NURSING STUDENT HANDBOOK

2024-2025

Transforming Lives Through Education

GROSSMONT COLLEGE
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Grossmont College President: Denise Whisenhunt, J.D.
Cuyamaca College President: Jessica Robinson, MSW

STUDENT HANDBOOK CONTRACT

I _____understand that the Grossmont College **2024-2025** Nursing Student Handbook is available to me on the Grossmont Nursing Website (www.grossmont.edu/nursing). I have read and agree to adhere to the policies and procedures set forth in the 2024-2025 Nursing Student Handbook. The Nursing Student Handbook is a dynamic document and is subject to change as policies evolve. Students are responsible for knowing the current contents of The Nursing Student Handbook and adhering to the policies contained in the handbook. If an addendum is necessary, students are responsible for reviewing and adhering to any additional policy changes.

In addition, for learning purposes, students may be digitally recorded when participating in simulation, skills practice and skills testing, including testing done with remediation during the semester, and testing done for program re-entry. Images and recordings taken while on site during instruction are the property of Grossmont-Cuyamaca Community College District. My signature indicates that I have read the handbook and I agree to being recorded.

Date: _____

Student Name (print): _____

Student Signature: _____

If you have any questions regarding the policies in the handbook before signing this form, please make an appointment with the Associate Dean of Nursing.

CONTRACT OF SOCIAL MEDIA CONDUCT

In exchange for the educational opportunities provided to me by the clinical rotations, I agree to comply with all state, local, and federal requirements governing the privacy of medical information. Those privacy requirements have been explained to me, and I have had training in complying with these requirements. I agree to uphold all HIPAA and other privacy requirements during my clinical rotations.

I understand that I am bound to comply with all privacy requirements when I am not at the clinical rotation, including in my conversations with family, friends, and peers. I will be held accountable for maintaining the privacy of any information I obtain, see, or am given during my clinical rotations. To uphold the privacy of such information, I agree to not post or discuss any clinical experience or information regarding my experience with the clinical agency, its staff, or its clients/patients on any internet social media (Facebook, Instagram, Twitter, emails, and any other application not mentioned). I agree to uphold the "zero tolerance" policy for pictures taken on any clinical campus while in my role as a student nurse. This includes individual or group pictures, even if they do not include any patients or identifying clinical information. All pictures taken on the clinical campus are identified by the facilities and will be considered in violation of the social media conduct policy. I understand that the administration periodically searches the internet for breaches in its privacy policies. I will be prohibited from returning to the clinical site if I violate any privacy requirement in any regard. Such violation may also result in a delay in completing my degree requirements or in further disciplinary action against me by Grossmont Community College.

Date: _____

Student Name (print): _____

Student Signature: _____

Effective: 06/2016
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Table of Contents

STUDENT HANDBOOK CONTRACT 2

CONTRACT OF SOCIAL MEDIA CONDUCT 3

TABLE OF CONTENTS 4

SECTION I: NURSING PROGRAM OVERVIEW AND GOVERNING PRINCIPLES 7

GROSSMONT COLLEGE MISSION AND VALUES 8
THE NURSING PROGRAM'S HISTORY/OVERVIEW 9
THE NURSING PROGRAM'S MISSION STATEMENT 9
THE NURSING PROGRAM'S PHILOSOPHY OF NURSING 9
ASSOCIATE DEGREE NURSE 11
THE NURSING PROGRAM'S PHILOSOPHY OF EDUCATION 12
CURRICULUM FRAMEWORK 12
Figure 1: Nursing Department Curricular Framework 12
Figure 2: Overview of Curriculum Development 14
Figure 3: Curriculum Threads 15

SECTION II: EDUCATIONAL OUTCOMES 16

PROGRAM OUTCOMES 17
PROGRAM STUDENT LEARNING OUTCOMES (End of Program Outcomes) 17
STUDENT LEARNING OUTCOMES (SLO) LEVELED BY FIRST AND SECOND YEAR 17
PROGRAM OPTIONS AND PROGRESSION IN THE NURSING PROGRAM 20
LVN-RN TRANSITION CURRICULUM 20
LVN 30-UNIT OPTION 21

SECTION III: PROFESSIONALISM 22

PRACTICE OF NURSING DEFINED: NURSING PRACTICE ACT 23
Standards of Competent Performance: Section 1443.5 of the Nursing Practice Act 23
ETHICAL STANDARDS AND PROFESSIONALISM 24
AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES - 2015 24

SECTION IV: GUIDELINES FOR STUDENT SUCCESS 26

ORIENTATION TO THE NURSING PROGRAM 27
ORIENTATION TO TECHNOLOGY 27
TUTORING 27
STANDARDS FOR WRITTEN WORK: STYLE AND FORMAT 27
WORK SCHEDULES AND CHILD CARE 27
TRANSPORTATION 27
CLINICAL FLEXIBILITY 27
CLINICAL PATIENT RESEARCH PREPARATION 28
LEVEL OF PREPAREDNESS 28
ASSIGNMENT OF CLINICAL GROUPS 28
COURSE CLINICAL COMPETENCIES/EXPECTATIONS 28
STUDENT RESPONSIBILITIES FOR CLINICAL EVALUATION 29
USE OF WEEKLY CLINICAL PROGRESS FORM 29
RATING SCALE FOR MID-TERM AND FINAL FACULTY EVALUATION OF CLINICAL PERFORMANCE 29

SECTION V: COURSE CLINICAL FORMS 31

FIRST YEAR WEEKLY CLINICAL PROGRESS FORM *(EXAMPLE)* 32
FIRST YEAR MID-TERM/FINAL STUDENT CLINICAL PERFORMANCE EVALUATION 34
SECOND YEAR MID-TERM/ FINAL STUDENT CLINICAL PERFORMANCE EVALUATION 36

SECTION VI: STUDENT AND PROGRAM POLICIES 38

ACADEMIC INTEGRITY POLICY 39
ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES POLICY 40
ADMISSION POLICY 41
APPEALS PROCESS POLICY AND PROCEDURE 42

APPEAL PROCESS ALGORITHM 44
APPEAL PROCESS FORM 45
BEHAVIORAL CONTRACT POLICY 46
BEHAVIORAL CONTRACT 47
CHALLENGE EXAMINATIONS/ADVANCED PLACEMENT FOR MILITARY-TRAINED HEALTHCARE PERSONNEL POLICY 49
CHALLENGE EXAMINATIONS/CREDIT BY EXAMINATION POLICY FOR THE LVN 51
CHILDREN ON CAMPUS POLICY 53
CIVILITY POLICY 54
CLASSROOM ATTENDANCE AND CONDUCT POLICY 56
CLINICAL/CAMPUS LABORATORY ATTENDANCE AND CONDUCT POLICY 57
MEDICAL CLEARANCE FORM 59
COMMUNITY SERVICE REQUIREMENT POLICY 60
COMPLIO COMPLIANCE POLICY 61
SPECIFIC IMMUNIZATION AND TB REQUIREMENTS 62
COMPUTER CODE POLICY 64
CONFIDENTIALITY OF STUDENT INFORMATION AND GRADES POLICY 65
CONTINUED ENROLLMENT AND ONGOING REQUIREMENTS POLICY 66
DISMISSAL POLICY 69
DOSAGE CALCULATION QUIZ POLICY 71
DRESS CODE POLICY 72
ELECTRONIC DEVICES IN THE CLINICAL SETTING POLICY 74
EXAMINATION MAKE-UP POLICY 75
EXAMINATION REVIEW POLICY 76
EXTERNSHIPS/STUDENT WORK EXPERIENCE POLICY 77
FINANCIAL AID FOR NURSING STUDENTS POLICY 79
FLU AND COVID BOOSTER DECLINATIONS POLICY 80
GIFT POLICY 81
GRADING POLICY 82
HIPAA AND PATIENT CONFIDENTIALITY POLICY 84
IMPAIRED NURSING STUDENTS POLICY 85
INCOMPLETE GRADES POLICY 86
INTRAVENOUS INSERTION POLICY 87
KAPLAN INTEGRATED ASSESSMENT POLICY 88
LATE ADMISSION TO THE NURSING PROGRAM POLICY 89
LATE WORK POLICY 90
MEDICATION ERROR POLICY 91
NECESSARY SKILLS OF THE NURSING STUDENT POLICY 92
NON-DISCRIMINATION POLICY 95
NURSING PROGRAM RE-ENTRY POLICY 96
OPEN SKILLS LAB POLICY 100
OPPORTUNITIES FOR STUDENT FEEDBACK POLICY 101
PHARMACOLOGY COURSE POLICY 102
PINNING CEREMONY POLICY 103
POST-SURGERY/EXTENDED ILLNESS POLICY 105
PRACTICE ON NON-HEALTHCARE PERSONS IN THE LAB POLICY 106
PREGNANCY POLICY 107
PRE-REQUISITE CLASS POLICY 108
PROGRAM/COURSE EVALUATION POLICY 109
REMEDIATION POLICY: MANDATORY ACADEMIC 110
Remediation Referral: Mandatory Academic Form 112
REMEDIATION POLICY: MANDATORY CLINICAL 113
Remediation Referral: Mandatory Clinical Form 114
REPORT OF INJURY/EXPOSURE TO INFECTION POLICY 115
SKILLS CHECK-OFF REQUIREMENTS POLICY 116
SMOKING/SUBSTANCE ABUSE POLICY 117
SOCIAL NETWORKING POLICY 118
STUDENT ADMISSION WITH PRIOR CONVICTIONS POLICY 120
STUDENTS WHO ACCEPT INVITATION TO NURSING PROGRAM BUT WITHDRAW ACCEPTANCE POLICY 121

TEAS: PRE-ADMISSION POLICY 122
THIRTY UNIT OPTION POLICY 123
TRANSCRIPT EVALUATION POLICY 124
TRANSFER POLICY 125

SECTION VII: NCLEX-RN PREP AND GRADUATION 128

APPLICATION FOR LICENSURE AND NOTIFICATION TO BRN 129

SECTION VIII: STUDENT SERVICES 130

NURSING DEPARTMENT OFFICES AND CONTACT INFORMATION 131
NURSING DEPARTMENT STUDENT RESOURCES 132
GCCCD STUDENT RESOURCES FOR THE NURSING PROGRAM 133

SECTION X: UPWARD EDUCATIONAL MOBILITY 137

TRANSFER TO/ARTICULATION WITH LOCAL BACHELOR AND MASTER OF SCIENCE IN NURSING PROGRAMS: 138
LOCAL OPPORTUNITIES FOR UPWARD EDUCATIONAL MOBILITY: 139
ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES 140

SECTION I: NURSING PROGRAM OVERVIEW AND GOVERNING PRINCIPLES

GROSSMONT COLLEGE MISSION AND VALUES

The founders of the Grossmont-Cuyamaca Community College District believed that a Community College should provide experiences that will greatly broaden the students' educational opportunities and strengthen society's democratic institutions. This continues to be a significant mission of the community college system in California.

The Grossmont–Cuyamaca District together with Grossmont College and the Grossmont College Nursing Program are committed to the vision of "Transforming Lives Through Education."

The philosophy and mission of the nursing department are consistent with the mission of Grossmont Community College. The Mission of the College, found in the ***Grossmont College 2024-2025 Catalog***, states that *Grossmont College serves the diverse population of our surrounding community and beyond by creating clear and accessible pathways to degrees and jobs leading to social and economic mobility for our students. We work collaboratively to cultivate an equitable student-centered learning environment, and we hold ourselves accountable for improving student outcomes through ongoing assessment, evaluation, and data-informed decision making. Grossmont College offers associate degrees; transfer preparation, including Associate Degrees for Transfer; certificate programs; career education and workforce development.*

The following are the Values identified by Grossmont College:

- **Learning and Student Success-** We dedicate our resources and ourselves in support of our students and their pursuits to achieve their academic, professional, and personal goals.
- **Creativity and Innovation-** We value the capacity for ingenuity and originality on our campus and within our community.
- **Pursuit of Excellence and Continuous Improvement-** We strive for excellence in our programs and services. We believe in the capacity for continuous improvement in the pursuit of excellence. We accept the challenges of being accountable for our efforts, and strictly adhere to the institution's mission and vision.
- **Integrity-** We commit to acting and speaking truthfully and responsibly and hold ourselves and others accountable to this standard.
- **Power of Diversity and Inclusion-** We are committed to a climate for learning that considers diverse perspectives to be a powerful component in the education of every individual, valuing and accommodating both differences and commonalities.
- **Civility-** We value fair, respectful, thoughtful interactions, based on a positive approach, that promote reflection, foster deeper understanding of phenomena, and permit achievement of common goals.
- **Balance-** We value a nurturing and positive approach in all we do, embracing laughter and enthusiasm, as we nurture the development of the whole individual, including the intellectual, spiritual, emotional, and physical well-being of each individual.

THE NURSING PROGRAM'S HISTORY/OVERVIEW

The first two-year ADN students entered the Grossmont College Nursing Program in the fall of 1967. This class of 16 graduated in June of 1969. An LVN-RN Transition Program began in the summer of 1981 and graduated a class of 33 in 1982. Over the course of several years, the LVN-RN Transition Program merged with the ADN program. Qualified LVN-RN students were accepted into first semester or advanced placed in 2nd semester based up on space availability. Currently, the Two-Year RN Program admits 40 students twice a year (fall and spring semesters). The Nursing Program is approved by the California Board of Registered Nursing (BRN) and accredited by the Accreditation Commission for Education in Nursing (ACEN). The ACEN can be contacted at the following address: 3343 Peachtree Road NE, suite 850, Atlanta, Georgia 30326.

The mission statement and philosophy of the Nursing Program are aligned with the College's mission and values statements.

THE NURSING PROGRAM'S MISSION STATEMENT

The Grossmont College Nursing Program provides an exemplary higher education student-centered learning environment through comprehensive and innovative instructional programs and unparalleled student support services to prepare qualified students to earn an Associate of Science in Nursing degree. By advancing equity and inclusion, we prepare our diverse student population to successfully pass the NCLEX-RN and to integrate the knowledge, skills, values, and attitudes essential to engage in promoting health, wellness, and healing in local and global communities. We fulfill our mission by providing the diverse population of our surrounding community and beyond with:

- *Educational excellence from an exceptional faculty*
- *Sound clinical judgment in an environment that facilitates educational mobility*
- *Service to a diverse community in a dynamic, evolving health care environment*
- *Opportunity to provide care in a variety of health care settings*
- *Personal and professional growth and lifelong learning opportunities*
- *Continuous improvement in student outcomes through ongoing assessment, evaluation, and data-informed decision making*

THE NURSING PROGRAM'S PHILOSOPHY OF NURSING

The philosophy of the Grossmont College Associate Degree Nursing Program is based on the nursing metaparadigm of the person, environment, health, and nursing (Fawcett, 1984). It also includes the sub-concepts of Knowing, Doing, and Caring. The concepts and sub-concepts are defined as follows.

PERSON

The faculty views the PERSON as an individual, a family (significant others), or a community. In the broadest sense, the person is the recipient of nursing care, whether as an individual, family, or community. We view the person holistically as a complex physiological and psychosocial being. The psychosocial components interact continuously with the highly interrelated body systems that are the physiological component. We believe that while each person is unique and dynamic, all people share similar hierarchical human needs and develop in identifiable stages throughout their life cycle. This development of person throughout the lifecycle is dynamic and interactive because people, as social beings, both affect and are affected by an internal and external environment.

ENVIRONMENT

The faculty defines the ENVIRONMENT as the sum of all internal and external factors affecting the health of a person. People maintain or attain health by adapting to environmental and developmental changes across the lifespan. We believe the environment is utilized by the nurse to enhance the patient's health and well-being. The nurse interacts simultaneously with many patients from diverse cultural backgrounds and across a variety of environments.

HEALTH

The faculty supports the World Health Organization's definition of HEALTH as "the state of physical, mental, and social well-being and not merely the absence of disease or infirmity" (World Health Organization, 1948). Health has biological, psychosocial, and environmental facets. People have the right to aspire to an optimal level of health, as well as to maximize the status of their health. Health is a condition in which all functions of the mind and body are appropriately active in attaining individual potential and achieving desired self-actualization.

NURSING AND NURSE

"21st Century nursing is the glue that holds a patient's health care journey together. Across the entire patient experience, and wherever there is someone in need of care, nurses work tirelessly to identify and protect the needs of the individual. Nursing can be described as both an art and a science; a heart and a mind. At its heart, lies a fundamental respect for human dignity and an intuition for a patient's needs. This is supported by the mind, in the form of rigorous core learning. Due to the vast range of specialisms and complex skills in the nursing profession, each nurse will have specific strengths, passions, and expertise (ANA, 2023). The nursing faculty at Grossmont College value these nursing traits. Nursing learning activities include the utilization of critical thinking, clinical judgment, and caring in the application of the nursing process in the giving of direct physical and emotional support, as well as the provision of anticipatory guidance and teaching. The nursing process clarifies the dependent, independent, and collaborative functions of nursing.

The faculty believes that nursing is an art, science, and a dynamic profession in which relationships between nurses and those cared for are essential. The faculty believes the role of the NURSE is one of service, practiced in an ever-changing scope of settings that includes, but is not limited to, acute care, ambulatory care, community-based sites, and the home. It is an applied profession that encompasses the elements of Knowing, Doing, and Caring elements providing for them both a focus and a framework.

Knowing includes not only nursing knowledge and concepts but incorporates all applicable areas of physical and social sciences, communication theory, technology, and nursing sciences. A firm knowledge base is essential to use the nursing process. *Doing* (manual, intellectual, and interpersonal skills) are used to implement the care prescribed by knowledge and the nursing process. *Caring* encompasses both the ability to understand self and others and the willingness to consistently place the welfare of the patient first. We believe that nursing provides an environment that supports individuality, cultural diversity, mutual respect, and dignity for all patients across their lifespan while supporting a dignified dying process.

We additionally believe it is essential that the nurse frame the elements of Knowing, Doing, and Caring in ethical practice and state regulations. Ethical practice is defined by the *American Nurses Association Code of Ethics for Nurses* (ANA, revised 2015). The scope of practice and responsibilities for registered nurses is set out in the Nursing Practice Act (NPA) extracted from the California *Business and Professions Code* (Board of Registered Nursing, 2020).

ASSOCIATE DEGREE NURSE

Within the totality of nursing practice, the Associate Degree nurse advocates for patients and families; makes judgments in practice based upon evidence; implements the role of the nurse with integrity and sound ethical behavior; is committed to evidence-based practice; has a keen sense of inquiry, and demonstrates caring while providing safe, quality care for diverse patients within the family and community context (NLN Competencies of the Associate Degree Nurse, 2017).

The ADN graduate carries out the complementary and interrelated nursing practice roles of provider care, manager of care, and member within the discipline of nursing (NLN, 2017). The curriculum uses the nursing process to fulfill the roles of nursing practice. These assumptions, as well as the core competencies of the National League for Nursing (NLN), guide the education of the associate degree nurse. The NLN core competencies are integrated into the three roles of the nursing practice: provider of care, manager of care, and member within the discipline of nursing.

The **PROVIDER OF CARE** includes the following assumptions:

1. Utilizes critical thinking and clinical judgment in the application of the nursing process to patient care
2. Assesses the patient for relevant data
3. Assesses needs of the patient and significant others from a developmental and cultural perspective
4. Selects appropriate nursing diagnosis through the analysis of data
5. Establishes patient-centered expected outcomes
6. Incorporates growth and development when implementing caring nursing interventions
7. Meets the patients' basic needs to maximize their level of wellness or to support a peaceful and dignified death using evidence-based practice
8. Provides patient education for a diverse population in promoting wellness or restoring health
9. Utilizes therapeutic communication skills when interacting with patient, significant others, and community
10. Evaluates nursing care and makes adjustments to assist patients to meet needs and outcomes
11. Communicates effectively verbally, non-verbally, and in writing or through information technology
12. Functions in a variety of roles and settings
13. Demonstrates caring behavior in providing safe care in diverse settings

The **MANAGER OF CARE** includes the following assumptions:

1. Makes decisions regarding priorities of nursing care
2. Delegates some aspects of nursing care and guides other personnel
3. Manages time and resources efficiently and effectively
4. Seeks assistance when needed
5. Collaborates with health team members to provide safe individualized care
6. Demonstrates accountability of all interactions in the health care environment
7. Assumes the role of patient advocate

The **MEMBER WITHIN THE DISCIPLINE** of nursing includes the following assumptions:

1. Practices within the scope of the Nursing Practice Act and standards of professional organizations
2. Practices within parameters of individual knowledge and experience
3. Uses constructive criticism for improving nursing practice
4. Practices within the ethical and legal frameworks to guide nursing practice and promotes standards of nursing practice
5. Recognizes the importance of continued lifelong learning and participating in professional nursing organizations to enhance knowledge base
6. Recognizes the importance of nursing research

THE NURSING PROGRAM'S PHILOSOPHY OF EDUCATION

The faculty believes in the principles of adult learning and that education is a process through which a person assimilates knowledge, develops skills, establishes values, and realizes potentials. Learning is individualistic and proceeds in a simple to complex manner and is influenced by the level of development and motivation of the learner. Learning is most meaningful when it relates to the pursuit of an individual's own goals. The major premise of research on learning differences is that educators should adapt teaching to accommodate differences in individual abilities, styles, and preferences. (Knowles, Holton & Swanson, 2020). Students are treated as individuals with unique qualities and learning needs. Faculty respects the diversity of the students and the communities that we serve. The faculty's role is to facilitate the learning process by creating a climate in which optimal learning becomes possible. Students should be appropriately challenged to stimulate inquiry, critical thinking, and synthesis of knowledge. The faculty strives to provide a supportive and challenging learning environment using a variety of instructional strategies to facilitate critical thinking and problem-solving.

The teaching-learning process is reciprocal and interactive, with faculty and students sharing the collaborative enterprise of learning, inquiry, teaching, and evaluation. These skills enable our graduates to make decisions and take actions that are consistent with ethical practice, nursing practice standards, and licensing laws. Faculty recognizes its obligation to the community to prepare our students to provide safe quality nursing care.

CURRICULUM FRAMEWORK

The schema (Figure 1 Nursing Department Curriculum Framework) depicts the 5 domains of the curriculum framework. The domains include person, health, nursing, environment, and learning. The core concepts are integrated within each course and are progressively developed in depth and complexity throughout the curriculum.

Figure 1: Nursing Department Curricular Framework

Framework

PERSON	ENVIRONMENT	HEALTH	NURSING	LEARNING
• Individuals • Families (significant others) • Communities • Physiological • Psychosocial	• Internal Factors • External Factors • Diverse Practice • Diverse Settings	• Holistic needs • Continuum • Lifespan	• Process • Roles: Knowing, Doing, & Caring • Critical Thinking • Professional Standards	• Continuous • Personal Growth • Lifelong • Knowledge, Skills, Values, & Attitudes • Professional Judgment

The nursing curriculum framework depicts holistic, integrated, and multi-dimensional concepts that encompass the domains of person, environment, health, nursing, and learning.

PERSON

The person can be an individual, family (significant others), or community that participates in a therapeutic relationship with the nurse. The recipient of nursing care is referred to as the patient. A person is a patient when there is a need for nursing therapeutic interventions that address holistically complex physiological and psychosocial needs.

ENVIRONMENT

The environment includes all internal and external facts that affect the health of a person. Patients maintain or attain health by adapting to environmental and developmental changes across the lifespan. The nurse uses therapeutic interventions to enhance the environment to improve the patient's health and well-being. The nurse provides care to persons from diverse cultural backgrounds and in a variety of environments.

HEALTH

Health is not merely an absence of disease but occurs across the lifespan in varying degrees of wellness and illness from health to death. Health has physiological, psychosocial, and environmental facets. Nurses and patients collaborate in promoting the patient's individual potential and achieving desired needs.

NURSING

Nurses assist patients with their actual or potential health needs by the application of the nursing process. The nursing process is at the center of the Knowing, Doing, and Caring of nursing. Nurses use critical thinking, clinical judgment, and caring in giving direct physical and emotional support, as well as the provision of anticipatory guidance and teaching. Nurses are members of a discipline by framing their practice according to the Code of Ethics and Standards of Practice. Nurses practice in an ever-changing scope of settings to provide and manage care.

LEARNING

Teaching and learning are interactive, multidimensional processes through which a person assimilates knowledge, develops skills, establishes values, and realizes potentials. Learning is an individualistic, dynamic, continuous, and lifelong process. Learning integrates knowledge and experience with professional responsibility and accountability for nursing decisions and actions using appropriate ethical, professional, and legal standards. Learning to be a registered nurse involves an educational process that teaches knowledge, skills, values, and attitudes and socializes students into the nursing profession.

ANA (American Nurses Association) (2015). What is nursing? Retrieved from https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/

American Nurses Association (2015). *Code of Ethics for Nurses with Interpretive Statements*. Washington, DC: ANA Publications.

California Board of Registered Nursing (2020). *The Nursing Practice Act*, *California Business and Professions Code.* Sacramento: California Board of Registered Nursing; or retrieved from www.rn.ca.gov.

Fawcett, J. (1984). The metaparadigm of nursing: Present status and future refinements. *Image*. *16;* 84-87.

Knowles, M., Holton, E., & Swanson, R. A. (2015). *The Adult Learner, 8th ed.* New York: Butterworth-Heinemann.

The National League for Nursing's Council of Associate Degree Nursing (2017). *Educational Competencies for Graduates of Associate Degree Nursing Programs.* New York: National League for Nursing.

The National League for Nursing (2017). Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Masters' Practice Doctorate, and Research Doctorate Programs in Nursing. New York: National League for Nursing.

