



GAVILAN COLLEGE

LVN

&

RN

Student Handbook

2026

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Introduction

Welcome to the Gavilan College LVN and RN nursing programs. This student handbook is a supplement to the Gavilan College Catalog, the Gavilan Student Handbook: Student Rights and Responsibilities and Academic Standards Handbook.

The student handbook is designed to be a resource to students to familiarize them with the nursing program expectations and policies. Students are required to read the contents of the handbook. Program policies may be updated throughout the program. The information contained in this handbook applies to 2026. 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 Expectations” sheet is provided for you to sign at the end of the handbook. 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 program, and every year thereafter as the handbook may change.

Important considerations when starting in the nursing program:

Lectures

Lectures are scheduled to be delivered face to face. In selected cases, RN students may have lecture delivered remotely or online via Zoom through iLearn (Canvas). The online format, requires each student 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 online coursework. Students will be required to upload documents, videos, and other graded assignments to iLearn (Canvas). LVN students will not have any remote (online) lectures via Zoom.

Skills Lab

For nursing skills, Gavilan uses face-to-face education. There will also be in-person skills practice days utilizing the skill lab, manikins and medical equipment in the skills lab. Instructor skills lab practice hours will be available weekly and by appointment.

Clinical

Providing hands-on skills and nursing care to patients and clients is an essential component of nursing. Clinical experiences include hospitals that care for isolation patients that have infectious diseases. Keep in mind; clinical nursing education is an essential job that does NOT adhere to social distancing.

Final Note

Students who are immunocompromised, are living with others who may be immunocompromised, or have significant health risk factors should consider whether they should accept a placement in the LVN or RN as the risk may be too high. All students are required to take patients that may have serious diseases, and/or an infectious diagnosis. If you are unable to do this, you may choose to reapply to the program at a later time when your situation may be different.

Philosophy, Mission, Vision, Principles of Community

Philosophy

The Gavilan College nursing programs are a vital component of the college's history, and they embrace the mission and principles of community that are at the core of the values and goals of Gavilan College. The nursing programs prepare quality nursing healthcare providers using a student-centered approach through teaching excellence in an environment conducive to learning. The program prepares individuals for professional generalist nursing roles and for collaboration with other professionals and consumers in the delivery of holistic healthcare.

Mission

The Gavilan College nursing programs cultivates learning and personal growth in students of all backgrounds and abilities through innovative educational practices that enables them to enter professional nursing practice in order to meet the healthcare needs of our community.

Vision

The Gavilan College nursing programs are committed to advancing the art and science of nursing by empowering graduates to value scholarship, lifelong learning and leadership in a dynamic healthcare environment. As a college of excellence, we create pathways that transform lives through equitable access, innovative learning, and exceptional support, where every student thrives, and communities prosper.

Principles of Community

As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect.

The Principles of Community provide the foundation which creates this environment. The expectation is that we maintain the highest ethical standards to establish an atmosphere of civility, honesty, cooperation, professionalism, nurture, and equity.

Gavilan College aspires to be:

Diverse - We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community. We engage in socially and culturally relevant practices and foster caring relationships.

Inclusive - We believe in all voices being heard. This requires outreach and purposeful inclusion of all groups. We believe the free exchange of ideas demands mutual respect, trust, and consideration of our differences.

Purposeful - We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning. We are committed to embracing collaboration, effective communication, and the development of strong working relationships throughout the campus.

Equitable - We are committed to working towards an environment where all students are achieving their goals and have access to equitable resources and opportunities. We are committed to respecting individual dignity and equitable access to resources, recognition, and security.

Nursing Program Goals

Goal 1: Commitment to a diverse student population:

Provide a learner-centered environment that enhances students' ability to become competent practitioners in a vibrant healthcare arena.

Goal 2: Commitment to community healthcare needs:

Offer affordable student-centered curricula that facilitates professional career path advancement to meet the needs of our community.

Goal 3: Commitment to leadership in nursing education:

Be recognized for excellence, at the forefront of nursing education, with dynamic curricula, evidence-based practice, technology, and innovation.

Goal 4: Commitment to an empowered, highly qualified nursing faculty:

Promote the continuous development of faculty as educators, scholars, and leaders.

Conceptual Framework

The curriculum framework of the nursing programs are grounded in the nursing metaparadigm: patient, nurse, environment, and healthcare through which six (6) major concepts emerge. These concepts revolve in a circular pattern within the nursing metaparadigm and culminate in the student learning outcomes (SLOs) and the program learning outcomes (PLOs). The six (6) concepts, which are reflective of current healthcare trends and initiatives, include:

1. Quality, Safe, Compassionate, Evidence-Based Patient-Centered Care
2. Professionalism
3. Leadership
4. Teamwork / Collaboration & Communication
5. Critical Thinking
6. Informatics

The sequencing of the LVN and RN program courses promote the development of higher cognitive levels, address differing patient populations, and focus on increasing complexities in patient care needs which are delivered in a variety of healthcare settings. Courses build in complexity to allow students to progress from novice to advanced beginner by the conclusion of the program, thus preparing them with the knowledge, skills, and attitudes necessary to become competent nurses during their first two years of practice (Benner, Tanner, & Chelsea, 2009).

