e.g., health care workers)
		    Speak on the telephone
		    Influence people
		    Direct activities of others
		    Convey information through writing (e.g., progress notes)

If you believe that you cannot meet one or more of these standards without accommodations or modifications, you are encouraged to   contact the staff in Accessibility Education Center, http://www.gavilan.edu/student/aec/index.php, on the Gavilan College main campus or call (408) 848-4865 AEC staff is available to review concerns   and determine with you and the nursing faculty, what accommodations are necessary and appropriate. All information and   documentation are confidential.

Validation Study: Functional Abilities Essential for Nursing Practice. National Council of' State Board of Nursing, Inc. 1996.
*Adopted from the Southern Council on Collegiate Education for Nursing (SCCEN), 1993

SURVIVAL SKILLS FOR NURSING STUDENTS

Studying

1.   Use your syllabus as a guide. Read your assignment before class, and either:
   a. Outline material OR
   b. Use highlighter pen for important points. Check to make sure you can answer the objectives.

   If there are readings from articles, photocopy them if you can afford it, or share with classmates.

2.   Form a study group if that works for you. More than four people are probably too many. Choose a "leader" who will keep you on the track and productive. (See "Self-Help Student Group".

Planning

3.   Use a calendar--pocket or larger--that has room to write all assignments that are due, appointments and other important events. Make notes a couple days ahead to remind yourself of upcoming deadlines.

4.   Make a daily check-off list of things to accomplish. Reward yourself in some small way (e.g., listen to favorite music, practice visualization or relaxation for 5-10 minutes every day, stay away from junk food as rewards).

Class

5.   Take good notes and underline or star stressed points. Pick up extra handouts for a friend who is absent.

Preparing for a Test

6.   Make up flash cards from index cards using notes on readings and on lectures; pay attention to the *OBJECTIVES!* ; sometimes key words and rhymes or acronyms help you to remember important facts. (The sillier, the better!) Such as: FANCAS

   F luids
   A eration
   N utrition
   C irculation
   A ctivity
   S ensation

7.   Try not to cram before a test until the wee hours. If you have trouble sleeping, stay away from colas, coffee, or teas high in caffeine (chocolate, too!) after 8:00 or 9:00 p.m. Instead, drink milk (natural enzyme--sleep enhancer) or herb teas.

8.   A.M. Before--Eat a healthy breakfast--not a doughnut and coffee. You'll get "jitters" and a sugar "high" that just might peak before the end of the test!

9.   Take some deep breaths, close your eyes and concentrate on the fact that you *know* a lot, and let that energy and knowledge flow through you!

Taking Tests

10.   Read each question carefully. Pay attention to what it is asking--is it "all except" or more than one answer? Think for a minute. What do you recall about that subject?

11.   Read each answer and eliminate those that are not possible.

12.   If you are not sure, put a question mark in the margin and move on! Other questions may trigger your memory!

13.   Once you feel confident about an answer, don't change it unless you have a good reason.

Moods and Attitudes

14.   Always balance the energy you spend mentally (studying or attending class) with expending physical energy. Take a PE class--or jog--or swim--or join a dancercise class, etc. It is even better if you do this activity with your "significant other." Practice relaxation techniques afterwards.

15.   Let your significant other feel like they are part of what you are doing. Show them the campus, where your clinical is, tell them what you are doing--but don't overdo!

16.   Remember that they have important things in their lives, too, so listen to that!

17.   Don't try to do everything at home yourself; you'll set yourself up for failure. You can't be super student, super spouse, super parent, super homemaker, super etc., all the time.

    a.   Sit down with your family and form a plan for "Daily Duties"--setting table, dusting, and taking out the garbage. Allow for rewards.

    b.   Expect that things are not going to be perfect and plan to give up perfection for two years. This way, everyone invests in the learning process for the good of the family.

18.   Accept the fact that some less important friendships will have to be "on hold" for a while. Good friends will understand.

Clinical

19.   Form a car pool for far-away clinicals. Meet at a central point, take turns driving, and agree on a time when the "bus" leaves, in case someone doesn't show up.

Other Time Tips

20.   Fill your gas tank the night before class or clinical.

21.   Take a book or short assignment with you when you know you will have to spend some time waiting--appointments, soccer practice, etc.).

22.   Set your watch 5-10 minutes ahead so that you are not anxious about being late, and behind.

23.   Finally, TAKE TIME FOR YOU! Have fun when you are all caught up as your reward for a job well done. Treat yourself to a movie, a play--whatever makes you feel good about yourself.

Good luck! You can do it!

SELF-HELP STUDY GROUPS

Informally, organized student-directed study groups are fairly common among Gavilan nursing students. For many, they have been a great help in studying for exams during the program and getting ready for the NCLEX exam. A college surveyed classes and asked them to describe their study group experiences, and share their ideas about what to do and what not to do to keep a study group productive and constructive. The following suggestions taken from the survey might aid you in organizing and participating in a successful study group.

How They are Formed
Study groups usually develop around friendships. They are started by students who are eager to do well in the program by appealing to one another for help.