Figure 2: Overview of Curriculum Development

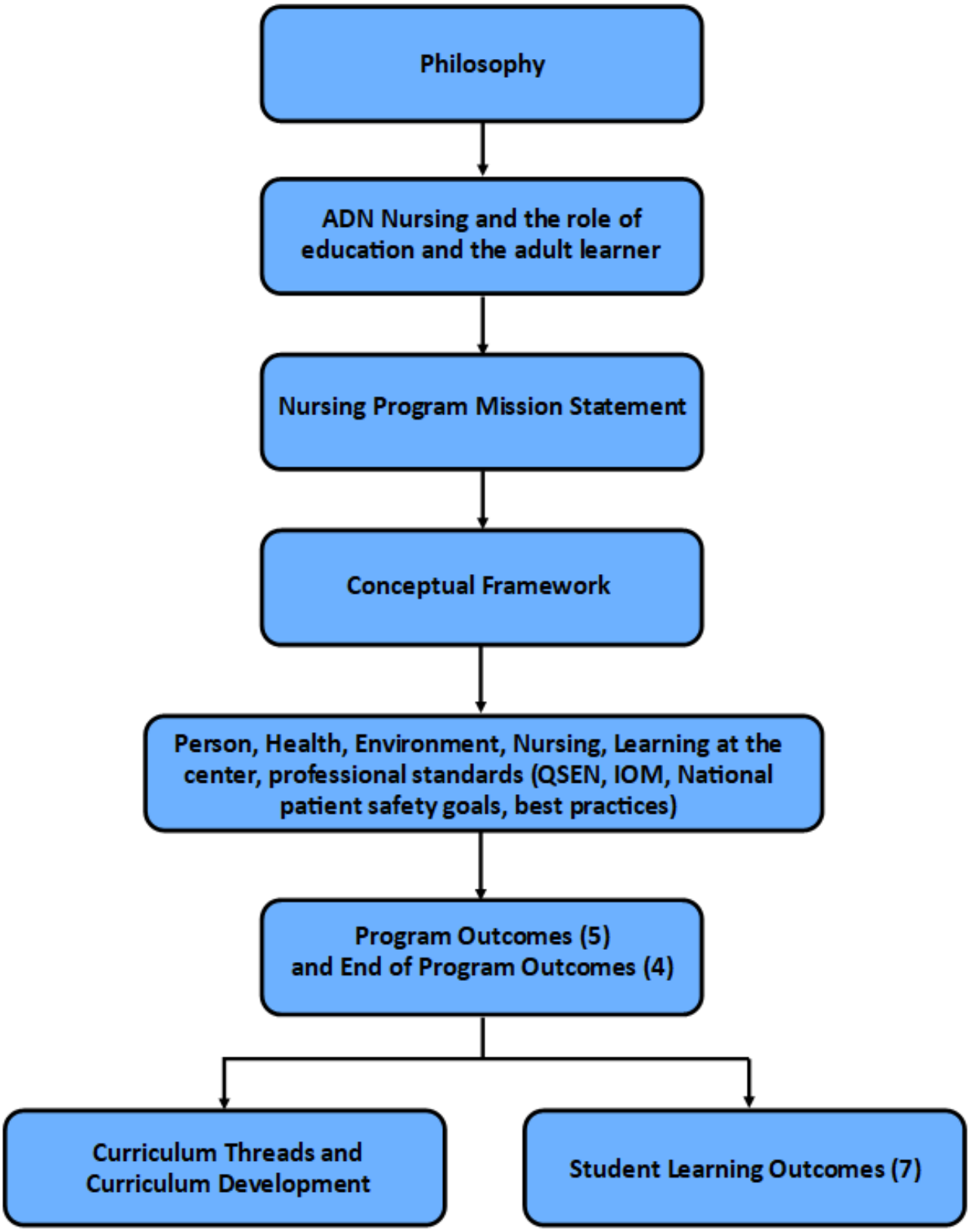
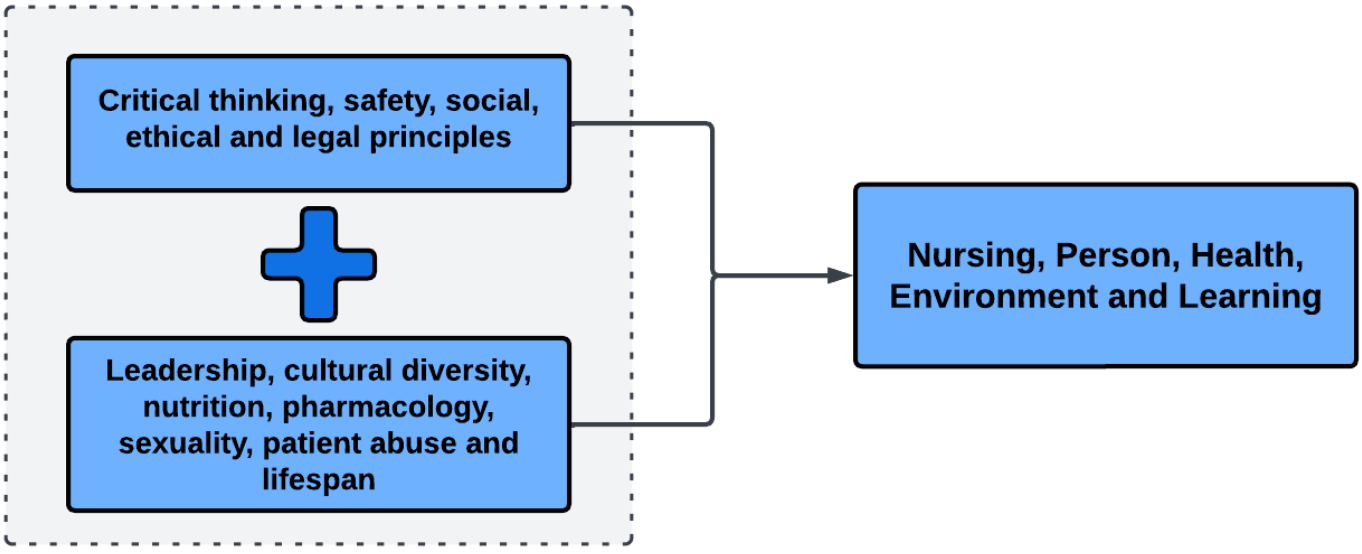


Figure 3: Curriculum Threads

The professional Nursing Program encompasses the five domains of person, health, environment, nursing, and learning. There are a number of structural concepts known as curricular threads that support the curricular design and are interwoven throughout the curriculum. The Nursing faculty believe that integrating these threads throughout the curriculum adds a concentration and an ability to correlate concepts and experiences.
The Curriculum Threads include thinking critically, safety, social, ethical and legal principles, leadership, cultural diversity, nutrition, pharmacology, sexuality, patient abuse and lifespan. Class objectives are labeled to reflect the Curriculum Threads and the conceptual framework.

The Grossmont College Nursing Program provides an exemplary higher education student-centered learning environment through comprehensive and innovative instructional programs and unparalleled student support services to prepare qualified students to earn an Associate of Science in Nursing degree. By advancing equity and inclusion, we prepare our diverse student population to successfully pass the NCLEX-RN and to integrate the knowledge, skills, values, and attitudes essential to engage in promoting health, wellness, and healing in local and global communities. We fulfill our mission by providing the diverse population of our surrounding community and beyond with:

- *Educational excellence from an exceptional faculty*
- *Sound clinical judgment in an environment that facilitates educational mobility*
- *Service to a diverse community in a dynamic, evolving health care environment*
- *Opportunity to provide care in a variety of health care settings*
- *Personal and professional growth and lifelong learning opportunities*
- *Continuous improvement in student outcomes through ongoing assessment, evaluation, and data-informed decision making*



SECTION II: EDUCATIONAL OUTCOMES

PROGRAM OUTCOMES

1. The most recent annual NCLEX pass rate will be at least 80% for all first-time test-takers from July 1 through June 30 every year.
2. Eighty percent (80%) of all students who began the first nursing course in the program will complete the program within 6 academic terms, which is 150% of the usual timeframe for the ADN program.
3. At least 85% of graduates, alumni, and employers responding to surveys will indicate satisfaction with the Grossmont College ADN program.
4. Seventy-Five percent (75%) of graduates will report employment as an RN within 12 months of graduation.
5. Twenty-Five (25%) of graduates will report enrollment in an advanced degree program (academic progression) within 12 months of graduation.

PROGRAM STUDENT LEARNING OUTCOMES (End of Program Outcomes)

Upon completion of the Nursing Program, the nursing graduate will:

1. Provide caring, patient-centered, safe, and holistic care that is culturally sensitive and utilizes critical thinking within the framework of the nursing process and evidence-based principles (SLO 1, 2, 3, 4).
2. Communicate effectively when providing care for multicultural patients and effectively promote patient advocacy for patients and families with integrity (SLO 5).
3. Safely implement the professional nursing role as defined by the California Nursing Practice Act and the American Nurses Association principles of ethical practice (SLO 6).
4. Engage in the life-long learning as part of the professional commitment of the Registered Nurse role (SLO 7).

STUDENT LEARNING OUTCOMES (SLO) LEVELED BY FIRST AND SECOND YEAR

SLO #1 - First Year: **Demonstrate knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role by:**

a. Utilizing the nursing process to develop a plan of care for patients using biopsychosocial theories and concepts in the implementation of patient care in the registered nursing role.

SLO #1 - Second Year: Integrate knowledge of biopsychosocial theories and concepts when providing patient care by:

a. Applying knowledge of nursing practice utilizing biopsychosocial theories and concepts in performing the professional nursing role.
b. Formulating a holistic comprehensive plan of care for acute and chronic patients utilizing the nursing process, principles of health promotion and illness prevention, patient teaching and end-of- life care for patients throughout their lifespan.

SLO #2 - First Year: Demonstrate the skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles of:

a. Provider of Care
b. Manager of Care
c. Member within a Discipline by:
d. Satisfactorily performing the basic clinical competencies of a first-year student in the categories of Provider of Care, Manager of Care, and Member within a Discipline.

SLO #2 - Second Year: Integrate the skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles of:

a. Provider of Care
b. Manager of Care
c. Member within a Discipline by:
   Satisfactorily performing the complex roles, skills, and responsibilities of a second-year student in the categories of Provider of Care, Manager of Care, and Member within a Discipline.

SLO #3 - First Year: Demonstrate critical-thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems by:

a. Applying the knowledge and critical-thinking skills developed to safely provide basic patient care.

SLO #3 - Second Year: Implement critical-thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems by:

a. Intervening competently and safely for groups of health care consumers in complex patient care situations within a multidisciplinary healthcare system.

SLO #4 - First Year: Utilize evidence-based research to provide quality health care, initiate change and improve nursing practice by:

a. Utilizing evidence-based research in the planning and implementation of basic nursing care.

SLO #4 - Second Year: Select evidence-based research to provide quality health care, initiate change and improve nursing practice by:

a. Implementing evidence-based research in the planning and implementation of complex nursing care for individuals, families, and groups of health care consumers.

b. Evaluating the importance and effectiveness of evidence-based research in nursing practice.

SLO #5 - First Year: Employ the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals by:

a. Utilizing communication skills (verbal, nonverbal, interpersonal, and communication technology) as the student learns to practice the professional registered nursing role.

b. Applying principles of time management and priority setting to provide care for patients in collaboration with other members of the health care team across the lifespan.

SLO #5 - Second Year: Effectively employ the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals by:

a. Integrating communication skills (verbal, nonverbal, interpersonal, and communication technology) into the practice of the professional registered nursing role.
b. Collaborating with other health team members to organize, manage, delegate, and coordinate patient care for the health care consumers and family members across the lifespan.

SLO # 6 - First Year: Implement the role of the professional nurse as defined by the California Nursing Practice Act and standards of nursing practice by:

a. Acting as a patient advocate and recognizing and adhering to the responsibility and accountability as a nurse in accordance with the role of the professional nurse.

SLO #6 - Second Year: Distinguish the role of the professional nurse as defined by the California Nursing Practice Act and standards of nursing practice by:

a. Assuming responsibility and accountability for the student's nursing action(s) as they undertake the role of the professional nurse.
b. Making complex clinical decisions that support health care consumer advocacy based upon the ethical and legal principles as described in the California Nursing Practice Act and the American Nurses Association Code of Ethics.

SLO #7 - First Year: Demonstrate the importance of life-long learning and quality improvement as part of their professional commitment to the nursing profession by:

a. Promoting collaboration and the development of lifelong learning skills as they begin the role of the professional registered nurse.

SLO #7 - Second Year: Support the importance of lifelong learning and quality improvement as part of their professional commitment to the nursing profession by:

a. Assuming responsibility and commitment for lifelong learning in the areas of evidence-based healthcare, informatics, practice-based learning, self-reflection, and assessment as the student undertakes the role of the professional registered nurse.

PROGRAM OPTIONS AND PROGRESSION IN THE NURSING PROGRAM

Following is a map of the curriculum plan by semester for the Generic Program, LVN-RN Transition Program, and the THIRTY-unit option. The map shows the order in which nursing courses are taken. Students must pass all courses within the semester in order to progress to the next semester.

GENERIC 2-YEAR ADN CURRICULUM

SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
NURS 120: Fundamentals of Nursing 8 units (16 weeks) NURS 118: Nursing Pharmacology 2 units (16 weeks) NURS 101: Clinical Reasoning for 1st Semester Nursing Students 2 units (16 weeks) (optional) NURS 099: Open Skills Lab 0 units	NURS 130: Medical Surgical Nursing I 5 units (8 weeks) NURS 132: Obstetric and Pediatric Nursing 5 units (4 weeks/4 weeks) NURS 102: Clinical Reasoning for 2nd Semester Nursing Students 2 units (16 weeks) (optional) NURS 099: Open Skills Lab 0 units	NURS 220: Medical Surgical Nursing II 5.5 units (8 weeks) NURS 222: Psychiatric and Community Health Nursing 5.5 units (4 weeks/4 weeks) NURS 103: Clinical Reasoning for 3rd Semester Nursing Students 2 units (16 weeks) (optional) NURS 099: Open Skills Lab 0 units	NURS 230: Medical Surgical Nursing III 8 units (16 weeks) NURS 104: Clinical Reasoning for 4th Semester Nursing Students 2 units (16 weeks) (optional) NURS 099: Open Skills Lab 0 units

LVN-RN TRANSITION CURRICULUM

Placement in the program is on an individualized basis determined after the challenge exams. Below you will find an example of possible advanced placement, which varies by applicant. Please see policies for more information.

PRE-START	SEMESTER 1	SEMESTER 2	SEMESTER 3
NURS 210: LVN-RN Bridge Course	NURS 130: Medical Surgical Nursing I 5 units (8 weeks) NURS 099: Open Skills Lab 0 units	NURS 220: Medical Surgical Nursing II 5.5 units (8 weeks) NURS 222: Psychiatric and Community Health Nursing 5.5 units (4weeks/4weeks) NURS 103: Clinical Reasoning for 3rd Semester Nursing Students 2 units (16 weeks) (optional) NURS 099: Open Skills Lab 0 units	NURS 230: Medical Surgical Nursing III 8 units (16 weeks) NURS 104: Clinical Reasoning for 4th Semester Nursing Students 2 units (16 weeks) (optional) NURS 099: Open Skills Lab 0 units

LVN 30-UNIT OPTION

For more information regarding the LVN 30-unit Option, see policy on page 126.

PRE-START	SEMESTER 1	SEMESTER 2
NURS 210: LVN-RN Bridge Course	NURS 220: Medical Surgical Nursing II 5.5 units (8 weeks) NURS 222: Psychiatric and Community Health Nursing 5.5 units (4 weeks/4weeks) NURS 099: Open Skills Lab 0 units	NURS 230: Medical Surgical Nursing III 8 units (16 weeks) NURS 099: Open Skills Lab 0 units

SECTION III: PROFESSIONALISM

PRACTICE OF NURSING DEFINED: NURSING PRACTICE ACT

In the ***Business and Professions Code of California***, the California ***Nursing Practice Act*** Article 2 (Scope of Regulation), section 2725 (Legislative intent; Practice of Nursing defined) states:
(a) "In amending this section at the 1973-74 session, the Legislature recognizes that nursing is a dynamic field, the practice of which is continually evolving to include more sophisticated patient care activities. It is the intent of the Legislature in amending this section at the 1973-74 sessions to provide clear legal authority for functions and procedures that have common acceptance and usage. It is the legislative intent also to recognize the existence of overlapping functions between physicians and registered nurses and to permit additional sharing of functions within organized health care systems that provide for collaboration between physicians and registered nurses. These licensed health care systems include, but are not limited to, health facilities licensed pursuant to Chapter 2 (commencing with Section 1250) of Division 2 of the Health and Safety Code, clinics, home health agencies, physicians' offices, and public or community health services."

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

(1) Direct and indirect patient care services that ensure the safety, comfort, personal hygiene, and protection of patients; and the performance of disease prevention and restorative measures.

(2) Direct and indirect patient care services, including, but not limited to, the administration of medications and therapeutic agents, necessary to implement a treatment, disease prevention, or rehabilitative regimen ordered by and within the scope of licensure of a physician, dentist, podiatrist, or clinical psychologist, as defined by Section 1316.5 of the Health and Safety Code.

(3) The performance of skin tests, immunization techniques, and the withdrawal of human blood from veins and arteries.

(4) Observation of signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition, and (A) determination of whether the signs, symptoms, reactions, behavior, or general appearance exhibit abnormal characteristics; and (B) implementation, based on observed abnormalities, of appropriate reporting, or referral, or standardized procedures, or changes in treatment regimen in accordance with standardized procedures, or the initiation of emergency procedures." (***Nursing Practice Act***, 2022 edition [See ***Nursing Practice Act*** for specific information regarding standardized procedures]

Standards of Competent Performance: Section 1443.5 of the Nursing Practice Act

In the **Business and Professions Code of California**, the **California Nursing Practice Act** Article 4 (Grounds for Discipline, Disciplinary Proceedings, and Rehabilitation section 1443.5 (Standards of Competent Performance)

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

(1) Formulates a nursing diagnosis through observation of the patient's physical condition and behavior, and through interpretation of information obtained from the patient and others, including the health team.

(2) Formulates a nursing care plan, in collaboration with the patient, which ensures that direct and indirect nursing care services provide for the patient's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.

(3) Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the patient and family and teaches the patient and family how to care for the patient's health needs.

(4) Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated and effectively supervises nursing care being given by subordinates.

(5) Evaluates the effectiveness of the nursing care plan through observation of the patient's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the patient and health team members, and modifies the plan as needed.

(6) Acts as the patient's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities, which are against the interests or wishes of the patient, and by giving the patient the opportunity to make informed decisions about health care before it is provided" (California Nursing Practice Act, 2022 edition, p. 112).

ETHICAL STANDARDS AND PROFESSIONALISM

The Grossmont College Nursing Program is governed by standards of conduct set forth by the profession through the Nursing Practice Act: Rules and Regulations issued by the California Board of Registered Nursing and the American Nurses Association (ANA) Code of Ethics. Information from these and other sources follows.

As a faculty, we believe that nurses, as well as student nurses, must not only maintain competency and professional commitment, but also assume responsibility and accountability for nursing judgments and actions.

AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES - 2015

The 9 Provisions

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
   1.1 Respect for human dignity
   1.2 Relationships with Patients
   1.3 The Nature of Health
   1.4 The Right to Self-Determination
   1.5 Relationships with Colleagues and Others

2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
   2.1 Primacy of the Patient's Interests
   2.2 Conflict of Interest for Nurses
   2.3 Collaboration
   2.4 Professional Boundaries

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
   3.1 Protection of the Rights of Privacy and Confidentiality
   3.2 Protection of Human Participants in Research
   3.3 Performance Standards and Review Mechanisms
   3.4 Professional Responsibility in Promoting a Culture of Safety
   3.5 Protection of Patient Health and Safety by Acting on Questionable Practice
   3.6 Patient Protection and Impaired Practice

1. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
   4.1 Authority, Accountability and Responsibility
   4.2 Accountability for Nursing Judgments, Decisions, and Actions
   4.3 Responsibility for Nursing Judgments, Decisions, and Actions
   4.4 Assignment and Delegation of Nursing Activities or Tasks

2. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
   5.1 Duties to Self and Others
   5.2 Promotion of Personal Health, Safety, and Well-Being
   5.3 Preservation of Wholeness of Character
   5.4 Preservation of Integrity
   5.5 Maintenance of Competence and Continuation of Professional Growth
   5.6 Continuation of Personal Growth

3. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
   6.1 The Environment and Moral Virtue
   6.2 The Environment and Ethical Obligation
   6.3 Responsibility for the Healthcare Environment

4. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
   7.1 Contributions through Research and Scholarly Inquiry
   7.2 Contributions through Developing, Maintaining and Implementing Professional Practice Standards
   7.3 Contributions through Nursing and Health Policy Development

5. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
   8.1 Health is a Universal Right
   8.2 Collaboration for Health, Human Rights and Health Diplomacy
   8.3 Obligation to Advance Health and Human Rights and Reduce Disparities
   8.4 Collaboration for Human Rights in Complex, Extreme or Extraordinary Practice Settings

6. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.
   9.1 Articulation and Assertion of Values
   9.2 Integrity of the Profession
   9.3 Integrating Social Justice
   9.4 Social Justice in Nursing and Health Policy

(Adapted from the American Nurses Association Code of Ethics for Nurses 2015) View at https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/code-of-ethics-for-nurses/

SECTION IV: GUIDELINES FOR STUDENT SUCCESS

ORIENTATION TO THE NURSING PROGRAM

Prior to the start of the Nursing Program, each student will attend a day long orientation prior to the following semester. At orientation, students will meet their teaching team, their student mentors, and Student Success Advisors. Student will be introduced to the clinical requirements, Complio system, and uniforms.

ORIENTATION TO TECHNOLOGY

Technology is integrated into the classroom and clinical settings. The faculty use Canvas course management system for all nursing major courses. An online Canvas tutorial is available for all Grossmont College students. Each course instructor reviews the Canvas materials as needed with the students.

During the course of the Nursing Program, students participate in clinical simulations. Students are oriented to the simulation lab at the beginning of each simulation experience. A checklist is used for consistency.

In the clinical setting, electronic medical records are used in the majority of facilities. Many clinical facilities have an online educational program for the students to review. In addition, the faculty include an orientation to the electronic medical record system at the beginning of each clinical rotation

TUTORING

The faculty will post exam grades within 48 hours after an examination. Tutoring with the course faculty may be arranged for any student who desires additional help with the course material. Students are encouraged to register for elective clinical reasoning sessions linked to their specific course and to attend these sessions on a regular basis.

STANDARDS FOR WRITTEN WORK: STYLE AND FORMAT

Based on the standard at major institutions offering upper division work in nursing, the Grossmont College Nursing Program requires American Psychological Association (APA) for all written work. For assistance with APA style see www.apastyle.org.

WORK SCHEDULES AND CHILD CARE

The Nursing Program requires a great commitment of time and energy on the part of the student. Students may find the necessity to work during the program; if this is the case, students are expected to arrange their working schedule so that no interference with their responsibility to any facet of the Nursing Program occurs. Faculty strongly advise that work hours not be scheduled immediately prior to attendance in clinical or the classroom. Since most childcare centers refuse ill children, students are advised to arrange for alternatives for their child's periods of illness before the semester begins.

TRANSPORTATION

Reliable transportation is required. It is very difficult to attend the Nursing Program without the use of an automobile due to the many clinical agencies used for clinical experiences. Carpools may be used. However, clinical experiences cannot be arranged to accommodate students riding together.

CLINICAL FLEXIBILITY

Students in the Nursing Program are expected to assume responsibility for and have some degree of flexibility in their schedules. If clinical facilities are not available during the assigned clinical hours, the clinical schedule may be altered.

Selected experiences may require student availability at other than regularly scheduled clinical times. These experiences will be discussed as early as possible.

CLINICAL PATIENT RESEARCH PREPARATION

Clinical faculty will determine the schedule for the day and will make patient assignments for students. Students will be given at least 30 minutes time to research their assigned patients prior to assuming care of the patient (when possible). In addition, written assignments for clinical patient research preparation may be developed by the lead instructor or clinical instructor to prepare the students to care for a particular patient population on an assigned unit.

Direct patient care can only be provided during a scheduled clinical experience when an instructor or preceptor is present.

LEVEL OF PREPAREDNESS

Students will only be expected to perform care and skills for which they have received instruction and practiced in on-campus skills laboratory. If assigned to an unfamiliar activity, the student has the responsibility to bring to the attention of the instructor or preceptor the areas of care and/or skills for which the student has not been formally prepared or previously supervised. Additionally, if a student is required to perform a skill they are not familiar with, the student is expected to review the facility's policy and procedure manuals before performing any procedure.

ASSIGNMENT OF CLINICAL GROUPS

The faculty formulates the make-up of clinical groups. Factors determining the make-up of clinical assignments include the strength of the students and prior experience with full time faculty for previous clinical experiences. Geographic proximity of the clinical site to the student's home is not a determining factor for clinical placement. Prior to posting of the clinical rotations and assignments, students with clinical placement problems or extenuating circumstances may send an email to the lead instructor and/or teaching team describing the circumstances and the consideration/changes that the student is requesting.

Every effort will be made to avoid placement of students for clinical experiences in the same clinical area in which they are employed. In addition, efforts will be made to avoid placing students in clinical areas in which family members are employed. Students who are related family members also will not be placed in the same clinical group. If a student is inadvertently scheduled in the same clinical area in which they are employed or where a family member is employed, the student should immediately report this situation to the lead instructor and/or teaching team. At the discretion of the teaching team, the student may be transferred to another facility/clinical area.

Students may be assigned to care for patients with communicable diseases such as AIDS and hepatitis. Student immunizations must be current. Every student is taught Standard and Transmission-Based Precautions, which includes safety measures to avoid contact and/or the spread of infectious organisms. Students are not routinely tested by the clinical facilities for N-95 mask fittings**; therefore, students should not be assigned to patients requiring this type of protective device. This includes patients with TB, patients who are undergoing testing to rule out TB; as well other infectious diseases requiring the use of an N-95 mask such as COVID-19.**

COURSE CLINICAL COMPETENCIES/EXPECTATIONS

Each course has a Required Skills Check-off list based on the individual course's clinical student competencies/expectations. These are located in each course Canvas shell. The student has the responsibility to complete the required skills during the course, either in the hospital clinical areas or in the skills lab. They must be done with competence as defined by the lead instructor by the end of the rotation. Please note that these skills must be

performed with supervision. Return the form *to the clinical instructor* at the end of the course, as instructed. The skills checklist will be placed in the student file along with the weekly and final evaluation forms.

STUDENT RESPONSIBILITIES FOR CLINICAL EVALUATION

Each student is responsible for:

1. Reviewing the clinical student learning outcomes in the course syllabus.
2. Following the instructions on the *Clinical Progress Form.*
3. Providing self-reflections of their performance in a timely, thoughtful, complete and succinct manner.
4. Collaborating with the instructor when they are having difficulty meeting clinical objectives or when improvement is needed.

USE OF WEEKLY CLINICAL PROGRESS FORM

Students and faculty document clinical performance on the *Weekly Clinical Progress Form.* The *Weekly Clinical Progress Form* is leveled for first- and second-year students. The forms are configured in a way that aligns with the student learning outcomes and addresses the NLN Core Competencies for Associate Degree Nursing. All weekly forms are submitted electronically. A link to the current form is available in the Student Forms section on the Grossmont Nursing website.

The student will complete the self-reflection portion of the weekly clinical progress form. Clinical faculty will instruct students on the specific SLOs that they are to address each week. Students are required to submit the form as directed by their faculty in each course. Based on the course's Clinical Student Outcomes, students write brief summary notes and reflective statements about their clinical performance in the "Student Self-Reflection" column.

Students are to address **how** they performed relative to the competencies, **not what** they did for the day. The student's notes are not a repetition of a Nursing plan of care nor a discussion of a patient. This is a self-reflection process. At the end of each week's notes, students should address their goals for the next clinical week.

Each week, after receiving the student's completed remarks, the instructor will write anecdotal remarks addressing the student's clinical performance. The instructor makes comments, suggests areas of improvement, and suggests goals for next week with the student (See following pages for an example of a completed form).

Rating Scale for Mid-Term and Final Faculty Evaluation of Clinical Performance

S = Satisfactory: Clinical performance is safe as demonstrated by the following:

- Safely demonstrates expected clinical outcomes/competencies.
- Applies nursing process in accordance with expected clinical outcomes/competencies.
- Utilizes critical thinking skills for clinical decision making (i.e., clusters data, analyzes the data, determines clinical significance, applies nursing process).
- Performs functions within prescribed timeframe.
- Requires only limited guidance when executing nursing care.
- Clinical patient research is sufficient to provide safe nursing care.
- The student's self-evaluation identifies perceived personal strengths and weaknesses pertaining to the clinical student learning outcomes and in the areas of Provider of Care, Manager of Care, and Member within a Discipline.

Action: The instructor, in consultation with the student, will identify and discuss areas for continued improvement and clinical focus.

NI = Needs Improvement: Clinical performance needs improvement if one or more of the following occurs:

- Clinical performance does not meet the clinical criteria in accordance with clinical outcomes/competencies.
- Essential information and background knowledge to perform effective patient care is deficient.
- Student lacks initiative to seek out learning opportunities.
- Student requires prolonged time to perform functions and/or requires frequent verbal and/or physical cues.
- The student's self-evaluation does not identify perceived personal strengths and weaknesses pertaining to the clinical student learning outcomes and in the areas of Provider of Care, Manager of Care, and Member within a Discipline.

Action: The instructor, in consultation with the student, will list and discuss events/actions that need improvement. Students are expected to reflect on the evaluation of areas that need improvement and address the areas the need improvement on the following weekly progress form.

U = Unsatisfactory: Clinical Performance is unsatisfactory if one or more of the following occurs:

- Unsafe clinical practice (any action or potential action by the student that jeopardizes or potentially jeopardizes patient safety).
- Student is unable to safely demonstrate the expected clinical outcomes/competencies.
- Inability of student to apply nursing process and/or theory at expected course level.
- Student requires continuous verbal and physical cues.
- Student received an NI (needs improvement) in a previous clinical and failed to meet the addressed areas of improvement as listed by the student and/or instructor.
- Clinical patient research is inadequate to provide safe and effective care.
- The student's self-evaluation does not identify perceived personal strengths and weaknesses pertaining to the clinical student learning outcomes and in the areas of Provider of Care, Manager of Care, and Member within a Discipline.

Action: The instructor, in consultation with the student, will discuss unsatisfactory events/actions. Additionally, the instructor must develop a remediation plan, on the Remediation Form, outlining requirements designed to assist the student to overcome identified deficiencies. Evaluation of unsatisfactory events/actions must be addressed on the Remediation form following the next clinical day.

NOTE: Clinical is pass/fail. Should a student not pass clinical they will receive a "D" grade for the course.

If a student receives feedback documenting a pattern of clinical performance that needs improvement or is unsatisfactory on weekly progress forms or *Mid-term Student Clinical Performance Evaluation*, the clinical instructor, in collaboration with the lead instructor and student, will develop a remediation plan, suggesting/requiring resources and activities designed to assist the student to overcome identified deficiencies. Remediation plans may include referral to the practice lab, referral to the computer lab, etc. If remediation is required, the student must provide proof to the instructor of completion of the required remediation. Subsequent weeks after remediation has taken place, the instructor will reevaluate the area of concern. The instructor will then address in the *Weekly Clinical Progress Form* or *Mid-term/Final Student Clinical Performance Evaluation* whether the student has mastered the area of concern.

The clinical instructor will return the completed weekly progress form to the student in a timely manner. Students are expected to read the instructor comments. Students will be provided with a copy for their records

A copy of the document is kept by the faculty and referred to when completing the "*Final Student Clinical Performance Evaluation*" form.

Observational experiences in clinical and/or specialty areas are considered a privilege. If a student is not meeting the clinical objectives of the course, or is not passing theory, the instructor can make the decision to not have the student participate in observational experiences in clinical or specialty areas.