The nursing faculty acknowledge the diverse and dynamic roles of the nurse generalist. Nurses serve as patient advocates, providing direct and indirect care throughout the lifespan in a variety of healthcare settings for diverse individuals, families, and communities. Nursing practice is based on nursing knowledge, theory, and research, as well as knowledge and evidence from other disciplines that are adapted and applied as appropriate. The generalist nurse practices from a holistic caring framework which is comprehensive and focuses on the patient's mind, body, spirit, and emotions. Nurses recognize that determining the health status of the patient within the context of the patient's environment, differences, values, preferences, and expressed needs is essential in planning, implementing, and evaluating outcomes of care along the health-illness continuum.

The nursing faculty recognize the registered nurse as a leader within the healthcare environment. Nurses are accountable for their own professional practice, functioning both autonomously and interdependently as a member of the healthcare team. Nurses possess the knowledge and authority to safely delegate nursing tasks to designated team members, assuming accountability for all delegated care. Nurses use research findings and other evidence to design, coordinate, and supervise care that is multi-dimensional, high quality, and cost-effective. Current healthcare trends require that nurses ethically manage data, information, knowledge, and technology to effectively communicate and to support safe nursing practice.

Nurses promote the image of nursing by modeling the values, standards, and attitudes of the nursing profession. Professional nursing requires strong critical thinking, communication, teaching, and assessment skills. Nurses incorporate quality improvement concepts, process, and outcome measures to ensure quality care and patient safety. The generalist nurse is prepared for ethical dilemmas that arise in practice and facilitates collaborative decision-making within a professional ethical framework.

The nursing faculty recognize teaching and learning are dynamic processes that occur within a fluid, innovative curriculum which is regularly evaluated and revised based on research evidence, the needs of a multicultural society, advances in technology, and the changing healthcare system. The faculty believe learning is a continuous lifelong process and a personal responsibility that promotes autonomy and encourages self-directed learning.

The nursing faculty recognize the individuality of each nursing student including differences in culture, ethnicity, learning styles, goals, and support systems by choosing experiences that build on these differences to enhance their academic professional growth. Adhering to educational principles from adult learning and social cognitive theories, faculty encourage students to be actively involved in the educational process assisting them in developing clinical proficiency, gaining cultural sensitivity, and becoming socialized into nursing practice roles. The educational process facilitates the attainment of each student's potential, allowing nursing program graduates to effectively achieve student and graduate learning outcomes, obtain nursing licensure, and practice in the community as a safe provider and manager of professional nursing care.

Concepts of the Curriculum

1. Quality, Safe, Compassionate, Evidence-Based Patient-Centered Care
 - Evidence-based practice (EBP)
 - Safety (clinical competency)
 - Nursing process
 - Patient education
 - Diversity & cultural sensitivity
 - Spirituality
 - Advocacy
 - Patient-centered care
 - Care Coordination
2. Professionalism
 - Ethical behavior
 - Standards of practice/legal principles
 - Accountability
 - Role socialization
 - Professional boundaries / scope of practice
 - Diversity, Equity, and Inclusion
3. Leadership
 - Management of care
 - Delegation/supervision
 - Quality improvement
 - Spirit of Inquiry
4. Teamwork / Collaboration & Communication
 - Inter/intra professional communication skills
 - Collegiality
 - Conflict resolution
 - Documentation
 - Data-driven decisions
5. Critical Thinking
 - Clinical reasoning/decision making
 - Clinical judgment

6. Informatics
 - Patient care technologies & documentation
 - Technology and information systems
 - Computer skills

Program Learning Outcomes (PLOs) – LVN Program

Upon completion of the Gavilan College LVN Program, the graduate will:

1. Provide high quality, safe, compassionate, patient-centered nursing care
2. Function as a professional and competent nurse generalist while assimilating all
3. Provide leadership in selected healthcare settings (within the LVN scope of practice) to improve the quality of care for diverse patient populations.
4. Demonstrate teamwork and collegiality by utilizing effective communication and maintaining collaborative relationships with members of the healthcare team for the purpose of providing and improving patient care.
5. Incorporate critical thinking principles using reasoning and adaptability to make sound clinical judgments necessary for the provision of quality patient care and continuous quality improvement.
6. Employ technology to effectively communicate, manage knowledge, prevent errors, and support decision-making.

Program Learning Outcomes (PLOs) – LVN to RN Program (Current Curriculum)

Upon completion of the Gavilan College LVN to RN Program, the graduate will:

1. Provide high quality, safe, compassionate, patient-centered nursing care utilizing the nursing process and evidence-based practices.
2. Function as a professional and competent nurse generalist while assimilating all ethical and legal principles within the RN scope of practice.
3. Provide leadership in a variety of healthcare settings to improve the quality of care for diverse patient populations.
4. Demonstrate teamwork and collegiality by utilizing effective communication and maintaining collaborative relationships with members of the healthcare team for the purpose of providing and improving patient care.
5. Incorporate critical thinking principles using reasoning and adaptability to make sound clinical judgments necessary for the provision of quality patient care and continuous quality improvement.
6. Employ technology to effectively communicate, manage knowledge, prevent errors, and support decision-making.

