



**SAN JOAQUIN VALLEY COLLEGE**

---

**REGISTERED NURSING  
PROGRAM  
HANDBOOK**

## TABLE OF CONTENTS

---

<b>SECTION 1 – INTRODUCTION</b> .....	<b>4</b>
WELCOME LETTER .....	4
RN PROGRAM DIRECTORY .....	5
STUDENT COMMUNICATION.....	5
Email.....	5
eCourse Announcements.....	5
OVERVIEW OF THE ROLES OF THE REGISTERED NURSE .....	6
Role as Provider and Manager of Care .....	6
Role as Communicator and Collaborator .....	6
Role as Client Advocate.....	6
Role as a Teacher.....	7
Role as a Member of the Profession .....	7
AMERICAN NURSE’S ASSOCIATION (ANA) CODE OF ETHICS FOR NURSES .....	7
STANDARDS OF COMPETENT PERFORMANCE .....	7
<b>SECTION 2 – OVERVIEW OF THE PROGRAM</b> .....	<b>9</b>
INSTITUTIONAL AND PROGRAMMATIC ACCREDITATION .....	9
PROGRAM DESCRIPTION.....	9
30-Unit Certificate Option.....	9
STANDARDS OF COMPETENCY .....	9
PROGRAM LEARNING OUTCOMES .....	10
ORGANIZING FRAMEWORK .....	10
PHILOSOPHY .....	10
Person/Client .....	10
Environment.....	10
Health .....	10
Nursing .....	11
Education.....	11
Students .....	11
Nursing Faculty Members .....	12
CURRICULUM THREADS .....	12
FACULTY EXPECTATIONS FOR STUDENT PERFORMANCE .....	12
STUDENT INVOLVEMENT .....	14
Student Leadership Team.....	14
Student Representative.....	14
SJVC National Students Nurse’s Association (NSNA) .....	14
Instructor, Course and Clinical Evaluations .....	14
STUDENT SUPPORT SERVICES .....	14
Instructors .....	14
Nursing Skills Lab .....	15
Campus Student Services.....	15
<b>SECTION 3 – PROGRAM POLICIES</b> .....	<b>16</b>
IMPAIRED STUDENT POLICY .....	16
Preamble .....	16
Policy.....	16
Dismissal for Impairment.....	16

ILLEGAL DRUG/SUBSTANCE ABUSE POLICY .....	17
ACADEMIC HONESTY .....	17
Turnitin.....	18
STUDENT HEALTH .....	18
Student Injury or Exposure Incident .....	18
CLINICAL PARTICIPATION REQUIREMENTS.....	18
Health Assessment.....	18
PPD (2 Part TB Skin Test) or Chest X-ray.....	18
CPR Certification .....	19
Physical Wellness.....	19
TRANSFER CREDIT POLICY .....	19
ATTENDANCE POLICY .....	20
COMPUTER USAGE POLICY .....	20
GRADING POLICY.....	20
Student ATI Remediation .....	21
Theory Grade.....	21
Skills Lab .....	21
Clinical .....	21
Self-Evaluation.....	21
BRN Section 1426(d) .....	21
Unsuccessful Program Completion .....	22
MATH PROFICIENCY POLICY .....	22
TESTING AND TEST REVIEW POLICY .....	22
Testing Policy .....	22
PROFESSIONAL APPEARANCE .....	23
EATING AND DRINKING .....	24
CELL PHONE AND PERSONAL TECHNOLOGY USE POLICY .....	24
SOCIAL MEDIA POLICY .....	24
DISCIPLINARY ACTION .....	24
Prohibited Behavior.....	24
GRIEVANCE/COMPLAINT POLICY.....	25
WITHDRAWAL, DISMISSAL, AND RE-ENTRY PROCEDURES.....	25
Withdrawal .....	25
Before the Term.....	25
During the Term.....	25
Failure.....	26
Re-Entry Procedure .....	26
PINNING POLICY .....	27
<b>SECTION 4 – FINAL WORDS .....</b>	<b>28</b>
<b>SECTION 5 – APPENDICES .....</b>	<b>29</b>
Appendix 1: Board of Registered Nursing Policies .....	30
Appendix 2: ANA Code of Ethics for Nurses .....	32
Appendix 3: Incident Report Form .....	33

*Portions of this handbook are adopted with permission from the Associate Degree Nursing (RN) Curriculum Model, A Statewide Project for California Community College Associate Degree Nursing Programs. This project was supported by Carl D. Perkins Vocational and Technical Education Act of 1998 (VTEA), Title 1, Part B funds awarded to Butte Community College District by the Chancellor's Office, California Community Colleges. Copyright 2006 Chancellor's Office, California Community Colleges.*

## SECTION 1: INTRODUCTION

---

Welcome future Registered Nurses! The faculty and administration of the *San Joaquin Valley College* Registered Nursing (RN) program are pleased that you have chosen to enroll in our program. We look forward to establishing a partnership with you as you begin your educational journey with us. In this partnership, we pledge our commitment to your personal, academic, and professional success. We will provide you with a high quality education in the registered nursing field by ensuring that you are taught in the best possible learning environment and are given the appropriate learning experiences required for developing the knowledge and skills that will lead to a successful career in nursing. Likewise, your contribution to our partnership consists of taking the time and responsibility to thoroughly read, understand, and comply with the institutional and program policies which have been established to support an effective and quality educational experience.

The RN program faculty members have developed this handbook to guide you through your training and to enlighten you to the diverse opportunities that await you upon completion of this program. This handbook includes information, policies, and procedures specific to the Registered Nursing program offered at the Visalia Campus. The policies and procedures herein pertain to all phases of instruction and training. Information about the program and

profession is provided to give you a realistic perspective of the many elements likely to be experienced in this program.

Please carefully consider all of the information contained in this handbook and use it as a supplement to the **College Catalog, Student Handbook**, Application Packet, and RN Course Syllabi. You should make note of topical areas or details not fully understood and immediately seek clarification from program administration.

The following pages will convey the program's expectations of all students in the RN program. Read the information carefully and be prepared to comply immediately as it is for your benefit and your success. Please remember that the measure of success you experience in the program is largely dependent upon you. In order to make the most out of your time at *SJVC*, we encourage you to maintain an attitude that reflects cooperation, flexibility, and a sustained effort.

Good luck to you as you embark upon the fascinating world of Registered Nursing!

*Janine Spencer, RN Ed.D*  
*Program Director*  
*Registered Nursing Program*  
*San Joaquin Valley College*

## RN PROGRAM DIRECTORY

### School Address

**Visalia Campus:** 8400 West Mineral King  
Visalia, CA 93291

**Campus Phone:** (559) 651-2500

**Campus Fax:** (559) 651-0574

### Key Staff Members

#### Program Director

Spencer, Janine, BSN, MSN, Ed.D  
[Janine.Spencer@sjvc.edu](mailto:Janine.Spencer@sjvc.edu)

Brasko, Michelle, DeFede, Kathryn,  
BSN, MSN

#### Administrative Assistant

Monica Urmson  
[Monicau@sjvc.edu](mailto:Monicau@sjvc.edu)

## STUDENT COMMUNICATION

### Email

All SJVC students will be required to use their free SJVC email address to communicate with the College's faculty, administrators and other students. It must be checked with regularity. Students can access email via Outlook by going to <https://infozone.sjvc.edu>. Look for the email tab on the main menu bar.



