PORTERVILLE COLLEGE

Associate Degree Nursing Student Handbook

2015-2016
Purpose of Student Handbook

This handbook is designed to serve as an information guide to assist in the orientation of new students and to clarify policies and procedures for all Associate Degree Nursing students as necessary. It is expected that all nursing students will be familiar with the following information.

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INTRODUCTION TO THE PORTERVILLE COLLEGE ADN PROGRAM
Welcome to the Porterville College Nursing Program. This student handbook will help you to become acquainted with the program. It contains information on the nursing program, philosophy, curriculum framework, program outcomes and objectives, course structure, program progression, program regulations, and student resources. You will be held accountable for information found in the *Porterville College Associate Degree Nursing Program Student Handbook* and for revisions made while you are a student in the program. Students are also referred to the *Porterville College Student Handbook* and *Inside PC*. These resources explain student rights and responsibilities, academic standards, student conduct, and the academic complaint and grievance policies. The nursing faculty, health careers staff, and Associate Dean of Health Careers are available to assist you. All of the faculty and staff hope your nursing school experience is a successful and rewarding one.

The study of nursing is the application of knowledge from the arts and sciences. The purpose of the Porterville College Associate Degree Program is to provide the foundation for students to become competent registered nurses. The ADN Program respects the individuality of students and recognizes that each student has different educational, experiential, cultural, spiritual, economic and social backgrounds and a unique support system. The aim of the Program is to provide a positive, innovative learning model that fosters the development of critical thinking and problem solving skills so that the graduate nurse is equipped to deliver care to a culturally diverse population in a variety of healthcare settings.

**Vision/Mission/Philosophy**
The Health Careers Division is an integral part of Porterville College and the nursing faculty endorses the institutional mission and goals.

**Vision**
The faculty envisions that the Porterville College Division of Health Careers will be distinguished as:

1. A center of academic excellence grounded in the most innovative nursing education.
2. A statewide and regional center for nursing education, practice expertise, and leadership.
3. An organization that collaborates in community development, fosters cooperative efforts, and cultivates partnerships.

**Mission**
The mission of the Porterville College Associate Degree Nursing Program is to prepare entry-level registered nurses as providers and managers of care across the health/illness continuum and as members within the profession. Graduate nurses will collaborate with members of the health care team, be effective communicators, be politically aware, and demonstrate a commitment to lifelong learning.
Philosophy
The Porterville College nursing faculty believes that community college students vary widely with respect to their ethnic and cultural background, life experiences, learning styles, and maturity. The college setting provides the opportunity for students and faculty to participate in cultural, intellectual, and social activities, which foster the continued self-growth of the individual. The Associate Degree Nursing Program believes in self-growth, including ongoing self-assessment and evaluation.

We believe that there are philosophical values critical to and inherent in nursing and nursing education that should be the foundation on which educational experiences are structured. We believe that technological and social advances in the healthcare field create the ongoing need for adapting nursing and nursing education to meet the changing needs of society. We provide learning experiences in settings, which assist the student to adapt to changing health needs. We believe that man/client is a participant in care, having biological, psychological, socio-cultural and spiritual dimensions, who continually interacts with his/her internal and external environment. Environment, both internal and external, refers to all of the conditions, circumstances, and influences surrounding and affecting the behavior and development of people. The internal environment relates to interpersonal factors such as personality, mental capacity, and genetic make-up. The external environment includes all forces outside the individual.

We believe that health is a dynamic state in which an individual adapts to his/her internal and external environments so that there is a state of physical, emotional, intellectual, social, and spiritual well-being. Illness is an abnormal process in which any aspect of an individual’s functioning is diminished or impaired as compared with his previous state of health. The health-illness continuum measures the individual’s relative level of health, ranging from high-level wellness to illness or death.

We believe that nursing education is an active process of imparting knowledge and assisting in the facilitation of student learning. The nursing faculty utilizes a systematic problem-solving approach that builds on previously learned knowledge from related disciplines. We believe that teaching is an ongoing process and an interaction between the instructor and the student. The faculty selects strategies, organizes content, arranges experiences, and facilitates learning, taking into consideration cultural factors, ethnic background, and individual learning styles of students.

Learning is the process by which one gains new insight, understanding, and ability through reinforcement, practice, and experience. We believe that adult students perceive learning experiences as meaningful when instruction is directed toward pertinent, applicable goals. Effective learning is measured by identifiable changes in the individual. To assist students in meeting their career objectives, the college provides a variety of services to enhance student achievement and success for all student populations: including admission and
assessment information; financial aid and scholarship information; academic advising; educational planning; study skills workshops; tutoring; peer advising; group study; and cultural activities to ease the students transition to campus, provide a sense of belonging, and strengthen the social and cultural development of the students. In addition, a Counseling/Advising Center, Learning Resource Center, Student Health Center, Supportive Services for the Disabled, and a Child Care Center exist on campus to meet individual student needs. Ethnic and interest clubs also contribute to the student’s total educational experience. The faculty believes that these support services enhance the teaching/learning process and refer students to them as necessary. The nursing faculty also supports upward mobility with opportunities for nursing students to move from one level of nursing practice to another without unnecessary duplication of previously learned content and skills. Because of this belief, the faculty has developed a strong career ladder with opportunities for challenge and credit granted for prior learning.

**Definition of Nursing**
The Porterville College Nursing faculty supports the following two definitions of nursing:

- Nursing is the diagnosis and treatment of human responses to actual or potential health care problems. *American Nursing Association (ANA).*
- Nursing is a health care profession that focuses on human life processes and patterns, and emphasizes promotion of health for individuals, families, groups, and society as a whole.

**Standards of Competency**
The student who completes the Porterville College Associate Degree Nursing program will meet the standards of competency, delineated by the Board of Registered Nursing for the State of California. The successful ADN graduate will:

- Demonstrate knowledge to function as a client advocate.
- Demonstrate knowledge to safely perform as a clinician in the delivery of client care.
- Demonstrate knowledge to implement critical thinking utilizing the nursing process in the care of clients.
- Demonstrate knowledge to provide leadership, manage resources, delegate and supervise based on legal scope of practice.
- Demonstrate knowledge to teach individuals, families, communities and members of the health care team.

**Nursing Practice Act**
A registered nurse shall be considered to be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process, as follows:
(1) Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.

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

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

(4) Delegates tasks to subordinates 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 care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and modifies the plan as needed.

(6) Acts as the client's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.

(Title 16, California Code of Regulations, Division 14 – Board of Registered Nursing, Article 4, Section 1443.5)
The nursing program is organized into three major components: courses required for the Associate Degree, biological and social science courses, and nursing courses. The nursing courses are further organized into three distinct areas: the theoretical portion of the courses present concepts and knowledge essential to the practice of nursing; the skills laboratory portion of the courses allow the development of competency in manual skills required for nursing practice; the clinical laboratory portion of the courses provides the opportunity to apply both knowledge and skills in the direct care of clients.