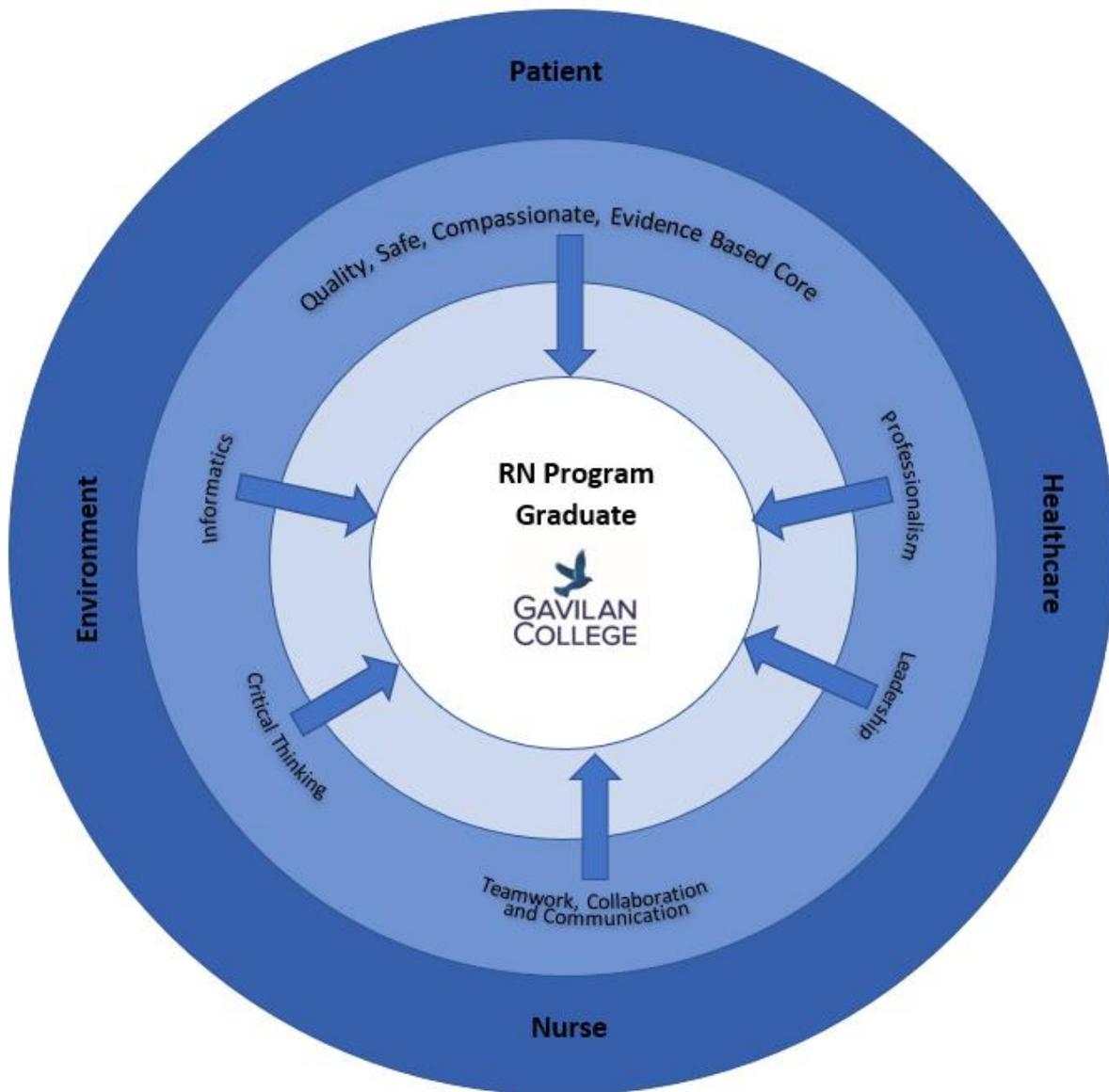
Program Learning Outcomes (PLOs) – RN Program (ADN)

Upon completion of the Gavilan College ADN Program, the graduate will:

1. Provide holistic, patient-centered care with professionalism, compassion, authenticity, altruism, and equanimity.
2. Apply knowledge from nursing and general education courses to support evidence-informed clinical judgment and decision-making that enhance patient outcomes.
3. Incorporate principles of disease prevention, health promotion, health care policy, fiscal stewardship, delivery systems, and regulatory environments to meet the needs of diverse individuals across the lifespan.
4. Engage in intentional collaboration with healthcare professionals, patients, families, communities, and stakeholders to ensure high-quality care, improve patient experiences, and achieve positive health outcomes.
5. Incorporate legal, moral, ethical, and global professional standards into nursing practice.
6. Leverage technology and data to support evidence-based, humanized nursing care that improves healthcare safety, quality, and efficiency in accordance with industry best practices and professional and regulatory

standards.

7. Navigate complex healthcare systems to advocate for and coordinate safe, high-quality, and equitable care for diverse populations across cultural, ethnic, socioeconomic, and developmental backgrounds.
8. Engage in activities that demonstrate accountability for personal and professional growth by practicing self-reflection, adhering to ethical and legal standards, and exhibiting leadership behaviors that support safe, high-quality patient care.



Methods of Instruction, Course Hours

Methods of Instruction

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 LVN and RN nursing programs. Specific learning experiences are described in each course syllabus. The majority of courses 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 chosen 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, demonstrations and guided practice.

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. Students are assigned clinicals at the hospital for 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.

Degree Requirements

The LVN program offers the option of a Certificate of Completion and an Associate Degree. The RN program offers the Associate Degree and a Certificate of Completion (for those who have elected the 30 unit option). In addition to your nursing classes, students are expected to complete general education requirements that are applicable to the certificate or degree you are seeking. Please work with your counselor in planning for completion of these requirements.