Leadership
Students reported on the survey that leadership in successful groups rotates and is dispersed equally among group members. In some groups, subjects for study are divided and each member accepts an assignment to prepare for and lead discussion of that subject. Another student reported that the discussion in her group was led by "whoever was awake."

Size
Most students feel three to four is an effective size. A few have been in larger groups and said it was successful, but others said large groups wasted time. A few students prefer to study with just one person.

Frequency and Duration of Meeting
Most groups work together three to six hours before major exams. However, several students reported belonging to groups, which meet regularly once or twice a week for two hours or more.

What Makes A Good Group Member?
When asked what characteristics in others promote successful group work, the answers reveal very clear ideas about what you might do to be considered a valuable group member.

> Come prepared--do the assignment you agreed to do, be a hard worker, be well organized--identify significant materials, stick to the study materials, be encouraging, be forceful, have a loud voice, be a standard raiser, competitive, bright, be thoughtful of others' feelings, draw others out, be consistent, promote discussion, accept other members' differences but demand cooperation and attention to the job at hand, keep the goal in mind, help the group return to the topic.

What Content is Best Learned in Groups?
The students who responded to the survey have this advice about the test subject matter for group study:

> Complex functions and processes; factual and objective content, not subjective, putting lecture notes and outside reading on a given topic together; drugs, abstract topics, especially emotionally volatile ones where ideas can be shared.

What Not To Do

Here is some advice from students about the circumstances and characteristics, which make for an ineffective study group.

Don't let one person run it.

Don't let the group be too big.

Don't go in hungry.

Don't have all "C" students in your group.

Don't form a group without some who stimulate you to do better.

Don't come unprepared.

Don't expect the group to fill you passively with knowledge.

Don't study with people that provoke trivial arguments or are inflexible in their outlook.

Stay away from people who are hyper and perfectionistic (unless that is how you are).

Don't let negative or unprepared people destroy the atmosphere of helpfulness and learning.

HELPFUL HINTS FROM FELLOW STUDENTS

DO'S

◊ Be professional, organized, prepared and early. All of the instructors deplore late students.

◊ Take care of yourself: sleep, eat a balanced diet, reward yourself, exercise, and please practice good hygiene.

◊ Some students ride together which saves money.

◊ Sign up for stress counseling if needed.

◊ Form study groups or find a study partner.

DON'TS

◊ Do not fall behind on your reading/computer assignments.

◊ Do not take on more than you can handle, i.e., extra work hours.

◊ Do not cram the night before an exam. Get a good night's sleep.

◊ Do not load up on caffeine and/or sugar before a test.

MORE TIPS

1. Learn to laugh at yourself and exercise increased humor under stress.
2. Talk it over with someone. Seek out a close friend to have an intimate conversation. If needed, utilize the counselors.
3. Place stress in a favorable context by viewing it as an opportunity.
4. Work off anger by physical exercise.
5. Recognize the value of continued exercise.
6. Make it a point to brighten someone else's day by providing a helping hand or positive praise.
7. Analyze where the stress is coming from: a) the job; b) the home; c) the family; d) community obligations; e) school.
8. Regulate your environment.
9. Place problems in priority and tackle the most important first.
10. Work on the toughest priorities when mentally at your peak during the day.
11. Don't establish impossible goals.
12. Recognize that life is not a "bowl of cherries" -- trouble, disappointment, pressure, and failure are all part of life.
13. Retreat from problems temporarily with some new type of relaxing diversion: sports, reading, developing a new skill, music, or a movie.
14. Consider taking a two week vacation--but not during school.
15. Seek out opportunities to commune with nature. Experience the natural wonders.
16. Learn how to say "NO" tactfully.
17. Analyze what makes you happy.
18. Schedule your reading.
19. Note any consistent pattern of pain or sickness during stressful situations.
20. Learn to relax by using relaxation techniques.
21. Learn ways to compliment yourself and be your own best friend.

IDENTIFICATION OF STRESS

1. What does taking care of yourself mean to you?
2. How do you define stress for you?
3. What stresses you? What is the number one stress factor you can identify?
4. What do you consider the number one support system you can identify when the above factor is present? What do you consider as being supportive for you specifically?
5. Identify three feelings you experience when under stress (i.e., joy, anger, etc.)
6. What specific actions do you use (what are your coping mechanisms) in order to handle the stress as identified by you in questions #3?

Definition of Stress by the man who coined the word, Dr. Hans Selye:

1. The sum of all non-specific reactions of the body which ensue upon long continued exposure to systemic stress (i.e., exposure to stimuli) may be identified as stress. The effects are cumulative.
2. Health is determined largely by a stable balance (homeostasis), a condition in which the parts of the whole body function in harmony. When an organism is not in such balance, a condition of excessive stress exists.

Choices: What can you do? What do you want to do?

Education yourself on personal costs of stress overload, and decide if you want to do something for yourself.

Self-Awareness:

Increase your self-awareness of specific stresses in your personal/professional life:
    Life Style
    Psychological
    Physiological
    Work Conditions

Behavior: Change/Action

    Body/mind relaxation exercises
    Reading -- Workshops
    Monitor your sources of stress
    Diet
    Physical exercise/adequate rest
    Feedback from others.

THE CHOICE IS WITHIN YOU.