**Organizing Framework**
The organizing framework for the curriculum is the nursing process. The nursing process is a problem solving process that guides the method of thought and action. It is the thinking process used by registered nurses to care for the clients’ response to their health care issues as well as to guide prevention and wellness activities. It is a dynamic, scientific, problem-oriented, problem-solving framework for planning, delivering, and evaluating nursing care to clients and their families. The five phases of the nursing process include:

- **Assessment** – this phase consists of establishing a database by gathering objective and subjective client data and confirming the data. The nurse collects information relative to the client, verifies the data, and communicates the assessment data to relevant members of the health care team.
- **Analysis** – this phase consists of the identification of client health care needs and/or problems based on an interpretation of assessment data. The nurse then formulates nursing diagnosis, and communicates the analysis findings to relevant members of the health care team.
- **Planning** – this phase consists of setting goals for meeting client needs and designing strategies to achieve expected client outcomes. The nurse determines the expected client outcomes, develops and modifies the plan of care, formulates outcome criteria, and communicates the plan of care to relevant members of the health care team.
- **Implementation** – this phase consists of initiating and/or completing actions in order to accomplish the defined goals of care. The nurse organizes, manages and provides care to accomplish expected client outcomes, and communicates nursing interventions to relevant members of the health care team.
- **Evaluation** – this phase consists of determining whether or not the client outcomes have been achieved and interventions have been successful. The nurse compares the actual outcomes with expected outcomes of care and communicates the client responses to interventions and/or teaching.

**Threads**
The nursing curriculum is sequential, moving from simple to complex, building on previously acquired knowledge and skills. To accomplish this sequencing, the curriculum for each semester
incorporates the threads and key topics into the organizing framework. The following threads are woven throughout the curriculum to optimize student learning outcomes and client outcomes: Leadership, Critical Thinking, Collaboration, Ethics/Legal Issues, Safety, Professionalism, Diversity, Lifespan/Age Appropriate Care, Pharmacology, Evidence Based Practice, Health Promotion/Maintenance, Advocacy, Communication/Informatics, Teaching/Learning Principles, Caring, Fiscal Responsibility, Pain, and Nutrition.

Program Student Learning Outcomes
The Porterville College Associate Degree Nursing Program is designed to prepare graduates to competently transition from student to entry-level Registered Nurse as defined by these roles: Provider of Care, Manager of Care, and Member of the Profession. Upon completion of the program, the graduate shall be able to function as a:

- **Provider of Care** – The graduate will provide safe nursing care through therapeutic nursing interventions to clients with critical and complex disease states. 
  The care is characterized by consistent critical thinking and problem-solving skills, clinical competence, accountability, effective communication skills, respect for diverse cultures, with an emphasis on health education and a commitment to the value of caring.

- **Manager of Care** – The graduate will provide safe nursing care consistently utilizing critical thinking skills for clients who have critical and complex disease states. 
  The care is characterized by the ability to assess and establish priority of care for a group of clients and delegation of appropriate aspects of nursing care to licensed and unlicensed personnel and directs their activities. The manager of care collaborates with other members of the health care team, including organizational and community resources, using effective oral and written communication skills. The manager of care recognizes roles and responsibilities within the levels of the career ladder and is competent in using technology to provide evidence-based nursing care.

- **Member of Profession** – The graduate will consistently demonstrate accountability, advocacy, legal/ethical and caring behavior, and responsibility for one’s own professional growth, behavior, and formal/informal education.
  The student nurse routinely participates in self-evaluation and makes changes to improve the practice of nursing, with the ultimate goal of making positive contributions to the nursing profession.

Level Definitions
The curriculum and course sequencing is designed to prepare students to transition the knowledge and skills from the beginning level to the integration of all previously acquired knowledge, skills and competencies. These levels are defined as:
• **Level 1** – The focus of level one is to provide the foundation for fundamental principles of assessment, laboratory skills, and knowledge needed to care for clients in all areas of nursing practice.

• **Level 2** – The focus of level two is to develop a theoretical and technical knowledge base to care for individual clients and families in a variety of settings across the lifespan.

• **Level 3** – The focus of level three is to analyze and utilize theoretical and technical knowledge to care for the more diverse and complex client.

• **Level 4** – The focus of level four is to integrate all previously acquired knowledge to provide nursing care at an advanced level and to assume the leadership role of the Registered Nurse.
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<td>The student will provide safe</td>
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<td>nursing care consistently</td>
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<td>utilizing critical thinking skills</td>
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<td>for clients who have critical and</td>
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<td>complex disease states. The care</td>
<td>thinking skills</td>
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<td>is characterized by consistent</td>
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<td>critical thinking and problem-solving skills, clinical competence, accountability, effective</td>
<td>have increasingly</td>
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<td>communication skills, respect for</td>
<td>complex outcomes.</td>
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<td>diverse cultures, with an emphasis</td>
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<tr>
<td>The student will assume basic responsibility and accountability in</td>
<td>The student will assume increasing responsibility and accountability in</td>
<td>The student will assume responsibility and accountability, with</td>
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<tr>
<td>providing quality care within the legal and ethical boundaries of</td>
<td>providing quality care within the legal and ethical boundaries of nursing.</td>
<td>minimal supervision, for the legal and ethical boundaries of nursing.</td>
</tr>
<tr>
<td>nursing. The student will develop a beginning recognition of self-</td>
<td>The student will consistently acknowledge self-limitations and seek</td>
<td>The student consistently recognizes self-limitations and begins to</td>
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<tr>
<td>limitations, as well as define caring behaviors.</td>
<td>out appropriate assistance to improve them, as well as employ caring</td>
<td>independently utilize various resources to improve abilities, as well</td>
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</table>
Terminal Objectives
Terminal objectives facilitate the integration of information relevant to nursing and client care. Upon completion of the program, the graduate will demonstrate the following:

- Developer/coordinator/evaluator care to individuals, families, groups, communities, and populations; able to identify the rationale for care and competently deliver this care to an increasingly complex and diverse population in multiple environments, utilizing the nursing process.
- Educate clients, families, and health care professionals under their supervision using appropriate teaching principles, strategies and current information.
- Demonstrate effective communication with clients, families, and other health care team members in all health care settings.
- Advocate for the client, profession, and the interdisciplinary health care team in an effort to ensure that clients, families, and communities are well informed and included in care planning.
- Anticipates risks to the client and provides appropriate interventions to achieve optimal client outcomes.
- Demonstrate critical thinking to problem solve, organize, and prioritize care for individuals or a group of clients.
- Serve as a leader and partner in the interdisciplinary health care team.
- Integrates current technology to provide competent client care.
- Manage human and fiscal resources in an efficient and cost effective manner.
- Accountable for the life-long acquisition of knowledge and skills to effect change in health care practices and outcomes.
- Demonstrate accountability for the provision and evaluation of nursing care that conforms to professional standards and incorporates legal and ethical responsibilities of the nurse especially the rights of the clients.
**PROVIDER OF CARE**

*Developer/coordinator/evaluator of care to individuals, families, groups, communities, and populations: able to identify the rationale for care and competently deliver this care to an increasingly complex and diverse population in multiple environments, utilizing the nursing process.*