### eCourse Announcements

Pertinent course and program information will be regularly placed on eCourse announcements. Please check eCourses regularly for important information.





## **OVERVIEW OF THE ROLES OF THE REGISTERED NURSE**

The following roles of the nurse are adopted from the NLN/AC and are incorporated into the curriculum:

### **Role as Provider and Manager of Care**

Upon completion of an ADN program, the graduate nurse will demonstrate the role of provider of care by:

1. Utilizing knowledge derived from nursing, behavioral, and natural science to guide clinical practice.
2. Performing an assessment appropriate in level to the patient's status and developmental level.
3. Gathering clinical data pertinent to the patient, differentiating normal from abnormal assessment information.
4. Organizing and classifying assessment information based on unmet human needs.
5. Formulating individualized care plans that are supported by subjective and objective data.
6. Setting realistic outcomes in consultation with the patient/client and family.
7. Adapting nursing care consistent with the patient's stage in the life cycle and individual psycho-socio-cultural requirements.
8. Assuming responsibility for care of assigned patients, including supervision of care given by other members of the health care team.
9. Judging the effectiveness of nursing interventions by determining patient response and the extent to which the expected patient outcomes have been met.
10. Continuously reassessing and modifying the plan of care to achieve desired patient/client outcomes.

### **Role as Communicator and Collaborator**

Upon completion of the ADN program, the graduate nurse will demonstrate the role of communicator and collaborator by:

1. Communicating effectively with colleagues, the patient/client, and family verbally and in writing.
2. Documenting relevant information according to standards of practice.
3. Delegating appropriately to other members of the health care team to provide safe and effective care to a group of patients.
4. Collaborating and coordinating with other members of the acute care and community health team to promote an optimal degree of health for the patient/client and family.
5. Exercising sound clinical judgment in decision making, task organization, and team coordination.
6. Researching and communicating to identify problems, initiate actions and evaluate outcomes for health promotion and maintenance.
7. Organizing individuals or groups toward goal setting and goal achievement.

### **Role as a Client Advocate**

Upon completion of the ADN program, the graduate nurse will demonstrate the role of client advocate by:

1. Participating as a patient advocate in providing and managing care.
2. Protecting the patient/client by representing the client's needs and wishes to other health care professionals.
3. Ensuring that the patient/client is provided with the necessary information for decision making.
4. Empowering the patient/client and family to become self-care agents in the management of their care and in health promotion.

### **Role as a Teacher**

Upon completion of the ADN program, the graduate nurse will demonstrate the role of teacher by:

1. Identifying knowledge deficits related to health, the disease process, health care procedures and resources.
2. Setting realistic goals in consultation with the patient/client and family related to knowledge deficits.
3. Utilizing teaching/learning principles to educate the patient/client and family regarding health issues, health care procedures and resources needed to restore and maintain their health.
4. Providing continuity of care by ensuring that the patient/client and family know how to utilize available resources.
5. Evaluating the learning outcomes and identifying the need for follow-up care by community agencies.

### **Role as a Member of the Profession**

Upon completion of an ADN program, the graduate nurse will demonstrate the role of member of the profession by:

1. Demonstrating accountability for individual decisions and actions in nursing practice.
2. Recognizing and appropriately applying ethical/legal frameworks to deal with problems and answer questions.
3. Demonstrating an awareness of the role of the nursing graduate, trends within nursing, and involvement in professional organizations and collaboration in determining the future direction of nursing.
4. Identifying and utilizing a variety of resources, including electronic media, to increase knowledge and improve care of the patient/client and family.
5. Establishing goals for personal growth within the discipline which are oriented toward achievement of potential.
6. Accepting responsibility for learning as a lifelong process.

## **AMERICAN NURSES ASSOCIATION'S (ANA) CODE OF ETHICS FOR NURSES**

As a student in the SJVC RN program and future Registered Nurse, students are expected to read, study, and practice the ANA Code of Ethics for Nurses. (See **Appendix 2 – Code of Ethics for Nurses**) The Code of Ethics for Nurses is a nurse's guide to quality nursing care and ethical obligations of the profession.

## **STANDARDS OF COMPETENT PERFORMANCE**

A registered nurse shall be considered 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<sup>1</sup>:

1. Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.
2. Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.
3. Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client's health needs.
4. Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated,

---

<sup>1</sup> Authority cited: Business and Professions Code, Section 2715. Reference: Business and Professions Code

- and effectively supervises nursing care being given by subordinates.
5. Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and the health team members, and modifies the plan as needed.
  6. Acts as the client's advocate, as circumstances require by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.





## SECTION 2: OVERVIEW OF PROGRAM

---

### INSTITUTIONAL AND PROGRAMMATIC ACCREDITATION

*SJVC* is regionally accredited by the **Accrediting Commission for Community and Junior Colleges (ACCJC)** of the **Western Association for Schools and Colleges (WASC)**.<sup>2</sup> The College has received ACCJC's approval to offer its RN program which culminates in an Associate of Science Degree. In addition, the **California Board of Registered Nursing (BRN)** has approved *SJVC*'s RN program.<sup>3</sup>

### PROGRAM DESCRIPTION

The RN program is approved by the California Board of Registered Nursing (BRN). The curriculum is offered in four linear 20-week terms of nursing courses. Upon successful completion of the program, the graduate will be awarded an Associate of Science Degree in Nursing (ADN). In addition, the student will be eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN), which is a requirement for practice as a registered nurse.

The College also offers a career ladder advanced placement option for California Licensed Vocational Nurses (LVN). The LVN to RN option covers curriculum designed to assist in the transition of LVNs to the Registered Nursing role. Upon completion of the program, the graduates are prepared for entry level positions as registered nurses.

#### 30-Unit Certificate Option

In accordance with the Board of Registered Nursing Policy (Section 1435.5) California Licensed Vocational Nurses may apply for the non-degree program. This program is commonly referred to as the "30-unit option" and prepares the student to take the NCLEX-RN Examination, but does not award an A.S. Degree. This option is not supported by the

nursing community as a whole. Completion of this option may not meet the criteria to practice in other states. Non-degree applicants will be considered on a space available basis only and if program resources allow.

If a student qualifies for and chooses to enroll in this option, it is highly recommended that the student audit and participate in courses not offered in the 30-unit certificate option. Auditing these exempt courses will support student success in the program, knowledge level, and, ultimately, preparation for the NCLEX exam.

See the RN Program Director for more information.

### STANDARDS OF COMPETENCY

The student who completes an ADN program will meet the standards of competency, delineated by the Board of Registered Nursing for the State of California<sup>4</sup>. The successful ADN graduate will:

1. Demonstrate knowledge to function as a patient advocate.
2. Demonstrate knowledge to safely perform as a clinician in the delivery of patient care.
3. Demonstrate knowledge to implement critical thinking utilizing the nursing process in the care of patients.
4. Demonstrate knowledge to provide leadership, manage resources, delegate and supervise based on legal scope of practice.

---

<sup>4</sup> Adopted with permission, Associate Degree Nursing (RN) Curriculum Model, A statewide Project for California Community College Associate Degree Nursing Programs supported by Carl D. Perkins Vocational and Technical Education Act of 1998 (VTEA), Title 1, Part B funds awarded to Butte Community College District by the Chancellor's Office, California Community Colleges. Copyright 2006 Chancellor's Office, California Community Colleges.