Eligibility to take the NCLEX

Graduates of the LVN program are eligible to take the NCLEX-PN exam. Graduates of the RN program are eligible to take the NCLEX-RN exam.

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 Nursing & Allied Health Department. Facilities require a current listing for all students.

Clinical requirements

Students are responsible for renewing immunizations, titers, bi-annual CPR, drug screen, background checks and licensure or certification. Flu vaccine and TB QuantiFERON are required annually. Urine drug screens must be within two weeks of the semester beginning. Titers are required for measles, mumps, rubella, Hepatitis B, and varicella, and must be no older than 7 years.

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.

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.

Clinical Facilities for the Nursing Programs

The clinical facilities identified below represent the program's approved affiliations in effect as of the publication date of this handbook.

Clinical Facilities for the LVN Program

- Central Coast VNA & Hospice
- Coastal Kids Home Care
- Gilroy Unified School District
- Hazel Hawkins Memorial Hospital
- Kaiser San Jose
- Kaiser Medical Group Pediatric Offices
- Kindercare Learning Center
- Pacific Hills Convalescent
- Pathways Home Health and Hospice
- Saint Louise Hospital
- Valley Health Medical Center Clinics – Gilroy

Clinical Facilities for the RN Program

- Hazel Hawkins Memorial Hospital
- Kaiser Permanente
- St. Louise Hospital
- Valley Health Medical Center
- Pacific Hills Convalescent

Evaluation and Grading Systems for Theory and Clinical

Evaluation and Grading System

Progression in the LVN & RN programs are 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. There is no rounding of grades.
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. Clinical packets/care plans are not optional, and must be deemed "satisfactory" by the instructor in order to pass the clinical portion of the course. Students must achieve a "satisfactory" grade in every area of the evaluation as well as 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 randomly selected skills appropriate to the current class objectives and student learning outcomes and must demonstrate competency in the performance of all of the skills in order to pass the course. Students that may require remediation must be re-tested for competency. There must be at least one week between remediation and the final skills test. Only one re-test is allowed. 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 flow 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 prior to the math test.

Students must obtain a grade of 90% or higher on the math test 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 must remediate for at least one week before taking the 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.

Grading Scale for the Theory Portion of the Courses

In the 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 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 in any course will deem the student ineligible to continue in the program. Example: If a student fails or withdraws from AH72 and then is readmitted and repeats AH72 and passes, they may then take AH73. If the student then fails or withdraws from AH73, they may not repeat AH73.

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.

A student who fails any clinical (clinical at the hospital or skills testing) will not be readmitted to the program.

Remediation and a Plan for Success (PFS)

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 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.

Why have a Plan for Success?

A Plan for Success (PFS) is a formal remediation process used to support students who are not meeting academic and/or clinical expectations. The PFS documents areas of concern, required actions, timelines, follow-up dates, and required use of college and nursing department resources.

When is a Plan for Success Initiated?

A student may be placed on a Plan for Success when any of the criteria below are met. Placement may occur at any point in the term and may be initiated by course faculty, clinical faculty, lead faculty, or the Program Director/Dean per program procedure.

Theory Criteria (Academic)

A student will be placed on a Plan for Success if any of the following occur:

1. **Below passing in the testing category:** The student's Testing/Quiz category average (as defined in the syllabus) falls below 75% at any checkpoint or after any major exam.

2. **Course grade at risk:** The student's overall course average falls below the program's required passing standard (for example, below 75% overall if used), or the student is mathematically unlikely to achieve a passing grade without structured remediation (faculty documented).
3. **Repeated unsatisfactory assessment performance:** Two (2) or more major assessments (for example, theory exams, unit exams, required standardized tests) are below 75%, or a pattern of declining performance across assessments indicates risk of failure.
4. **Missed or failed required testing components:** Missed exam(s) without approved documentation per course policy, or failure to complete required testing activities (including proctored or standardized exams) per course requirements.
5. **Medication calculation/testing risk:** Failure to meet medication dosage calculation requirements as defined by the course/program (for example, failed dosage calculation attempt(s) or unsafe calculation trends), requiring remediation for patient safety.
6. **Academic professionalism impacting performance:** Repeated late or missed assignments, failure to participate in required learning activities, or pattern of non-compliance with course requirements that jeopardize successful completion.

Clinical Criteria (Skills / Patient Safety / Professional Conduct)

A student will be placed on a Plan for Success if any of the following occur:

1. **Unsafe clinical practice or patient safety concern:** Any unsafe act, near miss, or patient safety violation requiring immediate remediation and documentation (for example, medication administration error risk, failure to follow infection control, failure to verify patient identification/rights, or breach of standard precautions).
2. **Unsatisfactory clinical evaluation:** One (1) unsatisfactory clinical day that reflects a significant performance deficit, or any clinical evaluation rating below Satisfactory/Meets Expectations in essential competencies (as defined by the clinical evaluation tool), requiring a remediation plan.
3. **Medication administration and clinical judgment concerns:** Repeated deficits in clinical judgment, prioritization, assessment, or medication safety (for example, inability to perform required checks, incomplete assessments, failure to recognize/report abnormal findings).
4. **Professional conduct or communication concerns:** Pattern of unprofessional behavior, ineffective therapeutic communication, disrespectful interactions, failure to accept feedback, violation of professional boundaries, or failure to maintain confidentiality (HIPAA/privacy).
5. **Attendance or tardiness impacting clinical progression:** Any clinical absence that triggers program clinical attendance policy, repeated tardiness, leaving early, or failure to meet required clinical hours and practice requirements.
6. **Failure to meet preparation requirements:** Repeated failure to arrive prepared (for example, incomplete preparation worksheets/care plans, lack of required equipment, missing required documentation), resulting in inability to safely participate.
7. **Skills competency or validation deficits:** Failure to pass required skills check-offs/validations within program timelines or repeated failures indicating need for structured remediation.