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Student Learning Objectives (Terminal Objectives by Level)</th>
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<tbody>
<tr>
<td><strong>Critical Thinking</strong></td>
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<tr>
<td>Develops and implements a holistic plan of care for 1 to 2 clients that have predictable outcomes</td>
<td>Develops and implements a holistic plan of care for assigned clients with anticipated and unexpected outcomes</td>
</tr>
<tr>
<td>Plan and implement basic care for each client beginning to coordinate ADL’s with client’s treatments and procedures</td>
<td>Plan and implement care for each client coordinating ADL’s with client’s treatments and procedures</td>
</tr>
<tr>
<td>Coordinates the care of multiple clients/families during clinical rotations</td>
<td>Coordinates care of multiple clients/families during clinical rotations</td>
</tr>
<tr>
<td>Chooses and implements appropriate interventions to reach client goals</td>
<td>Develop, implement and evaluate interventions for clients with anticipated and unexpected outcomes to assist clients to goals</td>
</tr>
<tr>
<td>Identifies the scientific rationale for each of the chosen interventions (either verbally with questioning or on the nursing process)</td>
<td>Discusses the scientific rationale for each of the chosen interventions (either verbally with questioning or on the nursing process)</td>
</tr>
<tr>
<td>Evaluates the effectiveness of basic interventions (either verbally with questioning or on the nursing process)</td>
<td>Evaluates the effectiveness of interventions (either verbally with questioning or on the nursing process) and verbalize possible modifications</td>
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<tr>
<td><strong>Pharmacology</strong></td>
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</tr>
<tr>
<td>Administers medications as assigned while utilizing the 6 rights of medication administration (is prepared for med pass, is able to pass meds in a timely manner for a Level 1 student).</td>
<td>Prioritizes medication delivery to assigned clients consistently utilizing the 6 rights of medication administration. Prepared daily for med pass including, PO, SQ, IM, IV appropriate for Level 2 students.</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
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<tr>
<td>Demonstrates basic understanding, respect and kindness for the client’s uniqueness, developmental level, socio-cultural background, spiritual beliefs, perceptions and values.</td>
<td>Demonstrates increasing understanding, respect and kindness for the client’s uniqueness, developmental level, socio-cultural background, spiritual beliefs, perceptions and values.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Performs skills at the expected level with close supervision.</td>
<td>Performs skills at the expected level with moderate supervision.</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td></td>
</tr>
<tr>
<td>Proficiently develops a process paper according to specified guidelines with a minimum passing grade of at least 75%</td>
<td>Proficiently develops a process paper according to specified guidelines with a passing grade of at least 75%</td>
</tr>
<tr>
<td><strong>Asepsis</strong></td>
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</tr>
<tr>
<td>Consistently washes hands before and after administering client care.</td>
<td>Maintains asepsis at all times and role models appropriate behaviors.</td>
</tr>
</tbody>
</table>
## Demonstrate effective communication with clients, families, and other health care team members in all health care settings

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Student Learning Objectives (Terminal Objectives by Level)</th>
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<tbody>
<tr>
<td></td>
<td><strong>Communication</strong></td>
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<tr>
<td></td>
<td><strong>Identifies effective/ineffective verbal and nonverbal communication techniques and utilizes effective communication techniques</strong></td>
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<tr>
<td></td>
<td><strong>Assess and consistently utilize effective and therapeutic communication techniques and adapt them for individual situations of clients, families, and health care members.</strong></td>
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<tr>
<td></td>
<td><strong>Establishes basic therapeutic nurse/client relationships</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Utilizes communication to develop the therapeutic nurse/client/family relationships during stressful situations</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Establish therapeutic relationships in all interactions.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Communicates effectively and respectfully with peers, instructor, staff and client when providing care to assigned clients and assisting other health care team members</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Communicates confidently with peers, client, family, and other healthcare team members when providing client care to assigned clients</strong></td>
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<tr>
<td></td>
<td><strong>Communicate effectively with the expanded health care team members (nursing staff and physicians) with increasing independence.</strong></td>
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<tr>
<td></td>
<td><strong>Completes basic required documentation in an accurate and timely manner.</strong></td>
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<tr>
<td></td>
<td><strong>Demonstrates appropriate required documentation in an accurate and timely manner for clients with anticipated and expected outcomes.</strong></td>
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<tr>
<td></td>
<td><strong>Demonstrates appropriate required documentation in an accurate and timely manner for clients with increasing complex outcomes.</strong></td>
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<tr>
<td></td>
<td><strong>Independently demonstrates and evaluates the appropriateness of required documentation in a timely manner.</strong></td>
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<tr>
<td></td>
<td><strong>Advocate for the client, profession and the interdisciplinary health care team in an effort to ensure that clients, families, and communities are well informed and included in care planning.</strong></td>
</tr>
<tr>
<td><strong>Advocacy/Caring</strong></td>
<td><strong>Identify/define the role of the nurse as an advocate and when appropriate advocates for client’s/families’ basic needs.</strong></td>
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<td></td>
<td><strong>Demonstrate the role of the nurse as an advocate.</strong></td>
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<td></td>
<td><strong>Utilize increasingly assertive techniques to promote client advocacy.</strong></td>
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<td></td>
<td><strong>Consistently demonstrate patient advocacy utilizing appropriate resources.</strong></td>
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<tr>
<td><strong>Advocacy/Collaboration</strong></td>
<td><strong>Under the guidance of the instructor and in conjunction with the team members works to ensure the client receives appropriate services/care.</strong></td>
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<td><strong>Suggest to the instructor possible interventions to ensure that the client and family receive appropriate services</strong></td>
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<td><strong>Validate and clarify with instructor interventions for client advocacy before initiating plan.</strong></td>
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<tr>
<td></td>
<td><strong>Consistently identify and utilize available resources for client advocacy; consistently applies ethical principles.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Educate clients, families, and health care professionals under their supervision using appropriate teaching principles, strategies and current information</strong></td>
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<tr>
<td><strong>Teaching/Learning Principles</strong></td>
<td><strong>Describes the nurse’s role as health educator, where appropriate utilizes the principles of teaching/learning to do basic patient/family teaching</strong></td>
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<td></td>
<td><strong>Anticipate and implement the nurse’s role as health educator, utilizing the principles of teaching/learning</strong></td>
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<td></td>
<td><strong>Individualize and adapt teaching strategies by utilizing the principles of teaching/learning.</strong></td>
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<td></td>
<td><strong>Evaluate and revise teaching strategies for client(s).</strong></td>
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<td></td>
<td><strong>Does basic client/family teaching where appropriate</strong></td>
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<td></td>
<td><strong>Does appropriate teaching for clients/families with anticipated and expected outcomes with instructor’s guidance.</strong></td>
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<td><strong>Does appropriate teaching for clients/families with increasingly complex outcomes with instructor’s guidance.</strong></td>
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<td><strong>Does appropriate teaching for clients/families with increasingly complex outcomes with minimal guidance from the instructor.</strong></td>
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*18*
### MANAGER OF CARE