---

<sup>2</sup> <http://www.accjc.org>

<sup>3</sup> <http://www.rn.ca.gov/index.shtml>

5. Demonstrate knowledge to teach individuals, families, communities and members of the health care team.

## PROGRAM LEARNING OUTCOMES

Upon completion of this program, the graduate will be able to:

1. Assist individuals to achieve optimal health utilizing the knowledge gained from biological, social, and nursing sciences.
2. Formulate a comprehensive plan of care using all components of the nursing process.
3. Integrate the role of professional nurse into clinical practice.
4. Apply psychological, social, and cultural knowledge to nursing practice.
5. Use inter- and intra-professional communication and collaboration skills to deliver evidence-based, patient-centered care.
6. Assume the role of advocate to improve health care delivery by communicating and acting according to the expressed needs of the individual.
7. Interpret data and apply evidence to support clinical decision making.
8. Implement a comprehensive teaching plan to promote positive patient outcomes.
9. Demonstrate the social skills, professional appearance, attitudes and behavior that employers expect of all *SJVC* graduates.

## ORGANIZING FRAMEWORK

The organizing/conceptual framework for this curriculum is adapted, with permission, from the Associate Degree Nursing (RN) Curriculum Model, A Statewide Project for California Community College Associate Degree Nursing Programs. The curriculum is based on the nursing process and nursing competencies. Educational outcomes facilitate the integration of information relevant to nursing and patient care. Curriculum and course sequence progress

from simple to complex knowledge and skills with emphasis on caring, problem solving and critical thinking. The philosophy values reflect those of the faculty, as discussed and determined in faculty and advisory meetings, and provide the foundation for the educational experience.

Included in the organizing framework is the philosophy which defines the basic concepts of person/client, environment, health, nursing, education, students, and nursing faculty members.

## PHILOSOPHY

### Person/Client

The concept of person/client includes individuals, families, groups and communities. *Client* refers to an individual, his/her support groups, and/or to any group participating in and/or receiving nursing care. Each client is characterized by dynamic components that are physiological, psychological, cultural, ethnic, developmental, and spiritual. All of these areas interact by influencing the client's response to internal and external needs. The client has a right to self-determination in meeting his/her needs. Each client is worthy of respect and concern. As part of a family and cultural group, the nurse considers, integrates and includes all factors in the care of the client.

### Environment

The environment has internal and external components, which are constantly changing. The internal environment consists of cognitive, developmental, physiological and psychological processes, while the external environment consists of the physical and social world. The dynamics of the internal and external environments constantly affect the client's ability to adapt and to maintain homeostasis.

### Health

Health is regarded as a state of equilibrium on a wellness-to-illness continuum. Individual health practices impact the value and meaning of health as determined by culture and society. Wellness is identified as

successful management of multiple stresses from internal and external environments. Illness results when the bio-psycho-social system is disrupted. The person/client's ability to cope with illness is influenced by how successfully he/she is able to adapt within the health care environment. The perception of wellness to illness is a highly individualized process, which is influenced by the client's health beliefs and health behaviors.

## **Nursing**

Nursing is, as defined by the American Nurses' Association, "the diagnosis and treatment of human responses to actual or potential health problems." Nursing is both an art and a science. The art of nursing involves intuition, creativity, caring, application of nursing therapeutics, communication skills, and compassionate interpersonal processes. These artistic considerations are integrated with scientific principles of nursing derived from biological, social, and behavioral sciences through critical thinking and logical exploration. Together the art and science of nursing provide insights for the nurse in the performance of caring behaviors contributing to health, recovery, or peaceful death.

Nursing practice represents all the actions performed in the delivery of nursing care. The practice of nursing uses the nursing process in a dynamic interpersonal manner consisting of assessing, diagnosing, planning, implementing, and evaluating client needs. Nursing practice uses knowledge from theories, research, and the bio-psychosocial sciences in the delivery of multidisciplinary health care to culturally diverse individuals, families or communities. Those who practice nursing should demonstrate on-going competencies, skills in technological advances, attention to current health care issues, and the concept of caring. Caring represents competence, compassion, commitment, advocacy, ethical behavior, and confidence. Nursing practice involves collaboration among caregivers,

clients, families and health care delivery systems.

Nursing practice not only encompasses direct client care, but also indirect care. Indirect nursing practice involves registered nurses engaged in activities such as education, administration, research, consultants and journalism. Such activities facilitate and support nursing practice through the provision of services and advancement of nursing knowledge. The nurse uses the nursing process in the assessment, diagnosis, planning, implementation and evaluation of systematic care with the expectation of outcomes that provide optimum wellness for the client.

The RN program is competency based whereby students acquire specific psychomotor, cognitive, and affective competencies at a satisfactory performance level. Nursing education involves a systematic approach aimed at meeting specified learning goals or outcomes. Associate degree nursing education incorporates core knowledge and skills currently needed by the registered nurse to deliver cost effective care in diverse settings.

## **Education**

Education is a process involving active participation of both the student and the instructor. Nursing education blends the science and the art of nursing as well as integrating concepts from support courses and the prerequisite courses required. Education is facilitated by communication between the faculty and the students in the traditional and technologically enhanced learning environment. The theoretical framework is based on the nursing process meeting the person/client's physiological, psychological, cultural/ethnic, social, developmental and spiritual needs.

## **Students**

Students possess unique individual qualities. Students are encouraged to become self-motivated, independent critical

thinkers who accept personal accountability and responsibility in the learning process. It is essential that students entering an associate degree nursing program have the basic reading, math and language skills needed to succeed. Cognitive skills essential to the learning process in nursing education include analysis, synthesis, and the ability to transfer learning.

### **Nursing Faculty Members**

While learning is the responsibility of the student, learning is enhanced when the student is an active participant with the faculty in the educational process. The faculty possesses competent theoretical knowledge and clinical skills. They facilitate learning by directing, providing opportunity, and assisting students with the acquisition of knowledge and the mastery of clinical skills. Faculty members respect the differences unique to each student's ethnic, cultural, spiritual needs and learning styles. The faculty recognizes that promoting student support systems is integral to student success. Nursing faculty members are committed to the goal of graduating individuals who will function safely and efficiently as registered nurses in the health care community.

### **CURRICULUM THREADS<sup>5</sup>**

The nursing curriculum is sequential and builds on previously acquired knowledge and skills. Overriding all student experiences is the ability to think critically. Critical thinking is exercised in all aspects of client care: nursing care decisions, priority setting, appropriate interventions to individualized client care, and evaluating outcomes.

---

<sup>5</sup> Adopted with permission, Associate Degree Nursing (RN) Curriculum Model, A statewide Project for California Community College Associate Degree Nursing Programs supported by Carl D. Perkins Vocational and Technical Education Act of 1998 (VTEA), Title 1, Part B funds awarded to Butte Community College District by the Chancellor's Office, California Community Colleges. Copyright 2006 Chancellor's Office, California Community Colleges.

Patient teaching, one of nursing's unique functions, is another focus of nursing. The student will have opportunities to explore factors that affect learning and identify some of the principles of the teaching-learning process.