SECTION V: COURSE CLINICAL FORMS

GROSSMONT COLLEGE NURSING PROGRAM

FIRST YEAR WEEKLY CLINICAL PROGRESS FORM *(EXAMPLE)*

NAME: Cindy Student
SEMESTER: Spring 2021
CLINICAL FACULTY: Prof. Smith

COURSE: Nurs 120
WEEK # 12 DATE: 7/18/2021
CLINICAL FACILITY: Sharp Grossmont 4W

CLINICAL COMPETENCY	STUDENT SELF REFLECTION
SLO #1. Demonstrates knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role by: a. Utilizing the nursing process and biopsychosocial theories in the development of a POC.	**a. This week, I was in the room when the doctor came in and told my patient she had cancer. I have never dealt with this situation before, and I was nervous after the doctor left. My patient took the news very well, and I could tell she wanted to talk. I took this time to get her out of bed and walk with her and she talked a lot. After this situation, I modified my plan of care to include patient education of effective coping skills.**
SLO #2. Demonstrates skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles of: **1. Provider of Care** a. Assessing needs of the patient and significant others from a developmental and cultural perspective. b. Performing a thorough assessment and incorporating patient data in developing a plan of care. c. Demonstrating caring relationships with patients and families. d. Evaluating the effectiveness of patient teaching. e. Performing *skills appropriate to the course*. **2. Manager of Care** a. Making appropriate decisions regarding nursing priorities. b. Managing time and resources effectively. c. Seeking assistance when needed. d. Advocating for the patient and family. **Member within a Discipline** a. Practicing within the parameters of individual knowledge and experience. b. Incorporating constructive feedback for performance improvement.	**1e. During this clinical I performed IVPB, IVP, oral meds, and a dressing change. Giving oral meds was straight forward, but I need to make sure my fingers don't get too near the exposed spike with the IVBP.** **2b. I managed my time well this week. I had already assessed pain, so I knew to bring in the pain medications with the 0900 meds. I also planned ahead and knew my patient had a noon antibiotic. I let my instructor know and was able to hang the antibiotic at 1130 when I did the blood sugar check.** **3a. I witnessed my Nurse delegating tasks that were appropriate for me and the CNA to do. 3 of her patients were fall risks, and prioritizing those that needed assistance for ambulating was very important for safety reasons. My Nurse was great at making every patient feel important and cared for, and I learned a lot from her.**
SLO #3. Demonstrates critical thinking skills in implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care by: a. Demonstrating appropriate clinical decision-making based on assessment of available patient data. b. Modifying nursing care plan as needed.	**3a. Pain was an issue for my patient this week, but we stayed on top of it with Norco. Her pain was 6/10 before the pain medication, and 1/10 afterwards. Her emotional needs to a new diagnosis of cancer were also a priority. I made sure to ask open ended questions which really worked. I think the patient wanted to talk about it but didn't bring it up until I did.**
SLO #4. Utilizes evidence-based research to provide quality health care, initiate change and improve nursing practice by: a. Utilizing evidence-based practice in the delivery of patient care (cite references).	**I learned about and used silver gauze to cover the patient's diabetic foot ulcer to inhibit bacterial replication. http://www.nursingcenter.com/Inc/JournalArticle?Article_ID=608156 under the Role of Silver.**

SLO #5. Employs the use of informatics and effective communication skills to manage and coordinate care in collaboration for the health care consumer in collaboration with other health care professionals by: a. Documenting accurately and in a timely manner. b. Encouraging the patient to be involved in the plan of care. c. Employing timely and effective communication with patients and families, team members, faculty and peers. d. Collaborating professionally with health team members to provide safe individualized care.	**5a. I had to take caution when documenting vitals on 2 patients. To prevent errors in documenting I charted the vital signs as soon as I left the room. This also allowed me to chart in a timely manner.**
SLO #6. Implements role of professional nurse within the community as defined by the California Nursing Practice Act and standards of Nursing Practice by: a. Practicing within the scope of the Nursing Practice Act. b. Adhering to ethical and legal standards, course and clinical guidelines per the student handbook.	**6b. When I punctured the IV bag lumen on the antibiotic piggyback, I immediately showed you the leak in a way that didn't alarm the patient. I did not want the patient not to receive all the medication to improve his condition, so we had to get a new antibiotic from pharmacy. Next time I need to hold the piggyback connection straight, so I do not do this again.**
SLO #7. Demonstrates the importance of life-long learning and quality improvement by: a. Utilizing resources for self-development by seeking learning opportunities. b. Identifying own strengths and weaknesses. c. Identifying quality improvement initiatives associated with patient care. d. Describing examples of the professional nursing role.	**7b. I need to keep working on spiking IVPB's. My strength this week was time management and feeling like I am connecting the dots. I want to try taking 2 patients next week.**

- A typed name shall serve as the Student's Electronic Signature: _____ Date: _____
- Goal(s) for next week:
- Reflection on previous week's goal(s):

- A typed name shall serve as the Faculty's Electronic Signature: _____ Date: _____
- **Faculty Comments and/or Areas of Concern**: *You did a great job establishing rapport with your patient and as a result modifying your plan of care. Good job anticipating and prioritizing your care. Practice becoming more fluid in IVPB administration. This will require practice in the lab and repetition.*

****Remediation Plan: If a student needs improvement in meeting course learning objectives, a remediation plan shall be developed, outlining requirements designed to assist the student to overcome identified deficiencies.**

GROSSMONT COLLEGE NURSING PROGRAM

FIRST YEAR MID-TERM/FINAL STUDENT CLINICAL PERFORMANCE EVALUATION

Note: This form is in addition to the Weekly Clinical Progress Form.

Student Name:	Course: Nurs	Semester/Year:
Site:	Instructor's Name:	

MID TERM	FINAL	Student Learning Outcomes
☐Met ☐Not met	☐ Met ☐Not met	1. Demonstrate knowledge of nursing practice utilizing biopsychosocial theories and concepts in the performance of the registered nursing role by: a. Utilizing the nursing process to develop a plan of care for patients using biopsychosocial theories and concepts in the implementation of patient care in the registered nursing role.
☐Met ☐Not met	☐Met ☐Not met	2. Demonstrate skills and attitudes necessary to perform as an associate degree nurse in the professional nursing roles of: Provider of Care, Manager of Care, and Member within a Discipline by: a. Satisfactorily performing the basic clinical competencies of a first-year student in the categories of Provider of Care, Manager of Care, and Member within a Discipline.
☐Met ☐Not met	☐Met ☐Not met	3. Demonstrate critical-thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems by: a. Applying the knowledge and critical thinking skills developed to safely provide basic patient care.
☐Met ☐Not met	☐Met ☐Not met	4. Utilize evidence-based research to provide quality health care, initiate change and improve nursing practice by: a. Utilizing evidence-based research in the planning and implementation of basic nursing care.
☐Met ☐Not met	☐Met ☐Not met	5. Employ the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals by: a. Utilizing communication skills (verbal, non-verbal, interpersonal and communication technology) while learning to practice the professional registered nursing role. b. Applying principles of time management and priority setting to provide care for patients in collaboration with other members of the health care team across the lifespan.
☐Met ☐Not met	☐Met ☐Not met	6. Implement the role of the professional nurse as defined by the California Nursing Practice Act and standards of nursing practice by: a. Acting as a patient advocate and recognizing and adhering to the responsibility and accountability as a nurse in accordance with the role of the professional nurse.
☐Met ☐Not met	☐Met ☐Not met	7. Demonstrate the importance of lifelong learning and quality improvement as part of their professional commitment to the nursing profession by: a. Promoting collaboration and the development of lifelong learning skills as they begin the role of the professional registered nurse.

Faculty Evaluation of Mid-term Progress: ☐SATISFACTORY ☐NEEDS IMPROVEMENT* ☐UNSATISFACTORY*

*Remediation Plan: If a student needs improvement in meeting course learning objectives, a remediation plan shall be developed, outlining requirements designed to assist the student to overcome identified deficiencies.

Mid-Term Instructor Summary:

Indicate any current clinical or behavioral remediation plan(s) if applicable:

Student's Signature* Date Signed

Instructor's Signature* Date Signed

Final Instructor Summary:

- **Indicate the resolution of any remediation plans if applicable:**

Final Clinical Grade: ☐PASS ☐NO PASS

Student's signature* Date signed

Instructor's signature* Date signed

*** A typed name will serve as an electronic signature for this evaluation form.**

NOTE: Clinical is graded as pass/fail. If a student does not pass clinical, they will receive a "D" grade for the course.

Criteria for Passing Clinical: (In order to pass the course, the student must pass **clinical**).
By the end of the course, the student must:

1. Achieve Pass on the final clinical evaluation.
2. Attend **all** laboratory sessions. NOTE: If absence is excused and unavoidable, and appropriate make-up experiences are available, student may arrange with the instructor for an appropriate make-up experience.

Revised 1/2023

GROSSMONT COLLEGE NURSING PROGRAM

SECOND YEAR MID-TERM/ FINAL STUDENT CLINICAL PERFORMANCE EVALUATION

Student Name:	Course: Nurs.	Semester/Year:
Site:	Instructor's name:	

MID TERM	FINAL	Student Learning Outcomes
☐Met ☐Not met	☐Met ☐Not met	1. Integrate knowledge of biopsychosocial theories and concepts when providing patient care by: a. Applying knowledge of nursing practice utilizing biopsychosocial theories and concepts in performing the professional nursing role. b. Formulating a holistic comprehensive plan of care for acute and chronic patients utilizing the nursing process, principles of health promotion and illness prevention, patient teaching and end of life care for patients throughout their lifespan.
☐Met ☐Not met	☐Met ☐Not met	2. Integrate the skills and attitudes necessary to perform as associate degree nurse in the professional nursing roles of: Provider of Care, Manager of Care, and Member within a Discipline by: a. Satisfactorily performing the complex roles, skills and responsibilities of a second-year student in the categories of Provider of Care, Manager of Care and Member within a Discipline.
☐Met ☐Not met	☐Met ☐Not met	3. Implement critical-thinking skills in the implementation of the nursing process while providing safe patient care and meeting the needs of culturally diverse patients within multidisciplinary health care systems by: a. Intervening competently and safely for groups of health care consumers in complex patient care situations within a multidisciplinary healthcare system.
☐Met ☐Not met	☐Met ☐Not met	4. Select evidence-based research to provide quality health care, initiate change and improve nursing practice by: a. Implementing evidence-based research in the planning and implementation of complex nursing care for individual, families, and groups of health care consumers. b. Evaluating the importance and effectiveness of evidence-based research in nursing practice.
☐Met ☐Not met	☐Met ☐Not met	5. Effectively employ the use of informatics and effective communication skills to manage and coordinate care for the health care consumer in collaboration with other health care professionals by: a. Integrating communication skills (verbal, nonverbal, interpersonal and communication technology) into the practice of the professional registered nursing role. b. Collaborating with other health team members to organize, manage, delegate and coordinate patient care for the health care consumers and family members across the lifespan.
☐Met ☐Not met	☐Met ☐Not met	6. Distinguish the role of the professional nurse as defined by the California Nursing Practice Act and standards of nursing practice by: a. Assuming responsibility and accountability for the student's nursing action (s) as they undertake the role of the professional nurse. b. Making complex clinical decisions that support health care consumer advocacy based upon the ethical and legal principles as described in the California Nursing Practice Act and the American Nurses Association Code of Ethics.
☐Met ☐Not met	☐Met ☐Not met	7. Support the importance of lifelong learning and quality improvement as part of professional commitment to the nursing profession by: a. Assuming responsibility and commitment toward lifelong learning in the areas of evidence-based healthcare, informatics, practice-based learning self-reflection and assessment as the student undertakes the role of the professional registered nurse.

Faculty Evaluation of Mid-term Progress: SATISFACTORY NEEDS IMPROVEMENT* UNSATISFACTORY*

*Remediation Plan: If a student needs improvement in meeting course learning objectives, a remediation plan shall be developed, outlining requirements designed to assist the student to overcome identified deficiencies.

Mid-Term Instructor Summary:

Indicate any current clinical or behavioral remediation plan(s) if applicable:
Final Instructor Summary:

1. **Indicate the resolution of a remediation plans if applicable:**

Final Clinical Grade: ☐PASS; ☐NO PASS

Final Instructor Summary:

Student's signature* Date signed

Instructor's signature* Date signed

*** A typed name will serve as an electronic signature for this evaluation form.**

NOTE: Clinical is graded as pass/fail. If a student does not pass clinical, they will receive a "D" grade for the course.

Criteria for Passing Clinical: (In order to pass the course, the student must pass **clinical**).

By the end of the course, the student must:

1. Achieve a Pass on the final clinical evaluation.

2. Attend **all** laboratory sessions. NOTE: If absence is excused and unavoidable, and appropriate make-up experiences are available, student may arrange with the instructor for an appropriate make-up experience.

SECTION VI: STUDENT AND PROGRAM POLICIES

GROSSMONT COLLEGE
NURSING PROGRAM

ACADEMIC INTEGRITY POLICY

Effective: 06/2015
Reviewed: 06/2016; 07/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: 07/2016; 01/2020; 03/2023

Associate Dean of Nursing

BACKGROUND:

The nursing profession demands the highest moral and ethical standards. All students at Grossmont College are expected to comply with the institution's high standards of academic integrity and avoid instances of dishonesty at all times. Students have the responsibility to adhere to an academic honor code, which upholds the integrity of the institution and the educational process so that all students have an equal opportunity to demonstrate their academic abilities. Academic fraud includes but is not limited to cheating, plagiarism, plagiarism on the Internet, falsification and/or fabrication and intentional deception.
Academic fraud is a serious violation of Grossmont College Student Code of Conduct, which states, "*Student conduct must conform to District and College rules and regulations. If a Student Code of Conduct violation occurs while a student is enrolled in any program of instruction within the District, … the student may be disciplined for : (13) Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty; (14) Dishonesty, forgery; alteration or misuse of District documents, records or identification, or knowingly furnishing false information to the District; and (19) Unauthorized preparation, giving , selling transfer, distribution or publication for any commercial purpose of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction including but not limited to handwritten, or typewritten class notes, except as permitted by any district policy or administrative procedure."* (Grossmont College Catalogue, Student Code of Conduct, 2019-2020)

POLICY:

Students who are found to be cheating or plagiarizing or any other acts of academic dishonesty will:

1. **Meet with the Associate Dean of Nursing, and faculty for the course in which the incident occurred.**
2. **In consultation with the Associate Dean of Nursing, the faculty will complete the Grossmont College Academic integrity Incident Report Form and report incident to the Dean of Student Affairs**
3. **The faculty will create a behavioral contract and review with the student. The behavioral contract is shared with all nursing faculty for the course the student is enrolled.**
4. **As a result of the academic dishonesty, the student will receive a zero for the assignment, may also receive a failing grade for the course, and may be dismissed from the program.**

GROSSMONT COLLEGE
NURSING PROGRAM

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES POLICY

Effective: 04/2017
Reviewed: 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: 06/2018

Associate Dean of Nursing

DEFINITION:

Grossmont College is committed to establishing and maintaining a learning environment that is supportive of diverse perspectives as a foundation in the education of all students. The Nursing Program challenges diverse students to develop sound clinical judgment and reasoning skills in a trusting and caring learning environment that fosters personal growth. To this extent, students with disabilities are encouraged to make an appointment with the counselors at the Accessibility Resources Center (ARC) and to take advantage of all resources on campus to help them be successful.

Section 504

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . " (US Department of Education, https://www2.ed.gov/about/offices/list/ocr/504faq.html).

POLICY:

- Students with documented accommodations from Grossmont College ARC offices will be provided *reasonable accommodations* as deemed necessary to assist the students in their learning.
- Any student who has been assessed by ARC and received recommendations for accommodations related to their academic or clinical performance requirements has the responsibility to contact the faculty of record to discuss any concerns and plans for *reasonable accommodations.*
- Students should not expect to receive any form of accommodation without documented recommendations for accommodation from Grossmont College ARC offices.
- Students who have been assessed by ARC and given recommendations for accommodations to record lectures in the academic setting, will be asked to sign a waiver by the counselor in ARC. After verification of students' signatures is obtained, students will be permitted to record the lecture class.
- In some classes, faculty may opt to use voice over PowerPoint, or pre-recorded lectures which will be used in lieu of the student recording the class.
- All mandates of the waiver will be followed, and in the event that any one of the mandates of the waiver are violated, this may be cause for dismissal from the program.

Students with disabilities who may need accommodations in any class must follow the process on the *Necessary Skills of the Nursing Student Form* posted on the nursing website under student forms, developing a plan in conjunction with Accessibility Resource Center (ARC). Students may contact ARC in person in Griffin Center (building 60-office number 120) or by phone at (619) 644-7112. The faculty will work with the student and the ARC office to provide **reasonable accommodations as deemed necessary by ARC**.

GROSSMONT COLLEGE
NURSING PROGRAM

ADMISSION POLICY

Effective: 01/2023
Reviewed: 01/2023
Revised: N/A

Associate Dean of Nursing

Background:

Admission to the Grossmont College Nursing program is restricted in the number of students that can be admitted each year. There are two admission periods each year; January and July. Much consideration is taken in selecting the students. Selection is based on a point system using a multi-criteria selection process. The multi-criteria selection process provides a more equitable opportunity for admission.

Policy:

The criteria for admission, electronic application and selection process information are available on the Nursing Program website.

- Nursing program has an electronic application process. Applications are only accepted during these dates; January 1-31 for fall semester and July 1-31 for spring semester.
- Students applying to the program must have completed all the pre-requisites for the program and have taken the TEAS test prior to submission of electronic application. Incomplete applications and applications not meeting the requirements are considered ineligible.
- Once the application period is closed, all applications are reviewed and scored using a multi-criteria selection process. Points are awarded based on the supporting documentation provided within the application.
- Students are provisionally selected and notified of their provisional selection status. Provisional selected students must respond and accept the provisional status. Students who do not accept their provisional enrollment status will be replaced with another student.
- There is no postponing acceptance or delaying enrollment. Should a student decline acceptance, the student must reapply to be considered again.
- All students accepting their provisional status will be provided further instructions for how to send their official transcripts from all colleges they have attended and information on additional requirements including health and safety requirements to continue enrollment process.
- Provisional acceptance is lifted once all of the student's transcripts from every college they have attended has been received and verified
- Students accepted into the program must maintain good standing and ongoing requirements described in policies outline in the Nursing Student Handbook.

GROSSMONT COLLEGE
NURSING PROGRAM

APPEALS PROCESS POLICY AND PROCEDURE

Effective: 06/2015
Reviewed: 06/2016; 07/2017; 06/2018; 08/2019; 06/2020; 08/2021; 08/2022
Revised: 08/2019

Associate Dean of Nursing

BACKGROUND:

Most complaints, and/or grievances should be resolved at the department level. Students may request initiation of the appeals process for an unresolved issue and/or problem as it relates to the program. Theory and clinical grades are determined by the instructor of the course and may only be appealed under certain conditions per Education **Code 76224.** Students are encouraged to work through the chain of command before escalating issues to the highest level. Students who wish to file a grievance through an appeals process should follow the Appeals Policy and Procedure listed below (Adapted from Grossmont College website Student Affairs).

POLICY:

NOTE: There are no Appeals Committee meeting dates in the summer as faculty who serve on the committee are not available during the summer.

- Students should first meet with the faculty member involved to discuss complaints, issues or concerns **within 5 working days of the situation** and attempt to resolve the problem at this level.
- If the issue cannot be resolved, the student meets with the Associate Dean of Nursing within **5 working days of the situation.**
- If the issue cannot be resolved with the Associate Dean of Nursing, the student meets with the Senior Dean of Allied Health and Nursing to discuss the issue and seek resolution.
- If the issue cannot be resolved with the Senior Dean of Allied Health and Nursing, the student initiates the appeals process by submitting a letter to the Division Dean who will contact the Appeals Committee Chair.
- The letter should include information about and clearly state the intent to appeal, the nature of the problem and the requested outcome (*please see Appeal Process Form in this handbook*).
- The Division Dean should receive the letter **within 5 working days of the situation.**
- The student will be allowed to continue attending lecture/clinical/lab/seminar/simulation until the Appeals Committee meets and formulates a recommendation concerning the appeal.
    a. **For issues such as drugs, alcohol potential criminal conviction, unsafe clinical practice or other behavioral issues, a student may not be allowed to remain in the classroom, lab or clinical.**
    b. In these circumstances, attendance to class, lab or clinical will be decided by the recommendation of the faculty member involved with the student's issue.
- The Chair of the Appeals Committee will call a meeting to formally review the appeal within 5 working days of the appeal request made by the student.
- The Chair of the Appeals Committee will notify the student by phone and email with the date and time of the appeal hearing.
- The student may call witnesses to the appeal hearing.
- The student must notify the Senior Dean of Allied Health and Nursing in writing with the names of the witnesses prior to the scheduled hearing.

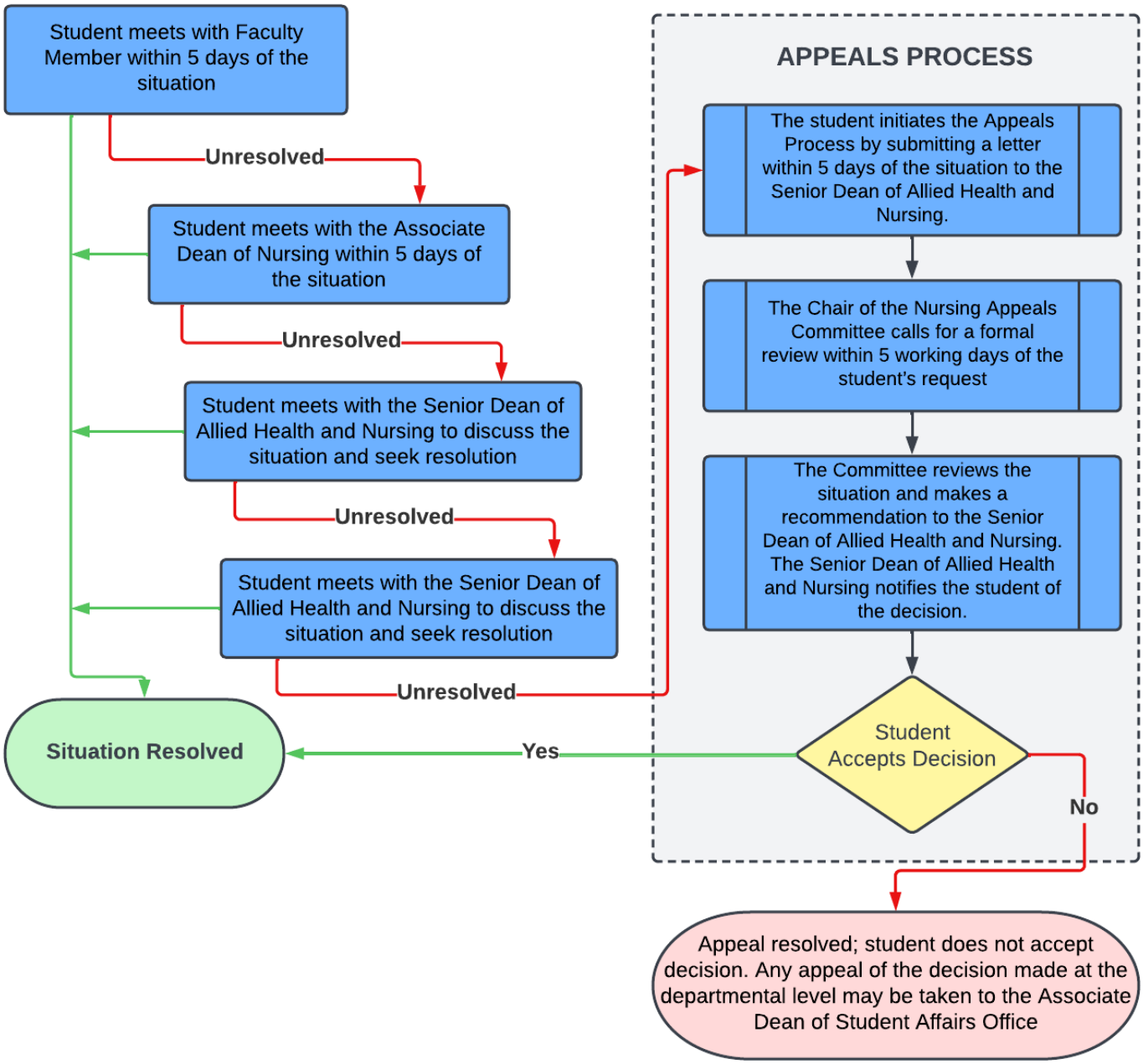
MEMBERSHIP ON THE APPEALS COMMITTEE:

- The Chair of the Appeals Committee will be selected from a member of the full-time nursing faculty as needed when the Appeals process has been initiated by a student.
- Each time the Appeals Committee convenes, the Chair will appoint two faculty members from the Nursing Program and request one faculty or coordinator from the Health professions programs.
- Neither the Chair nor any faculty member serving on the Appeals Committee will have been directly involved with the issue being appealed.
- No participant on the Appeals Committee may be a licensed attorney or trained as an attorney.
- No attorney may participate verbally during the meeting with the Appeals Committee.

COMMITTEE PROCEDURES & CHAIR DUTIES:

- Appoint a recorder.
- Convene the meeting 30-40 minutes prior to the hearing to review the policy in question and any documents submitted by the student filing the appeal.
- Introduce committee members.
- Have all committee members sign a confidentiality statement.
- State purpose of the meeting and student's request.
- Facilitate the appeal hearing.
- Call for a vote based on student's request.
- Render the recommendation of the Appeals Committee to the Senior Dean of Allied Health and Nursing.
- The Senior Dean of Allied Health and Nursing will communicate the final decision of the Appeals Committee to the student by phone and in writing within 2 business days.
- Maintain minutes of the appeal hearing in a secure file in the Nursing Department.
- Provide a summary of the meeting to include:
    a. A list of those on the committee.
    b. Results of the vote.
    c. List of evidence presented by both parties.
    d. Names of any witnesses that participate in the hearing.
- The student should be prepared to discuss the issue and defend his/her position concerning the situation under appeal.
- The student will have a 30-minute time limit for presentation of any materials to support the appeal.
- The instructor will have a 30-minute time limit for presentation related to the appeal.
- At the conclusion of the presentation of evidence by both parties, and any closing statements, the Chair will dismiss all participants from the hearing, except for the hearing panel, to begin confidential deliberation on the appeal.
- The Appeals Committee recommendation will be made by secret ballot.
- The Chair will inform the Senior Dean of Allied Health and Nursing and the faculty member in writing of the Committee's recommendation.
- Any decision made at the departmental level may be taken to the Associate Dean of Student Affairs office.

Appeal Process Algorithm



Appeal Process Form

Please Note: The student must complete this form in its entirety and submit it to the Nursing Department within 5 working days of the issue.

1.This is my formal letter of intent to appeal the (state the grievance here).

2.Describe with specific examples exactly what the issue is. Please provide specific examples that support the issue you are appealing.

3. Please state your desired outcome:

Print Name: _____ Date: _____

Effective: 08/2011
Last Revised: 08/2016

GROSSMONT COLLEGE
NURSING PROGRAM

BEHAVIORAL CONTRACT POLICY

Effective: 05/2014
Reviewed: 06/2016; 07/2017; 06/2018; 06/2019; 06/2020; 08/2021
Revised: 06/2016; 06/2019

Associate Dean of Nursing

BACKGROUND:

Professional values are practical standards that create a framework for evaluation of attitudes and ideas influencing behavior in nurses. Acquisition of professional values is the heart of professional development. Professional attitude is a sense of experiences that makes up a professional identity. Professional self-concept is the result of skills training, and professional development. Professionalism is an expectation of all students.

POLICY:

- The lead course instructor will initiate a behavioral contract on any student identified as not meeting professional expectations. **Professional issues include but are not limited to**: late submission of assignments, quizzes, or homework; unprofessional communication; incivility to faculty, peers, and clinical staff; violation of dress code; tardiness; and attendance issues.
- The clinical instructor will collaborate with the lead course instructor on the development of a behavioral contract for any student identified as not meeting professional expectations.
- The behavioral contract will be individualized for each student and will remain in effect for the duration of the program.
- Faculty initiating the contract will meet with the student to review and sign the contract, acknowledging the terms of the contract.
- **The contract remains in effect even if the student declines to sign the form.**
- In each successive semester, the student and faculty will review the contract at the beginning of each course.
- Failure to follow the recommended actions outlined in the contract may result in the student's dismissal from the program; consequently, the student may not be eligible for re-entry to the program.