**Demonstrate critical thinking to problem solve, organize, and prioritize care for individuals or a group of clients.**

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<thead>
<tr>
<th>Behaviors</th>
<th>Student Learning Objectives (Terminal Objectives by Level)</th>
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<tbody>
<tr>
<td></td>
<td><strong>Anticipates risks to the client and provides appropriate interventions to achieve optimal client outcomes</strong></td>
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<thead>
<tr>
<th>Critical Thinking</th>
<th>Student Learning Objectives (Terminal Objectives by Level)</th>
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<tbody>
<tr>
<td>Identifies situations when the client may be at risk. Is able to verbalize those risks and where appropriate includes the nursing diagnoses and interventions in the client’s care plan</td>
<td>Anticipates situations where clients are at risk. Able to develop and implement appropriate interventions into the care of the client.</td>
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<tr>
<th>Leadership</th>
<th>Student Learning Objectives (Terminal Objectives by Level)</th>
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<tr>
<td>Demonstrate the ability to prioritize the aspects of basic care including: hygiene, medications, wound care, therapies, etc.</td>
<td>Demonstrate mastery of prioritization of basic care including: (hygiene, medications, wound care, therapies, etc.) and is able to modify care when unexpected events occur</td>
</tr>
<tr>
<td>Complete basic patient care and charting during the assigned clinical time</td>
<td>Cluster nursing activities and complete the charting for client(s) as appropriate for clinical situation.</td>
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<tr>
<td>Begin to recognize self-limitations (including reporting significant changes in client condition, recognizing need for help or additional resources)</td>
<td>Consistently recognize self-limitations, seeking additional resources or support with the assistance of the instructor.</td>
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<tr>
<td>Identify conflict situations in the healthcare setting (Client care, nursing, family, or health care team situations)</td>
<td>Discuss possible solutions for conflict situations in the healthcare setting (Client care, nursing, family, or health care team situations)</td>
</tr>
<tr>
<td>Collect and organize client information to make basic clinical judgments (Able to read/understand medical records, gather data from record to prepare an appropriate basic nursing care plan)</td>
<td>Recognize abnormal data, discuss the findings and implement appropriate interventions under the guidance of the instructor.</td>
</tr>
<tr>
<td>Demonstrates the ability to problem-solve in the delivery and management of basic client care</td>
<td>Demonstrates the ability to problem-solve in the delivery and management of care for clients with anticipated and unexpected outcomes.</td>
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<tr>
<td>Is able to identify normal and abnormal findings on assessment and plans care accordingly</td>
<td>Based on the medical diagnosis anticipates normal or abnormal assessment findings and begins to implement diagnostic data into the assessment and plans care accordingly</td>
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### Manage human and fiscal resources in an efficient and cost effective manner

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<th>Behaviors</th>
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<tr>
<td>Fiscal Responsibility</td>
<td>Recognizes the impact of the inappropriate utilization of supplies on unit budget (Is not wasteful of supplies during patient care, etc.)</td>
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### Integrates current technology to provide competent client care

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<th>Behaviors</th>
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<tr>
<td>Informatics</td>
<td>Demonstrates basic computer skills to complete assignments</td>
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<tr>
<td>Safety</td>
<td>Demonstrates the ability to use various types of equipment: glucometer, vital sign equipment, oxygen and suctioning, patient bed and assistive devices, etc.</td>
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### Serve as a leader and partner in the interdisciplinary health care team.

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<th>Behaviors</th>
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<tr>
<td>Leadership</td>
<td>Participate in report, giving a basic verbal or written report on assigned patient prior to leaving the unit</td>
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<td>Describe the various members of the health care team and make referrals as necessary</td>
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<td>Demonstrate beginning team-work (works with other team members to give patient care, coordinate breaks/ lunches, helps health care team where needed, etc.)</td>
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<td>Demonstrates beginning leadership skills (i.e.: acts as pt. advocate, can identify which interventions can be delegated)</td>
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## MEMBER OF THE PROFESSION

Demonstrates accountability for the provision and evaluation of nursing care that conforms to professional standards and incorporates legal and ethical responsibilities of the nurse especially the rights of the clients.

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<td><strong>Professionalism</strong></td>
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<tr>
<td>Verbalizes an awareness (basic understanding) of the California Nurse Practice Act and works within these boundaries as a Level 1 student</td>
<td>Verbalizes that the California Nurse Practice Act establishes standards for nursing care</td>
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<tr>
<td>Follows state and federal regulations</td>
<td>Identifies deviations from State and Federal regulations by other health care members.</td>
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<tr>
<td>Follows policies and procedures as they pertain to each agency and the nursing program</td>
<td>Initiates corrective action for variations from standard practice.</td>
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<tr>
<td>Provides nursing care utilizing professional standards of care</td>
<td>Provides nursing care utilizing professional standards of care</td>
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<tr>
<td>Accepts responsibility and accountability for individual actions</td>
<td>Accepts responsibility and accountability for individual actions and designs a remediation plan.</td>
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Is consistently punctual for clinical experience – this is an expectation of all students at each level.

Adheres to Porterville College ADN Program dress code – this is an expectation of all students at each level.

Comes to the clinical setting prepared to care for assigned clients with daily care plan complete and appropriate equipment – this is an expectation of all students at each level.

### Accountable for life long acquisition of knowledge and skills to effect change in health care practice and outcomes

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<td><strong>Leadership</strong></td>
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<tr>
<td>Identifies and utilizes available resources (personnel, supplies/equipment, textbooks, policies, etc.)</td>
<td>Utilizes appropriate resources independently.</td>
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<tr>
<td>Participates in at least one community project:</td>
<td>Participates in at least one community project:</td>
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Actively seeks out learning experiences, taking responsibility for their own education – this is an expectation of all students at each level.

Consistently participates in clinical post conferences – this is an expectation of all students at each level.
Laboratory Competencies – Overriding Areas of Care (Critical Elements)

It is accepted that each client, or clients, for whom a nursing student provides care, has the right to receive safe nursing care. It is understood that it is essential to avoid a break in asepsis, or cause emotional jeopardy and/or physical jeopardy. It is also understood the nursing student will provide caring nurse-client interactions. These areas of nursing function apply to every nursing situation at all times. The following critical elements are necessary to ensure safe nursing care:

**Asepsis:**

Prevention of the introduction and/or transfer of microorganisms. Special consideration should be given to hand washing before and after the administration of each area of health care as required by principles of asepsis.

**Critical Elements:** The instructor should be realistic in evaluating violations of asepsis. The perspective of the client’s well-being and safety are paramount, but 100 percent protection and a germ-free state are idealistic rather than realistic goals. It is necessary to keep in mind the principles of asepsis.

**Examples of clear violation include but are not limited to:**
- A student does not wash hands before implementing client care
- A student does not protect self from contamination
- A student does not protect client from contamination
- A student does not dispose of contaminated material in designated containers
- A student does not confine contaminated material to contaminated area
- A student does not establish and/or maintain a sterile field when required

**Emotional Jeopardy:**

Any action or inaction on the part of the student which threatens the emotional well-being of the client or significant others.