There are "threads" of learning in the nursing education curriculum, that is, topics in nursing that are taught in every term beginning with the simple and moving to the complex. Nursing process is an example of a curriculum thread, as is leadership. The advisory committee and the curriculum writers identified the following threads to be included in each course:

1. Communication
2. Critical Thinking
3. Nursing Process
4. Teaching/Learning Principles
5. Safety
6. Ethics
7. Caring
8. Legalities
9. Leadership
10. Lifespan/Age Appropriate Care
11. Professionalism
12. Fiscal Responsibility/Health Care Financing
13. Diversity
14. Collaboration
15. Research/Evidence Based Practice
16. Patient Advocacy
17. Self-Care
18. Pain
19. Informatics
20. Nutrition

### **FACULTY EXPECTATIONS FOR STUDENT PERFORMANCE**

To assist in your success during the nursing program, the following guidelines are provided as expectations of student behavior. There will be other additional expectations/requirements, which are specific to a module of clinical rotation, which will be discussed by the instructors at the appropriate time.

The student is expected to:

1. Check his/her SJVC email daily or more often as suggested by the course instructor. Electronic communication between students and faculty shall only take place through the SJVC network.
2. Check eCourses regularly for grades, course documents, and communication and changes or clarification of assignments.
3. Adhere to all College and departmental policies and procedures.
4. Complete all assignments for all modules according to date and time scheduled.
5. Take examinations on the day and time scheduled.
6. Arrange a specific time for a make-up with the instructor.
7. Expect test grades to be posted after the computer analysis is completed, provided there are no computer technical problems. If tests are other than multiple choice, they may take longer to grade and will be posted as soon as possible.
8. Be prepared for impromptu quizzes which may be given at the discretion of the instructor.
9. Identify changes or additions to patient care plan consistently to support transfer of theory into practice.
10. Be prepared to actively participate in class and provide safe care in the clinical environment by preparing and completing assignments as directed by the instructor and/or as described in the course syllabus prior to class time.
11. Participate actively and professionally in the classroom, clinical environment, and clinical conference so as to support the integrity and professionalism of the learning environment for all students.
12. Demonstrate a consistent pattern of behavior indicating the

internalization of professional and ethical behavior as indicated by:

- a. Doing own work on tests and written assignments.
- b. Not writing assignments for other students.
- c. Not asking for or discussing details of tests.
- d. Respecting confidentiality of the patient, her/his family, and of the clinical staff by refraining from:

- i. Copying any part of a client record.
- ii. Discussing client(s) in public areas.
- iii. Photographing client, family, or staff without permission.

**NOTE:** Students must adhere to the clinical agency policy regarding the use of cell phones or other personal technology in the work place.

- iv. Posting information, pictures, or personal statements of any form regarding the clinical experience, patient conditions, staff encounters, and classroom or clinical experiences (both positive and negative) on social media sites (Facebook, Instagram, Twitter, Tumblr) or any other venue that is supported and distributed through the internet.

**NOTE:** HIPPA violations (breach of patient confidentiality) may result in serious disciplinary action, up to and including dismissal from the program. (For more information, please



see the Social Media Policy.)

- e. Consulting instructor or experienced registered nurse when client's problems are not within the scope of practice.
- f. Communicating in a professional manner with staff, clients, and their families.
- g. Communicating on proper facility format using correct terminology and grammar.

If it is apparent to an instructor that cheating has occurred, the student is subject to dismissal.

## STUDENT INVOLVEMENT

The RN faculty invites and encourages student input and participation in institutional improvement through the following activities:

### Student Leadership Team

The Student Leadership Team consists of officers as elected by the class. The purpose of the leadership team is to serve as role models by demonstrating professional leadership skills including problem solving and conflict resolution. They are responsible for facilitating effective class meetings. A half hour of scheduled time will be set aside each week for these activities. The Student Leadership Team will work closely with the faculty advisor and Program Director in planning various student activities, including pinning. (Please see the Pinning Policy for more information.)

### Student Representative

During the first week of each term, each clinical group will elect a Student Representative. Duties of the Representative include:

- Attend monthly faculty meetings and semi-annual RN Advisory Committee meetings.

- Communicate information to classmates regarding changes and/or issues concerning the students.
- Communicate information regarding student concerns and issues to the faculty.
- Participate in evaluation of the curriculum, policies, requirements and regulations.
- Participate as a member of the graduation ceremony committee.

### *SJVC* National Students Nurses Association (NSNA)

The *SJVC* chapter of the NSNA is encouraged and intended to increase the opportunity to engage in activities which contribute to educational and social growth outside of the classroom. Students are also encouraged to participate in inter-campus events which contribute to program visibility and professional growth.

### Instructor, Course and Clinical Evaluations

In accordance with College policy, all aspects of the program are evaluated on a predetermined timetable. Constructive comments regarding course objectives, assignments, and learning activities are welcomed and recognized as essential to improve the program.

## STUDENT SUPPORT SERVICES

### Instructors

Each RN program instructor is available to answer questions or discuss concerns during posted office hours or by appointment. Instructor responsibilities include, but are not limited to:

1. Teaching and evaluating nursing students in the class, laboratory, and clinical settings.
2. Updating and developing curriculum materials and maintaining necessary attendance, scholastic, and personnel records.

- Evaluating nursing curricula as related to the philosophy and objectives.

### **Nursing Skills Lab**

The Nursing Skills Laboratory is open to all individuals enrolled in the program. Days and hours will be posted each term.

### **Campus Student Services**

*SJVC* offers a wide range of personal and professional opportunities designed to support the students' educational program and learning needs. Students are

encouraged to contact the Dean of Student Services for a full description of services at the Visalia campus. Please see the **College Catalog** and **Student Handbook** for descriptions of:

- College Orientation
- Student Advising for Academic or Personal Issues
- Tutoring Services
- Employment Services
- Loan Management
- Library and Learning Resources



## SECTION 3: PROGRAM POLICIES

---

### IMPAIRED STUDENT POLICY

#### Preamble

The RN program faculty requires nursing students to provide safe, effective, and supportive client care. To fulfill this purpose, nursing students must be free of chemical impairment and effects of emotional illness during participation of any part of the RN program. The faculty believes the nursing students who develop signs and symptoms of chemical impairment and/or emotional illness can be helped to recover.

The RN faculty, out of concern for the impaired student, has developed the following policy, which is consistent with the Board of Registered Nursing Guidelines. Confidentiality will be strictly maintained at all times.

#### Policy

A student who, in the opinion of the instructor, is exhibiting impaired behaviors will be removed from any classroom, laboratory or clinical setting. These behaviors may include, but are not limited to:

- Physical impairment
- Impaired judgment
- Mental or emotional impairment
- Disruptive actions
- Inconsistent behavior patterns

When a student, in the instructor's opinion, is exhibiting any of the above behaviors, the following actions will be taken in the classroom, laboratory, or clinical setting:

1. The student shall be removed from the classroom, laboratory, or clinical patient area. The student and instructor, when possible, are to meet in a private location and the instructor shall inform the student of the observed sign(s) and behavior(s) and allow the student to provide a brief verbal explanation. A report of the observed student behaviors indicative of impairment will be prepared by the involved faculty

member, signed by the student, and submitted to the RN Program Director.

2. The instructor shall immediately report the incident to the RN Program Director for investigation pursuant to College regulations.
3. The student shall immediately report to the RN Program Director for investigation pursuant to College regulations.
4. The student shall be referred for further professional assessment. The student shall be given a referral form indicating the impaired behavior, which led to the RN program exclusion. This form must be signed by a health care professional, indicating clearance, and returned to the instructor before the student may be readmitted to the RN program.
5. The professional assessment shall be performed by someone other than a member of the College faculty.
6. A College employee (dean, faculty, support staff) will call the student's emergency contact person for transportation from the campus if, in the instructor's judgment, the student is incapable of driving safely.