Behavioral Contract

Date: _____
Student:_____

Course: _____
Lead Course Faculty: _____
Adjunct/Clinical Faculty: _____

Reason for Contract:
☐Unprofessional Behavior
☐Attendance Issues
☐Other _____

Environment/Setting:
☐Classroom
☐Clinical site
☐Other _____

Problem Area	Action(s), including consequences	Date to be completed	Faculty signature/date completed
☐Unprofessional Behavior *(List/Describe)*	*(Examples)* ☐ Any further instance of coming to clinical unprepared will result in dismissal from the Nursing Program. ☐ Any further instance of unprofessional communication with faculty, staff, peers or patients will result in dismissal from the Nursing Program. ☐ Any further instance of unprofessional behavior with faculty, staff, peers or patients will result in dismissal from the Nursing Program. ☐ Student to write a one-page reflection on professional communication, describing 5 examples of what may be considered unprofessional communication.	Ongoing Ongoing xx/xx/xx	N/A N/A
☐Attendance– *(List specific issues)*	☐ Student must remain in compliance with the Attendance policies set forth in the student handbook. Any theory absences exceeding the number of hours the class meets per week will result in dismissal from the Nursing Program. ☐ In the instance of a clinical absence, the instructor must be notified by email no later than 2 hours prior to the clinical start time. The student must contact the instructor within 48 hours following the clinical absence to discuss options for making up the hours. Failure to communicate with the faculty as outlined above, or failure to follow through on the arrangements for a clinical absence will result in dismissal from the Nursing Program.	Ongoing	N/A
☐Failure to respond professionally to constructive criticism. *(Describe)*	☐ Any further instance of described unprofessional behavior in response to constructive criticism will result in dismissal from the Nursing Program.	Ongoing	N/A
☐Time Management *Describe the specific issues:* 1. Late submission of assignments. *(Describe/list examples)*	☐ Any further instance of a late submission of course assignments, including clinical requirements, will result in dismissal from the Nursing Program.	Ongoing	N/A

Behavioral Contract developed by full time faculty in collaboration with clinical faculty as needed.

Faculty initiating the contract will review and sign with the student, acknowledging the terms of the contract. In each successive semester, the student and faculty will review the contract at the beginning of the semester.

Initiation of Contract:

I, _____, have reviewed the Behavioral Contract. Failure to implement the actions listed on the contract will result in dismissal from the Nursing Program.

Comments:

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

Semester Review of Contract:

Comments:

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

Semester Review of Contract:

Comments:

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

Semester Review of Contract:

Comments:

Student signature: _____ Date: _____

Faculty signature: _____ Date: _____

Completed form to be maintained in the student's ELECTRONIC file in the Nursing Office. The contract will be reviewed and signed at the beginning of each semester, and the updated copy will be maintained in the student file. This ongoing contract will be sent to specific course and clinical faculty as the student progresses through the Nursing Program.

Effective: 05/2014
Revised: 08/2015; 1/2023

GROSSMONT COLLEGE
NURSING PROGRAM

CHALLENGE EXAMINATIONS/ADVANCED PLACEMENT FOR MILITARY-TRAINED HEALTHCARE PERSONNEL POLICY

Effective: 06/2016
Reviewed: 07/2017; 06/2018; 07/2019; 06/2020; 08/2021
Revised: 07/2019; 01/2020; 01/2023

Associate Dean of Nursing

BACKGROUND:

This policy has been updated to be in compliance with the information provided by the California Board of Registered Nursing (BRN) in EDP-I-37, revised in September 2019. According to current BRN California Code of Regulations (CCRs), individuals who present with relevant military education and experience equal but not limited to Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic), or Air Force Independent Duty Medical Technician (IMDT 4N0X1C) are eligible for advanced placement in a pre-licensure Nursing Program. Any nursing courses can be challenged; however, individuals must have prior relevant education and experience that meet the specific requirements of each course. The Nursing Program limits the total number of units of nursing courses which may be challenged to 8 units of nursing.

1. Military experience and/or education must be within the previous 2 years prior to the application period. The following are examples of documentation to be submitted:
    a. DD Form-214 demonstrating honorable military discharge.
    b. Official transcripts with syllabi of relevant military education and clinical experience demonstrating satisfactory completion of coursework and clinical experience.
2. Applicants must meet all general entrance requirements of the Associate Degree Nursing Program, including but not limited to completion of science pre-requisite courses and the Test of Essential Academic Skills (TEAS).
3. In order to be eligible to challenge nursing courses, individuals must score in the top 40 of the applicants applying to the Nursing Program as determined by the California State Chancellor's multi-criteria screening tool.
4. Applicants considering this option should review the *College Credit by Examination Policy in the College Catalog (Under Credit by Examination)* and Class Schedule.
5. Advanced placement of Military-trained students into the Associate Degree Nursing Program is contingent upon space availability and successful passing of the challenge exams:
    a. Written Course challenge exam with minimum score of 75%.
    b. Dosage Calculation challenge exam with a minimum score of 75%.
    c. Passing score on Skills competency challenge exam.
6. Information regarding evaluation and granting equivalency credit through challenge exams is available on the Grossmont College nursing website.

PROCEDURE:

1. Interested candidates must request an appointment with the Associate Dean of Nursing prior to applying to the Nursing Program to discuss eligibility requirements for the Associate Degree Nursing Program.
2. Interested candidates must complete the entire nursing application which can be found on the Grossmont College Nursing Website during the application periods. Additional information that must be included with the application is evidence of relevant military experience and education.
3. If a candidate is provisionally accepted into the Nursing Program, they must make an appointment with the Health Professions Specialist for Nursing to arrange for scheduling of the challenge exams at least 8 weeks prior to the start of the semester. The sooner this appointment is, the more opportunity to study prior to the challenge exams.
4. At the time of the meeting with HPS, the candidate will be provided information and materials including:
    a. Course syllabus, including course objectives, content outline, and Textbook list.
    b. Example of style and format of challenge examinations.
5. Challenge exams are administered on campus at a specific day and time approximately 6 weeks prior to start of each semester.
6. The applicant will be informed of the results of the challenge exams within one week of taking them.
    a. If the candidate does not pass all portions of the challenge exam, the candidate will have the option to take the course they attempted to challenge (NURS120).
    b. If the candidate does pass all portions of the challenge exam, the candidate will have the option to take NURS118-Pharmacology 2 units by itself or along with the 10 units of courses in second semester for a total of 12 units.
    c. The candidate must be compliant with Complio if the candidate is opting to take NURS118 with all second semester courses.

GROSSMONT COLLEGE
NURSING PROGRAM

CHALLENGE EXAMINATIONS/CREDIT BY EXAMINATION POLICY FOR THE LVN

Effective: 06/2015
Reviewed: 06/2016; 07/2017; 06/2018; 07/2019; 08/2021
Revised: 07/2019; 06/2020

Associate Dean of Nursing

BACKGROUND:

Credit by examination allows students to gain credit for a specific nursing course by demonstrating mastery of the subject matter. PROVISIONALLY ACCEPTED students may test out of certain courses by taking a formal challenge examination for credit. Students with previous experience or education which does not qualify for transfer credit may earn credit by passing challenge examinations. Challenge examinations may be taken for NURS 118 Pharmacology, NURS 120 Fundamentals of Nursing, and NURS 132 Obstetric and Pediatric Nursing. These challenge exams are conducted during NURS 210 LVN-RN Bridge Course. The Nursing Program limits the total number of units to **15 units of nursing courses** which may be challenged.

POLICY:

- In order to challenge a nursing course, students must be provisionally accepted in the Nursing Program.
- Applicants considering this option should review the *College Credit by Examination Policy in the College Catalog* (Under Credit by Examination) and Class Schedule.

PROCEDURE:

- Students considering a challenge examination should first meet with the Associate Dean of Nursing once provisionally accepted into the program and no later than 8 weeks prior to starting the Nursing Program to discuss advanced placement options, eligibility for the challenge examinations, and challenge procedures.
  NOTE:
  a. Students should allow sufficient time to complete the challenge process.
  b. In the event that students are not able to complete the challenge process, students will be expected to enroll in the desired course.
  c. Students cannot be enrolled in the course that they are planning to challenge.
- For eligible candidates, the course syllabus/syllabi (including a textbook list) will be provided.
- An instructor will be assigned to administer the challenge examination.
- Students must pay the registration fees for the course prior to administration of the challenge examination.
- Just as all students who take the course must pass with a score of 75% or higher, so must the provisionally accepted student taking the challenge exam.
- Students are reminded that whatever grade is earned on the challenge examination (including a failing grade) is entered on the permanent college transcript.
- Challenge examinations for nursing courses at Grossmont College Nursing Program may contain both written and performance components.
- LVN's may challenge the following nursing courses:
  - NURS118- Pharmacology
  - NURS120- Fundamentals of Nursing
  - NURS132- Pediatric and Obstetric Nursing
- Students take an NCLEX-RN™ style written examination of course content and obtain at least 75% to pass.

- Once the student has passed the written portion of the challenge exams, the student will be given a dosage calculation quiz. The student must pass this dosage calculation exam with a grade of 75% or higher.
- Students who pass the written portion of the challenge exams and dosage calculation quiz, are expected to demonstrate competency in the skills required in the syllabus/syllabi for the course that they are challenging.
- A nursing faculty member who teaches the course being challenged will evaluate the students' performance on the skills examination.
- The clinical evaluation may be given in the practice laboratory at the discretion of the nursing faculty member.
- Students who successfully pass a course by challenge examination will be accepted into the next nursing course on a space available basis.

GROSSMONT COLLEGE
NURSING PROGRAM

CHILDREN ON CAMPUS POLICY

Effective: 06/2017
Reviewed: 06/2018; 06/2019; 06/2020; 08/2021
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

Grossmont College is committed to providing a safe and effective teaching and learning environment for all students and a safe and effective workplace for all faculty and staff. Nursing faculty value family life and recognize that students in the Nursing Program have many responsibilities including the responsibility of caring for children. When regular childcare is unavailable, parents or legal guardians of children are confronted with the difficult decision of whether or not to bring children to the campus. The Nursing Program follows the District policy (AP 3840) and supports the position that children should not be brought into offices, classrooms and other instructional and student support areas in lieu of having a regular childcare provider.

POLICY: Per District Policy AP 3840

- Children are not permitted on campus unless they are enrolled in the Child Development Center or other instructional programs in the District.
- Children are not permitted in classrooms or lab areas particularly where there is dangerous equipment of substances in use.
- Children are not permitted in the lab while students are practicing skills or other nursing procedures.
- Children may occasionally accompany a student or an employee to the District or college site for a brief visit. In these instances, children must remain under the continuous supervision of the adult responsible for them and their presence should in no way obstruct or diffuse services or work duties in the areas.
- Children are the responsibility of their parents or legal guardians and at no time should staff or faculty be asked to supervise the children of students or co-workers.

Note: Visitors to all district facilities and events are subject to all relevant district policies and regulations. No liability will be accepted by the District, or any of its agents or staff, for the consequences of children being on campus.

GROSSMONT COLLEGE
NURSING PROGRAM

CIVILITY POLICY

Effective: 06/2016
Reviewed: 06/2017; 06/2018; 06/2019; 08/2021; 08/2022
Revised: 06/2020

Associate Dean of Nursing

BACKGROUND:

Civility is treating others and ourselves with respect, dignity and care. Civility is evident when we are sensitive to the impact that our communications, practices and behaviors have on others, and when we acknowledge each other's self-worth and unique contributions to the community as a whole. Incivility includes any and all forms of disrespect or disregard for instruction, instructors, staff, fellow-students, and others.

Nursing education plays a significant role in fostering civility in academic and practice environments. The concepts of community and social justice are central to the mission and philosophy of the Grossmont College Nursing Program. Faculty, students and staff are committed to promoting a healthy environment that supports learning, academic integrity, open communication, and personal and professional growth among the diverse student body and the academic community. The Nursing Faculty and staff believe that these commitments are grounded in personal and professional accountability and in the values of inclusivity and mutual respect.

The American Nurses Association Code of Ethics requires nurses to treat their colleagues, students, and patients with dignity and respect and states that any form of harassment, disrespect or threatening action will not be tolerated. The Code of Ethics provides a framework of objective guidelines to promote accountability of nurses for their actions and gives strong rationales to foster cultures of civility.

Grossmont College Nursing Program students are held to the highest ethical standards in and out of the clinical setting, the classroom, on campus, or in the community. Any form of incivility is unacceptable. To ensure a dynamic and respectful teaching, learning and clinical practice environment that fosters a sense of community, students are expected to adhere to these guidelines and maintain at all times a high standard of civil, respectful, and professional conduct in all academic and clinical interactions.

Per the Education Code Section 76034, and the College Code of Student Conduct, "*Student conduct must conform to District and college rules and regulations. If a Student Code of Conduct violation occurs while a student is enrolled in any program of instruction within the District, to include distance education programs, the student may be disciplined…. Including but not limited to the removal, suspension or expulsion of a student."*

POLICY:

Based on the American Nurses Association Code of Ethics, students are expected to be civil at all times when on campus, in clinical, in the community, or any time representing the Nursing Program. The following are examples of civil behaviors that students are expected to adhere to:

Facilitation of an open, respectful, and caring environment
Acceptance of the responsibility and accountability for one's own behavior when interacting with patients/families, students, faculty, and staff
Protection and respect of the rights and property of others
Speaking and/or behaving in a manner that does not disrupt or interfere with the learning or work of others
Practicing personal and academic integrity

Demonstrating respect for others by actively discouraging discriminatory conduct, gossip, bigotry, violence, coercion, or intimidation against any patient/family, student, faculty, staff or community member
Empowering faculty to resolve conflict when necessary

A report of student misconduct or infringement with regard to civility/incivility behaviors and/or the College Student Code of Conduct may lead to dismissal from Grossmont College Nursing Program.

GROSSMONT COLLEGE
NURSING PROGRAM

CLASSROOM ATTENDANCE AND CONDUCT POLICY

Effective: 07/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 08/2021; 08/2022
Revised: 06/2016; 06/2020

Associate Dean of Nursing

BACKGROUND:

The educational focus needs to be directed at advancing the science of nursing education through application of theory to clinical and evidence-based practice research. Students are expected to attend all classes and to conduct themselves professionally while in class.

POLICY:

- Students are responsible to notify the course instructor in advance if they will be absent from class.
- The hours of theory absences per semester may not be greater than the number of hours the class meets per week.
- If a student is absent and a quiz is given, the student will receive a zero.
- There is no makeup for quizzes.
- Should the theory absences exceed the number of hours the class meets per week, the lead instructor and/or teaching team will meet to consider dropping the student from the class.
- Should the student be dropped for excessive absences the student will need to schedule an exit interview and start the re-entry process.
- If a student is dropped for excessive absences, this will count as a program attempt. The student will only be eligible for one re-entry into the Nursing Program.
- If a student leaves a scheduled class due to injury or illness and is referred to see a Healthcare Provider (e.g., an ER, Urgent care, or clinic setting), the student is responsible to provide a note clearing the student to return to class without restrictions prior to return to class. This note must be written on letterhead or stamped with the facility stamp and signed by a Healthcare Provider.
- Repeated tardiness is disruptive to the class and interferes with learning. A student who has been tardy three times will receive a classroom absence.
- The College's "Student Code of Conduct" will be observed.
- For hybrid courses, see the course syllabus for attendance policies.

GROSSMONT COLLEGE
NURSING PROGRAM

CLINICAL/CAMPUS LABORATORY ATTENDANCE AND CONDUCT POLICY

Effective: 07/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022; 01/2023
Revised: 06/2016; 01/2023

Associate Dean of Nursing

BACKGROUND:

Each course has been assigned a specific unit value and is based upon a curriculum submitted to the California Board of Registered Nursing. Clinical portions of courses make up a significant part of nursing curriculum. Researchers describe the clinical component of a Nursing Program as the heart of professional education giving the student an opportunity for consolidating knowledge, socializing into the professional role, and acquiring professional values. Clinical experience allows students to combine cognitive, psychomotor, and affective skills to develop into competent professionals. Clinical education takes place in a complex social context that requires the application of a variety of skills simultaneously in an unpredictable environment. The student is able to sharpen critical thinking skills and learn how to prioritize tasks while interacting with the patients, their families, nurses, and other professionals in a clinical facility. A major portion of clinical assessment and evaluation takes place through direct observation and discussion. When students are absent from clinical, it may prevent the student from meeting the required hours, as well as making it difficult for the student to meet their course objectives.

POLICY:

- Students are expected to attend clinical and lab on time and dressed in their Grossmont College Nursing uniform.
- Students are expected to attend all clinical and campus lab sessions. If the clinical absence is excused and unavoidable, and appropriate make up experiences are available, students may arrange with the instructor for a make-up experience. The specific make-up assignment will be determined by the clinical instructor, in consultation with the lead course instructor.
- Should make-up of equivalent clinical experience be approved and available, it must be completed by the date stipulated by the faculty.
- The instructor and/or the teaching team will evaluate any absence beyond the first one. The decision to grant a make-up will be based on the student's ability/opportunity to meet the objectives of the course.
- Excessive clinical absences may result in a student not meeting the clinical objectives, which in turn constitutes failure of the nursing course. The student is then subject to the re-entry policy.
- **Students are responsible for notifying the clinical instructor of any change in their health status which may impact their own and/or patient safety.**
- If a student leaves a scheduled clinical shift due to injury or illness and is referred to see a Healthcare Provider (e.g. an ER, Urgent care or clinic setting), the student is responsible to provide a note from the Healthcare Provider clearing the student to return to clinical without restrictions prior to return to the clinical setting. This note must be written on letterhead or stamped with the facility stamp and signed by a Healthcare Provider *(see medical clearance form at the end of this policy).*
- Students who are late for the clinical laboratory may be sent home and this will constitute a clinical absence.
- Students who are unprepared for lab or clinical assignment may be sent home by the instructor and this will be considered a clinical absence. This will result in an unsatisfactory grade on the student's *Clinical Evaluation Performance Form*.

- Students are expected to notify the clinical instructor and agency (in accordance with the policies established during hospital orientation) for any illness occurring on a clinical day and who are unable to report to the clinical facility where assigned.
- Students who become ill or injured during the Nursing Program requiring a clinical absence of more than one day will need to submit a letter from their physician clearing them to return without restrictions in the clinical setting.
- When in the clinical setting, students are expected to wear their Grossmont College Picture Identification Badge. Students who inadvertently forget their identification badge will be given 1 hour to retrieve their identification badge. If unable to retrieve the ID badge within 1 hour, the student will be sent home, and this will count as an unexcused clinical absence.

Please Note: For patient and staff safety, students should not come to clinical when ill. The clinical instructor has an obligation to send the student home and to discuss possible clinical make-up at a later date. Clinical makeup is not guaranteed; however, the instructor will make every attempt to provide clinical make-up. If a clinical make up is not available, the student may be given an incomplete for the course. All incomplete grades must be resolved before the student can continue in the program.

GROSSMONT
COLLEGE

Medical Clearance Form

Medical Clearance is required for students following a faculty referral to a Health Care Provider for an injury or illness which occurs during enrollment in the Nursing Program.

_____ is currently a nursing student in the Grossmont College Nursing Program.

Nursing students are frequently exposed to a variety of conditions which include, but are not limited to, standing for a length of time, lifting, blood and body fluids, and infectious processes.

Due to their recent medical condition, Health Care Provider's clearance is required for attendance and participation in the Nursing Program.
Please check below the areas that the student may attend and participate in.

The student may attend and participate fully in the Nursing program which includes:
☐ class ☐ nursing skills lab
☐ nursing clinical

If not checked above,
please describe the restrictions and anticipated length of restrictions that are recommended.
_____
_____
_____

By signing, I acknowledge that I have cleared the student for attendance of Grossmont College Nursing program. in the areas checked above

Health Care Provider's signature: _____Date: _____

Health Care Provider Stamp:

Effective: 07/ 2015

Revised: 6/2020

GROSSMONT COLLEGE
NURSING PROGRAM

COMMUNITY SERVICE REQUIREMENT POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 08/2021
Revised: 06/2016; 06/2018; 06/2020; 08/2022; 04/2023

Associate Dean of Nursing

BACKGROUND:

For many years, nurses have been nominated as one of the most trusted professions. This honor has been bestowed upon nursing deservingly: nurses frequently go above and beyond the call of duty to make a difference in someone else's life. Service should not be limited to "on-the-job," but extend to the community also.
Service projects are rewarding experiences for all involved. At Grossmont College, the nursing department values service and giving back to the community. Therefore, service-learning projects are incorporated into the curriculum. Students have an opportunity to provide a service to their community as well as better understand resources available. When students graduate from Grossmont College Nursing Program, the Nursing Faculty hope students will understand the value of service as well as be cognizant of area resources available as they interact with the diverse patient populations and communities.

POLICY:

- Each student is required to complete 4 hours of community service per semester.
- Any student who does not complete the required amount of community service hours within a semester will fail the final course of the semester for which the community service requirement was not met (e.g., if Nursing 222 is taken the second 8 weeks, this is the course in which the student will receive a failing grade).
- Community service hours may be completed during the summer or winter break prior to the next semester.
- The community service hours can be in any service area (does not need to be related to the medical field); however, community service hours that are not medically related must be approved by the student's instructor.
- Community service hours should not be done in association with the student's child's school or organization.
- Students are required to complete and submit a Community Service Form to their instructor by the end of the semester.
- When representing Grossmont College Nursing Program at a community event, students are expected to wear their uniform (including their ID badge), unless otherwise informed by faculty.
- If not specified in the course syllabus, the date for the end of the semester will be considered to be the date and time of the final exam.
- If an earlier due date is specified in a course syllabus, that date will take precedence over the date of the final exam.

Community Service Forms can be found on the Grossmont College Nursing Students canvas site under "Student Forms"

GROSSMONT COLLEGE
NURSING

COMPLIO COMPLIANCE POLICY

Effective: 06/2016
Reviewed: 06/2017; 06/2018; 06/2019; 08/2021; 011/2022; 02/2024
Revised: 10/2016; 01/2017; 07/2017; 06/2018; 06/2020; 12/2022; 02/2024

Associate Dean of Nursing

BACKGROUND:

The protection of students' health is important so that they will be able to resist illness and prevent transmission of diseases to patients. There are some immunizations and testing that are "one-time", and others that expire. The Nursing Department requires documentation of immunization and/or seropositivity for measles, mumps, rubella (MMR) diphtheria, tetanus, pertussis (Tdap), Hepatitis B, varicella, Covid, and seasonal flu. A low-cost immunization program is available for most of these immunizations through the Grossmont College Student Health Services Department (619-644-7192). Students should consult their Healthcare Provider regarding possible side effects or contraindications to these immunizations and TB test. **No declination of Flu or Covid immunizations will be accepted**.

Clinical agencies require all students to be "Compliant" in the Complio system at all times. Failure to maintain a compliant status will prevent a student's ability to attend the required clinical rotation.

Forms for documentation are available on the Nursing website, http://www.grossmont.edu/nursing, under "Student Forms". **Students have the responsibility to upload documentation of immunizations to the Complio compliance tracking system and maintain a compliance status.**

POLICY:

Students are expected to meet the following requirements for the Nursing Program:

- Maintain Complio compliance throughout the semester. TB and CPR should not expire during the semester.
- Uploading to Complio system: **Students have the responsibility to upload documentation of immunizations and TB test to the Complio tracking system and maintain a compliance status. Students who are not compliant prior to the pre-semester deadline will be removed from the clinical list and the course. Students who become non-compliant during the semester will not be allowed to attend clinical, thus jeopardizing their ability to complete the course successfully.**

- Drug screen and Background check expires in 2 years. This should cover students for the duration of the Nursing Program. Students re-entering the Nursing Program may need to update their background check and drug screen.

- All students must have personal auto insurance or listed as a driver under another auto policy as some clinical agencies require auto insurance. This pertains to students who drive to clinical.

- CPR card must indicate American Heart Association Basic Life Support (BLS) Provider. No other organizations will be accepted. Students must maintain current CPR cards throughout the program. CPR cards due to expire during the semester, must be renewed prior to starting the semester.

- Maintain current immunizations as outlined below:

Specific Immunization and TB Requirements

- **INITIAL TB CLEARANCE**
  a. If a student **has never** had a TB test OR if it has been **over 12 months** since receiving the last negative TB test, the student has **two options** for initial TB clearance. TB clearance is required even if a student have had prior BCG inoculation.

     1. A baseline "Two-Step" TB skin test (PPD)
        i. The dates "tested" and "read" with results reported in "mm" induration must be included for all skin tests.
        ii. A two-step series will take a minimum of 9 days to complete from the step-one "test" date to the step-two "read" date.

     OR

     2. A blood test for TB (Interferon-Gamma Release Assay [IGRA] test such as QuantiFERON-TB Gold). This test will take the place of the 2-step TB skin test.

  b. If a student has a history of a positive TB test, or if any of the initial TB tests are positive, the student should refer to the section below addressing positive TB tests.

- **ANNUAL TB CLEARANCE - The TB clearance must be in compliance throughout each semester. It cannot expire in the middle of a semester.**
  a. Students have two options for annual TB testing :
     1. A TB skin test which needs to be done **PRIOR** to the expiration of the previous TB skin test. If the interval between the testing is greater than 364 days, the two-step must be repeated.

     OR

     2. A blood test for TB (Interferon-Gamma Release Assay [IGRA] test such as QuantiFERON-TB Gold). This test will take the place of the annual TB skin test.

- **POSITIVE TB TEST**

  a. If students previously have had a **positive** TB PPD skin test, they must provide the following:
     1. The positive TB skin test report, with the induration measured in "mm". If the students cannot provide a test indicating positive results, a baseline skin test must be done.
     2. Copy of the clear chest x-ray report to exclude a diagnosis of TB disease. Once they are admitted to the Nursing Program, students may be required to repeat the chest x-ray prior to specific clinical rotations.
     3. TB Questionnaire (students can obtain a copy on the nursing website or in the admission packet). This TB Questionnaire must be done annually.
  b. If a TB skin test converts from negative to positive, students may not be on campus or attend class or clinical until submitting a negative chest x-ray report, completing a TB questionnaire, and following up with the Grossmont Student Health Services office to be cleared to be on campus.
  c. Medical evaluation for possible treatment of Latent Tuberculosis Infection (LTBI) is recommended for those individuals with a recent conversion to a positive TB test.

- **T-dap**: T-dap immunization is required every 10 years.
- **Annual influenza immunization**: An annual flu shot is required. Clinical agencies have determined that October 1 is the deadline for flu vaccines. Students must upload a current Flu vaccine prior to October 1.

- **Varicella (chickenpox):** Students must provide serologic proof of immunity or documentation of 2 doses of varicella vaccine, 4 weeks apart.
- **MMR (Measles, Mumps, and Rubella):** Students born in 1957 or later must provide serologic proof of immunity or documentation of 2 doses of MMR vaccine.
- **Hepatitis B:** Students must provide evidence of a series of 3 vaccinations and a Hepatitis B blood titer. In the absence of vaccination records, students may present evidence of a positive/immune Hep B titer. Students who respond with a negative/non-immune Hepatitis B blood titer after receiving the series of 3 vaccinations, must repeat the series of 3 vaccinations followed by another Hepatitis B blood titer. If the second Hepatitis B blood titer is negative or non-immune, the student will be considered a "non-responder" and will be compliant with the Hep B requirements. **Students who have submitted a 2-dose Heplisav-B series** 4 weeks apart, must also submit evidence of a positive/immune Hep B titer. Students who respond with a negative/non-immune Hepatitis B blood titer after receiving the **2 dose Heplisav-B series** vaccinations, must repeat the **2 dose Heplisav-B series** vaccinations followed by another Hepatitis B blood titer. If the second Hepatitis B blood titer is negative or non-immune, the student will be considered a "non-responder" and will be compliant with the Hep B requirements.
- **Covid vaccination**: Students are required to have Covid vaccinations and one booster.

GROSSMONT COLLEGE
NURSING PROGRAM

COMPUTER CODE POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

Computer codes are an important aspect of security. The computer account that a student establishes is tied to the activities done while logged on.

POLICY:

- Computer codes issued to students by clinical facilities are confidential.
- Students may only access the medical records and information that are needed to provide patient care or conduct facility business.
- Students who are employed at the facility in which they are doing their clinical rotation are not permitted to use their employee computer codes while acting as nursing students unless mandated by hospital policy.
- Misuse of a student's computer code while functioning in the nursing student role may result in the student's dismissal from the Nursing Program.

GROSSMONT COLLEGE
NURSING PROGRAM

CONFIDENTIALITY OF STUDENT INFORMATION AND GRADES POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

The Family Educational Rights and Privacy Act (FERPA) is a Federal Law that protects the privacy of student records. In accordance with FERPA and the College, no information can be released except with the permission of the student. FERPA was designed to protect the student's educational information and status as a student. Nursing student records are kept in a locked file cabinet in the Nursing Department Office and in the secure College Perceptive Content file. Additionally, FERPA grants students the right to inspect their educational record and requires that the College protect the privacy of student information, including the Social Security Number or Student Identification Number.