Plan for Success Requirements

The Plan for Success will include, at minimum:

- Identified deficits and supporting documentation (scores, dates, observed behaviors).
- Required actions with measurable outcomes, deadlines, and follow-up dates.
- Mandatory use of college resources as applicable (for example, tutoring center/student success center, writing center, library services, counseling/wellness services, DSPS, EOPS/financial aid supports).
- Mandatory use of nursing department resources as applicable (for example, faculty remediation/office hours, skills lab/open lab, simulation remediation, dosage calculation practice, structured study plan, NCLEX-style practice, Canvas learning resources).

- Statement that failure to complete plan requirements may result in further action per program policy (for example, continued on PFS, clinical unsatisfactory, course failure, referral to Program Director/Dean).

Review and Outcomes

Plan For Success progress will be reviewed at scheduled check-ins. Outcomes may include:

- Successful completion of the plan and return to good standing.
- Continuation of remediation with updated actions and timelines.
- Escalation per program policy if deficiencies persist (including course failure or removal from clinical, as applicable).



Plan for Success

| | | | |
|--------------------------|--|---|--|
| Date | | Student Name | |
| Student ID | | Course / Section | |
| Semester | | Instructor(s) | |
| Meeting Date/Time | | Participants (student, faculty, dean/director as applicable) | |

Current Course Status

| | | | |
|--|--|---|--|
| Current total points / percent | | Current letter grade | |
| Testing/Quiz category (80%) points | | Testing/Quiz category percent | |
| Attendance/Participation concerns (if applicable) | | Other concerns (skills, professionalism, etc.) | |

Reason(s) for Plan

Check all that apply and add brief details (dates/scores/observations):

| | |
|--|---|
| <input type="checkbox"/> Overall course grade is below 75% | <input type="checkbox"/> Missing/late assignments |
| <input type="checkbox"/> Dosage calculation / medication safety concerns | <input type="checkbox"/> Clinical/skills performance concerns |
| <input type="checkbox"/> Professional conduct / communication concerns | <input type="checkbox"/> Attendance / punctuality concerns |
| <input type="checkbox"/> Other (specify) | |

Details / Evidence (required)

Collaborative Plan: Deficiencies, Required Actions, and Resources

Document specific, measurable actions. Include deadlines and how completion will be verified (e.g., tutoring log, appointment confirmation, skill check-off, quiz remediation).

| Learning Objective / Policy / Standard | Identified Deficiency | Expected Student Outcome | Student Required Actions | Resources to Utilize (College + Nursing Dept.) | Due Date / Verification |
|--|-----------------------|--------------------------|--------------------------|--|-------------------------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Required Support Resources

Select required resources. Document appointment dates and completion.

College Resources

| Resource | Required? | Appointment Date/Time | Completion / Notes |
|---|--|-----------------------|--------------------|
| Tutoring / Student Success Center | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Writing Center | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Library (research help / quiet study plan) | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Counseling / Wellness Services | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| AEC (accommodations if applicable) | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| EOPS / CalWORKs / Financial Aid support (if applicable) | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Academic Support / Time-management workshop | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Other (specify) | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |

Nursing Department Resources

| Resource | Required? | Appointment Date/Time | Completion / Notes |
|--|--|-----------------------|--------------------|
| Nursing faculty office hours / scheduled remediation | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Skills/Open Lab practice with validation | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |

| | | | |
|---|--|--|--|
| Simulation remediation (if available) | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Peer tutoring / study group (document meetings) | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Dosage calculation practice / medication safety remediation | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| NCLEX-style question practice set (faculty assigned) | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Canvas course resources / recorded review sessions | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| Other (specify) | <input type="checkbox"/> Yes <input type="checkbox"/> No | | |

Follow-Up Schedule and Documentation

| Check-In Date | Focus/Topics | Student Progress / Evidence | Next Steps | Instructor Initials |
|---------------|--------------|-----------------------------|------------|---------------------|
| | | | | |
| | | | | |

Acknowledgement

By signing below, the student and instructor acknowledge the plan requirements, timelines, and follow-up expectations.

| | | |
|--|--|-------------|
| Student Signature | | Date |
| Instructor Signature | | Date |
| Dean/Director Signature (if applicable) | | Date |

Plan Outcome (Complete at End of Plan Period)

Outcome selection:

- Plan completed - student returned to satisfactory standing
- Plan completed - student remains not passing; additional remediation required
- Plan not completed; referred to Dean/Director for next steps
- Other (specify)

Narrative summary of outcome and next steps:

Student Comments (optional):

Distribution

Original to Student File

Copies: Student; Lead Instructor; Clinical Instructor (if applicable); Dean of Nursing & Allied Health

Please keep in mind:

1. The student is directly responsible to the clinical instructor, who is required to adhere to: guidelines and requirements of the California Board of Vocational Nursing and Psychiatric Technicians (VBNPT), Board of Registered Nursing, 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.
2. 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

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 placed on a Plan for Success or ultimately 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.
3. Failure to report significant change in patient condition
4. Failure to recognize and report any error or unsafe condition
5. Failure to maintain strict confidentiality (see Social Media Policy)
6. Failure to correctly calculate dosages
7. Failure to administer medications and treatments correctly
8. Failure to recognize break in sterile technique
9. Failure to properly monitor IV therapy
10. Failure to demonstrate physical and emotional state adequate to perform safe patient care
11. 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
12. 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

Students are expected to be in attendance for the full duration of all scheduled theory and clinical sessions. Absences, tardiness, or leaving early are detrimental to meeting course objectives and do not allow for adequate evaluation of students' clinical performance. Attendance will be taken and recorded for each session.