#### Dismissal for Impairment

If the student is believed to be impaired and therefore a danger to self or others, and refuses to submit to further professional assessment, the student will be dismissed from the RN program.

If the student submits to further professional assessment and is found to be impaired, and therefore a danger to self or others, the student will be dismissed from the RN program and required to provide proof of having received professional treatment prior to re-entry.

## **ILLEGAL DRUG/SUBSTANCE ABUSE POLICY**

*SJVC* is committed to providing a campus environment free of illegal drugs and substance abuse. The use, possession, or distribution of illegal drugs or any substance deemed illegal by local authority, by a student of the College or on College property, is prohibited.

Violation of this policy may result in immediate termination or dismissal from academic programs. Hospitals and clinics which participate in student clinical rotations and externship programs may not allow student participation in these programs if substance abuse is determined through screening tests. Substance abuse prevention information is presented to all students during the program orientation and prior to clinical rotation and externship assignments.

Due to the high level of interaction between students and patients, random drug testing will occur throughout the program. Refusal to submit to a drug test is grounds for dismissal from the program. Any student with a positive test will immediately meet with the Dean of Student Services to determine a course of action.

## **ACADEMIC HONESTY**

The College has the responsibility to ensure that grades assigned are indicative of the knowledge and skill level of each student. Acts of academic dishonesty make it impossible to fulfill this responsibility, and they weaken our society. Students are responsible for maintaining academic honesty. Students are expected to:

- Refrain from acts of academic dishonesty.
- Refuse to aid or abet any form of academic dishonesty.
- Notify instructors and/or appropriate administrators about observed incidents of academic dishonesty.

For more information on academic honesty and examples of violations, please refer to the **College Catalog** and **Student Handbook**.

### **Other Dishonest Conduct:**

- Stealing or attempting to steal an examination or answer key.
- Stealing or attempting to change official academic records.
- Forging or altering grade change cards.
- Submitting all or part of the same work for credit in more than one course without consulting all instructors involved.
- Intentionally impairing the performance of other students and/or faculty member or by creating a distraction meant to impair performance.
- Forging or altering attendance records.
- Falsifying patient documentation.
- Attempts or cheating on national benchmarking exams that potentially breach the contract *SJVC* may have with the testing company.
- Submitting work that has been completed by another student that may or may not include patient care experiences or interventions. Acts of this nature could be considered as serious as falsifying patient care documentation in the professional setting.

Not only are the above referenced policies those of both the College and RN program, but these also reflect the philosophy of the California Board of Registered Nursing regarding safe nursing practice.

The RN faculty believes the dishonest behaviors described within this policy are inconsistent with safe nursing practice and, therefore, reserve the right to dismiss from the RN program any student who demonstrates evidence of the above-described behaviors.



## TurnItIn

TurnItIn is a web-based product which checks paperwork for originality and generates a report of its findings which identifies any instance of improper citation or potential plagiarism. TurnItIn is accessible via eCourses and should be used as a faculty teaching tool as well as a student learning tool for the purpose of identifying and correcting the cause of plagiarism. While TurnItIn is to be used primarily as a teaching/learning tool, *SJVC* does not and will not tolerate purposeful and continued plagiarism. More information on TurnItIn can be found in the **Student Handbook**.

## STUDENT HEALTH

### Student Injury or Exposure Incident

When an incident occurs:

1. The incident is to be reported to the instructor immediately, who will report it to the RN Program Director.
2. The instructor is responsible for notifying the agency contact person and/or charge nurse to complete the agency required forms. A copy of the agency form will be submitted to the RN Program Director.
3. If the incident requires immediate medical attention, the student should go to the nearest emergency room for treatment. Any follow-up treatment is to be redirected to the College designated medical provider.
4. If the incident is non-emergent, the instructor will notify the RN program's Administrative Assistant (AA) and instruct the injured student to meet with the AA. The AA will complete the Incident Report form and any worker's compensation paperwork, if applicable. (See **Appendix 3 – Incident Report**) The injured student will be directed to the *SJVC* designated medical provider, if necessary.
5. The student will be referred to a College designated clinic for evaluation and follow-up within 24

hours of the incident or as soon as possible. The instructor is responsible for documenting the treatment given at the clinic and any follow-up needed on the Incident Report. All documentation is to be forwarded to the RN program's AA.

In most cases:

- The student injury or exposure expenses will be covered under workman's compensation. The corporate contact person is the Safety & Compliance Manager and can be reached at (559) 734-9000.
- Follow-up will be provided by the instructor to determine how the incident occurred and measures to be taken to prevent repeat occurrences.

## CLINICAL PARTICIPATION REQUIREMENTS

### Health Assessment

*SJVC* is an active participant of the San Joaquin Valley Nursing Education Consortium (SJVNEC). The SJVNEC has specific requirements that must be met prior to the student beginning clinical rotations. This includes orientation processes/documents and immunizations.

Health assessment appraisals will be provided by the College in order to determine satisfactory health and immunization status. Students must meet established physical and emotional requirements for safe clinical practice. A drug test will be required. Any concerns regarding health status issues must be forwarded to the RN Program Director.

### PPD (2 Part TB Skin Test) or Chest X-ray

Diagnostic test for tuberculosis will be consistent with requirements of our clinical agencies.

PPD must be updated annually or more often if indicated by the clinical agency that the student will be attending.



## **CPR Certification**

Current cardiopulmonary resuscitation card, issued from the American Heart Association, is required for every nursing course. CPR cards are required prior to entrance into the program and students must recertify every two years to remain current. A copy of the current CPR card is to be provided to the RN Department office.

## **Physical Wellness**

It is the student's responsibility to make sure the required physical examination, orientation materials and immunizations are up to date and on file in the Nursing Department prior to the start of each clinical rotation. The student must inform the Administrative Assistant of updated immunizations so the data base can be updated. Failure to provide the required documentation will delay or prevent the student from participating in the clinical experience.

Any student who is pregnant, or becomes pregnant while enrolled in the RN program, must present a written statement from her physician stating it will be safe for the student to continue in clinical participation. Students who have been injured (i.e., in clinical, car accident, etc.) must have a physician's medical clearance. This is to be written and presented to the clinical instructor upon return to the clinical setting.

A faculty member may request a physician's statement regarding satisfactory health status following an illness, prior to a student's return to the clinical area.

In order to protect patients, peers, and others, a student should not report to class or the clinical area if any of the following is present:

- Fever, diarrhea, nausea or vomiting.
- Upper respiratory condition where secretions cannot be managed.
- Open, draining lesion or skin condition that has potential for harboring or being colonized with pathogenic microorganisms.

- Oral herpes lesions. Anyone with lesions may be restricted from working in clinical areas such as nursery or oncology.
- Conjunctivitis "pink eye" – Restricted from clinical area until 24 hours of antibiotic therapy or if excessive drainage of eyes or redness continues without signs of improvement.
- Casts, splints, or any injury that inhibits movement and interferes with patient safety or student's own safety.

## **TRANSFER CREDIT POLICY**

Students having completed work in other coursework at other colleges or programs and need advanced status are subject to the following criteria:

1. Transfer credit may be given for related previous education. This may include accredited vocational or practical nursing courses, accredited registered nursing courses, armed services nursing courses or other courses the College determines are equivalent to courses in the program.
2. Because of the limited clinical resources and student/teacher ratio, a class size is limited. Re-enrollment or admission with advanced status will be on a space available basis.
3. Individuals transferring nursing credit to be considered for advanced placement must submit to the RN Program Director official transcripts from previous institutions(s), course descriptions and course hours for evaluation relevant to appropriated placement in the program. This must be done at least eight weeks prior to the beginning of the term of intended entry. Nursing course work applicable for advanced status in the RN program must be completed with a minimum grade of "C."
4. Advanced status candidates will be required to satisfy other admission

requirements identified in the current program application packet.