Copies of student records may be requested with a minimum of one-week notice provided to the Nursing Health. Professions Specialist. A photocopy of parts of the record may also be requested. Students must sign a form indicating they have received a copy of the requested records.

POLICY:

- Course grades, clinical rotations and any other document with students' names cannot be posted for public viewing.
- Course grades can be individually retrieved online through the student's individual Canvas site in the student's course.
- Clinical rotations and other course information may be posted through Canvas or distributed via email
- In accordance with privacy regulations and College policy, no personal information including the student's enrollment can be released over the phone or in person by any faculty or staff person except with the student's prior written permission. This includes disclosure of information to student's parents, spouses, family members, employers, etc. Under FERPA guidelines, schools must have a student's written consent prior to disclosure of education records and must ensure confidentiality of information, including the student's identification and /or Social Security Number.

If confidentiality is a particular concern for the student, the student is strongly encouraged to discuss this issue with the faculty and staff. Campus Security can also be a valuable resource for students who have confidentiality and safety concerns. Campus Security can be reached at 619-644-7654.

GROSSMONT COLLEGE
NURSING PROGRAM

CONTINUED ENROLLMENT AND ONGOING REQUIREMENTS POLICY

Effective: 06/2015
Reviewed: 06/2016; 07/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022; 02/2024
Revised: 07/2017; 06/2018; 01/2020; 02/2024

Associate Dean of Nursing

Students will be expected to provide a Social Security Number or Tax Identification Number (TIN) once they are accepted into the Nursing Program. Students must be officially registered for the required nursing courses at the designated date set by the Nursing Office. Students will not be permitted in the clinical area if they are not officially registered and do not have current immunizations and TB clearance, CPR certification, Malpractice Insurance, Background check and drug screen and verification of the required HIPAA and Standard precautions passing scores.

BACKGROUND:

The nursing curriculum includes lab and clinical experiences. Clinical experiences are at a variety of hospitals and clinics. Each of these clinical sites have specific requirements for faculty and students. Students not meeting the requirements for clinical will not be allowed to go to clinical, thus jeopardizing the student's ability to meet the clinical requirements. To provide students a positive educational opportunity and to be in compliance with regulatory bodies, the Nursing Program at Grossmont College has the following policies:

POLICY:

- **Medical/Recreational Marijuana:**
  Most clinical health facilities will not accept students using medical /recreational marijuana or its derivatives. Since clinical rotations are required for all students, Grossmont College is unable to accept or retain students into the Grossmont College Nursing Program who are currently using or plan to use marijuana, including medical marijuana, during their enrollment in the Grossmont College Nursing Program.

- **Compliance Tracking:** Students in the Nursing Program use Complio compliance tracking system to upload and track all compliance requirements for the Nursing Program. Complio compliance tracking system is a subscription that students are required to pay for. Students are expected to always be in compliance with all requirements, including immunizations, malpractice insurance, and CPR certification in order to continue in the Nursing Program.
  - Students are provided assistance in creating a Complio account and instructions in the New Student Requirements packet.
  - **Students who are not compliant prior to the established deadline may be removed from the clinical list and the course.**

✓ **CPR Requirements**:

- Students are required to have a current **American Heart Association (AHA) Basic Life Support (BLS) Provider** card.
- No other organization cards (**other than American Heart Association)** will be accepted.
- A copy of the CPR card must be entered into the Complio compliance tracking system (see compliance tracking information above). An e-card distributed by the AHA is acceptable.
- Students are required to maintain current CPR certification while in the Nursing Program.
- Students have the responsibility to submit copies of CPR renewal into the Complio tracking system.
- Students cannot attend nor practice in the clinical setting without a current American Heart Association BLS Providers card on file at all times.
- Online CPR classes are acceptable if the course has an online portion ***and*** a skills validation portion at an authorized **American Heart Association Training Center**.

✓ **Malpractice Insurance**:

- Students are required to have current malpractice insurance and students have the responsibility to upload the proof of insurance to the Complio tracking system.
- Students have the responsibility to upload copies of malpractice insurance renewal to the Complio tracking system.
- Students cannot attend nor practice in the clinical setting without current malpractice insurance coverage on file at all times.
- The minimum coverage for professional liability is $1,000,000/occurrence and $3,000,000/general aggregate.

✓ **LVN Students:**

- LVN to RN students are responsible for providing and maintaining a current LVN License.
- Malpractice insurance: When applying for malpractice insurance, the LVN to RN student is expected to carry both LVN and Student RN malpractice insurance coverage (*Dual coverage on the same policy may be available*).

✓ **Background Check and Drug Screen:**

- Students are required to undergo a background check and a urine drug screening test before starting the Nursing Program.
- Students are expected to assume the cost of the background check and drug screen.
- **Should a student's background check return with a flag, there is a possibility that some of the clinical agencies may deny student placement, and in that case, the student may have to withdraw from the Nursing Program. This could happen at any point in the program.**
- If a urine test is flagged as a "dilute sample", the student will need to contact the nursing office and arrange to have a repeat test done within 24 hours.
- Students who know or anticipate receiving a flag on their background check or urine drug screen are encouraged to review the information provided on the Nursing Department website under "Background Check and Drug Screen" prior to applying to the Nursing Program:
- https://www.grossmont.edu/academics/programs-departments/nursing/adbbackgroundcheck.aspx
- If a test needs to be repeated, students are expected to follow the guidelines set by the clinical agencies.
- Affiliating clinical agencies may require additional testing (drug screening).
- **Students absent from the Nursing program for one full semester or longer will be required to obtain a repeat background check and urine drug screen prior to re-entry.**
  (Summer is not included in the definition of a semester gap).

✓ **Physical Exam:**

- A physical exam is acceptable if completed within 6 months prior to the first day of class. Some clinical agencies may require an annual physical exam.
- Students are expected to have the forms filled out for their physical exam by their Healthcare provider **(the forms should be signed or stamped by the healthcare Provider)** and uploaded to the Complio compliance tracking system. The forms are located on the nursing website at http://www.grossmont.edu/nursing.

✓ **Changes to Personal Information (including Emergency Contact Information):**

- It is the students' responsibility to submit changes of personal information (name, address, telephone, and/or cell numbers, email address, etc.) to each of the following: The Nursing Department and Admissions and Records. **Changes should be submitted in writing (in person or by email). This includes changes to Emergency Contact information.**

✓ **Email:**

Please note: All communication from the Nursing Office is conducted via email and critical information related to the Nursing Program is sent via email on a regular basis.

- Students are expected to have a Gmail address used for professional purposes.
- Due to difficulties with Hotmail and Yahoo systems, students with Hotmail or Yahoo accounts may not be able to receive communications from the Nursing Office.
- The GCCCD provides students with email accounts, if necessary. Please note that Grossmont College email accounts are only valid and usable when a student is registered in a Grossmont College course; therefore, communication between the student and the Nursing Program faculty and staff if a student is using a GCCCD email account will not be available until a student is enrolled in a class.
- Students are expected to submit their email address and any subsequent changes to the Nursing Office.
- Students are expected to make email address changes through the campus online system.
- Student who are currently enrolled in the Nursing Program are expected to check their email on a daily basis.

GROSSMONT COLLEGE
NURSING PROGRAM

DISMISSAL POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2020; 08/2021; 01/2023; 02/2024
Revised: 07/2016; 07/2017; 08/2019; 09/2019; 01/2023; 02/2024

Associate Dean of Nursing

BACKGROUND:

The nursing faculty of the Grossmont College Nursing Program has an academic, legal and ethical responsibility to protect the members of the public and the health care community from unsafe or unprofessional nursing practices. Within this context, a student in the Nursing Program may be dismissed from the program for practices that in the judgment of the faculty warrant such action. **Students who are dismissed for unsafe clinical practice or a violation of professional, legal, or clinical conduct are not eligible for re-admission to the Nursing Program.**

POLICY:

A student may be subject to dismissal from the Nursing Program based on, but not limited to, the following:

Unsafe Clinical Practice:

Examples of unsafe clinical practice may include but are not limited to the following:

a. Failure to display stable mental, physical, or emotional behavior(s) which may affect the well-being of others
b. Failure to follow through on a mandatory remediation plan
c. Acts of omission/commission in the care of patients, including but not limited to physical, mental, or emotional harm, medication errors, and near-misses
d. Lack of verbal and/or psychomotor skills necessary for carrying out safe nursing skills
e. Lack of adequate orientation or theoretical preparation or appropriate supervision/assistance when attempting activities/skills/procedures
f. Behavior that endangers a patient, staff member, peer, or instructor's safety. (**NOTE:** This does not have to be a pattern of behavior and students can be subject to dismissal for a single occurrence)
g. Failure to wear personal protective equipment in the clinical setting when the patient situation warrants that safety protection
h. Failure to follow instructions by a clinical faculty that result in negative consequences to the patient

Violations of Professional, Legal or Ethical Conduct:

Examples of violations of professional, legal or ethical conduct may include but are not limited to the following:

a. Dishonesty
b. Falsification of patient records
c. Interpersonal behaviors with facility staff, co-workers, peers, or faculty which result in miscommunications or disruption of patient care and/or unit functioning
d. Failure to follow through on a behavioral contract
e. **Failure to maintain patient confidentiality according to HIPAA regulations – This includes using cell phones to take pictures within or outside clinical facilities**
f. Any act of academic fraud
g. Any violation of the Student Code of Conduct per the College Catalog or Civility Policy within the Nursing Program
h. Excessive tardies or absences from one course

PROCEDURE:

- The instructor will communicate the problem area(s) to the Associate Dean of Nursing and/or Assistant Director of Nursing.
- Documentation will include a description of the behavior and the status of the patient if appropriate.
- The student has the option to provide written input.
- If a student is dismissed, the student will have an opportunity to meet with the Assistant Director of Nursing and/or the Associate Dean of Nursing and the faculty member involved to share the student's perception of the problem.
- The Associate Dean of Nursing will confer with the lead instructor and/or teaching team and Assistant Director of Nursing and present final decision to the student both verbally and in writing.
- **Should a student display unsafe clinical practice or have a violation of professional, legal, or ethical conduct, the student may be dismissed immediately, and the student may be ineligible for re-entry into the Grossmont College Nursing Program.**
- All students dismissed from the Nursing Program are required to schedule an exit interview with the Assistant Director of Nursing or the Associate Dean of Nursing to discuss their options.
- Following the exit interview, the student will receive a written copy of the exit interview.

Course Failure:
The following are examples in which a student may receive a failing course grade. The list is not all inclusive and there may be other circumstances for which a student could receive a course failure.

a. Failure to obtain an average of 75% on all exams
b. A theory grade less than 75% for the course
c. Unsatisfactory clinical performance on the final clinical evaluation. **(A clinical failure results in a course failure despite the grade achieved in the theory portion of the course)**
d. Unsafe clinical performance
e. Unprofessional clinical performance
f. Lack of completion of all required community service hours or graded/non-graded assignments
g. Non-compliance with Complio resulting in removal from a clinical group

- Students receiving a course failure must exit the Nursing Program and schedule an exit interview with the Associate Dean of Nursing or the Assistant Director of Nursing if the Associate Dean of Nursing is not available.
- Students failing a nursing course who have not been dismissed from the Nursing Program due to unsafe clinical practice or a violation of professional, ethical, or legal behaviors will be eligible to re-apply to the Nursing Program **one (1) additional** time on a space available basis.

GROSSMONT COLLEGE
NURSING PROGRAM

DOSAGE CALCULATION QUIZ POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021
Revised: 06/2016; 06/2018; 12/2018; 06/2019

Associate Dean of Nursing

BACKGROUND:

The faculty at Grossmont College considers patient safety to be of the utmost priority and each student enrolled in the Nursing Program will be required to pass a Dosage Calculation quiz each semester. **The ability to calculate medication dosages in a timely manner with accuracy is an essential function of the nurse.**

POLICY:

- All students currently enrolled in the Nursing Program are expected to take a Dosage Calculation Quiz each semester.
- All students enrolled in the Nursing Program must pass the Dosage Calculation Quiz that is administered during the semester **with a grade of 100% on their first attempt.**
- If a student does not achieve **100% on the dosage calculation quiz, remediation will be required.**
- Dosage calculation quiz format:
    a. Each quiz will have 10 fill-in-the-blank questions.
    b. Students will be required to show their work for each calculation.
    c. The Dosage Calculation Quiz is a timed quiz and students will have 30 minutes to complete the quiz.
    d. Simple 4 function calculators may be used during the Dosage Calculation Quiz.
    e. Cell phones, additional electronic devices, graphic or any advanced calculators will not be permitted.
    f. The questions will reflect medication dosage calculations that were taught up to that point in the Nursing Program.
    g. The teaching team or lead instructor will develop the questions for each semester.
    h. Each question on the Dosage Calculation Quiz will have instructions for rounding.
- Students who have been assessed and given accommodations from the ARC have the responsibility to communicate with the instructor who will be administering the Dosage Calculation Quiz and to make an appointment to take the test in the ARC.

GROSSMONT COLLEGE
NURSING PROGRAM

DRESS CODE POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: 07/2019; 01/2020; 04/2023

Associate Dean of Nursing

BACKGROUND:

Professional dress and appearance are the expectation for Grossmont College Nursing Program Students. The manner in which students dress reflects the pride students have in themselves, the pride students have in their school, and the pride students have in the nursing profession. The manner in which students dress reflects the importance of the experience is an indication of students' self-discipline, not only in dress, but in other areas. The Grossmont College Nursing Program Dress Code Policy is formulated to ensure high standards of dress and appearance that represents our Program to area hospitals and community settings.

POLICY:

Professional appearance is mandatory. The dress code must be consistent with the dress code of the hospital to which the student is assigned. Modifications of the dress code may be made for certain clinical rotations based on the dress code policy of the facility utilized. The clinical instructor will discuss such changes.
The following dress code guidelines are in effect during class, skills lab, clinical assignments, and clinical simulations:

- Students must wear the Grossmont College Uniform during class, skills lab, clinical assignments and clinical simulations (including during Summer, Winter, and Spring breaks). **Street attire is not acceptable.**
- Students may wear Grossmont College Nursing Program T Shirts with their uniform pants on Fridays while on campus only.

Uniform:

- For students entering the Nursing Program Spring 2019 or later:
    a. **Uniform style is limited to selected school choice and includes a short-sleeved top and pants.**
    b. **Students are expected to purchase their own uniform from the selected options given to them.**
    c. **Students are expected to have their uniform top embroidered according to specifications given to them.**
    d. **ONLY solid white, gray, or black tee shirts (short sleeve) may be worn under the green scrub top.**

Hair:

- Neat in appearance.
- Long hair is to be worn up off the shoulders or tied back with an inconspicuous holder when in the clinical setting or clinical simulation lab.
- Hair must not come in contact with the front of the uniform or with patients.
- Hair color should be within the standard spectrum of natural hair colors: No primary colors including but not limited to purple, pink, blue or green may be worn.
- Face must be clean shaven or well-groomed if a beard, mustache, goatee, etc. is worn.

Jewelry:

- **Watches with a second hand or digital second indicator are mandatory.**
- **Smart watches are not allowed in clinical.**
    - One set of simple, inconspicuous stud or post earrings are acceptable.

- Dangling earrings or hoop earrings are not permitted.
- Ornate rings, multiple chain necklaces or bracelets are not permitted.
- **Piercings** of any other visible body part**, including eyebrow, tongue, or nose**, (except ears) are not acceptable or permitted.

Tattoos:

- Tattoos may not be visible in the clinical setting.
- Long sleeved T-shirts are not permitted in the clinical setting.
- Tattoos must be covered by the long-sleeved clinical jacket or special-order solid tattoo sleeves in tan, white, gray or black which have been developed for use in medical facilities.
- The special-order tattoo sleeves are in compliance with infection control practices.
- If a clinical facility has a specific policy on tattoos that varies from the college policy, the policy of the clinical facility will be followed when a student is in the facility.

Shoes:

- Clean, primarily **white, gray, or black**, low –top, closed toe and heel with rubber soles. No neon colored shoes or shoelaces.

Jackets:

- **Students are expected to purchase plain solid black jackets with or without an embroidered Grossmont College logo.**
- **No other sweatshirt, jacket or cover-up may be worn with the Grossmont College Nursing Program scrub uniform in the classroom or clinical settings.**

Nails:

- Fingernails have been identified by the Center for Disease Control as a high-risk area for transmitting microorganisms to patients in the clinical setting.
- Due to the high risk for transmission of infection, **nails must be in their natural state in the clinical setting, without polish, shellac, Gel, extenders or artificial nails.**
- No additional materials may be added to the fingernails.

Name Badge:

- The official Grossmont College student picture identification badge must be worn on the uniform at all times while in clinical, class, skills lab, and simulation. The ID badge is a crucial component of the dress code and students attending clinical, skills lab, and simulation without an ID badge will be sent home. This will result in a clinical absence.

Students questioning the appropriateness of clinical attire should consult their clinical instructor prior to purchase/wearing.

Students will be sent home if found in violation of the dress code and this may result in a clinical absence.

GROSSMONT COLLEGE
NURSING PROGRAM

ELECTRONIC DEVICES IN THE CLINICAL SETTING POLICY

Effective: 06/2016
Reviewed: 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 06/2022
Revised: 06/2016; 07/2017; 06/2022

Associate Dean of Nursing

BACKGROUND:

Some clinical facilities have more stringent policies than others about the use of electronic devices in the clinical setting. Students are expected to follow the policies of the healthcare facility and the Nursing Program.

POLICY:

Electronic devices may include but are not limited to cameras, iPods, iPads, PDAs, cell phones, and smart watches.

- If the use of electronic devices is allowed by the clinical facilities and the course instructor, students may use cell phones in non-patient care areas (including cafeterias) or outside the building only **as instructed by their clinical faculty or hospital staff**.
- Cell phones are not to be visible or used in any patient care areas in the clinical facilities including hallways and elevators. **Students found with cell phones in areas where cell phones are not permitted will be in violation of this policy and may be subject to dismissal. In addition, students dismissed for violation of this policy will receive a failure in the course and may not be eligible for re-entry into the program.**
- If the student needs to be accessible by phone during the day, alternative arrangements should be discussed with the clinical instructor.
- If a clinical instructor sets up a communication system with the students using cell phones within the guidelines of the clinical facility regulations, the specific guidelines will be discussed during clinical orientation.
- Cell phone use for personal communication unrelated to the clinical rotation is prohibited in patient care areas.
- Turn off all notifications of electronic devices because this is distracting.

Violation of this policy may result in immediate dismissal from the Nursing Program and will result in ineligibility for re-entry into the Nursing Program.

See specific course syllabus for more detailed information on electronic devices for specific clinical facilities.

GROSSMONT COLLEGE
NURSING PROGRAM

EXAMINATION MAKE-UP POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: 06/2016; 07/2017

Associate Dean of Nursing

BACKGROUND:

The purpose of examination make-up is to allow students with **legitimate reasons** for missing a scheduled exam, to fulfill the requirements of a course.

POLICY:

- Students are required to attend all course examinations.
- If a student cannot attend and does not proactively notify the instructor of their absence, the student will receive a zero on that examination.
- If there are extenuating circumstances and if the lead instructor and/or teaching team allow an examination to be made up, the examination will be scheduled in collaboration with the course faculty.
- Examination make-up is at the discretion of the faculty.
- Students have the responsibility to obtain instructional materials from missed classes.
- This policy pertains to examinations only. Quizzes are not made up.

GROSSMONT COLLEGE
NURSING PROGRAM

EXAMINATION REVIEW POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: 06/2016

Associate Dean of Nursing

BACKGROUND:

Examinations promote learning. Analysis of a student's performance post-examination provides a great opportunity for students to improve on future examinations. Explicitly teaching students to analyze their test performance can help students to better assess the understanding of their own cognitive process. This type of awareness has been shown to be beneficial in fostering self-regulated learning in students. The sole purpose of post-examination review is for learning through immediate feedback. Post-examination review is not for discussion about changing points earned on the examination.

POLICY:

- Students who earn 75% or less on an examination are expected to review their exam with faculty.
- Any student, no matter what their grade on their examination, may review their exam with faculty.
- Students will be permitted to view their examinations (except for the final examination) in the presence of the course faculty one-on-one or in a small group in collaboration with faculty.
- Students who attend post-examination review will leave backpacks, papers, and writing utensils, cell phones, and voice recorders outside of the post-examination review area.
- Students will view only the questions that were graded as incorrect on their examination.
- Students are encouraged to respectfully ask questions about their responses to the incorrectly answered questions.
- Faculty may stop the post-examination review if any uncivil behavior is noted during the review and students will be subject to the Nursing Program's Civility Policy (see Civility Policy in this handbook).

GROSSMONT COLLEGE
NURSING PROGRAM

EXTERNSHIPS/STUDENT WORK EXPERIENCE POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021
Revised: 09/2019

Associate Dean of Nursing

BACKGROUND:

Externships and /or work experiences provide opportunities for students to gain additional clinical experiences in medical-surgical and post-partum areas, by working in a paid or unpaid status under direct supervision of a clinical preceptor. Additionally, student externships and/or student work experiences assist students to experience acceptance in a work situation appropriate to their potential as future registered nurses. Externships and/or student work experiences prepare students in nursing to assume responsibilities of full-time employees with respect to performance requirements, policies, and procedures of a health care agency. Externships and/or student work experiences encourage retention through provision of supplemental practice experience in the workplace

POLICY:

- The hiring facility will determine placement in the facility for externships or work experience.
- A faculty liaison provides guidance through review of objectives, consultation with the preceptor, and periodic meetings with the student.
- Externships and student work experiences may be limited due to facility constraints, lack of preceptors, or faculty scheduling conflicts.
- Students may not be hired by the facility as an extern without enrolling in NURS 251, NURS 252 or NURS 253 and without having a faculty sponsor.
- Students are responsible to contact the faculty liaison before applying for an externship and/or work experience.

REQUIREMENTS FOR EXTERNSHIPS:

- Externships are open to students who have completed their third semester.
- Students must be in good academic standing (students who are receiving passing grades in class and clinical and are not on contract or probation of any type) in order to apply for and continue their externship (students must have a grade of “C” or higher in Nursing 130 and be approved by nursing faculty).
- If a student receives a failing grade on an examination or is placed on clinical remediation the student will no longer be considered to be in good academic standing.
- If a student requires more supervision than is designated in an externship and/or work experience, the student will need to withdraw from the work externship and/or work experience program.

PRIOR TO STARTING EXTERNSHIPS:

- Students are expected to attend an orientation meeting with the faculty coordinator of the extern program.
- Students are expected to have an identified faculty advisor.
- Students have the responsibility to have an approved clinical schedule by the faculty advisor and the extern’s preceptor/clinical supervisor.

SPECIALITY AREAS:

- An externship and/or work experience in a specialty area such as psychiatric-mental health, emergency department, intensive care units, and other critical areas will only be considered on an individual basis.
- Students requesting placement in a specialty area have the responsibility to submit a written request with rationales and specific clinical objectives to the Clinical Coordinator who will direct the paperwork to the appropriate externship and/or work experience faculty for consideration.
- Externships and/or work experience hours must be completed within the semester in which the student is registered (**All students must complete extern/work experience hours prior to final exam week).**
- The student may be assigned more than one preceptor during the externship and/or work experience.

GROSSMONT COLLEGE
NURSING PROGRAM

FINANCIAL AID FOR NURSING STUDENTS POLICY

Effective: 08/2014
Reviewed: 06/2015; 06/2016; 06/2017; 06/2018; 06/2019; 08/2021; 08/2022; 04/2024
Revised: 06/2016; 07/2017; 06/2020; 04/2024

Associate Dean of Nursing

BACKGROUND:

Federal regulations for financial aid packaging states that the amount of financial aid a student is eligible to receive will be determined by the number of units the student is taking per semester, aligning with your enrollment status. Full-Time Students: Student enrolled in a semester with 12 or more units will be awarded financial aid as a full-time student. 3/4-Time Students: Students enrolled in 9 to 11.5 units will be awarded financial aid as a 3/4-time student. Half-Time Students: Students enrolled in 6 to 8.5 units will be awarded financial aid as half-time students.

Students in the Nursing Program are enrolled in nursing courses requiring them to complete a larger number of clinical hours in a variety of healthcare settings. Students enrolling in additional courses to meet the units for full-time status should be aware that clinical hours and clinical days can vary during the semester.

POLICY:

- The required nursing courses within the Nursing Programs are less than 12 units each semester.
- In order to maintain full-time status with Financial Aid, additional courses are necessary.
- The optional course NURS101 – Clinical Reasoning 2-units may be taken in first semester to meet the minimum units required for full-time status in first semester.
- The optional course NURS102 – Clinical Reasoning 2-units may be taken in third semester to meet the minimum units required for full-time status in third semester.
- In fourth semester the required units are 8. Two additional units can be taken with NURS104 for a total of 10 units. This is considered 3/4-time by federal regulations.

NURSING STUDENT LOANS AND LOAN REPAYMENT

After a student graduates, leaves school, or drops below half-time enrollment, the student will have a period of time before repayment of financial aid begins. This "*grace period*" will be:

- Six months for a Federal (FFELP) or Direct Stafford Loans.
- Nine months for Federal Perkins Loans.

Each student is required to sign a written agreement to pay back any student loan. This is the student's written promise that the student will uphold the contract. By signing, the student is taking on serious legal and financial responsibilities. If the borrower doesn't pay back the loan according to the terms of the contract, the lender can take legal action. Additionally, if a borrower does not pay their student loan back, they may not be able to obtain employment in a hospital with Medicare reimbursement.

For more detailed information on all student loan options, including repayment and consolidation, please visit EdFund at http://www.edfund.org/

GROSSMONT COLLEGE
NURSING PROGRAM

FLU AND COVID BOOSTER DECLINATIONS POLICY

Effective: 01/2023
Reviewed: 01/2023
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

All nursing courses, apart from NURS118-Pharmacology, have a lab and clinical component. Clinicals are conducted at specific approved clinical sites. Nursing faculty and students are guests in these clinical sites and must abide by the requirements set forth by each of the individual clinical agencies. Clinical agencies do not accept declinations for Flu or Covid vaccines from nursing faculty or nursing students.

POLICY:

- Students must have documented proof of Flu vaccines before October 1st each year.
- Declinations will not be accepted for Flu or Covid vaccines.
- Students who decline the flu or Covid vaccines will not be eligible for admission into the Nursing Program.

GROSSMONT COLLEGE
NURSING PROGRAM

GIFT POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

Students' gratitude is well-intentioned; however, the best gift a student can give to a faculty member is the ultimate display of respect for the nursing profession and the lasting impression of feeling that respect, integrity, and professionalism was instilled in that student.

POLICY:

- Gift giving is not expected, and it is actively discouraged in the normal course of faculty-student interactions.
- The following opportunities are available if a student, family, or alumni would like to make a donation to the Grossmont College Nursing Program:
    a. The Alumni Association: www.foundation.gcccd.edu.
    b. Scholarship fund in memory of one of our Grossmont Nursing Students: A check made out to *"The John Matthew Hajosy Scholarship Fund"* and mailed to: Foundation for Grossmont and Cuyamaca Colleges, 8800 Grossmont College Drive, El Cajon, CA 92020.

GROSSMONT COLLEGE
NURSING PROGRAM

GRADING POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021
Revised: 07/2016

Associate Dean of Nursing

BACKGROUND:

California Education Code Section 76224 (a) states:
"When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be a grade determined by the faculty member(s) of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final."

At the beginning of the course/semester, the teaching team or lead faculty will identify methods of assessing and evaluating student performance. These methods may include but are not limited to the following:

- Computer assisted instruction.
- Simulation
- Quizzes and tests
- Kaplan Integrated Proctored and non-Proctored Assessments
- Online quizzes and examinations
- Critical skills performance as identified on the *Weekly Student Clinical Performance Evaluation Form* (Evaluation may be scheduled at the college laboratory and /or clinical facility utilized for laboratory experience)
- Planned and incidental observations of nursing assessment, problem identification, plan of care development, implementation and evaluation of nursing care
- Written assignments as stated in the course syllabus or discussed at the beginning of the course
- Self-evaluations of clinical performance based on competencies for the course
- Written and verbal feedback in student/instructor conferences
- Student presentations /collaborative learning assignments

COURSE GRADES:

POLICY:

The final course grade will be awarded based on meeting all of the following course requirements:

- Achieve an average of 75% or greater on all written work and examinations and
- Achieve an average of 75% or greater from the major examinations as designated in each course syllabus
  a. The average will be calculated by adding the percentages earned on each exam and dividing by the total number of the exams.
  b. Points will not be used when calculating the average exam score in meeting this criterion and
- Satisfactory clinical performance, including non-graded written assignments and pre-lab preparation and
- Completion and submission of all course requirements graded and ungraded, and
- Completion of all required community service hours.
- Students must pass both, the clinical and classroom components of each course.
- The Board of Registered Nursing requires that classroom and clinical courses are concurrent; therefore, failure in the clinical or the classroom component of any course would result in re-taking the entire course.