1. The nursing programs do not allow absences, not for lecture or for clinical. Students are required to attend all lecture and clinical sessions. All missed lecture or clinical time has to be made up.
2. 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.
3. Two tardies are considered to be the equivalent of one absence, and makeup is required.

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 who do not complete the required hours will be dropped from the course without credit if the absence occurs prior to the last day to withdraw. If an absence occurs after the withdrawal deadline, the student will receive a failing grade.
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. The instructor will provide a blank sheet of paper to everyone to do 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.
6. There will be absolutely no talking, eating, leaving, or drinking during an exam.
7. 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.
8. 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.
9. It is also the responsibility of each student to monitor their own behavior so that the possibility of personal suspicion is minimal.
10. 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.
11. 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.
12. Students will not be readmitted to the testing room until the exam is completed.
13. In compliance with the Americans with Disabilities Act, accommodations are granted for verified disabilities.
14. 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

Pregnancy

1. 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.
2. 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.

3. 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.
4. 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.
5. 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 LVN and RN Student Handbook.
6. 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.

Illness

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

1. 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 reasonable accommodation is available.
2. 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.
3. 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/Dean 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 this nursing student handbook. All missed days in theory and clinical, will need to be made up.
4. 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.

Procedure for Student Illness or Injury in Classroom and Clinical

Injury in the classroom or clinical setting must be reported immediately to the instructor.

1. Instructor assesses student to determine if he/she needs to go to the emergency room:
2. If the student does not have an emergent injury: the instructor and injured student must complete an "Accident/Injury/Incident Report" and forward to HR once complete.
3. 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

Gavilan College Student Handbook

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.

1. The student must request to the Dean of Nursing & Allied Health in writing the basis for the requested leave and the duration of the leave.
2. 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.
3. 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.
4. 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.
5. Students ready to return to the nursing program must follow the readmission policy (see Students Requesting to Return to the nursing program).

Grievance Resolution Process

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 difficult 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.

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, Academic Integrity policy, and Student's Problem/Grievance Resolution Process. The LVN & RN programs adhere to the Gavilan College Grievance Process and procedures.

The grievance process and procedures are found in the Gavilan College Student Rights, Responsibilities, and Academic Standards Handbook (available in the Health Occupations Building lobby) 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>

LVN: Students also have the right to contact the Board of Vocational Nursing to discuss their concerns at the following:

Board of Vocational Nursing & Psychiatric Technicians
2535 Capitol Oaks Drive Suite 205
Sacramento, CA 95833
Telephone (916) 263-7827
FAX (916) 263-7857

RN: Students also have the right to contact the Board of Registered Nursing to discuss their concerns at the following:

Board of Registered Nursing
PO Box 944210
Sacramento, CA 94244-2100
Phone: (916) 322-3350

Readmission to the Nursing 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. Exception: 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.

1. Students eligible to return to the program must submit in writing to the Dean of Nursing/Allied Health their intent to return to the program.
2. Requests must be submitted and received.
3. Students eligible to return must submit written documentation evidencing their compliance with the Plan for Success. The faculty and the Dean will evaluate each student's request to return on an individual basis. Lack of compliance or incomplete compliance with the 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:
 1. Students returning from active military duty.
 2. Students granted a medical leave of absence if the reasons for their leave have been resolved.
 3. Students who failed a course and have presented completion of the requirements of the Plan for Success will be readmitted using the following priority:
 - i. Student who failed theory
 - ii. Student who failed the Math Test
 - iii. Student who failed the Skills Test

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. LVN students will wear navy blue scrubs, RN students will wear royal blue scrubs.
3. The standard uniform for students includes the scrub top (with sleeves that cover the armpits) and straight leg pants (that cover the ankles) and jacket, white socks, and white closed-heeled shoes constructed to ensure safety and support.
4. Students may wear a college approved long-sleeved undershirt under the scrub top. Approved colors are white or a color matching the cohort-approved uniform. Undershirts must be smooth (no thermal or ruffled styles). Chest hair must be covered.
5. 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, stethoscope with black, dark blue, or gray tubing, a sphygmomanometer and a photo ID badge without ornamentation. Black, blue or gray fanny packs are optional.
6. Clean, white regulation nurse's shoes or solid white all leather athletic shoes are worn with the uniform. Clogs, crocs or any type of open-heeled shoes are not permitted.
7. Hair must be neat, up and off the shoulders at all times. Hair must not hang down the back or touch collar of the uniform or clothing. 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 and beards should be neatly trimmed and groomed (not long or bushy). Beards worn for religious reasons will be allowed.
8. Moderate, simple makeup is permitted. Temporary artificial eyelashes are not permitted. Professionally applied lash extensions are permitted but must be natural-looking in length and volume.
9. Tattoos must be covered at all times for clinical experiences, except for tattoos on the hands may be uncovered to allow for proper handwashing. Any offensive or extreme tattoos must be fully covered at all times.
10. 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.
11. Natural fingernails must be clean and short. No nail polish is acceptable while in clinical areas. Acrylic or artificial nails are not acceptable in the clinical area or on campus clinicals.
12. One pair of inconspicuous post pierced earrings is acceptable. No hoops or dangling earrings. Other visible pierced jewelry is not acceptable, including nose and 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.
13. Facial piercings must be covered with a mask or removed during patient care.
14. 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, X, Instagram*
- File hosting/sharing sites: *DropBox, MediaFire, Wiki*
- Video/ Audio sharing sites: *YouTube, Vlogs, Podcasts*
- Photo sharing sites: *Snapfish, Flickr, Photobucket, Instagram, TikTok*
- Blogs and personal websites: *X, 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
 - a. any content related to patient care or clinical experiences.
 - i. Photos posted of the social networking member should be tasteful.
 - ii. Posting photos of patients or otherwise breaching patient privacy and confidentiality are unacceptable.
 - iii. 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 LVN and RN 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.