**Critical Elements:** The student’s behavior must not create emotional stress or create a non-therapeutic situation for the client.

**Examples of clear violation include but are not limited to:**
- A student’s use of words or body language that constitutes disapproval or disgust.
- A student’s use of overt or covert threats to elicit client’s response and/or cooperation.
- A student’s use of probing, attacking-type questions when interacting with the client.
- Any violation of client’s legal protection, such as maintenance of confidentiality, which are protected under the Patient’s Bill of Rights.
**Physical Jeopardy:**

Any action or inaction on the part of the student, which threatens the client's physical well-being.

**Critical Elements:** Because of the vast number of possibilities, the critical elements depend on the situation as judged by the instructor. There are no predetermined critical elements for physical jeopardy. The student is accountable for the assigned client’s safety. Any time the client’s safety is threatened through omission, such as not reporting a deterioration in the client’s clinical condition, or by the student’s incorrect action, the instructor will document and report describing the behavior of the student in clear terms.

**Examples of clear violation include but are not limited to:**

- The student medicates a client with a central nervous system depressant and leaves the side rails down.
- The student leaves a client, adult or child in a bed or crib with the side rails down or unattended in other precarious situations.
- The student disconnects or interrupts a treatment (i.e., Intravenous therapy (IV), Nasogastric tube (NG), croupette, etc.), and does not reestablish the connection as required.
- The student elevates urine collection bag in a closed drainage system above the level of the client’s bladder.
- The student administers medication incorrectly.

**Caring:**

A pattern of behavior that pervades the nurse-client interaction as characterized by attentiveness to others’ experiences, the establishment of a trusting relationship with the client and/or significant other, and respect for the values, dignity and culture of others.

**Critical Elements:** Establishes communication with the client by introducing self; explaining purpose of the interaction; and using touch with a client who is a child or adult who is unable to verbally communicate.

**Examples of clear violation include but are not limited to:**

- The student does not encourage the client’s expression of needs
- The student does not respond to the client’s verbal expressions
- The student does not respond to the client’s nonverbal expressions
- The student does not facilitate goal-directed interactions by:
  - Explaining the nursing actions to be taken
  - Asking questions to determine the client’s response to nursing care.
  - Asking questions to determine the client’s comfort level
  - Focusing communication toward client-oriented interest
  - Using language consistent with the client’s level of understanding.
  - Eliciting the client’s choices/desires in the organization of care.
• The student uses verbal expressions that are overly familiar, patronizing, demeaning, abusive or otherwise unacceptable.
• The student uses physical expressions that are overly familiar, patronizing, demeaning, abusive or otherwise unacceptable.
• The student does not utilize interpersonal communication skills that respect the values, dignity and culture of others.

**Failure to Perform at the Expected Level:**

A pattern of behavior that pervades the student nurse role is the ability to transition from a novice to expert student nurse, through the acquisition of skills and knowledge that builds upon all previously learned information.

**Critical Elements:** The student’s performance and behavior should demonstrate a consistent integration of all previously learned content and skills, including but not limited to nursing prerequisites.

**Examples of clear violation include but are not limited to:**

- The student fails to administer medications using the “6” rights.
- The student places a client in physical and/or emotional jeopardy.
- The student breaks asepsis.
- The student fails to correctly identify patients.
- The student does not provide nursing care using a pattern of behavior that demonstrates caring.
- The student fails to accurately demonstrate previously learned information.
- The student fails to transfer classroom knowledge to the bedside.
- The student fails to recognize his/her limitations, and does not utilize the resources appropriately.

**Note:** Any nursing student, as evaluated by a nursing instructor, who fails to provide safe, competent patient care in the laboratory setting, may be dismissed from the nursing program.
Methods of Instruction and Learning Experiences in Nursing Courses

The Porterville College Nursing Program courses reflect the program philosophy, curriculum framework, and student learning outcomes. The courses are structured with course descriptions, content outlines, and course objectives. Instructional methods are chosen to facilitate learning and synthesis of course content. Instructional methods may include lecture presentations, case studies and clinical simulations, class projects, oral presentations, critical thinking exercises, group work, seminars, pre and post-clinical conferences. Specific learning activities are described in each course syllabus. Learning experiences are selected to enable students to meet theory and clinical objectives. Examples of learning activities are assigned readings, computer-assisted instruction, audio-visual media, skills laboratory sessions for skill development, human patient simulation experiences, client care assignments, nursing care plans, journaling, community observation experiences, teaching projects, and community service.

Simulation Laboratory
Porterville College Nursing Program has incorporated clinical simulation and human patient simulation throughout the program. Simulation is an interactive learning experience. Simulation rules are listed in the Student Handbook and posted in the Simulation Laboratory. Students are required to maintain confidentiality about the details of scenarios and the performance of participants. Clinical simulations may be video recorded. Students will be asked to sign the Rules for the Simulation Lab at Porterville College and a Consent to Video Agreement. Clinical attendance policy and dress code apply to the simulation laboratory. Non-attendance is considered a clinical absence and make-up work will be required.

Porterville College Nursing Program Faculty may assign students to do a simulation learning experience during theory, clinical or skills lab courses. During these experiences, students will be expected to prepare and to achieve the learning objectives that are outlined in the course syllabus. When a simulation day is assigned as part of a clinical course, faculty may evaluate the student’s performance and use it as part of the assessment of clinical performance for the course.

ATI
Assessment Technologies Institute® (ATI) offers resources designed to enhance student academic and NCLEX success. The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Online tutorials, online practice testing and proctored testing over the major content areas in
nursing are also available. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content. Data from student testing and remediation can be used for program’s quality improvement and outcome evaluation.

The Nursing Program uses these materials as part of each course. ATI proctored assessment results are used as part of the course grade. All students are required to take the ATI Graduate Nurse Comprehensive Predictor Assessment during 4th semester. This timed, proctored, and computerized test is designed to predict the student’s ability to pass the NCLEX-RN. Individual test scores are analyzed to identify areas of strengths and weaknesses. This helps guide the student in planning and implementation of an NCLEX study plan.
STUDENT PARTICIPATION AND ACTIVITIES

Student Governance

*Purpose:*
To provide a formal mechanism for class administration, communication and representation; each class will elect officers.

*Membership:*
A class is defined by semester in the program. Each class should annually elect the following class officers:
- Class President (1)
- Vice-President (1)
- Treasurer (1)
- Secretary (1)
- Nursing Faculty Council Representatives (1)

Student Elections

To promote a consistent fair practice of student elections the following procedure will be used by all faculty and students in the ADN Program.

- By the end of the first three (3) weeks of school, elections will be held for student officers on an annual basis (1st semester and 3rd semester).
- The instructor shall provide the names of the nominees and the offices, which they seek.
- Elections shall be by secret ballot. The student with the most votes shall be declared the winner. In case of a tie vote, a run-off election will be held, again by secret ballot, among the tied persons only.
- If another tie exists, the winner shall be determined by a coin toss by the instructor conducting the election. The coin toss shall be done in the presence of both students involved in the run-off election.
- If a student resigns from an office during his/her term of office, a replacement shall be chosen using the original election procedure.
- **The class President will be responsible for providing the Faculty Advisor and the Health Careers Division a list of each year’s class officers within one week of the election.**

Class Meetings

The purpose of class meetings is to ensure consistency of communication among a class and between the class and the Program.