5. When there are more eligible students seeking admission to a class than there are available vacancies, the RN Program Director will select based on date of receipt of all requirements and other criteria listed in the current program application packet.
6. Students may be required to validate current theoretical and/or clinical proficiency by assessment and/or performance testing.
7. Students will be considered for advanced placement on a space available basis, after continuing and re-entry students are placed.

## ATTENDANCE POLICY

**Didactic or Theory Courses:** Students are expected to attend all didactic class sessions. Students who miss a class session will be required to complete an assignment and fulfill any other requirements as determined by the course instructor.

Absenteeism in excess of 15% (per course) may result in termination from the program.

**Clinical Sessions:** Students are expected to attend all scheduled clinical sessions. Because of the nature of the clinical experience, make ups for specific rotations may not be possible. If a student misses a clinical rotation essential to meeting course objectives, and there are no make-up opportunities, a student may be terminated from the program.

### **Late Arrivals/Early Departures:**

Students are expected to attend the full length of class and clinical sessions. Any missed time due to tardiness or early departure must be made-up.

**Reporting an Absence:** In the case of unforeseeable circumstances, or if the student is ill and unable to report to class or the clinical site, it is the student's responsibility to personally notify the instructor as soon as possible. Failure to do so is seen as a lack of accountability and will be reflected in the student's evaluation.

In the event of a known and unavoidable absence, such as a jury summons, the student is responsible for informing the instructor and clinical site as soon as possible and making any necessary arrangements to make-up the missed time.

## COMPUTER USAGE POLICY

The RN program recognizes that computers are used to support learning and to enhance instruction. The computers available for nursing students are to be used solely for the purpose of nursing education. It is the program's general policy that all computers are to be used in a responsible, efficient, ethical, and legal manner. For additional information on Computer Usage Policy, please see the **College Catalog**.

The RN program has the right to restrict or terminate information network access at any time for any reason. The program also has the right to monitor network activity in any form that it sees fit to maintain the integrity of the information network.

## GRADING POLICY

The grade received is a composite of the student performance in the theory, skills lab, and clinical learning arenas. A student must achieve a passing grade in each area (Theory Grade, Skills Lab, and Clinical) to successfully pass the course.

Students must receive an overall grade of 75% in clinical and theory to pass the course (see **Theory Grade** (below) for additional criteria).

### Student ATI Remediation

SJVC RN programs use ATI benchmarking to support student outcomes. Remediation is required for most courses and it is a requirement that the student complete all remediation at a quality level recommended by the program director. Additional mentoring or tutoring may also be required.

### Theory Grade

The theory content is graded on a variety of assignments, quizzes, and tests as outlined in the course syllabus. Students initially and foremost must obtain a score of at least 75% on exams and quizzes to pass the course. In addition, students must also achieve at least 75% or better on assigned projects and homework.

Students must turn in quality homework and project assignments to adequately meet the overall 75% in the course. These assignments are added to the overall course grade only after the 75% in exams and quizzes has been attained.

All homework must be the student's own work. Poor quality, late homework or lack of completion of assignments will result in no credit awarded and this may negatively impact the student's ability to achieve a 75% overall in the course regardless of the scores earned on quizzes and exams. (see **Institutional Classroom Standards** in each course syllabus)

It is the student's responsibility to keep track of their current course grade and assignments submitted via eCourses on a regular basis. If students have any questions or concerns regarding their grade, it is encouraged they speak with their instructor immediately.

Since our discipline is concerned with competency rather than competition amongst students, grading is not on the curve but an absolute system based on percentage correct of the total possible points. Final grades of theory based courses are recorded by letter grades according to the following scale:

90 – 100%	A
80 – 89%	B
75 – 79%	C
65 – 74%	D
Below 65%	F

By mid-term, the instructor will analyze grades and notify both the student and the RN Program Director if a student is in jeopardy of not meeting the above criteria.

### Skills Lab

Passing the skills lab portion of a nursing course requires completion of all the assigned skills and learning activities according to the criteria and time frames set forth by that course curriculum.

### Clinical

Passing the clinical portion of a nursing course requires a satisfactory performance of clinical outcomes. If a student is in jeopardy of not meeting the outcomes, the clinical instructor will notify both the student and the RN Program Director.

Because of the strong correlation between content mastery and its application to the clinical setting, failure in the theory portion may indicate unsafe practice and require that the student be terminated in the clinical portion of the class.

### Self-Evaluation

The student is responsible for ongoing self-evaluation of course and clinical objectives using grading criteria provided in the course syllabi. Students are expected to track their ongoing grades and grade point averages.

The student is expected to meet with the theory instructor if his/her grade is below or barely at the passing standard. Students will also evaluate their ability to meet clinical objectives each term. This self-evaluation is documented on the clinical evaluation form and the results are discussed with the instructor at mid-term and at final clinical evaluation conferences.

### BRN Section 1426(d)

Theory and clinical practice shall be concurrent in the following nursing areas:

geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics and pediatrics. Students who fail either theory or clinical will be required to repeat both courses.

### **Unsuccessful Program Completion**

When a student cannot meet the theory, skills lab and/or clinical criteria, a student may voluntarily withdraw from a program. At this time the student will:

- Provide written documentation as to the reason for elective withdrawal.
- Meet with the Dean of Student Services, Registrar's Office and Financial Services.

Since the nursing courses are offered in a specific sequence, a student who fails a nursing course will be put on a Leave of Absence status to re-take the class the next time it is offered. The student will follow the steps identified above for exiting the program. If a student is allowed to re-enter the RN program at a later date, it will be one time only, and on a space available basis.

The student will be required to provide evidence of remediation prior to re-entry. (See section on Withdrawal, Dismissal, and Re-Entry Procedure.) A student who fails more than one course in the curriculum pattern is not eligible for re-entry. Advanced placement for re-entry students is considered on a space available basis.

### **MATH PROFICIENCY POLICY**

Math proficiency, the mastery of math skills, is needed for safe medication administration. Accurate dosage calculation and medication administration are essential to safe nursing practice. Students will take a math test at the beginning of each term for the chief purpose of testing skills in computation. The test must be passed with a score of at least 90% or better and must be passed by the third attempt for the student to continue the course.

Math exams will be given in each clinical course and relate to the theory content.

The following test taking sequence will be followed for each term:

1. First Exam Failure: The student is placed on clinical warning and is unable to administer medications in the clinical area. The student is directed to self-remediate in the area of deficiency by various sources including test review, peer tutoring, and self-paced computer programs or the campus math tutorial center. A second exam must be taken within one week.
2. Second Exam Failure: The student obtains further remediation, and will require documentation that provides evidence that remediation has occurred. A third exam must be taken within one week.
3. Third Exam Failure: The student will not be allowed to participate in the clinical setting until successfully completing the math proficiency exam.