Gavilan College Academic Honesty Policy

Please see the following link to apprise yourself of the Academic Honesty Policy of Gavilan College: definitions of dishonesty and cheating, reporting procedures, sanctions, and protections of student rights.

http://www.gavilan.edu/student/handbook/policies_procedures.php

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, consequences may include revoking participation in dismissal of the student from the nursing program with or without reentry.

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 handbook and/or nursing 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 nursing 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 they 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.

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.

Safety 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

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 Dean of Nursing & Allied Health.
3. Within 24 hours, the student will make an appointment to see the Dean of Nursing & Allied Health. 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 is offered. At the time of suspension from the program, the faculty and nursing director 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 of the Impaired Student

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

The student may petition for readmission and 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 Dean of Nursing & Allied Health.

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.

The Use of Artificial Intelligence (AI)

To ensure the development and mastery of the foundational concepts and skills in this course, the use of generative artificial intelligence (AI) tools is prohibited. If you are unsure of any policy or any assignment-specific directions including whether a tool is considered generative AI, please consult faculty before using the technology or completing your assignment.

Any violation of the Academic Integrity Policy will result in the submission of a Gavilan Standards of Conduct Report Form.

Behavior that violates academic or clinical integrity will invoke the application of the Academic Integrity Policy and result in sanctions determined by the instructor. Point reduction or removal is at the faculty's discretion.

Credit for Previous Experience / Military Experience

All students who have previous healthcare courses and/or experience are eligible to receive credit. The student must meet with the Dean of Nursing & Allied Health or the nursing counselor to review the curriculum which they have previously covered. Transfer credit shall be given for related previous education completed. This includes the following courses:

1. Approved vocational or practical nursing courses.
2. Approved registered nursing courses.
3. Approved psychiatric technician courses.
4. Armed services courses.
5. Certified nurse assistant courses.
6. Other courses the school determines are equivalent to courses in the program.

Competency-based credit may also be granted for knowledge and/or skills acquired through experience. Credit shall be determined by written and/or practical examinations.

In accordance with Title 16 of the California Code of Regulations, the College maintains and publishes policies and procedures for the evaluation of military education and experience. The College recognizes qualifying military healthcare education and experience and may grant advanced placement or credit based on documented education, verified experience and successful completion of required challenge examinations and competency evaluations. Eligibility criteria, evaluation methods, and applicable program requirements are outlined in the Gavilan College Nursing/Allied Health website "Guidelines for Military Personnel Applying to the RN Program" for these policies:

<https://www.gavilan.edu/academic/ah/docs/RNpolicyguidelinesformilitary.pdf>

Some students who have previous experience may choose to waive their right for credit and attend all nursing courses in their entirety. These students may be asked to sign a waiver of their rights to obtain advanced credit.

Responsibilities of the Student

College Resources

Students are expected to familiarize themselves with the relevant contents of the *Gavilan College Catalog*, the graduation requirements, the *Gavilan College Student Rights, Responsibilities, and Academic Standards Handbook*, and the *LVN & RN Nursing Student Handbook*.

Program Expenses

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

| | |
|---|--------------------|
| Registration and Enrollment Fees | \$ 1,200.00 |
| Health Examination, Related Tests & Immunizations | \$ 600.00 |
| Books and Supplies | \$ 1,600.00 |
| Student Uniforms & Accessories | \$ 400.00 |
| Licensure Applications | \$ 500.00 |
| Drug Testing | \$ 100.00 |
| Background Clearance | \$ 50.00 |
| Immunization Tracker | \$ 50.00 |
| ATI Access | \$ 2,000.00 |
| Total | \$ 6,500.00 |

All of these costs are the responsibility 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 or in the clinical setting.

Photo ID Badges

Photo ID badges identifying you as a Gavilan College nursing student are 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 the nursing program, withdraw and/or graduate 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 upload immunization copies to Castle Branch. 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 programs 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 or badge. 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:

LVN student is a CNA and works as a CNA at a local hospital. Working as a CNA, even though they are an LVN student, the employee cannot do any LVN or RN level skills.

Example:

RN student is an LVN and works as a CNA at a local hospital. Working as a 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 licensed vocational nurse or registered nurse, the courts have held the student to the high standard of care of the licensed nurse.