- Class meetings will be held at least once per semester and more often if necessary. A Faculty Advisor will be present for all class meetings. Check with your Medical/Surgical Instructor to determine your faculty advisor.
- The class President is responsible for the class meeting agenda items and to run the class meetings.
• To ensure consistency of communication, minutes will be recorded for each class meeting by the class Secretary; a copy of the minutes will be provided to the Health Careers Office within one week following the meeting.
• Participation is strictly voluntary.

Class Activities/Fundraising
The raising of funds for program completion or other social activities is strictly optional. No student can be required to give money or time to any activity designed to raise funds for any purpose.

Traditionally, fundraising for student activities has been a class effort to raise money for extracurricular activities. These expenditures could include program completion activity costs such as:
• Completion Ceremony
• Class Pictures
• Nursing Pins
• BRN Applications
• NCLEX Review

The fundraising activities can be as limited or as extensive as is desired. However, it is suggested that the class set realistic, basic goals that can be met with the least amount of time and energy expenditure.

It is suggested that class officers discuss with faculty advisors the practicalities and realities of goal setting in this endeavor prior to starting any fundraising projects. This may be addressed in the first semester following the election of officers.

ALL FUNDRAISING ACTIVITIES MUST HAVE PRIOR APPROVAL FROM THE FACULTY ADVISOR.

Steps for Fundraiser Approval:
1. Complete Porterville College Fundraiser Approval form.
2. Attach all fundraiser documentation (flyers, vendor information, etc)
4. Health Careers office will submit fundraiser request to Business office.
5. Allow a minimum of two weeks for approval.
6. Do not start fundraiser until approved by the PC Foundation.

Any funds raised must be deposited into the PC Foundation Nursing Account. The Vice President and Treasurer, in conjunction with the Faculty Advisor and the Director, must monitor all account activity. Records of student fundraising must be kept on file in the Health Careers Division office.

Student fundraising supplies (candy, cookies, sweatshirts, etc.) may not be shipped directly to Porterville College without the Director’s permission and the College is not responsible for debts incurred by student fundraising activities.
Because local hospitals and healthcare facilities already support our nursing programs with donations of money, supplies, equipment, and nursing scholarships, students are requested not to solicit additional financial contributions from these sources.

**Use of the PC Logo**
To communicate a unified visual image, we ask nursing students to adhere to college approved Logo. The faculty advisor will provide information about the Logo.

**PC FOUNDATION NURSING ACCOUNT**
Each Program Class must use the established PC Foundation Nursing Account for depositing donations, earnings from fundraisers, and money given to them by the Program. These funds are to be evenly distributed among all students based on class vote and a class vote should determine use.

**Steps to Deposit Funds:**
1. Completely Porterville College Foundation Deposit form including the purpose of the deposit/donation.
2. Return Deposit Slip to the Health Careers Office.
3. Health Careers office will submit deposit and documentation to Business Office.
4. Always keep all documentation with your class meeting minutes filed in the Health Careers Office.

**Steps for Reimbursement or to Pay an Invoice:**
1. Pick up requisition from Health Careers office
2. Completely fill out the requisition.
3. Attach all supporting documents (Invoice, receipts, etc.)
4. Get appropriate signatures from student signees and cohort advisor.
5. Return completed packet to the Health Careers office.
6. Health Careers office will submit requisition to Business Office.
7. Allow a minimum of two weeks for reimbursement or payment of an invoice.
8. Always keep all documentation filed in the Health Careers Office.

**Nursing Faculty Council Committee**

**Purpose:**
To provide a formal mechanism for students to give input related to the Program’s policies and practices including Program philosophy, objectives, curriculum, and evaluation process, which affect students. It establishes a forum for identifying and resolving student concerns.

**Format:**
Student representatives will be invited to attend the first scheduled meeting each month during the semester. The Executive Secretary for the Health Careers Division will take formal minutes and these minutes will be retained in the Health Careers Office.

**Membership:**
Membership consists of all Nursing Division faculty and one student representative from each semester (class) of the ADN Program. Student representatives shall serve as advisory (non-voting) members on the Nursing Faculty Council. Students will not be allowed to be present during discussion of confidential matters.

The students shall appoint or elect their representatives by secret ballot at the beginning of each semester as needed. Any member of each class is eligible to serve even though they may hold another class or College office. The term of the appointment is one year.

PROGRAM COMPLETION ACTIVITIES

Porterville College Commencement
All ADN Program graduates are eligible to participate in the official commencement activities of Porterville College and are encouraged to do so.

Program Completion Ceremony

Guidelines for Completion Ceremony
The completion ceremony marks successful completion of the ADN Program. Porterville College will provide the basic structure for the ceremony (i.e. site, programs). All such activities are considered extracurricular. A faculty advisor must be present during any voting or major decisions.

- The title of the ceremony will be “Completion Ceremony”
- Use of the PC Name – “Porterville College Associate Degree Nursing Program” will be used on programs and invitations.
- Date – Activity will be scheduled after the 4th semester final examinations by the Nursing Division.
- Location – Porterville College Gymnasium or other designated location.
- Student Participation – Only students eligible for PC graduation and to take the RN Licensure Examination may receive a nursing pin during the ceremony or participate in the ceremony.
- Staff Participation – The faculty advisor will assist in planning of the activity and approve final plans. The faculty advisor will oversee the ordering of the nursing pins.
- Planning Committee Structure – Students will meet with the faculty advisor during the second week of the fourth semester to discuss structure and authority of the planning committee. Class officers are responsible for coordinating all student activities and serving as a liaison between the class and the Health Careers Division. The Director should be kept informed of all discussions and plans, either through formal meetings or written memos.
- Invitations – Invitations should be sent to the Nursing Service Administrators of all healthcare facilities used for laboratory experience and designated PC administrators and nursing faculty. The Health Careers Office will provide a list of all required invitees.
• **Speakers** – Opening and closing remarks and student speeches must not exceed 2 to 5 minutes each. Speeches can include topics such as the value of nursing education and the significant growth and enrichment achieved as a result of the college experience. It may not be religious in nature, other than in the very broadest sense. Since our students and/or college represent all beliefs, it must be acceptable to everyone. Speakers may use poems and famous quotations, citing the authors. Student speeches must be submitted to the Faculty Advisor.

• **Video Presentation** – Students may choose to show a video montage of their journey through nursing school. Discretion is advised regarding content of the video presentation and should reflect positively on the school's image. Please note that any photos of nursing faculty or clinical agency staff must have their prior approval. NO clients may be depicted. The video presentation may be no longer than 3-5 minutes and must be previewed by the faculty advisor prior to the ceremony.