- Contracting for course grades and extra credit assignments for points is not permitted.
- The Nursing Program does not use + or – in the grading of nursing courses.
- Letter grades are determined by the following percentages:

  A = 90-100%
  B = 80-89%
  C = 75-79%
  D = less than 75% and is considered a failing grade

- There is no rounding of scores when determining the final course grade (e.g., a score of 79.8 will be recorded as a “C”).

GROSSMONT COLLEGE
NURSING PROGRAM

HIPAA AND PATIENT CONFIDENTIALITY POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: 06/2016

Associate Dean of Nursing

BACKGROUND:

To improve the efficiency and effectiveness of the health care system, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) Public Law 104-191, included administrative simplification provisions that required Health and Human Services (HHS) to adopt national standards for electronic health care transactions and code sets, unique health identifiers, and security. At the same time, Congress recognized that advances in electronic technology could erode the privacy of health information. Consequently, Congress incorporated into HIPAA provisions that mandated the adoption of Federal privacy protections for individually identifiable health information.

Students are expected to act as professionals with the utmost respect for patient confidentiality as an ethical principle but also to comply with HIPAA regulations. All nursing students are expected to be familiar with and practice HIPAA confidentiality guidelines at all times during their clinical rotations, during class, and off campus throughout the Nursing Program.

POLICY:

- Each student is responsible for completing the HIPAA competency program prior to the first day of clinical in the student's first and third semesters, or upon re-entering or re-admission to the program.
- Students are expected to maintain patient confidentiality in all public places (while in the cafeteria in clinical or on campus, in elevators at the hospital, in the grocery store, at the coffee shop, etc.). This also includes any information that is posted on any form of social media, text message, or instant messaging. Students have the responsibility to intervene if they hear or know of a breach in patient confidentiality.
- Students' clinical work and assignments should not contain any of the patient's identifiers such as the patient's full name or medical record number.
- Students should not remove any part of the patient's chart, with the patient's identifiers, or with the patient's identifiers cut off from the hospital.
- All information used during the clinical day with patient information must be disposed of in the appropriate disposal unit (at the hospital) or per the hospital policy.
- Compliance with HIPAA confidentiality includes only "need to know information." Students should only research information on their patient, and not their medical record, their family member, neighbor, their neighbor's family, etc. Patients need to give consent to release any of their information (including diagnosis, vital signs, etc.) to another person or persons before the nurse can discuss that information in person or over the phone.

Students who violate the HIPAA confidentiality guidelines will be dismissed from the Grossmont Nursing Program.

GROSSMONT COLLEGE
NURSING PROGRAM

IMPAIRED NURSING STUDENTS POLICY

Effective: 08/2020
Reviewed: 08/2021; 08/2022
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

The Board of Registered Nursing (BRN) provides the following statement on Impaired Nursing Students:

"The Board of Registered Nursing considers the student use of controlled substances, dangerous drugs or devices or alcoholic beverages to an extent or in a manner injurious to self or others to constitute unprofessional conduct. The conviction of a criminal offense involving the prescription, consumption or self-administration of the above substances is conclusive evidence thereof. (B&P 2762).
Nursing students showing signs of mental illness or chemical dependency should be directed to a health care provider for diagnosis and treatment of the illness. Chemical dependency and mental illness are diseases and should be treated as such."

POLICY:

I. Expectations of Nursing Program

- If a student is found to be impaired, instructors will have the authority and responsibility to take immediate corrective action in the clinical setting, including the removal of the impaired student from the patient care area.
- If a student is found to be impaired either through self-reporting or the reporting of a peer, staff, or faculty member, they will be directed to seek appropriate assistance through their health care provider.
- The identified student will be directed to exit the Nursing Program at the time they are determined to be impaired.
- The student will be required to provide proof of treatment and medical clearance prior to petitioning to return to the Nursing Program.
- The student might be referred to a nursing student success advisor for appropriate resources at the college campus and in the community.
- All incoming students will receive factual information related to chemical dependency and mental illness among nursing students.
- Any instances of impairment will be handled confidentially.

II. Expectations of Nursing Student

- Students are expected to seek diagnosis and treatment for chemical dependency or mental illness and provide evidence of treatment and fitness for practice to the Nursing Program.
- Students will be expected to show evidence of rehabilitation when submitting their application to the BRN for licensure.

Information based on the statement of Impaired Nursing Students from the 2019 CA Board of Registered Nursing Director's Handbook.

GROSSMONT COLLEGE
NURSING PROGRAM

INCOMPLETE GRADES POLICY

Effective: 06/2016
Reviewed: 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: 06/2016

Associate Dean of Nursing

BACKGROUND:

Grossmont College's Incomplete Grade Policy states that "an incomplete (I) grade may be awarded at the discretion of the instructor when all of the following conditions exist: (a) if a student has contacted the course faculty and both agree to the provisions established in the Incomplete Grade Contract; (b) if a student has an unforeseen emergency that prevents the student from completing the remaining course work, evidence to verify the emergency may be required; and (c) if a student has completed a minimum of 50% of the required course work, as specified in the course syllabus, with regular attendance, and there is still a possibility of earning a passing grade in the course" (adapted from the Grossmont College Catalog).

POLICY:

- The student has the responsibility to contact the lead instructor and/or teaching team; initiate, **complete** and **sign** the College's Incomplete Grade Contract (available in Admissions and Records).
- The Incomplete Grade Contract represents the student's plan and process agreement to complete the remaining course work.
- Both the student and lead faculty will review the Incomplete Grade Contract.
- The lead faculty and the student will set a **deadline** for completion of remaining course work and the contract will reflect that deadline date.
- After review of the contract, the lead faculty is responsible for signing and filing the Incomplete Grade Contract.
- If the student is not able to complete the remaining course work within the deadline date set and reflected in the contract, the "I" will be replaced with a failing grade for the course.
- If the student completes the remaining course work within the deadline date set and reflected in the contract, the "I" will be replaced with a grade.
- An "I" cannot be granted as an option for a failing grade.

For more details on Incomplete Grading please see the 2024-2025 Grossmont College Catalog available at https://www.grossmont.edu/academics/catalog/index.php

GROSSMONT COLLEGE
NURSING PROGRAM

INTRAVENOUS INSERTION POLICY

Effective: 08/2018
Reviewed: 06/2019; 08/2021; 08/2022
Revised: 06/2020

Associate Dean of Nursing

BACKGROUND:

The purpose of this activity is for students to practice peripheral intravenous catheter (IV) insertion on another student. The objective is for students to become more comfortable with the skill and increase skill competence. This activity is completely voluntary. Students may elect to discontinue participation at any time and there is no extra credit or other incentive for participating. The Nursing Program will make an effort to provide this experience every semester to qualified students.

POLICY:

Eligibility

- Third semester nursing students
- Recent minimum competence demonstrated by getting the IV insertion skill signed off in open lab during third semester.
- Watch and take notes on Nursing Tutorial Skills video "Insertion of a Peripheral IV Access."

Lab Activity

- Faculty supervision is required.
- Signed **IV Insertion Informed Consent** is required prior to activity and can be found in the third semester Canvas course shells.
- Students must sign up in pairs.
- Bring written notes on video "Insertion of a Peripheral IV Access."
- Students must be in a bed or chair during activity.
- No extra student observers allowed.
- Up to two supervised insertion attempts will be allowed.
- Once the IV is placed and secured, the skill will stop prior to flushing. Students will not flush normal saline into the vein.
- All soiled needles will be disposed of in the provided biohazard containers.

GROSSMONT COLLEGE
NURSING PROGRAM

KAPLAN INTEGRATED ASSESSMENT POLICY

Effective: 07/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: 06/2016; 07/2017; 06/2018

Associate Dean of Nursing

BACKGROUND:

The purpose of this policy is to provide a systematic, purposeful approach to academically sound integration and use of Kaplan tutorials, focused practice non-proctored assessments, integrated proctored assessments and remediation throughout the Nursing Program for all students. The faculty feel that exposure over time is beneficial to deep learning and will serve as the best method for on-going preparation for the NCLEX-RN®. All students are required to complete the Kaplan focused practice non-proctored assessments and/or the Integrated proctored assessments throughout the program. Specific Kaplan requirements for each course will be included in the respective course syllabus.

BENCHMARKS:

All students are expected to use the focused practice non-proctored assessments to become more familiar with content and as preparation for the integrated proctored test. Students are expected to complete the focused, practice non-proctored assessments and score at least a 90% on the practice exam prior to taking the Integrated Proctored Exam. Students can take the focused, practice non-proctored assessments as many times as they wish to achieve the 90%.

- Students who do not achieve the benchmark score on the integrated **proctored** assessments will be expected to remediate before the first day of class for the subsequent semester of the Nursing Program.

REMEDIATION:

Students who are not able to meet the benchmark for any Kaplan Integrated Proctored Assessment are expected to complete the remediation process in order to identify the skills students will need to be successful and to help facilitate self-directed learning as they progress in the program. The remediation process is meant to be an academic support for students to address content areas needing improvement. The remediation process is individualized and is varied by course. *Please refer to the course specific syllabus for further information related to remediation.*

Schedule of Assessments: Students should refer to their specific course syllabus for the dates of the assessments.

GROSSMONT COLLEGE
NURSING PROGRAM

LATE ADMISSION TO THE NURSING PROGRAM POLICY

Effective: 07/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

The admission process in nursing is an important aspect that provides information needed to make informed decisions about applicants entering the Nursing Program. New student orientation provides information to students about the commitment needed to be successful in the program, the rigor of the program, the number of hours needed for success in the program and specific details about how to prepare for the first week of classes.

POLICY:

- After a complete class is accepted for admission to the Nursing Program for a specific semester, the list of remaining nursing student applicants will be maintained in the Nursing Department until the first day of class.
- If a student who has been accepted decides to withdraw from the Nursing Program prior to the first day of class, the Nursing Department has the discretion to determine if another student will be accepted into the Nursing Program in that student's place.
- Once the first semester nursing classes have started, no further applicants will be accepted for the current cohort.

GROSSMONT COLLEGE
NURSING PROGRAM

LATE WORK POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021
Revised: 06/2016

Associate Dean of Nursing

BACKGROUND:

The Nursing Faculty intentions are to create a culture of responsibility. Students need to complete work on time as these healthy habits are ones that will carry students into their profession. Nursing is a demanding profession and unlike other things in life, priorities in nursing can change very rapidly. The very nature of the dynamics of nursing demands that our focus is on the most important activities of the moment and that we keep ourselves organized and on task. Due to the unpredictable nature of what nurses do each and every day, nurses can never be certain of how much time they will have later to address situations. Nursing students need to develop habits of the mind directed toward a commitment to proactive communication and time on task.

POLICY:

- Assigned written work will be due on dates specified by the instructor.
- This work must be submitted before class or clinical begins or per faculty instructions.
- **If the written work is late the student will either receive a zero (0) or no credit.**
- If a student is unable to come to class the day the assignment is due, the student has the responsibility to contact the instructor according to the instructor's preferred method of communication prior to the beginning of class or clinical and make arrangements for submission of late work.
- If events occur which prevent the student from handing work in on time, special permission for submitting an assignment late may be requested.
- This request must be submitted in writing to the lead instructor before the due date stating the reason for the extension and the amount of additional time requested to complete the assignment.
- **Late pass-fail papers will not be accepted.**

Each course's lead instructor and/or teaching team will discuss the policy for pass-fail paperwork.

GROSSMONT COLLEGE
NURSING PROGRAM

MEDICATION ERROR POLICY

Effective: 06/2016
Reviewed: 06/2017; 06/2018; 08/2019; 06/2020; 08/2021
Revised: 08/2019

Associate Dean of Nursing

BACKGROUND:

A medication error is defined as an actual medication error or near miss that occurs in clinical or would have occurred if the instructor had not intervened. Each year in the U.S., serious preventable medication errors occur in 3.8 million inpatient admissions and 3.3 million outpatient visits. The Institute of Medicine, in its report *To Err Is Human,* estimated 7,000 deaths in the U.S. each year are due to preventable medication errors. The cost of inpatient preventable medication errors is estimated at $16.4 billion annually and the cost of outpatient preventable medication errors is $4.2 billion annually. Nurses carry the burden of providing quality and safe patient-centered care including reporting the medication error or near-miss and following the procedure noted here and within the clinical facility.

POLICY:

- The student has the responsibility to inform the instructor and the primary nurse about the medication error (or near miss).
- Once the clinical instructor has knowledge of the medication error or near-miss, the instructor and student will ensure the following:

1. Patient physiologic stability is assessed and assured.
2. Primary nurse is notified (or clinical instructor, if student was administering the medication under supervision of the primary nurse).
3. Appropriate documentation and agency medication error policy implemented.
    a. The student must record the medication error on the weekly student evaluation tool.
4. Analysis of why the error occurred. The instructor will make recommendations for remediation.
    a. The student will receive an Unsatisfactory on the weekly Clinical Evaluation Form. The student is expected to address in the weekly Clinical Evaluation Form specifically what occurred and measures to prevent reoccurrence.
    b. If the error is severe resulting in patient harm, the student is required to meet with the Assistant Director of Nursing, or the Associate Dean of Nursing and the student may be subject to dismissal from the Nursing Program.

GROSSMONT COLLEGE
NURSING PROGRAM

NECESSARY SKILLS OF THE NURSING STUDENT POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021
Revised: 07/2016

Associate Dean of Nursing

BACKGROUND:

Students must be able to function fully in the clinical area in order to participate in the Nursing Program. Students needing accommodations in order to perform the identified essential functions should make an appointment with the Accessibility Resource Center (ARC) (see Accommodations for Students with Disabilities info and policy).
The Grossmont College Nursing Program will follow the policies on physical requirements of the registered nurses at the local health care facilities in deciding upon reasonable accommodations. As a rule, the clinical facilities do not permit the use of therapeutic or adaptive devices for acute injuries (such as a walking boot or a shoulder sling).

The following describes core skills and activities essential to the practice of nursing. These skills have been identified as core skills and activities the student nurses at Grossmont College Nursing Program are required to perform, with or without reasonable and appropriate accommodations. Students must submit the Necessary Skills verification form *(included in the student requirements packet)* after acceptance into the Nursing Program and prior to the orientation day.

POLICY:

- Failure to submit the verification form and accompanying materials by the stated deadlines will result in withdrawal of acceptance in the Nursing Program.
- In the event that a student currently enrolled in the Nursing Program becomes unable to perform core skills and activities, the same process for completing the essential functions form must be followed.

Functional Ability	Core Performance Standard
Gross Motor Skills	• Move within confined space • Sit and maintain balance • Stand and maintain balance • Reach above shoulders (IVs) • Reach below waist (plug-ins)
Fine Motor Skills	• Pick up objects with both hands • Grasp small objects with both hands • Write with pen or pencil • Key/type (use a computer) • Pinch/pick or otherwise work with fingers (syringe) of both hands • Twist (turn knobs) with both hands • Squeeze with fingers with both hands (eye dropper)
Physical Endurance	• Stand (at patient's side during procedure) • Sustain repetitive movement (CPR) • Maintain physical tolerance (work entire shift)
Physical Strength	• Push and pull 25 pounds (position patient) • Support 25 pounds of weight (ambulate patient)

Functional Ability	Core Performance Standard
	• Lift 25 pounds (transfer patient) • Move light objects up to 10 pounds • Move heavy objects weighing from 10 to 50 pounds • Defend self against combative patient • Carry equipment/supplies • Use upper body strength (CPR, restrain a patient) • Squeeze with both hands (fire extinguisher)
Mobility	• Twist • Bend • Stoop/squat • Move quickly • Climb (ladder, stools, stairs) • Walk
Visual	• See objects up to 20 inches away • See objects more than 20 feet away • Use depth perception • Use peripheral vision • Distinguish color • Distinguish color intensity
Tactile	• Feel vibrations (pulses) • Detect temperature • Feel differences in surface characteristics (skin turgor) • Feel differences in sizes, shapes (palpate vein) • Detect environmental temperature
Hearing	• Hear normal speaking level sound • Hear faint voices • Hear faint body sounds (BP) • Hear in situations not able to see lips (when using masks) • Hear sound alarms
Emotional Stability	• Establish therapeutic boundaries • Provide patient with emotional support • Adapt to changing environment/stress • Deal with unexpected (crisis) • Focus attention on task • Monitor own emotions • Perform multiple responsibilities concurrently • Handle strong emotions (grief)
Analytical Thinking Skills	• Transfer knowledge from one situation to another • Process information • Evaluate outcomes • Problem solves • Prioritize tasks • Use long-term memory • Use short-term memory
Critical Thinking Skills	• Identify cause and effect relationships • Plan/control activities for others • Synthesize knowledge and skills • Sequence information

Functional Ability	Core Performance Standard
Interpersonal Skills	• Negotiate interpersonal conflict • Respect differences in patients • Establish rapport with patients • Establish rapport with co-workers
Communication Skills	• The ability to communicate clearly both verbally and in writing.

GROSSMONT COLLEGE
NURSING PROGRAM

NON-DISCRIMINATION POLICY

Effective: 06/2016
Reviewed: 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: 06/2016

Associate Dean of Nursing

BACKGROUND:

"*People of diverse backgrounds, perspectives, socioeconomic levels, cultures, and abilities are valued, welcomed, and included in all aspects of our organization. Grossmont-Cuyamaca Community College District (GCCCD) strives to provide an educational environment that fosters cultural awareness, mutual understanding, and respect that ultimately also benefits the global community".*

POLICY:

- The Nursing Program follows the District policy:
  "*No person shall be unlawfully subjected to discrimination or denied full and equal access to District programs or activities on the basis of ethnic group identification, race, color, national origin, religion, age, sex or gender, physical disability, mental disability, ancestry, sexual orientation, marital status, veteran status, or on the basis of these perceived characteristics, or of these actual or perceived characteristics".*

GROSSMONT COLLEGE
NURSING PROGRAM

RE-ENTRY POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 08/2021; 08/2022
Revised: 06/2018; 11/2018; 12/2018; 08/2019; 06/2020

Associate Dean of Nursing

BACKGROUND:

In the event that a student withdraws from or fails a core nursing course, a process has been established to help the student identify problem areas and develop a mutual plan that will enhance the likelihood of success when re-entering the program and /or repeating the course. Students who are eligible, may be allowed to repeat any nursing course **one time regardless of the reason**. The re-entry process is designed to assist a student experiencing academic failure or personal challenges and enhance the opportunity to resolve barriers and challenges to success as well as to improve academic study, nursing knowledge, technical skills, and clinical ability.

POLICY:

A student must petition for re-entry into the Nursing Program if the student:

- Received a failing grade in any course in the Nursing Major, including Pharmacology.
- Elected to withdraw and receive a "W" from any course in the Nursing Major for any reason.
- If the student withdrew due to illness, injury or childbirth, please refer to the *Pregnancy Policy* and the *Post-Surgery/Extended Illness Policy* in this handbook for additional re-entry requirements.
- Is returning from an approved leave of absence.

NOTE: If the student has been dismissed from the Nursing Program for unprofessional conduct or a violation of safety, legal or ethical standards, or confidentiality concerns of any type set forth by the Nursing Program, re-entry into the Nursing Program is not possible.

Limitations to Re-entry:

- Re-entry is neither automatic nor guaranteed.
- Re-entry is evaluated by the Student Progression Committee on an individual basis.
- Re-entry is only permitted in the program that the student exited from.
- Re-entry is only permitted to the course that the student exited from.
- **Re-entry into the Nursing Program is considered on a space-available basis**.
- A student who has been dismissed as a result of **unsatisfactory** clinical performance will require special consideration.
- Recommendations for options to improve clinical skills will be discussed with the student at the exit interview with the Associate Dean of Nursing or the Assistant Director of Nursing.
- A student's eligibility date to return to the program will be determined by the Associate Dean of Nursing or the Assistant Director of Nursing during the exit interview.
- For students applying for re-entry into a first semester course: if approved for re-entry, the student will be placed on the alternate list for the semester in which their re-entry was approved.
- If space does not become available prior to the first day of class, the student will be accepted as a student in the following semester on a space-available basis.

- Students who may be eligible for re-entry to the Nursing Program following a course failure or withdrawal while experiencing academic or clinical performance issues will be considered for re-entry only **one (1) time** to complete the Nursing Program.
- Students who withdraw from the Nursing Program due to personal circumstances and are determined at the time of their withdrawal to be in **good standing in the Nursing Program** (satisfactory academic and clinical performance without documented professional conduct issues) may be eligible for re-entry a maximum of **two (2) times.**
- Students re-entering in the second, third, or fourth semesters must be on the *re-entry list* so that there is no more than a **one (1) year absence.** First semester students re-entering into the first semester may be on the re-entry list for a maximum of 2 years.
- A student will be offered only **one (1) invitation** to re-enter the Nursing Program.
- If a student does not accept the re-entry offer, the student will be considered ineligible to reapply to the Nursing Program.
- **A student would be ineligible for re-entry if the general education courses are not completed** (*See College Catalog for general education requirements).*

NOTE:

- **<u>All re-entry students (except for those re-entering into the first semester) will be required to take a Dosage Calculation Quiz with a score of at least 75% on the first attempt. In addition, all re-entry students (except those re-entering into the first semester) will be required to successfully pass all tested skills.</u>**
- Skills testing will be digitally recorded.
- Should the student who is re-entering not pass the Dosage Calculation Quiz or the skills testing, this will count as a course failure.
- If this is the second course failure, or if this attempt follows a withdrawal while experiencing academic or clinical performance issues, the student will be ineligible for re-entry into the Grossmont College Nursing Program.
- If this is the first failure (e.g., the student is returning from a leave of absence or an exit in good standing), the student will schedule an exit interview with the Associate Dean of Nursing or the Assistant Director of Nursing to discuss strategies with the student for future success in the Nursing Program.

PROCEDURE FOR RE-ENTRY:

- The student will schedule an exit interview with the Associate Dean of Nursing or the Assistant Director of Nursing within 2 weeks of receiving a failing grade, electing to receive a "W" in a nursing course, or submitting a request for a leave of absence.
- If a student fails to complete the exit interview within 2 weeks, the student will lose eligibility for re-entry.
- At the exit interview, the Associate Dean of Nursing or the Assistant Director of Nursing and the student will discuss the reasons for exit from the Nursing Program.
- Based on information from the course instructor and /or teaching team, the Associate Dean of Nursing or the Assistant Director of Nursing will make *recommendations for remediation* and discuss strategies with the student for future success in the Nursing Program. **Students are required to complete all recommendations for remediation prior to re-entry.**
- The course instructor and/or teaching team may also be present during the exit interview.
- The student may make verbal and written comments during the exit interview.
- The student will receive a written copy of the recommendations and strategies and a copy of the exit interview form.
- Students will be referred to the Student Success Advisor or designee as needed.

PETITION FOR RE-ENTRY:

- The deadline for submission of a petition to return to **fall semester is MARCH 1.**

- If the student fails after the May 1 petition deadline, an individualized petition deadline will be determined by the Associate Dean of Nursing or the Assistant Director of Nursing during the exit interview and documented on the exit interview form.
- The deadline for submission of a petition to return to **spring semester is October 31.**
- If a student fails after the October 31 petition deadline, an individualized petition deadline will be determined by the Associate Dean of Nursing or the Assistant Director of Nursing during the exit interview and documented on the exit interview form.
- The petition should be addressed to the *Student Progression Committee* and must include the reason for failure/withdrawal and documentation of the completion of recommendations for remediation.
- The student will submit the completed, typewritten, and professional in appearance *Petition for re-entry* to the Grossmont College Nursing Program to *the Nursing Department Health Professions Specialist, who* will submit the petition to the Student Progression Committee (see the petition form following this policy).

APPROVAL PROCESS:

- The Student Progression Committee meets within one week of the petition deadline.
- Based on the information from the petition and any other additional documentation (if necessary), the Student Progression Committee makes recommendations for acceptance or denial of re-entry to the Associate Dean of Nursing or the Assistant Director of Nursing.
- If the Associate Dean of Nursing or the Assistant Director of Nursing approves the recommendations sent forth from the Student Progression Committee, the student's name is placed on the *re-entry list* along with the date of the re-entry request and the course that the student needs.
  If the petition is denied, the student will be informed of the decision by the Student Progression Committee.
  If the student is re-entering the Nursing Program into the first semester, the student is required to attend New Student Orientation.
- As seats become available in the specific course needed by the student, the Nursing Office notifies the student in the *re-entry* list on a first come, first serve basis.
- Once a student re-entering the second, third or fourth semesters is notified that a seat has become available, an appointment for mandatory skills testing will be scheduled for the student.
- After successfully passing the skills testing requirement for re-entry, the student must provide documentation of the following:
  a. Current American Heart Association (CPR) certification **(required every 2 years).**
  b. Current immunizations (including influenza if it is flu season).
  c. Current TB test (or TB questionnaire if history of positive TB test) (**both required annually)**
  d. Current Malpractice/Liability Insurance.
  e. Physical Examination –**must be done within 6 months of re-entry** (form available on the Grossmont nursing website).
  f. Repeat Background Check and Drug Screen if the student has been out of the Nursing Program for **one full semester or greater** (summer does not count as a semester gap). **Prior to placement at Rady Children's Hospital, the Background Check and Drug Screen will need to be completed within the previous 12 months.**
- If the student is granted re-entry, the student will participate in the Nursing Program under the **admission criteria, rules and regulations in effect for the year of re-entry.**

GROSSMONT COLLEGE ASSOCIATE DEGREE NURSING PROGRAM PETITION FOR RE-ENTRY

To be considered for re-entry into the Nursing Program, students must complete and submit this petition form. The student must list the steps that have been completed to modify or resolve the factors that prevented the student from continuing in the Nursing Program. The student may add additional pages, if desired, to show the efforts the student made to correct identified problems. The student must attach any documentation requested to show remediation.

Refer to the "Nursing Program Re-entry Policy" in the Nursing Student Handbook for further details about the Re-entry process.

Name _____ Date of Petition_____

Desired re-entry date: _____ Desired re-entry course number/semester_____

Desired program (2 year, LVN to ADN):_____

Upon reflection, I believe that my failure to progress in the Nursing Program is due to the following factors:

The steps that I have completed to address the factors listed above and to fulfill the recommended recommendation (s) are:

Student signature: _____

Office use only
Re-admission: granted _____ granted w/conditions_____ denied_____ on (date) _____
Reason for denial:

Conditions for granting approval:

Committee Chair _____ Director of Nursing_____

Distribution: original-Progression Committee; copy-student file 11-2011cg

GROSSMONT COLLEGE
NURSING PROGRAM

OPEN SKILLS LAB POLICY

Effective: 08/2024
Reviewed: 04/2024
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

Students are encouraged to practice nursing skills learned in class in order to be proficient with the skills in the clinical setting. Supervised practice opportunities exist for all students who register for the non-credit Open Skills Lab course.

POLICY:

Student Expectation:

- Students must register for the Open Skills Lab course, NURS099, to utilize the Skills Lab.
- Students must sign in and sign out each time the student enters and leaves the Open Skills Lab session.
- Students utilizing equipment and supplies during Open Skills Lab are advised to return the equipment and supplies to the Open Skills Lab faculty.
- Students are expected to leave the Open Skills Lab clean and tidy.

Hours for Open Skills Lab may vary between the fall/spring semesters and the intersession.

GROSSMONT COLLEGE
NURSING PROGRAM

OPPORTUNITIES FOR STUDENT FEEDBACK POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 08/2022
Revised: 06/2016; 09/2019

Associate Dean of Nursing

BACKGROUND:

A value deeply rooted in the Grossmont College Nursing Program is the right and responsibility of the individual student to evaluate his/her learning needs. Additionally, students are encouraged to offer solutions to areas in which they see the need for improvement. Students need to understand the value of giving constructive feedback which is objective and non-judgmental, encourages discussion and learning, and allows a positive course to unfold. Student feedback is solicited throughout the Nursing Program and the Nursing Faculty welcome student input and utilize student suggestions as they strive to provide excellence in nursing education. The ability to deliver constructive feedback in nursing is an essential component of a life-long profession in nursing.