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.

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.

Student Representation at 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. 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 your 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.

Accessible Education Center (AEC)

The Accessible Education Center (AEC) at Gavilan College provides programs, services and support to help students with disabilities succeed. Students must be “verified” through a testing process to receive services. The goal is “equalize” student educational opportunities and improve access so that every student can participate fully in all aspects of college programs and activities.

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 is available at the Learning Resource Center. In addition, your instructors have regularly scheduled office hours as well as appointments that can be scheduled for tutoring. A skills lab instructor (who is a registered nurse) is also available with regularly scheduled hours for you to drop in for tutoring for skills and/or theory. There is no charge to the students for any tutoring. Take advantage of these valuable resources to augment both the theory and clinical portions of your courses to increase your understanding.

Nursing Skills Lab

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 your instructors.

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.

Student Responsibilities

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.

1. **Supplies** - Should you need something, ask. 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 supply cabinets or the supply 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. If you need something, ask the instructor.
2. **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.
3. **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.
4. **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.
5. **End of Lab Session Duties** - Return all lab supplies & lab furniture where it was originally placed. Clean up your desk area and surroundings.
6. **Respect for Lab** - Be respectful of all manikins, lab equipment, supplies, etc. Be mindful you are sharing this space with many nursing students so minimize all the bags you are bringing into the lab.
7. **Disposal of Equipment** - as you would in the clinical setting (Sharps container, Biohazard bag, soiled linen basket, trash).
8. **Manikin Care & Handling** - Do not move manikins or manikin parts without consulting the 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, two side rails up).

FYI's:

1. Lab space, equipment, and nursing instructors 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.
2. 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.
3. 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.

Program Leadership Contact Information

| | | | |
|----------------|---|--|--------------|
| Sana Massad | Dean of Nursing | smassad@gavilan.edu | 408-848-4866 |
| Maggie Pereyra | LVN Lead Instructor | mpereyra@gavilan.edu | 408-848-4867 |
| Raquel McVeigh | LVN Lead Instructor | rmcveigh@gavilan.edu | 408-848-4869 |
| Andrea Lopez | RN Lead Instructor | alopez@gavilan.edu | 408-848-4841 |
| Jessica Terry | Nursing Counselor | jweiler@gavilan.edu | 408-848-4848 |
| Isela Garcia | Division Assistant | iggarcia@gavilan.edu | 408-848-4883 |
| Elaine Arballo | Instructional Program Specialist | earballo@gavilan.edu | 408-852-2807 |
| Susan Turner | Assistant Director – LVN Program Assistant Director – RN Program | sturner@gavilan.edu | 408-848-4879 |

LVN: Students have the right to contact the Board of Vocational Nursing to discuss their concerns at the following:

Board of Vocational Nursing & Psychiatric Technicians
2535 Capitol Oaks Drive Suite 205
Sacramento, CA 95833
Telephone (916) 263-7827 FAX
(916) 263-7857

RN: Students also have the right to contact the Board of Registered Nursing to discuss their concerns at the following:

Board of Registered Nursing
PO Box 944210
Sacramento, CA 94244-2100
Phone: (916) 322-335



Appendix

**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 |
|---------------------------|--|--|
| | | <u>(not all inclusive)</u> |
| 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 |

| <u>CATEGORY</u> | <u>DESCRIPTION</u> | <u>EXAMPLES OF NECESSARY ACTIVITIES</u> <u>(not all inclusive)</u> |
|--------------------------|--|---|
| 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) |
| Visual | Visual ability sufficient for accurate observation and performance of nursing care. | 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) |

- 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

| CATEGORY | DESCRIPTION | EXAMPLES OF NECESSARY ACTIVITIES (not all inclusive) |
|-------------------|--|---|
| Tactile | Tactile ability sufficient for physical monitoring and assessment of health care needs. | <p>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)</p> <p>Tactile</p> <p>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)</p> |
| Smell | Olfactory ability sufficient to detect significant environmental and client odors. | <p>Smell</p> <p>Detect odors from client (e.g., foul smelling drainage, alcohol breath, etc.) Detect smoke Detect gases or noxious smells</p> |
| Reading | Reading ability sufficient to comprehend the written word at a minimum of a tenth grade level. | <p>Reading</p> <p>Read and understand written documents (e.g., policies, protocols)</p> |
| Arithmetic | <p>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</p> | <p>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)</p> |

| 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 Interpersonal Skills Negotiate interpersonal conflict Respect differences in clients Establish rapport with clients Establish rapport with co-workers |
| | Read measurement marks (e.g., measurement tapes, scales, Interpersonal Skills Interpersonal abilities sufficient to interact with individuals, families and groups respecting social, cultural and spiritual diversity. Plan/control activities for others Synthesize knowledge and skills Sequence information | |

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) 8484865. 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 (SCC)

GAVILAN COLLEGE

NURSING PROGRAM ADA COMPLIANCE STATEMENT

In compliance with the 1990 Americans with Disabilities Act (ADA), the Gavilan College Nursing 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

Gavilan College
Nursing & Allied Health
(LVN, RN)

Acknowledgement of Policies and Expectations

I, the undersigned, have read and understand the policies and expectations as stated in the Gavilan College LVN & RN Nursing Student Handbook. My signature verifies my understanding of an agreement to abide by the policies and expectations. I understand that this signature page will be placed in my student file.

Student Name (Print)

Student Signature

Date: _____