• **Music** – Students can give input regarding the type of music they would prefer however, due to costs and time constraints, not all musical preferences can be accommodated.

• **Printed Programs** – Printed programs will be provided to all attendees as they enter the building and include the order of the ceremony, student names, faculty names, and the Nightingale Pledge. The class may add other content only after receiving the faculty advisor’s approval.

• **Decorations** – If students wish to have extra decorations or carry flowers, they will be responsible for those arrangements and the costs incurred. Creativity and simplicity with decorations is encouraged, as students are responsible for putting up and taking down all decorations on the day of the ceremony. The faculty advisor must approve all decorations. Balloons are not allowed in PC gym.

• **Refreshments** – Students may choose to serve light refreshments after the completion of the ceremony; however this should be limited to finger foods. Cost and ability to serve the food, as well as clean up should be considered.

• **Professional Attire** – Since the ceremony reflects the completion of Nursing school and entry into the profession of nursing all participants will be required to wear matching uniforms. The uniform can be all white or the college colors (black and red). Students must wear either white or black closed toe, uniform type shoes.

• **Ceremony Format**
  - Processional with music
  - Opening – Master of Ceremonies
  - Welcome/Introduction – College President or Designee
  - Key Note Speaker- selected by students
  - Student Speaker – selected by students
  - Video Presentation (optional)
- Nightingale Pledge – faculty selected by students
- Presentation of Nursing Pin and Graduates – faculty selected by students
- Presentation of Class Picture – Class President(s)/Program Director or Designee
- Closing – Master of Ceremonies
- Recessional – selected by students

**Class Graduation Pictures**

If a class graduation picture is to be displayed in the Health Careers Division, the size of the frame is restricted to no larger than 11 x 14 inches. The class picture must be framed and the student class number and year must be included on the frame or in the picture.

**Nursing Pins**

The Porterville College Nursing Pin is an optional item and may be purchased (by all eligible students) during the 4th semester of the Program to be presented during the Completion Ceremony.

It is the responsibility of the Class Treasurer and the 4th Semester faculty advisor to coordinate the ordering of the nursing pins. It is the responsibility of the Class Treasurer to collect the pin orders and money – the money is to be deposited into the class account. The Class Treasurer then requests a check for the full amount of the order (including taxes/shipping) and submits the order to the approved company. All nursing pin orders must be shipped to the Porterville College Health Careers Division (100 E. College Ave, Porterville, CA 93257).

The nursing pins remain the property of the Porterville College Health Careers Division until the student successfully completes the ADN Program.
GUIDELINES FOR PROFESSIONAL CONDUCT/BEHAVIOR

The California Nurse Practice Act requires its practitioners to be fully accountable for their clinical decisions and actions. For the Porterville College Associate Degree Nursing student, accountability means that she/he will be, at all times, willing to learn and practice nursing with commitment and with personal integrity. It means being attentive and responsive to the needs of individual clients and colleagues. As the student acquires nursing knowledge and skills, she/he will assume professional responsibilities and develop competencies which will shape her/his attitude of caring. This attitude of caring and of being accountable develops as the student becomes sensitive to the ethical and legal implications of nursing practice. In nursing, we all share a common goal of providing the highest quality of care to all individuals entrusted to our care.

Nurses Code of Ethics

The development of a code of ethics is an essential characteristic of a profession and provides one means whereby professional standards may be established, maintained, and improved. A code indicates a profession's acceptance of the responsibility and trust with which it has been invested. Each practitioner upon entering a profession inherits a measure of that responsibility and trust and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession.

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

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

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

2. The nurse’s primary commitment is to the client, whether an individual, family, group, or community.

3. The nurse promotes, advocates for and strives to protect the health, safety and rights of the client.

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 client care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

6. The nurse participates in establishing, maintaining and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

7. The nurse participates in the advancement of the profession through contributions to practice, education, administration and knowledge development.

8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy. (ANA, 2001)

Confidentiality
It is policy of the Porterville College Associate Degree Nursing Program to maintain all aspects of confidentiality. Students are accountable for being aware of the legal implications in respecting the rights of others, especially the right to privacy. The following guidelines are strictly adhered to as per HIPPA:

- Confidentiality of client information must never be violated.
- Client personal, family or health related information may not be removed from the healthcare setting.
- Any written assignments must not have any client identifying information on them and are to be treated with confidentiality, i.e. do not share any of the information or paperwork with others.

After completing this section, please sign the attached Confidentiality Statement indicating agreement to adhere to the aforementioned guidelines.

Academic Honesty
It is the belief of the Porterville College Nursing Faculty that academic honesty translates to personal and professional integrity in the clinical setting. We, in the nursing profession, are held to the highest level of integrity due to the special circumstances associated with the care of the client in our charge. It has been demonstrated that those who seek to gain advantage through questionable means, either in theory or clinical courses, compromise the safety of their client. They also place their instructors who manage the care of the client in the clinical setting and the hospital or health care facility at risk. Academic dishonesty ultimately results in lack of trust and creates turbulence in the teaching environment. It is the consensus of the faculty that those who are proven to be dishonest or have compromised client safety will be given the minimum of a fail grade for the assignment. Students may seek due process through the student grievance process.

Academic dishonesty is unacceptable and will not be tolerated by Porterville College. Cheating, plagiarism, and collusion in dishonest activities erode the college’s educational and social role in the community. Academic dishonesty in the Registered Nursing Program may include but is not limited to:
Any student not following the requirements and guidelines of the Associate Degree Nursing Student Handbook, course syllabi, and instructors’ directions.

Actions that circumvent the rules and regulations established by the Porterville College Nursing Division, affiliated hospitals, course syllabi, and instructor’s directions constitute acts of dishonesty.

**Student Conduct**

Students should conduct themselves in a professional and ethical manner at all times. Refer to the Porterville College Student Handbook and College Catalog for policies.

Since public education is furnished by the people, it is a privilege. The Board of Trustees of the Kern Community College District, in support of public education and the exercise of general supervision of the campuses, require that student conduct must reflect the standards of appropriate behavior as defined in pursuant sections. (Education Code Section 76037)

Students shall respect constituted authority. This shall include conformance to Federal and State laws, Board regulations, College regulations, and applicable provisions of civil law. Accountability is expected from all nursing students and student privileges may be revoked if that accountability is not demonstrated.

Students are expected to conduct themselves in a manner consistent with the educational purposes of the College. Student conduct should reflect consideration for the rights of others, and students are expected to cooperate with all members of the College community. Please refer to the Kern Community College District Board Policy Manual, Procedure Section 4F8 and the Porterville College Catalog for more information.

**Standards of Student Clinical Conduct**

“Nursing services may be rendered by a student when these services are incidental to the course of study of one of the following:

- A student enrolled in a board-approved pre-licensure program or school of nursing,
- A nurse licensed in another state or country taking a board-approved continuing education course or a post-licensure course.”

*(California Board of Registered Nursing. Nurse Practice Act; Article 2; Section 2729, 2004)*

Nursing students are held to the same standards of care as those rendered by the graduate nurse. Nursing care is measured against the BRN “Standards of Competent Performance.”