## **TESTING AND TEST REVIEW POLICY**

### **Testing Policy**

1. Be prepared for testing.
2. Students may not leave the room once the tests have been distributed.
3. All personal belongings will be placed under the seat.
4. Students will not be allowed to retain a copy of the test.
5. If it is apparent to the instructor that cheating has occurred, the student will receive a grade of zero for the exam and may be subject to dismissal from the program.
6. When possible, students will be seated in every other row and every other seat.
7. Exam grades will not be available until after the computer analysis has been completed and the instructor has reviewed the data.
8. Students need to know that if a test is taken at the time other than the regularly scheduled time, a different

form of the test may be given. (This different form may be an essay test.)

9. Students may not use any other paper during testing except the paper provided by the faculty.
10. During testing time, cell phones or other digital media must be turned off and placed in backpacks or on the desk in plain view depending on the preference of the instructor. If a student does not follow this policy or instructor believes necessary; cell phones or other digital media may be collected by the instructor during testing time.
11. Questions directed to the faculty will be answered in a manner dependent on the testing environment.

The RN program values student testing as an integral part of learning. The development of test taking skills is essential to prepare student for the NCLEX-RN. Therefore, students who wish to review completed examinations have an opportunity to do so following specific course guidelines. Students may request a test review conference with the appropriate instructor for that purpose.

## PROFESSIONAL APPEARANCE

The following policies apply to all courses in the RN program (uniform information is given to all incoming students).

1. The RN program uniform consists of pre-ordered scrub tunic and pants. The color of the uniform must be Caribbean; however, the student may select the style of scrubs based upon his/her personal preference. The uniform must be worn whenever on campus and in the clinical setting. It must be a clean, pressed, and fit well for a professional appearance. Students must order scrubs upon program enrollment from [www.dickies.com](http://www.dickies.com) using the appropriate school code and guidelines issued by the program advisor.
2. *SJVC* ID badges must be worn at all times. Some clinical facilities may issue

student ID badges specific to their institution.

3. White or black socks may be worn with pants uniform. Only white or black smooth leather shoes with closed heel and toes are to be worn with the uniform.
4. The College patches need to be sewed securely on the left shoulder of the scrubs and visible as instructed.
5. Students are permitted to wear a white or same color as tunic, lab coat along with their uniform. The lab coat must also have the College patch clearly visible. Turtleneck shirts are not allowed under the uniform.
6. Hair must be neat, a natural hair color, and worn off the face.
7. Jewelry should be kept to a minimum when in uniform. A plain wedding band may be worn. The final decision of appropriateness will be determined by the instructor.
8. Overuse of cosmetics is not appropriate. No powder, perfume or cologne is to be worn. A minimally fragranced deodorant should be used daily.
9. Fingernails are to be clean and short. No nail polish, acrylic, acrylic overlays or artificial nails are allowed.
10. No body art and/or undergarments are to be visible when in uniform. Tattoos, when possible, must be covered. A white long sleeve shirt may be worn under scrub tunic if necessary to cover tattoos.
11. Neatly trimmed beards may be worn. The length and neatness of beards are negotiated by the student and his clinical instructor.
12. Smoking is highly discouraged and permitted only in accordance with hospital and school policy. Smokers should observe regular, effective mouth hygiene to eliminate strong odors.
13. Gum chewing is not appropriate.
14. A black ink pen, a watch with a second hand or digital watch, and a stethoscope are part of the College uniform. Bandage scissors and a pocket calculator may be required in certain rotations.



15. Certain clinical/agency settings require attire different from the stated uniform policy. The specific policy will be given to students at the time of rotation.

## EATING AND DRINKING

In an effort to maintain a clean and safe learning environment, only bottled water is allowed in the classrooms and labs. Please refer to the **College Catalog** and **Student Handbook** for more details.

## CELL PHONE AND PERSONAL TECHNOLOGY USE POLICY

Cell phones or other personal technology may not be used during class or clinical time unless permitted by the instructor or clinical agency. Depending upon the clinical agency's policy on cell phone use, students must be prepared to use reference materials from the agency, text books, or other non-internet forms of reference materials.

No photos of any kind may be taken inside the clinical agency at any time during the clinical rotation regardless if in a patient care area or public area of the agency. Any photos taken for the pinning slide show, personal needs, or clinical group experiences must be taken outside of the agency and include students and faculty only.

## SOCIAL MEDIA POLICY

Students are strictly prohibited from using social media during class or clinical time. Posting photos and/or statements (positive and negative) regarding the clinical experience, including clients, staff, instructors or other individuals in an agency is highly prohibited and may result in the full range of disciplinary action as set forth in the **SJVC Student Code of Conduct** (See **Student Handbook**). Any postings on a social media site that violate HIPPA may cause the student severe disciplinary action, up to and including termination from the program.

Further, students are highly discouraged from posting unprofessional or negative comments about classmates or instructors on social media. This behavior is viewed as unprofessional and in conflict with the ANA's *Nursing Code of Ethics*.

## DISCIPLINARY ACTION

Students are expected to maintain the highest ethical, civil, and professional behavior during clinical training. While the object of clinical training is to provide students with the opportunity to apply their acquired knowledge and skills in a clinical setting, this objective is balanced with the utmost concern for patient safety and privacy and the reputation of the College.

As such, little tolerance will be given to students who engage in unprofessional and/or unsafe behavior at the clinical site. The following list contains specific examples of the types of prohibited behaviors that will warrant disciplinary action<sup>6</sup>. Any student who has been found to have engaged in one or more of the following behaviors will be counseled by program faculty and the incident(s) will be documented in the student's permanent file. In addition, the student may be subject to the full range of disciplinary action as set forth in the Student Code of Conduct, up to and including termination from the program. (See **Student Handbook**) The level of disciplinary action imposed will depend largely upon the severity and frequency of the particular infraction(s).

### Prohibited Behavior

1. Repeated failure to report to the clinical site as scheduled.
2. Failure to report or submit weekly attendance sheets.
3. Failure to notify the College, clinical site or instructor of absence.
4. Failure to report an illness, accident or injury.

---

<sup>6</sup> This non-exhaustive list does not include every possible behavior that will warrant disciplinary action.

5. Willful disregard for directives given by program or adjunct faculty.
6. Failure to follow program, clinical agency, or institutional policies and protocols.
7. Intentional and/or unsafe practice/behavior in or on the grounds of a clinical site.
8. Failure to abide by the program dress code and/or grooming and hygiene standards. (See policy on **PROFESSIONAL APPEARANCE**)
9. Willful misuse of hospital equipment or property; theft of hospital property.
10. Accidental patient endangerment; negligence.
11. Providing nursing services or procedures without proper supervision.
12. Unprofessional or inappropriate language and / or demeanor.
13. Unprofessional or inappropriate interaction with patients, faculty, staff or visitors.
14. Alteration of clinical schedules, reports or assignments.
15. Unauthorized attendance at a clinical facility.
16. Refusal to submit to a random drug screen.
17. Any other cause for suspension or termination as described in the **College Catalog, Student Handbook** or clinical syllabus.

## GRIEVANCE/COMPLAINT POLICY

A student who believes an injustice has been done to him/her shall first attempt to resolve the complaint by following the chain of command as follows:

1. The student shall first attempt to resolve the complaint by informal discussion with the RN faculty member involved.
2. If the problem is not resolved in Step 1, an informal discussion should take place with the RN Program Director, the student, and the faculty member involved.
3. If the problem is not resolved in Step 2, the student may initiate the College's

student grievance procedure as delineated in the **Student Handbook**.