POLICY:

- Students are invited to serve on Nursing Program Committees and to attend Nursing Faculty Meetings to give their opinions and suggestions.
- Serving on Nursing Program Committees is optional; however, student participation is essential for program improvement.
- All students can attend the Nursing Faculty Meetings and voice their suggestions and opinions in a respectful manner. Students can opt to verbalize their concerns to their student class representatives who will bring student concerns to the faculty at the monthly faculty meetings.
- The class representatives have the responsibility to serve as liaisons between their class and the nursing faculty.
- Students are required to formally evaluate each course with a written evaluation.
- Students are able to evaluate areas of the program including texts, instruction and instructional methods, course content, ability to meet student learning outcomes, clinical facilities, and clinical experience.
- Course evaluations are anonymous.
- Students complete on-line evaluations before or after class on computers provided by the Nursing Department.
- Students may also be required to complete paper and pencil evaluations before or after class. Proctors will administer these types of evaluations.
- Any concern that a student may have regarding class or clinical lab should be resolved by first seeking a meeting with the respective faculty member. If the situation is not resolved, the student, the faculty member or both may request a meeting with the Assistant Director of Nursing.
- Data are analyzed and distributed to faculty for review and discussion for any necessary changes to the Nursing Program.

GROSSMONT COLLEGE
NURSING PROGRAM

PHARMACOLOGY COURSE POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 08/2021; 08/2022; 01/2023
Revised: 07/2016; 07/2019; 06/2020; 01/2023

Associate Dean of Nursing

BACKGROUND:

Due to the unique nature of the scheduling of the Nursing pharmacology course running concurrently with a major clinical course, a separate policy has been developed to address the issues surrounding failure to successfully complete each specific course.

POLICY:

Nursing 118

- When students are concurrently enrolled in Nursing 118 and Nursing 120, they may continue in each course to the end of the semester as long as they do not have a clinical failure.
- Students who have a clinical failure in or withdraw from Nursing 120 before the end of the semester may complete Nursing 118.
- Students who fail Nursing 118 prior to taking the final for Nursing 120 may complete Nursing 120.
- Students who fail either Nursing 118 or Nursing 120 should exit the program at the end of the semester. These students would be eligible for re-entry into the Nursing Program according to the criteria outlined in the *Nursing Student Handbook.*
- **Students in the traditional program may not progress to the next semester until Nursing 118 and 120 have both been successfully completed.**

GROSSMONT COLLEGE
NURSING PROGRAM

PINNING CEREMONY POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 08/2021
Revised: 09/2016; 06/2018; 07/2019; 06/2020

Associate Dean of Nursing

BACKGROUND:

The Pinning Ceremony is a time-honored tradition dating back to the 12th century. The ceremony is a rite of passage into the professional world of nursing. The Grossmont College Nursing Program pin is awarded at the pinning ceremony to all students who successfully complete the program with the Associate Degree. Participation is optional but is recommended.

POLICY:

The Pinning Ceremony is a student-driven event. The graduating class is responsible for fund-raising to help support the costs of this ceremony.

- The Pinning Ceremony is typically held on the Wednesday or Thursday during finals week each fall (December) and the day before the Grossmont College commencement each spring (May/June). In the fall, the ceremony is held in the theatre on the Cuyamaca campus and in the spring, the ceremony is held outdoors on the quad on the Grossmont campus. If possible, the ceremony may be live-streamed based on students' request.
- The Pinning Committee will consist of the 4th semester lead faculty who serves as chair, the 1st semester faculty, one of the health science technicians, the Associate Dean of Nursing and student volunteers from the 4th semester who serve as representatives from the graduating class.
- The first semester faculty member is responsible for securing volunteers for the ceremony from among the first-year students.
- The Chair of the Pinning Committee will request volunteers to serve on the Pinning Committee from the 4th semester Nursing 230 students during Week 2 of the semester, and the first committee meeting should be held during the third week of the Nursing 230 class.
- Any and all ideas (e.g., decorations, flowers, reception [food], photographer, fundraising ideas, music, etc.) discussed at the first meeting should be brought back to the 4th semester class by the student representatives for approval. After approval from the graduating students, the ideas can come back to the Committee for planning.
- Committee meetings should be held at least every three (3) weeks.
- Students who are participating in the Pinning Ceremony are expected to wear dress slacks in neutral colors such as black, brown, blue, gray, sleeved dress shirt/blouse of any color that is non-shear. Students are expected to wear any color dress shoe with heels 2 inches or less.
- During rehearsal, students are expected to be dressed in the attire they will be wearing (including shoes) for the ceremony.
- If students are not dressed appropriately for the Pinning Ceremony, the faculty members of the Pinning Committee will discuss their attire with the students and suggest changes to their attire.
- Students are expected to wear the same attire to the ceremony as to the rehearsal.
- Students who are not dressed appropriately for the ceremony will not be allowed to participate in the ceremony.
- The Associate Dean will approve all student speeches, music, PowerPoint presentations, collages, pictures, posters that will be used during the ceremony at least one month prior to the ceremony.

- The Associate Dean will suggest any necessary changes to speeches, music, etc. The students have the responsibility to make the recommended changes and submit their changes to the Dean for approval.
- No changes to speeches, music, decorations, etc. will be allowed after the final approval by the Dean.
- Students in the graduating class will vote on one student class speaker and one speaker for a Thank You speech for the ceremony.
- First-year student volunteers should wear their student ID badges and dress professionally (first-year faculty will be responsible for ensuring professional dress for these students).
- Pins are not mandatory, and students may still participate in the Pinning Ceremony without purchasing a pin.
- Students who choose to purchase a pin that will be used in the Pinning Ceremony will be asked to purchase their pin from the company utilized by the Nursing Program. Ordering information will be sent to the 4th semester students by the Nursing Health Professions Specialist.
- Students are not permitted to be pinned with pins other than Grossmont Nursing pins.

GROSSMONT COLLEGE
NURSING PROGRAM

POST-SURGERY/EXTENDED ILLNESS POLICY

Effective: 06/2015
Reviewed: 06/2016; 07/2017; 06/2018; 06/2020; 08/2021; 08/2022
Revised: 08/2019

Associate Dean of Nursing

BACKGROUND:

The core of nursing is care for others. While nursing is a rewarding and fulfilling profession, nurses who do not care for themselves become exhausted and may become ill. Nursing school is very rigorous and students while enthusiastic about providing care for others may neglect care of themselves. Nurses who care for themselves can more effectively care for their patients with the energy and physical capability required of the profession. Faculty in the Nursing Program want students to be successful and healthy. A student should only return to school when healthy.

POLICY:

- The student has the responsibility to submit a written physician's or primary care provider's clearance that states the student can return to clinical without restrictions.
- The student submits a copy to the nursing office and a copy to the clinical instructor for clinical lab attendance.
- The student has the responsibility and will be held accountable to meet the clinical objectives to remain in good standing in the Program. The lead instructor and/or teaching team, with student input, will determine whether imposed medical restrictions allow accomplishment of clinical objectives.
- The Attendance Policy of the Program will apply unless judged inappropriate to the individual case by nursing faculty review.
- A student who is not able to meet clinical objectives due to illness can consider a leave of absence and has the responsibility to schedule an appointment with the Associate Dean of Nursing or the Assistant Director of Nursing for an exit interview to discuss options.

GROSSMONT COLLEGE
ALLIED HEALTH AND NURSING PROGRAM

PRACTICE ON NON-HEALTHCARE PERSONS IN THE LAB POLICY

Effective: 08/2018
Reviewed: 06/2019; 06/2020; 08/2021; 08/2022
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

A competent healthcare workforce is important to care for a variety of patients in all settings. Learning in the clinical practice setting with patients is an important component of healthcare education considering that healthcare education is evidence-based. The magnitude of clinical practice cannot be overemphasized as it prepares students to become competent practitioners. However, the research suggests that students should be given opportunities in a low risk environment such as the classroom or lab setting to practice different skills to gain confidence and enhance learning prior to entering the clinical practice settings. Repetitive practice can be a means of a conscious process of thinking and analyzing. Ensuring professional competency involves critical thinking and decision-making abilities. The challenge for the healthcare students is finding sufficient opportunities working with individuals in the classroom or lab setting to achieve competency prior to entering the clinical setting. Students often invite family members or friends, including children to provide these opportunities in the classroom or lab setting.

POLICY:

- Students are not permitted to practice invasive skills on lay persons in the classroom or lab setting.
- Students are expected to have lay person volunteers complete the Volunteer Lab Consent Form prior to the experience. The form is posted on the Grossmont nursing website under Student forms.
- The completed lab consent form should be kept on file in the designated department.
- Students are expected to obtain parental permission for those volunteers who are under the legal age.
- Parents are expected to accompany and remain with children volunteers for the entire practice session.

GROSSMONT COLLEGE
NURSING PROGRAM

PREGNANCY POLICY

Effective: 05/2016
Reviewed: 06/2016; 06/2017; 06/2018; 06/2020; 08/2021
Revised: 07/2016; 08/2019

Associate Dean of Nursing

BACKGROUND:

A student who is pregnant may remain active in the Nursing Program as long as the student is able to meet the weekly laboratory objectives and their attendance record remains satisfactory. A pregnant student is expected to meet the same objectives as all other students in both theory and clinical.

POLICY:

Antepartum-Recommendations

- The student has the responsibility to notify the clinical instructor as soon as pregnancy is determined, along with any other restrictions from the physician as some clinical experiences may need to be modified for safety concerns for mother and baby.
- The student has the responsibility to notify both the Nursing department and the clinical instructor if problems arise that could limit the student's ability to safely meet clinical objectives. If the student chooses to request a leave of absence during the pregnancy, the student has the responsibility to schedule an exit interview with the Associate Dean of Nursing or the Assistant Director of Nursing and request a formal leave of absence in writing.
- At the end of the leave of absence, the student can re-enter the Nursing Program.
- The student will be required to follow the re-entry process.

GROSSMONT COLLEGE
NURSING PROGRAM

PRE-REQUISITE CLASS POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

The primary role of the Nursing Program at Grossmont College is to foster and facilitate the development of nurses prepared to care for patients. The Associate of Science Degree in nursing curriculum prepares students for entry-level Registered Nurses as providers of care across the lifespan and as members within a profession. Pre-requisite courses play an important role in nursing education. These courses provide a foundation for knowledge and give students the opportunity to build upon that base once they enter the Nursing Program because the nursing courses will build upon one another. In addition, the grade point average in the pre-requisite classes is often a major component of studies conducted to determine success in the Nursing Program.

POLICY:

1. **Recency of Science Pre-requisites:**
   - Anatomy, Physiology and Microbiology must be taken before applying to the Nursing Program.
   - Science recency is determined from the date of the last science course taken.
   - Anatomy must be taken within 10 years of the application date.
   - Physiology and Microbiology must be taken within 7 years of the application date.

2. **Lab Requirements:**
   - Anatomy, Physiology and Microbiology courses must have a laboratory component that is on site. Online labs are not accepted.

3. **Repeating Science Pre-requisites:**
   - In compliance with the Community College State Chancellor's Office ruling, a student **may be permitted to repeat a maximum** of one (1) science pre-requisite course to improve GPA or recency within a 5-year period.
   - If a student withdraws from one of the science courses and received a "W", this is counted as one (1) attempt.
   - If a student repeats one course, the student would be ineligible to repeat any of the other science courses for another 5 years.

4. **All Other Pre-requisites:**
   - For additional pre-requisite information, please see the nursing web site page at www.grossmont.edu/nursing.

   - **Required GPA:** Please see the nursing web site page at www.grossmont.edu/nursing for point assignments for GPA.

GROSSMONT COLLEGE
NURSING PROGRAM

PROGRAM/COURSE EVALUATION POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2020; 08/2021
Revised: 06/2016; 08/2019

Associate Dean of Nursing

BACKGROUND:

In keeping with the standards set by the California Board of Registered Nursing (BRN) and the Accreditation Commission for Education in Nursing (ACEN), Grossmont College Nursing Program provides opportunities for students to evaluate program quality. Students complete surveys each semester to evaluate their courses, including clinical and simulation, their faculty, and in the 4th semester, students complete an evaluation of the total program. These data are collected and analyzed and decisions about the program are made based on the data analysis.

POLICY:

- Students are expected to complete the classroom and clinical evaluations prior to the end of each course.
- All evaluations are anonymous and are submitted electronically.
- Students are given the opportunity to complete the evaluations during class time.
- The Associate Dean of Nursing and the Assistant Director of Nursing will review all evaluations once completed.
- Data will be recorded in the Systematic Program Evaluation (SPE)
- The Associate Dean of Nursing and the Assistant Director of Nursing will identify trends from all data collected and discuss findings with faculty. If the problem(s) identified relate to the program curriculum as a whole, the issue(s) will be referred to the curriculum committee. At this level a decision will be made if an ad hoc committee needs to be formed or if the problem(s) calls for all curriculum/faculty members.

GROSSMONT COLLEGE
NURSING PROGRAM

REMEDIATION POLICY: MANDATORY ACADEMIC

Effective: 06/2016
Reviewed: 06/2017; 06/2018; 06/2020; 08/2021
Revised: 07/2016; 06/2019; 08/2019

Associate Dean of Nursing

BACKGROUND:

Remediation is a sequence of events beyond the standard course curriculum that are designed to bring students who have identified areas needing improvement or have been unsuccessful in a course exam to a level of competency expected of students in the Grossmont College Nursing Program. The process of remediation should provide opportunities for students to develop and demonstrate required knowledge, skills, and/or attitudes through self--directed learning and purposeful interactions with faculty. The Grossmont College Nursing Program faculty is committed to the success of our students. In addition to student or faculty initiated voluntary remediation, the Grossmont College Nursing Program initiated a mandatory remediation process. Researchers have shown that when students' learning difficulties are identified, corrected, and reinforced, an increase in knowledge and confidence follows. Remediation results in students being able to identify their areas of weakness and being able to overcome barriers to success.

The Grossmont College Nursing Program subscribes to the principles of adult learning. Founded in the principles of adult learning are the following:

- The adult learner is primarily in charge of their own learning. The instructor's responsibility is to manage the process though which adults learn.
- Adults have accumulated a foundation of life experiences and knowledge.
- Adults are goal-oriented.
- Adults are practical.
- Students are encouraged to assume responsibility for their own learning needs and request appropriate assistance if needed.
- If students are not progressing satisfactorily, resources are available to assist the student to overcome identified deficiencies.
- The following are a list of possible referrals that the instructor may utilize for remediation :
    a. Student Success Advisor
    b. Nursing Skills Lab
    c. English Department
    d. Math Department
    e. Counseling
    f. ARC
    g. EOPS
    h. Financial Aid
    i. Learning Resource Center
    j. Health Science Computer Lab
    k. Kaplan

POLICY:

- Student is identified by course faculty for mandatory remediation referral.
    a. Any student scoring <75% on a course exam or <100% on Dosage Calculation Quiz will receive a **mandatory** remediation referral.
    b. The course instructor will meet with the student and review the policy on mandatory remediation.
    c. The course instructor and student will collaboratively develop an individualized Course Content Action Plan as part of the remediation with follow up dates delineated. The Course Content Action Plan may contain one or more of the following:
        i. Individual review of missed questions and content with course instructor.
        ii. Attendance at group clinical reasoning sessions, if applicable.
        iii. NCLEX-RN® questions as an assignment.
        iv. Additional assignments to enhance comprehension of material (case studies, concept mapping, simulation).
    d. The action plan will also include a description of the consequences of failure to complete the remediation plan.
    e. The student will be given the original copy of the remediation form with the Course Content Action Plan completed (Instructors will keep a copy for their files).
    f. Course instructor will notify the Student Success Advisor(s) or designee of the referral by email. If the Student Success Advisor(s) is/are unavailable, faculty will act in the place of the Student Success Advisor(s).
- Students will schedule a meeting with the Student Success Advisor or designee
    a. Meeting must take place within 3 business days of receiving the mandatory remediation referral. The student is responsible for bringing the original of the remediation form to the meeting with the Student Success Advisor or designee.
    b. The General Remediation Action Plan section will be developed by the Student Success Advisor or designee in collaboration with the student with follow-up dates delineated. This action plan may include strategies for improvement in one or more of the following areas:
        i. Test-taking skills
        ii. Evaluation of work hours
        iii. Personal issues
        iv. High risk identifiers
        v. Additional factors identified through discussion with the student
- Actions must be completed by dates identified.
- Completed remediation plan with all actions completed must be signed by the student, course instructor and Student Success Advisor or designee for final sign-off by the date specified.
- Contract will remain in effect despite the absence of the student's signature.
- The original of the completed remediation plan will be given to the course instructor. After review, the plan will be maintained in the student file.
- For students placed on on-going remediation, the current course instructor will meet the instructor for the subsequent course prior to the first day of classes to review the remediation plan. The subsequent course instructor will then meet with the student at the beginning of the course to review the remediation plan to ensure continuity.

A mandatory remediation plan is a formal course requirement. Failure of the student to complete the remediation plan and obtain appropriate signatures by the deadline dates will result in course failure.

Remediation Referral: Mandatory Academic Form

Date: _____

Student: _____ Course: _____

Referring Faculty: _____ Lead Course Faculty: _____

Reason for Referral:

☐ Exam score < 75%

☐ Other_____

Course Content Action Plan developed in collaboration with course faculty:

Actions (including consequences)	Date to be completed	Faculty initials/Date completed	Student initials/Date completed
☐ Individual reviewed exam with course instructor			
☐ Attendance at group clinical reasoning sessions			
☐ NCLEX questions assigned:			
☐ Other:			

☐ **Student is currently on Active Remediation Plan – see previous form**

☐ **Academic Student Remediation Action Plan developed in collaboration with Student Success Advisor (SSA) or designee.**

Problems identified in collaboration with Student Success Advisor or designee:

1.
2.
3.

General Action Plan developed in collaboration with Student Success Advisor (SSA) or designee:

Action(s) (including consequences)	Date to be completed	SSA initials/Date completed	Student initials/Date completed

☐ **Mandatory Remediation plan has been completed with all required signatures*.**

*Student signature: _____ Date: _____

*Faculty signature: _____ Date: _____

*Student Success Advisor signature or designee: _____ Date: _____

Completed form to be maintained in the student file in the nursing office with a copy sent to the course instructor.
All signatures must be original (not typed) and are required prior to filing.

Contract remains in effect despite the absence of the student's signature.

Effective: 05/2012
Revised: 06/2013; 07/2019

GROSSMONT COLLEGE
NURSING PROGRAM

REMEDIATION POLICY: MANDATORY CLINICAL

Effective: 06/2016
Reviewed: 06/2017; 06/2018; 06/2019; 06/2020; 08/2021
Revised: 06/2016

Associate Dean of Nursing

BACKGROUND:

Clinical remediation is defined as the process of identifying the need to take action to remedy a situation that, if left unresolved, will result in unfavorable outcomes, whereas implementing intervention strategies will successfully address the situation. The advantages of clinical remediation are that it (a) allows additional attention for students at risk without compromising educational needs of other students, (b) provides further evaluation and information to the student and faculty on the student's clinical performance, and (c) improves clinical performance.

POLICY:

- The student is identified by clinical instructor for mandatory remediation referral.
  a. **If a student receives feedback documenting a pattern of clinical performance that needs improvement or is unsatisfactory, a remediation plan shall be developed**
  b. The clinical instructor will consult with the Lead Course Faculty.
- The student will meet with the clinical and/or course faculty lead to develop a collaborative Clinical Action Plan. The action plan may include strategies for improvement in one or more of the following areas:
  a. Clinical skills
  b. Critical thinking
  c. Time management
  d. Additional factors determined through discussion with the student
- The Clinical Action Plan will also include a description of the consequences of failure to complete the remediation plan.
- Actions must be completed by the dates identified.
- The Clinical Action Plan must be signed by appropriate faculty as indicated.
- **Contract remains in effect despite the student's signature.**
- The completed remediation plan will be maintained in the student file.

A mandatory remediation plan is a formal course requirement. Failure of the student to complete the remediation plan and obtain appropriate signatures by the deadline dates will result in course failure.

Remediation Referral: Mandatory Clinical Form

Date: _____

Student: _____ Course: _____

Referring Faculty: _____ Lead Course Faculty: _____

Reason for Referral:
☐ Unsatisfactory clinical performance
☐ Other_____

Clinical Action Plan developed in collaboration with clinical/course faculty:

Problem Area	Action(s) (including consequences)	Date to be completed	Faculty signature /Date completed
☐ Clinical skills - *Specify skill(s):*	☐ Required clinical time and lab tutor sign-off in on campus skills lab. ☐ Required time scheduled with clinical or course faculty to review skill(s). ☐ Required practice/return demonstrations in clinical setting. ☐ Additional assignments to enhance comprehension of material.		
☐ Critical Thinking - *Describe the problem(s):*	☐ Required time scheduled with clinical or course faculty to discuss critical thinking. ☐ Completion of case study. ☐ Completion of critical thinking worksheets. ☐ Other assignments to be determined by faculty.		
☐ Time Management – *Describe the problem(s):*	☐ Required time scheduled with clinical or course faculty to discuss time management. ☐ Development of Organizational tool. ☐ Completion of required number of completed tools. ☐ Other assignments to be determined by faculty.		
☐ Other - *Describe the problem(s):*			

I, _____ have reviewed the Clinical Remediation Plan.

Student Signature: _____ Date: _____

☐ **Mandatory Remediation plan has been completed with all required signatures*.**

*Student signature: _____ Date: _____

*Faculty signature: _____ Date: _____

*Student Success Advisor signature (or designee): _____ Date: _____

Completed form to be maintained in the student file in the nursing office with a copy sent to the course instructor.
All signatures must be original (not typed) and are required prior to filing. The contract will be reviewed and signed at the beginning of each semester, and the updated copy will be maintained in the student file. This ongoing contract will be sent to specific course and clinical faculty as the student progresses through the Nursing Program. Contract remains in effect despite the student's signature.

Effective: 05/2012
Revised: 06/2013; 11/2014

GROSSMONT COLLEGE
NURSING PROGRAM

REPORT OF INJURY/EXPOSURE TO INFECTION POLICY

Effective: 06/2015
Reviewed: 06/2016; 07/2017; 06/2018; 06/2019; 06/2020; 08/2021
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

The Nursing Program follows the facility policies and mandates that students immediately report any and all injuries to their clinical instructors.

POLICY:

- Students have the responsibility to immediately report any clinical or classroom injuries or exposure to infection to their nursing instructor or the supervising nurse.
- Clinical or classroom injuries or exposure to infections/blood-borne pathogens are covered under the Program's Workman's Compensation Policy, and necessary forms and referrals must be made.
- The nursing instructor will advise the student how to proceed for prompt treatment and the completion of the necessary forms. All forms need to be in the Nursing Office within 48 hours of the injury or exposure.
- If an injury is life-threatening or is of a critical exposure nature, the student will be sent for medical treatment first.

GROSSMONT COLLEGE
NURSING PROGRAM

SKILLS CHECK-OFF REQUIREMENTS POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 08/2021
Revised: 06/2016; 06/2020

Associate Dean of Nursing

BACKGROUND:

Students require time to practice and repetition of skills that will be used in the clinical setting. The skills checklist provides defined standards to ensure the skill is completed. Checklists also reduce inconsistencies in evaluation by providing a standard for both faculty and students to follow. Effective use of the checklists helps students understand the process of learning skills.

POLICY:

Mandatory Course Entrance Skills:

- Mandatory entrance skills for the second, third, and fourth semester students have been identified, and are included in each course syllabus.
- Students will receive information about the requirements for completing the entrance skills from the lead faculty of the course they are entering at the start of the semester. This information will be distributed at least 2 weeks prior to the start of the semester.
- The student has the responsibility to complete the mandatory course entrance skills within the designated time frame.
- Delay in completion or failure to complete the course entrance skills may result in an initiation of a behavioral contract and may result in clinical absence and possible dismissal from the program.

Course/Clinical Competencies /Expectations:

- **All clinical competencies must be performed with supervision**
- Each course has a required competencies check-off list based on the individual course's clinical student competencies/expectations.
- The competencies check-off list is located in each course Canvas shell.
- The student has the responsibility to complete the required competencies during the course, either in the hospital clinical areas or in the skills lab.
- The skills must be done with competence (as defined by the lead instructor) by the end of the rotation.
- Students are to submit a copy of the competencies check-off list to the clinical instructor at the end of the course, as instructed.
- The competencies check-off list will be placed in the student file along with the clinical forms.
- Delay in completion or failure to complete all of the required competencies check-off list may result in not meeting course requirements and could lead to course failure and possible dismissal from the program.

GROSSMONT COLLEGE
NURSING PROGRAM

SMOKING/SUBSTANCE ABUSE POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

Grossmont College Nursing Program follows the policies of the College and the regulatory policies set forth by the BRN related to smoking and substance abuse.

POLICY:

- Grossmont-Cuyamaca Community College District has established policies, rules and regulations that prescribe the standards of conduct expected of students and members of the College community Grossmont-Cuyamaca Community College District Board Policy 5525 states: *"Any student who engages in the unlawful manufacture, distribution, possession, or use of a controlled substance and/or alcohol on District owned or operated property or at an official college-sponsored function, or who is under the influence of any controlled substance or alcohol is in violation of state, District, and college regulations and is subject to disciplinary action. Students found guilty of violations of this policy are subject to disciplinary sanctions which may include loss of privileges and exclusion from activities, a written or oral warning, probation, suspension or expulsion. In addition, a student may be required to attend counseling and/or treatment programs. When a student is charged with this misconduct, such charge(s) shall be processed in accordance with the District's Student Discipline Handbook"* (Reference: California Education Code sections 76030, 76031, 76033 (d), 76034, 76035; Health and Safety Code Section 11550 (Adoption date 5/21/2002).
- As of January 1, 2009, Grossmont College was stipulated as a "smoke-free environment" (District Board Policy 3560).
- Students are expected to comply with the College policies on smoking, alcohol and illicit drug use while on campus and at clinical sites.
- Grossmont College Nursing Program has a zero-tolerance policy for drugs and alcohol for nursing students while in the Nursing Program. This includes the use of medical marijuana, as the use of marijuana is a violation of federal law; and at present, we follow the guidelines of the clinical agencies *(see full statement re: Medical Marijuana in Admission and Ongoing Requirements policy).*
- The Nursing Program follows the California BRN guidelines and recommendations, recognizing that substance abuse/dependence is a disease that is chronic, progressive, and if left untreated, can be fatal. The college offers counseling/referrals and *Health Education 120 (Personal Health and Lifestyles: A course emphasizing the information required to make important decisions concerning lifestyle and total health).*
- Reporting to class or clinical under the influence of controlled substances or alcohol is prohibited and will result in dismissal from the program.
- Students are expected to comply with all local, state, or federal laws and regulations controlling the possession, manufacture, use, or distribution of controlled or illegal substances and alcohol.
- A positive drug screen of illegal substances and /or controlled substances without a prescription, or intoxication from alcohol will result in dismissal from the Nursing Program.

GROSSMONT COLLEGE
NURSING PROGRAM

SOCIAL NETWORKING POLICY

Effective: 06/2016
Reviewed: 06/2017; 06/2018; 06/2019; 06/2020; 08/2021; 04/2024
Revised: 04/2024

Associate Dean of Nursing

BACKGROUND:

The faculty support the appropriate use of social media and technology, recognizing that social networking websites are used as a means of communication. The faculty acknowledge the value of sharing and communicating one's opinion and support such communication between and among students and faculty. However, care must be taken when posting to social media to ensure that no patient, clinical agency, or Nursing Program is identified. All postings should reflect high standards of professional behavior and communication.

Students need to remember that their online presence should reflect them as professionals. Future employers often review social networking sites when considering potential candidates for employment. Information can "live on" beyond its removal from the original website and continue to circulate in other venues.

Students are legally responsible for anything posted or pictures taken and sent via email or other media platform through the use of technology or in social media forums. Students should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should also be civil and respectful. Nursing students are preparing for a profession which provides services to the public and in which the public expect high standards of professional behaviors and communication. Students need to remember that their online presence should reflect them as a professional. Ultimately, students have the sole responsibility for what they post. Caution should always be exercised to protect privacy and to secure all confidential information.

POLICY:

In the professional role of the nursing student, students should always present themselves in a mature, responsible, professional manner whenever posting to any social media. While wearing Grossmont College ID badge, name badge, or uniform, students are viewed as an extension of Grossmont College.

The following are considered unprofessional behaviors and not permitted in any social media posting:

- Sharing of patient experiences or patient information on **ANY** social site or media platform. Note that removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a **photograph** may still allow the reader to recognize the identity of a specific individual.
- Posting of any classroom/clinical information or experiences regarding faculty, other students, or clinical agency and its staff and patients on any social site or media platform.
- Posting of any pictures or videos of any students, faculty, patients, or clinical agency. This includes individual or group pictures, even if they do not include any patients or identifying clinical information.
- Discussing any information regarding exams or quizzes in an electronic format or on social media.
- Displaying language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, religious beliefs, or sexual identity.

- Presenting information, photographs, or videos that may be interpreted as condoning irresponsible use of alcohol, substances, or sexual promiscuity.
- Posting any video or photo wearing a Grossmont College Nursing Program uniform, ID badge, or name tag.