NOTE: Students have the right to contact the Board of Registered Nursing (BRN) with concerns regarding the program. It is expected that the students follow the department and campus policies in an attempt to resolve concerns prior to contacting the BRN.

## WITHDRAWAL, DISMISSAL, AND RE-ENTRY PROCEDURES

### Withdrawal

An official withdrawal is one in which a "W" will appear on the student's transcript. Either the student or the instructor may initiate an official withdrawal (W). The last day to withdraw is indicated in the schedule of classes.

### Before The Term

Withdrawal from the RN program can occur at the beginning of any term by a student who has been admitted or progressed in the program. The student is expected to notify the RN program office of his/her decision to not enter the specific term four (4) weeks prior to the first day of the class so that his/her slot can be made available to another student.

### During The Term

While it is the intent for each student to complete the program in a timely manner, it is understood that occasionally individuals find it necessary to withdraw from the program. If a student chooses or agrees to withdraw from the program, the student is required to complete the following steps:

1. Meet with the instructor(s) of the course in which the student is enrolled;
2. Meet with the Director or Assistant Director of the RN program; and
3. Meet with the Dean of Student Services and complete the paperwork to officially withdraw.

## Failure

A failing (“D” or “F”) grade is earned by the student when one of the following circumstances occurs:

1. Final grade of “D” or “F” in any required nursing course.
2. Behavior not consistent with the A.N.A. Code of Ethics.
3. Failure to comply with established College or department regulations and policies.
4. In critical cases, such as unsafe clinical performance, dismissal from the RN program may be considered without prior warning. This action requires the concurrence of the RN Program Director or the RN Assistant Program Director.

## Re-Entry Procedure

If future re-entry is anticipated, the student, along with the RN Program Director, must outline a remediation plan and resources in order to support success in a future re-enrollment. The student would need to submit completion of the remediation plan before re-entry would be considered.

The student must notify the RN Program Director eight (8) weeks prior to the requested re-entry date and provide proof that a remediation plan has been completed. Re-entry is dependent on space availability and is contingent on the recommendation of the RN Program Director and at the discretion of the Campus Director.



## **PINNING POLICY**

The RN Program supports the graduating students' desire to have a special Pinning Ceremony held at the completion of the program. It is a proud and joyous occasion steeped in tradition that symbolizes entrance into the profession of nursing.

Additionally, it symbolizes each graduate's commitment to uphold the ideals promulgated by our founder, Florence Nightingale. Family, friends, faculty, college administrators, clinical agency representatives, and interested individuals from the community are invited to be present to witness this achievement.

All students will be given the opportunity and responsibility to share in Pinning Ceremony plans. The class will vote on officers who will meet periodically with the Pinning Coordinator Faculty Member. The Pinning Ceremony Coordinator must approve all class decisions including the date, time, and location of the Pinning Ceremony prior to implementation.

The College does not plan, coordinate, or cover any of the costs related to pinning. These are the sole responsibility of the students. Dues will be recommended as a

source of revenue for the Pinning Ceremony and will be collected at specified times during the program, if the students vote in favor of this method. The money collected or fundraised will be used for the following: venue, invitations, programs, decorations, refreshments, gowns, and photographer. The Pinning Ceremony Coordinator works with the class to coordinate fund raising efforts and/or students can choose to make a payment for share of cost. Any unused monies can be donated to future RN cohorts or to a charity of the students' choice. Only students who are professionally dressed will be allowed to participate in the Pinning Ceremony. For females, the following guidelines will apply: No low cut, suggestive, or sheer garments; appropriate undergarments will be worn and will not be visible; high heels are permitted with the exception of platform heels but must be no more than 3 inches in height. For males, professional dress shoes may be black or brown as no tennis shoes are permitted; facial hair must be neatly trimmed and/or clean shaven.

## SECTION 4: FINAL WORDS

---

All of us are very pleased that you have chosen *SJVC* for your education. We have made a commitment to provide an educational environment that is focused on the learner. Our vision, mission, and value statements clearly indicate the investment that all our employees have made to assist each and every student with the achievement of their educational and career goals.

We wish you the very best of luck as you begin your education and training in the RN program. Please remember that we are here to help; our success is ultimately defined by your success. Your prompt communication of any issues or needs that may arise during the course of the program will help us to determine how best to assist you. Please consult the **College Catalog** and **Student Handbook** to learn about all of the various services and support needs provided by *SJVC*.

*We look forward to a partnership with you as both a student and a graduate.*





## SECTION 5: APPENDICES

---



## **Appendix 1: Board of Registered Nursing Policies**

### **NURSING STUDENTS IMPAIRED BY ALCOHOLISM, DRUG USE, OR EMOTIONAL ILLNESS**

In the matter of nursing students impaired by alcoholism, drug abuse and emotional illness, the California Board of Registered Nursing recognizes that:

1. these are diseases and should be treated as such;
2. personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in her or his care;
3. nursing students who develop these diseases can be helped to recover;
4. it is the responsibility of the nursing student to voluntarily seek diagnoses and treatment for any suspected illness; and
5. confidential handling of the diagnosis and treatment of these diseases is essential.

Furthermore, the Board of Registered Nursing expects schools of nursing with students impaired by these diseases to offer appropriate assistance, either directly or by referral.

Furthermore, the Board expects that schools of nursing will ensure that instructors have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting.

It is outside the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed to practice nursing in the State of California.

As a preventive measure, schools of nursing provide factual material to incoming students regarding school policy on drug or alcohol abuse and mental illness among nursing students.

### **DENIAL OF LICENSURE**

Candidates for licensure must report to the Board of Registered Nursing any conviction of an offense greater than a minor traffic violation. Applicants must provide fingerprints and full disclosure of convictions, with proof of rehabilitation, at the time of application for licensure. A felony conviction may result in denial of licensure.

"The California Board of Registered Nursing protects the public by screening applicants for licensure to identify potentially unsafe practitioners. Statutory authority for denial of licensure is set out in Business and Professions Code sections 480-487, 496, 810, 820-828, 2750-2765, and 2795-2797."

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

The Board may deny licensure on the basis of:

- Being convicted of a crime substantially related to the practice of nursing; committing an act involving dishonesty, fraud, or deceit with intent to substantially benefit oneself or another, or to injure another substantially;
- Making a false statement on the application for license; or
- Breaching examination security.

(From BRN Report VOL.5: No. 1, Spring 1987)

Applicants are advised to seek clarification of this section from the Board of Registered Nursing, if personally applicable.

## ***Appendix 2: ANA Code of Ethics for Nurses***

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

### Appendix 3: Incident Report Form

## Incident Report

Student Involved: \_\_\_\_\_

Source Patient: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

Employee     Student     Visitor     Other

Employer: \_\_\_\_\_ Occupation: \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

Reason for Clinic Visit: \_\_\_\_\_

Nature of Visit: \_\_\_\_\_

### Incident Facts

#### Description of Incident:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Witness(es):	Address	Phone
--------------	---------	-------

_____	_____	_____
_____	_____	_____

### Disposition

Date: \_\_\_\_\_ Time: \_\_\_\_\_ a.m. \_\_\_\_\_ p.m.

**Please report to:    Quickcare Walk-In**  
**5400 W. Hillsdale Drive**  
**Visalia, CA 93291 (559) 738-7555**

or:

Private Practitioner

Name: \_\_\_\_\_ Phone (    ) \_\_\_\_\_

Examination and Treatment was refused

Signature of Injured Person: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of person preparing report      Title      Date