Any violation of this policy will result in a meeting with the Associate Dean of Nursing and may result in dismissal from the Nursing Program.

GROSSMONT COLLEGE
NURSING PROGRAM

STUDENT ADMISSION WITH PRIOR CONVICTIONS POLICY

Effective: 06/2016
Reviewed: 06/2016; 06/2017; 06/2018; 08/2019; 06/2020; 08/2021
Revised: 07/2016; 08/2019; 01/2020

Associate Dean of Nursing

BACKGROUND:

The purpose of the background check and drug screen for nursing students is to protect the public. The clinical facilities have the responsibility for protecting their patients, and they will determine whether or not a student can participate in clinical rotations at their respective facilities. A past criminal history may be a significant barrier to placement in clinical rotations, hence, the ability to complete the Nursing Program. The Board of Registered Nursing (BRN) is responsible for protecting public safety through the licensing process. The process of completing an Associate Degree program in nursing will not result in the ability of an individual to practice as a nurse. All graduates of the Nursing Program must submit an application to the BRN for review, which includes an extensive Background check. Previous convictions may result in a denial of licensure by the BRN.

POLICY:

- All nursing students will be required to complete a background check and urine drug screen upon acceptance into the Nursing Program.
- The background check and drug screen reports will be shared with the clinical facilities prior to the start of the clinical rotations. Clearance decisions are made on a case-by-case basis by the clinical facilities once a student has been admitted to the Nursing Program, prior to each clinical rotation.
- If a background check and/or drug screen is "flagged" as not clear of all convictions and/or drugs, the clinical facilities will review the flagged reports and determine if a student will be allowed to complete a clinical rotation at their respective clinical site. If a clinical facility does not clear a student to be at the site, the student will be unable to complete the clinical component of the Nursing Program. This may occur at any point in the nursing program, including during the final semester. As a result, the student will be dismissed from the Nursing Program at the time the decision is made by the clinical facility. There are no written criteria for which flagged results will result in the denial of clinical placement by a clinical facility. The decision is made by the clinical facility on a case-by-case basis.
- In addition to the clearance needed for clinical rotations during the Nursing Program, graduates will need to complete a more extensive background check when applying to the CA Board of Registered Nursing (BRN) for an RN license. Applicants with a record of substance abuse or conviction of violations of federal, state or local laws related to controlled substances, alcohol or other drugs or an offense (misdemeanor or felony) should know that they may not be eligible for licensure as a registered nurse.
- The primary source for determining the impact of prior convictions on the ability to obtain an RN license is the CA Board of Registered Nursing (BRN) website: www.rn.ca.gov.
- The following link will take you directly to information on the BRN website related to reporting of convictions:

  https://www.rn.ca.gov/enforcement/convictions.shtml

GROSSMONT COLLEGE
NURSING PROGRAM

WITHDRAWAL AFTER ACCEPTANCE POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 06/2020; 08/2021
Revised: N/A

Associate Dean of Nursing

BACKGROUND:

The Nursing Program at Grossmont College has a history of excellence in the preparation of competent Registered Nurses. Students who meet the pre-requisite requirements are invited to attend the program. Acceptance into the Nursing Program is based upon the California State Chancellor's multi-criteria point system. Students have the option to accept or decline the offer to attend the Nursing Program.

POLICY:

- If an applicant accepts admission to the Nursing Program and then decides not to attend/begin the program, the applicant is eligible to re-apply to the program, while meeting all requirements for re-application into the semester in which the applicant is being considered.
- If a student accepts a seat in the program and consequently withdraws after attending the first day of class, the admission to the program will constitute one (1) attempt at completing the Nursing Program and the applicant will only be allowed one (1) additional opportunity to return to the Nursing Program on a **space-available basis**.

GROSSMONT COLLEGE
NURSING PROGRAM

TEAS: PRE-ADMISSION POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2020; 08/2021
Revised: 09/2017; 06/2019; 01/2023

Associate Dean of Nursing

BACKGROUND:

The Test of Essential Academic Skills (TEAS) has been approved by the state Chancellor's office as a pre-entrance exam for applicants to the Nursing Program. The TEAS is a required test for students submitting application to Grossmont College's Nursing Program. The TEAS measures basic essential skills in the academic content area domains of reading, mathematics, science and English.

POLICY:

- Prior to entering the Nursing Program students are required to take the latest version of the ATI TEAS Exam*.
- All TEAS tests must be in person at one of the designated testing sites.
- ***The applicant must pass the ATI TEAS with a "Composite Score" of 62% or greater.*** Please see the nursing web page for additional details on the TEAS exam at www.grossmont.edu/nursing.
- Please see the nursing web page at www.grossmont.edu/nursing for the TEAS remediation policy and remediation options.

*In June 2022 TEAS version 7 was released.

GROSSMONT COLLEGE
NURSING PROGRAM

THIRTY UNIT OPTION POLICY
LVN TO RN TRANSITION PROGRAM ONLY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 08/2019; 06/2020; 08/2021
Revised: 06/2016; 08/2019; 01/2023

Associate Dean of Nursing

BACKGROUND:

The 30-unit option is prescribed by the Board of Registered Nursing in California as an alternative for applicants who are Licensed Vocational Nurses in the state of California. This pathway to becoming a Registered Nurse was designed as a career ladder for California Licensed Vocational Nurses wishing to become Registered Nurses. The students who choose the 30-unit option take fewer courses to become eligible to take the NCLEX-RN® and become Registered Nurses in the state of California. These students are not required to take courses (e.g., Fundamentals, Medical Surgical Nursing I, Pediatrics and Obstetric Nursing). However, these students are responsible for knowing the content to ensure success in the required courses and for success on the NCLEX-RN. Students will be required to take challenge exams to test their retained knowledge and identify areas needing remediation. This option is only available on a space available basis.

Students who are considering this option need to be aware of the following:

- **NO DEGREE IS GRANTED** UPON COMPLETION OF THE PROGRAM (students who complete the program do not earn the Associate Degree of Science in Nursing).
- STUDENTS ARE NOT ENTITLED TO PARTICIPATE IN THE NURSING PINNING CEREMONY OR OBTAIN A NURSING PIN SINCE THEY ARE CONSIDERED NON-DEGREE GRADUATES.
- MOST OTHER STATES DO NOT RECOGNIZE CALIFORNIA'S 30-unit OPTION AND WILL NOT ISSUE REGISTERED NURSE LICENSURE TO THESE STUDENTS WHO COMPLETED THE 30-unit OPTION (students may not practice outside of the state of California)
- STUDENTS COMPLETING THE 30-UNIT OPTION AND ARE CONSIDERING CONTINUING THEIR EDUCATION FOR ADVANCED DEGREES IN NURSING (RN-BSN OR RN-MSN) MAY FIND APPLYING DIFFICULT (www.rn.ca.gov/careers/steps.shtml)

POLICY:

- Students who are considering the 30-unit option must meet with the Associate Dean of Nursing to discuss all options that can be explored prior to beginning the application process.
- Students are required to complete the same application process as for the generic/traditional Associate Degree Nursing Program.
- Students can apply during the application periods that occur twice a year only after all pre-requisites are completed.
- Students accepted into the 30-unit option will be required to take challenge exams. These challenge exams will not be used to determine admission, but rather assist in identifying any areas needing remediation.
- Once a student is accepted into this track, they cannot change to another track.

GROSSMONT COLLEGE
NURSING PROGRAM

TRANSCRIPT EVALUATION POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 06/2019; 08/2021
Revised: 07/2016; 06/2020

Associate Dean of Nursing

BACKGROUND:

Transcripts are the most important academic record of students' accomplishments throughout their educational journey. Transcripts contain a complete record of students' courses and grades. Transcript evaluation provides students with methods to improve academic achievement by showing students what courses they have completed, and still need to complete not only for the major but also for the degree. In addition, beginning in fall 2016 Grossmont College evaluators began using the National Student Clearinghouse to verify part-time and full-time student transcripts for ALL colleges attended. Therefore, it is essential that students submit ALL transcripts from ALL colleges attended to be eligible for graduation.

POLICY:

- Students are required to submit any and all transcript information from all colleges attended upon admission.
- Students need to be aware that failure to comply with submission of any and all transcripts from all colleges attended will result in a possible delay of graduation date and consequently affect the student's ability to apply for the RN licensure examination (NCLEX-RN).
- At the beginning of the Nursing Program (students enrolled in first semester), all students will be required to make an appointment with a college Counselor. The college Counselor will evaluate students' general education and Nursing major requirements.
- If there are questions or deficiencies, the student has enough time to enroll in the needed classes to graduate.
- Students will submit a copy of the goldenrod counseling form to the Nursing Office by the beginning of the second semester.
- Students have the responsibility to ensure that they meet the requirements for the Associate Degree of Science in Nursing.
- Students are expected to complete the requirements for the Associate Degree in Nursing (ADN) based on the catalog year in which they entered the Nursing Program.
- Students will apply for graduation during the final semester of the Nursing Program and after completion of that application, students will receive an evaluation for graduation from the Admissions and Records Office.
- Students are expected to submit a copy of this evaluation form to the Nursing Office prior to the end of the graduating semester.

GROSSMONT COLLEGE
NURSING PROGRAM

TRANSFER POLICY

Effective: 06/2015
Reviewed: 06/2016; 06/2017; 06/2018; 07/2019; 06/2020; 08/2021
Revised: 07/2019; 08/2022

Associate Dean of Nursing

BACKGROUND:

Opportunities exist for transfer from accredited diploma, associate, or baccalaureate degree schools of registered nursing in the Registered Nursing Program at Grossmont College. Students seeking transfer into the Grossmont College Nursing Program are encouraged to review the Grossmont College Transfer Policy found in the Grossmont College Catalog under *Transfer Credit.*

POLICY:

- The Nursing Faculty and the Assistant Director of Nursing will evaluate previous coursework to determine equivalency of course work taken from another College or University.
- Transfer into the Grossmont College Nursing Program **is on a space available basis.**
- Application for transfer must be received in the Nursing Office by **May 1** for the fall semester.
- Application for transfer must be received in the Nursing Office by **October 31** for the spring semester
- The transfer applicant must submit a *letter in good standing* on official letterhead from the Nursing Director from the previous Nursing Program.
- Students who are seeking to be admitted as a transfer student and who have previously failed a nursing course at a previous college are not considered *in good standing.*
- Students who completed Nursing courses from other colleges in which they earned a grade of C- or lower will not be eligible for admission to the Associate Degree Nursing Program.
- Students transferring from another college or program of nursing must have completed all Grossmont College Nursing Program pre-requisites as well as general education courses in the Nursing Major before transfer will be considered.
- Students may obtain the transfer application form from the Nursing Department Office.
- All requirements for the general Nursing Program applicants must be met by the transfer student (see the Nursing Program website for more information https://www.grossmont.edu/academics/programs/nursing/index.php)
- Students must complete the Transfer Application Packet including required immunizations/titers, negative Tuberculosis test or negative chest X-ray and submit by the deadlines outlined above.
- If Transfer Application Packet is accepted, the following requirements must be met:
    a. Students are required to complete a Dosage Calculation Quiz and pass with 75% and above on the first attempt.
    NOTE: Transfer students are eligible to take the Dosage Calculation Quiz only one time.
    b. Students must demonstrate performance of selected skills representative or prior qualifying nursing courses with 100% accuracy.
    c. Students should be aware that competency testing may occur in the form of a simulation experience.
    NOTE: Transfer students are eligible to take the skills test one time if they have passed the Dosage Calculation Quiz and have one opportunity to demonstrate 100% accuracy on selected skills.
    d. Students who are skills testing will be recorded.

e. Students who successfully pass the Dosage Calculation Quiz and the skills testing and are accepted to the Nursing Program will be expected to present evidence of a satisfactory physical examination, current CPR certification, and current medical malpractice insurance.

THE 30-UNIT OPTION AT GROSSMONT COLLEGE INCLUDES THE FOLLOWING COURSES:

Pre-requisites to be completed prior to application:

		UNITS
Bio 141	Physiology	3
Bio 141L	Physiology Lab	1
Bio 152	Microbiology	5

Required Nursing Courses:

		UNITS
Nursing 210	LVN-RN Bridge	2
Nursing 220	Medical Surgical II	5.5
Nursing 222	Psychiatric and Community Health Nursing	5.5
Nursing 230	Medical Surgical III	8
	TOTAL # OF UNITS	**30**

SECTION VII: NCLEX-RN PREP AND GRADUATION

APPLICATION FOR LICENSURE AND NOTIFICATION TO BRN

In order to qualify for the state board licensure exam as a degreed graduate without potential restrictions, students must have completed the Associate Degree in Nursing. The student has the responsibility and is accountable to meet the degree requirements. Counselors in the Evaluation Division of Admissions and Records will evaluate each nursing student's transcript to determine eligibility for graduation. Students with advanced placement standing must be sure they have met the requirements and that transfer credits are adequate. All student must apply for graduation approximately two months prior to completing the Nursing Program. See the academic calendar for graduation deadlines.

Students in their final semester will receive instruction on the RN licensure application process and the NCLEX-RN testing process, including the on-line submission and completion of required supplemental forms and documents. The California Board of Registered Nursing provides an online application for the National Council Licensure Examination (NCLEX-RN) at the BRN website, www.rn.ca.gov.

Temporary License or Interim Permit: The Board of Registered Nursing (BRN) will not issue a Temporary License or Interim Permit until the processing of fingerprints is completed by the Department of Justice and the Federal Bureau of Investigation and the BRN has received notification of the results.

NURSING PINNING:

- The Pinning Ceremony is a time-honored tradition dating back to the 12th century. The ceremony is a rite of passage into the professional world of nursing. The Grossmont College Nursing Program pin is awarded at the pinning ceremony to all students who successfully complete the program with the Associate Degree. Participation is optional but is strongly recommended. See the Pinning Policy in this Student Handbook.
- Pinning Ceremony are held at the conclusion of the spring and fall semesters.

COMMENCEMENT:

- The Nursing Faculty encourages all eligible students to participate with them in the Grossmont College Commencement Ceremony.
- Grossmont College Graduation is held at the end of the spring semester. Students completing the Nursing Program in December may participate in College graduation at the end of the following spring semester.
- Graduation stoles are available for the nursing graduates to wear during the Commencement Ceremony and may be obtained from the Nursing Department.

SECTION VIII: STUDENT SERVICES

NURSING DEPARTMENT OFFICES AND CONTACT INFORMATION

The Nursing Office is located in Building 34 North, Room 256 (Health Professions). Phone: 619-644-7301, FAX: 619-644-7904. The Nursing classrooms and laboratories are located in the Health and Physical Science Building 34 South. Faculty offices and phone numbers are list below, however the faculty can be reached through your Canvas course too.

Sr. Dean of Allied Health and Nursing	**Phone**	**Office**	**Admin Assistant for Allied Health and Nursing**	**Phone**	**Office**
Dr. Nancy P. Saks	619-644-7149	258	Debora Curry	619-644-7149	256
Associate Dean of Nursing/ Nursing Director			**Health Professions Specialist**		
Dr. Deborah Chow	619-644-7080	271	Breanna Heuft	619-644-7301	256
Faculty					
Aliyev, Gabi	619-644-7096	269	Maloney, Kelly	619-644-7428	269
Babini, Sarah	619-644-7450	264	Ngo-Bigge, Angela	616-644-7319	266
Brooks, Peter	619-644-7049	264	Rivas, Katherine	619-644-7099	266
Dyal, Andrea	619-644-7350	268	Shadroff, Valerie	619-644-7452	267
Madrid, Romeo	619-644-7429	268	Ryan, Rio	619-644-7885	267
Student Success Advisors					
Medina, Judy	619-644-7061	277			
McVeigh, Amy	619-644-7318	277			

NURSING DEPARTMENT STUDENT RESOURCES

- **STUDENT SUCCESS ADVISORS:** The Nursing department has two full-time student success advisors to help students be successful in the Nursing Program. They are involved in a variety of activities with the goal of enhancing the support of nursing students through carefully planned assessments and interventions, including referrals to internal and external resources.

- **NURSING MENTORSHIP PROGRAM:** In the Grossmont College Nursing Program Mentorship Program, peers are able to serve as facilitators of success. Both mentors and mentees achieve professional and personal growth while developing relationships with other nursing students. Mentees will benefit from reduction in anxiety, improved academic performance, and an expanded support system, while mentors develop leadership and professional skills and will receive recognition for their contributions to the program. *(Specific Student Mentorship Guidelines are available from the Student Success Advisors. They are also posted on the Nursing Website under CNSA).*

- **NURSING SKILLS LAB:** The Nursing Skills Lab is located in Room 34-213. A regular tutoring schedule is posted. Students with special requests for tutoring should notify the lead instructor. Students must have faculty supervision when practicing invasive skills in the skills lab unless otherwise indicated by the instructor. Students are encouraged to register for NURS 099 Open Skills Lab. Only registered students will be allowed to utilize this open skills lab. See Open Skills Lab Policy.

- **HEALTH PROFESSIONS LAB:** The Health Professions Technicians, Dan Lopez (619) 644-7309 and Roma Sitta (619) 644-7316, are located in Room 34-220. They are available to assist students and faculty with the equipment and technology resources available in the nursing department.

- **HEALTH PROFESSIONS COMPUTER LAB:** Is available to all health professions students. A variety of computer programs are available including the NCLEX-RN simulation. Call (619) 644-7316 or (619) 644-7309.

- **CALIFORNIA NURSING STUDENTS' ASSOCIATION (CNSA):** The Nursing Program has an active chapter of CNSA, which is affiliated with the National Student Nurses' Association. The club sponsors many activities and services that contribute to the professional development of nursing students. Please see the advisor or one of the club officers for information about joining CNSA.

GCCCD STUDENT RESOURCES FOR THE NURSING PROGRAM

- **COUNSELING CENTER:** (619) 644-7208, Student Services, Building 10. The Counseling Center is staffed with professional Counselors trained to assist with education and career planning and personal counseling. They are available for in-person scheduled meetings, walk-in meetings, and online.

- **STUDENT HEALTH SERVICES:** (619) 644-7192, Griffin Center, Building 60. The Health Services Office coordinates matters concerning student health fees, illness assessments and treatment, health counseling, first aid, vision and hearing screening, substance abuse and eating disorder counseling, health screenings, immunizations, laboratory testing including HIV tests and blood pressure monitoring. In addition, a Mental Health Counselor is now available on a full-time basis for all Grossmont College students at (619) 644-7195.

- **LEARNING AND TECHNOLOGY RESOURCE CENTER:** (619) 644-7361. The Learning and Technology Resource Center (LTRC) is the large building in the center of the campus. It is organized into the Library, the Reserve Reading Room, the TECH Mall, the Media Desk, and the Tutoring Center. Any registered student can use any of these services. The TECH Mall has 160+ computers and the entire library offers wireless Internet access. The student can view audiovisual materials at the Media Center on the second floor. Librarians can assist with research papers and general questions. For more information on the library and the TECH Mall as well as library hours, etc., go to www.grossmont.edu/techmall

- **REGISTRATION FOR USE OF TECH MALL COMPUTERS:** Each semester, the student must register *at the Tech Mall information desk* for use of the computers and other services in the Tech Mall. In order to register, the student must provide a proof of registration and **a course syllabus** for the course(s) they are currently in. After that, the Tech Mall staff will give a registration/"Add" card.

- **TUTORING CENTER:** (619) 644-7387. The Tutoring Center is located on the second floor of the Learning and Technology Resource Center. Currently enrolled students may use the Tutoring Center. Academic tutoring is available at no cost.

- **ACCESSIBILITY RESOURCE CENTER (ARC):** (619) 644-7112, Griffin Center, Building 60. The Accessibility Resource Center provides services for students who have mobility, visual, or hearing impairments; who need speech assistance; or who need assessment, remediation, and/or individualized tutoring due to a diagnosed learning disability. Also available are special spelling and writing skills classes, test taking assistance, and registration assistance.

- **FINANCIAL AID:** (619) 644-7129. Students may apply for financial aid in the form of grants, scholarships, loans, and work study. Information on applications for Financial Aid are available in the Financial Aid Office. Scholarship opportunities are posted in the Financial Aid Office, Student Service, Building 10. See the Financial Aid Policy in this handbook.

- **VETERANS AFFAIRS OFFICE:** (619) 644-7165, Griffin Center, Building 60. The Veteran's Affairs Office serves the needs of veterans who qualify for educational benefits.

- **ASSOCIATED STUDENTS OF GROSSMONT COLLEGE (ASGC):** (619) 644-7604, Griffin Center, Building 60. The ASGC Government Program offers students opportunities in self-government as well as a general means for campus involvement and problem-solving on an intra- and inter-campus basis.

Many other services are available on campus. Please refer to the *Grossmont College Catalog*, the *Grossmont Student Handbook*, the Counseling Office, nursing faculty, the Associate Dean of Nursing, or the Assistant Director of Nursing for additional assistance. We are here to help you succeed in achieving your career goals.

Reviewed: 06/2016; 7/2017; 06/2018; 06/2019; 08/2019
Revised: 06/2018; 08/2019; 06/2020; 1/2023

SECTION IX: NURSING PROGRAM COMMITTEE STRUCTURE

Opportunities exist for nursing student involvement into the share governance of the Nursing Programs through membership and participation in faculty meetings and sub-committees including: Advisory Committee, Pinning Committee, Evaluation Committee and the Curriculum Committee.

Faculty Meetings:

The purpose of the Faculty Meetings is to engage all faculty (full-time and part-time) in discussions and decision-making pertaining to planning and evaluation of Nursing Program. Evaluation Committee and Curriculum Committee bring forth items and policies for faculty approval and final decisions.

Committee Structure
Membership includes the Associate Dean of Nursing, all Nursing Faculty, Student Success Advisor, and student representatives. Associate Dean of Nursing serves as chair of this committee. Meetings held once a month.

Evaluation Committee

The purpose of the Evaluation Committee is to evaluate all aspects for the program including program policies, resources, and program outcomes; through on-going assessments and surveys, analysis of data, and development of strategies for program improvement. A key objective of the committee is to maintain a live systematic program evaluation tool to capture data, track trends, and make informed decisions for program improvement.

Committee Structure
Membership includes the Associate Dean of Nursing, Nursing Faculty, a Student Success Advisor, and one student representative. A faculty member serves as chair of this committee. Meetings held once a month.

Curriculum Committee

The purpose of the Curriculum Committee is to develop, plan, organize, implement, and evaluate all aspects of the curriculum to ensure the achievement of end of program student learning outcomes. The Curriculum Committee focuses on the conceptual framework, student learning outcomes, end-of-program student learning outcomes, appropriate clinical facilities, and curriculum resources.

Committee Structure
The Curriculum Committee consists of the Associate Dean of Nursing, nursing faculty content experts, one student success advisor, and one student representative. A faculty member serves as chair of this committee. Meetings held once a month.

Advisory Committee

The Advisory Committee serves as a forum for discussion of community, educational, and institution concerns that impact the profession and specifically nursing education. Program outcomes are shared with members of this committee. Meetings are held annually.

Committee Structure
The Advisory Committee consists of agency representatives, community members, community educators, student representatives, alumni, nursing faculty, and the Associate Dean of Nursing serves as chairperson.

Pinning Committee

The purpose of the Graduation/Pinning Committee is to plan and coordinate activities related to graduation from the Nursing Program and Grossmont College.

Committee Structure

The Pinning Committee will consist of the 4th semester lead faculty who serves as chair, the 1st semester faculty, one of the health science technicians, the Associate Dean of Nursing, and student volunteers from the 4th semester who serve as representatives from the graduating class.

Outreach Committee

The Outreach Committee is an interface between the Nursing Program and potential students. The Committee promotes the Nursing Program on campus and in the community by participating in career days, job fairs, community health awareness days, and other related events.

Committee Structure

Membership includes nursing faculty and the Student Success Advisor(s). Student input is obtained during monthly faculty meetings.

Student Progression Committee

The Committee reviews the applications of re-entry and/or transfer students and makes recommendations for re-entry or transfer to the Associate Dean of Nursing and the Assistant Director of Nursing.

Committee Structure

The Student Progression Committee consists of nursing faculty from each Program level, the Student Success Advisor(s), and a Health Professions Specialist.

SECTION X: UPWARD EDUCATIONAL MOBILITY

Transfer to/Articulation with Local Bachelor and Master of Science in Nursing Programs:

The faculty strongly recommends that graduates continue their education. In order to assist the student at Grossmont College who wishes to progress to an upper division program, transfer/articulation agreements have been developed by the Counseling Center. This information can be of value in meeting the general education requirements at Grossmont College and simultaneously obtaining the needed courses for progression to upper division work without unnecessary repetition. While these transfer/articulation agreements are updated each year, it is recommended that the student contact the school directly for any specific information needed.

Grossmont College Nursing Program and Point Loma Nazarene University (PLNU) have developed a partnership for students interested in pursuing a Bachelor's degree in Nursing. Beginning in the summer of 2015, a Point Loma RN-BSN program was initiated on the Grossmont College campus in the Health and Sciences building. There are three entrances each year - summer, spring, and fall. The program is created for the full-time working nurse – students can earn their BSN (and qualify for their Public Health Certificate) in 15 months. In addition, students are offered the opportunity to attend classes toward their BSN while in the Grossmont College Associate Degree Nursing Program (dual acceptance). There is a PLNU Program Advisor with an office in the Grossmont College Allied Health and Nursing Division. The advisor is available to meet with current students to answer questions about the RN-BSN program and assist them with the application process.

In addition, Grossmont College Nursing Program and San Diego State University (SDSU) have also developed a partnership for students interested in pursuing a Bachelor's in Nursing. Information about the SDSU program is available in the nursing office, as well as on the SDSU Nursing website.

Included in the following list are other San Diego County schools with B.S.N. and M.S.N. programs. All schools listed are accredited.

Both U.S.D. and S.D.S.U. offer advanced placement opportunities in the Master of Science in Nursing (MSN) programs for Grossmont College nursing graduates holding a Bachelor's degree in an unrelated discipline.

The California Board of Registered Nursing (BRN) maintains a website with the following lists:

RN to BSN: http://www.rn.ca.gov/education/rntobsn.shtml

BSN only: http://www.rn.ca.gov/pdfs/education/rnschools.pdf

LOCAL OPPORTUNITIES FOR UPWARD EDUCATIONAL MOBILITY:

Point Loma Nazarene College
Nursing Program
3900 Lomaland Drive
San Diego, CA 92106-2899
(619) 329-6799
(619) 563-2833 (Grossmont Campus)
http://www.pointloma.edu/experience/academics/schools-departments/school-nursing

San Diego State University
Nursing Program
5500 Campanile Drive
San Diego, CA 92182-4158
(619) 594-2540
http://nursing.sdsu.edu/

University of San Diego
Hahn Nursing Program
5998 Alcala Park
San Diego, CA 92110-2492
(619) 260-4548
http://www.sandiego.edu/nursing/

University of Phoenix
Kearny Mesa Learning Center
9645 Granite Ridge Dr
San Diego, CA 92123-2658
(800) 473-4346
http://www.phoenix.edu/sandiego/

California State University (CSU) Dominguez Hills
Nursing Program
1000 East Victoria Street
Carson, CA 90747
(310) 243-2120
https://www.csudh.edu/son/

National University (BSN program at 2 locations)
http://www.nu.edu/locations/SanDiego.html
Admission information: (858) 541-7700
#1 Technology Center
9980 Carroll Canyon Rd.
San Diego, CA 92131

#2 Spectrum Business Park Academic Center
9388 Lightwave Avenue
San Diego, CA 92123-1426

Grand Canyon University
3300 W. Camelback Rd.
Phoenix, AZ 85017
(855) 428-5673
www.gcu.edu

Chamberlain University
3005 Highland Pkwy
Downers Grove, IL 60515
(877) 751-5783
https://www.chamberlain.edu/academics/nursing-school/rn-to-bsn

Azusa Pacific University
5353 Mission Center Rd. Suite 300
San Diego, CA 92108
(619) 718-9655
www.apu.edu

Ohio University
120 Chubb Hall
Athens, OH 45701
(740) 593-4100
https://www.ohio.edu/chsp/nrse/rn-bsn/

University of Texas at Arlington
701 S. Nedderman Dr.
Arlington, TX 76019
(866) 489-2810
https://academicpartnerships.uta.edu/programs/rn-to-bsn.aspx

If you have any questions regarding the articulation agreements, contact the Grossmont College Transfer Center at (619) 644-7094.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities who may need accommodations in any class must follow the process on the *Necessary Skills of the Nursing Student Form* posted on the nursing website under student forms, developing a plan in conjunction with Accessibility Resource Center (ARC). Students may contact ARC in person in Griffin Center (building 60-office number 120) or by phone at (619) 644-7112. The faculty will work with the student and the ARC office to provide **reasonable accommodations as deemed necessary by ARC**.