The instructor will be the ultimate authority to judge student performance in the clinical setting. It is mandatory that the instructor have unquestioned authority to take immediate corrective action in the clinical area with regard to student conduct, clinical performance, and client safety *(Nurse Practice Act)*.

A student may be refused access to any clinical facility for infractions of facility rules and regulations.

A student involved in an adverse occurrence, which causes or has the potential of causing serious harm to another (client, staff, visitor, other student, etc.) may be dismissed from the
Program. Such an event will be documented on a “Conference and/or Probation Form”. The instructor will notify the Director and/or Asst. Director as soon as possible after the event. The student will then meet with the instructor and/or Asst. Director/Division Chair to discuss the behavior and the conditions, which the student must meet (i.e. no further incidents of unacceptable behavior) to avoid dismissal from the program. The student will be given a copy of the report listing the specific remediation plan at the time of the meeting.

Failure of the student to correct the unacceptable behavior will result in failure of the course and dismissal from the program.

Speech and Communication
Students are expected to communicate in professional manners at all times. Students will refrain from discussing any criticism of an agency, an individual, or an instructor in a public venue.

Professional Behaviors
The Porterville College Associate Degree Nursing student is expected to conduct him/herself in a professional manner at all times while in uniform and/or while representing the school. The following standards of professionalism are considered mandatory for all nursing students:

- Preparation for assignments (for both lectures and clinical)
- Be honest at all times
- Effective communication (both verbal and non-verbal)
- Professional attitude at all times
- Effective team work/cooperation
- Accepts and benefits from constructive criticism
- Is responsible for his/her own learning, and helps promote an atmosphere, which facilitates maximum learning for his/her classmates
- Recognition of the impact of one’s behavior on others, especially clients; and modification of inappropriate behavior
- Accountability/ legal and ethical responsibilities

Unacceptable Classroom Behavior
Unacceptable classroom behavior/conduct includes, but is not limited to, the following:

- Interference with the learning of others
- Excessive tardiness
- Interruptions by excessively talking during class
- Intimidation of students and/or faculty (angry, hostile, or violent behavior)
- Inappropriate non-verbal behavior
- Inappropriate/provocative dress/appearance
- Use of pagers or cell phones during class time
- Dishonesty
- Sexual harassment
- Use of vulgar/obscene language
- Any other behavior deemed by Nursing Faculty as unacceptable and which interferes with the learning or safety of others, including those behaviors and activities listed in the Porterville College Student Handbook

Use of Drugs
Porterville College’s Associate Degree Nursing Program recognizes that impairment by illegal drugs, prescription drugs, and/or alcohol among health professionals is a serious national problem, which compromises safe care of clients, as well as the mental and physical health of the professionals involved. Porterville College Associate Degree Nursing Program is committed to being drug free. *Kern Community College District Policy (Section 3)*

- No drugs, which impair mental or physical performance, shall be taken while attending the clinical laboratory healthcare assignment.
- Drugs may not be removed from laboratory areas.
- The student shall not take a friends’ or relative’s prescription drugs.
- **Any change in medication use will be reported to the instructor and/or Program Director.**
GUIDELINES FOR PROFESSIONAL APPEARANCE

Student dress and grooming will reflect the policies of the assigned healthcare facility, the technical and safety requirements of the task, the positive image of the Associate Degree Nursing Program, and the professional image of nursing in the community.

Personal Appearance

- Each faculty member is to inform the students of the specific dress code of each assigned healthcare facility.
- Students are responsible and accountable to observe the dress code and grooming regulations as delineated in the student handbook.
- Students are to adjust their dress and grooming prior to an assigned laboratory learning experience.
- Students will be excluded from the laboratory area for inappropriate dress and/or grooming. Absences caused by such exclusion will be counted in the total number of allowable absences.

Grooming

- Uniforms must be clean and unwrinkled and shoes must be clean.
- Students must be clean, free of odor and strong fragrances, and well groomed.
- Hair must be clean, neatly groomed, and pulled back, off the shoulders and out of the eyes. Hair accessories must be conservative.
- Mustaches, beards, and sideburns must comply with the regulations of the assigned healthcare facility. Students must be clean-shaven if not wearing a beard.
- Fingernails must be short and clean (no longer than 1/8 inch above the fingertip). Clear nail polish may be worn. Artificial nails are not permitted.
- Make-up must be conservative.
- Hair must be professional, conservative in color, style and adornment.
- Chewing gum and smoking is not allowed in the clinical setting. Eating, drinking and smoking are only permitted in designated places.
- Tattoos must be covered.

Uniform

- The Registered Nurse student must wear the approved PC Uniform (red scrub style top with one black stripe on each sleeve and black uniform pants). The uniform must be ordered from the program-approved agency. The PC logo must be embroidered on the left upper chest. The PC photo ID must be worn on the right upper chest.
- Hose are required with dresses; black or white socks may be worn with pants.
- White or Black, all leather shoes are required. White leather shoes may be tennis shoe or uniform type. Black leather shoes uniform type only (Black leather tennis shoes are not
permitted). Clogs, sandals or canvas tennis shoes may not be worn with the uniform. Shoes must have closed toes and heels.

- A white lab coat, no longer than hip length, may be worn over the uniform. The approved format for the student nurse identification must be embroidered in black on the upper left chest.

- The photo identification badge must be attached to clothing above the waist and visible at all times and may not be attached to a lanyard.

- Bandage scissors, pen, penlight, watch with sweep second hand or digital watch, protective goggles, and a stethoscope are also considered part of the uniform and must always accompany the student while in the healthcare laboratory facility.

- Caps are optional, but if worn, the must be the program approved Cap and are purchased at uniform shops. The Cap and nursing pin will be chosen by the first class admitted to the Porterville College ADN Program.

- The student tote and its contents should be readily available while in the healthcare laboratory facility and the PC Skills Lab.

**Jewelry**

- One ring may be worn on each hand but students may be required to remove them in the specialty areas or for certain procedures.

- Small post-type earrings may be worn but are limited to one per ear lobe. Dangle and hoop earrings are not allowed.

- Visible body piercing, including tongue piercing is not permitted. A clear post is not acceptable.

- All other jewelry is not permitted.

**Photo ID**

- Photo identification badges are considered part of the uniform and identify the wearer as a Porterville College student nurse. The photo identification badge must be attached to clothing above the waist and visible at all times and may not be attached to a lanyard.

- Photo ID badges must be returned to the Health Careers Office upon completion or termination of the program.

**Alternative Lab Experiences Dress Code**

- Students participating in community rotations or alternative assignments must abide by the dress code of the healthcare facility.

- If street clothes are allowed they must be conservative. Jeans are not allowed.

- Clogs, sandals or tennis shoes (unless white leather for tennis shoes) are not allowed.

- A white lab coat, no longer than hip length, may be worn over the uniform. The approved format for the student nurse identification must be embroidered in black on the upper left chest.
• The photo identification badge must be attached to clothing above the waist and visible at all times and may not be attached to a lanyard.

• All other grooming and jewelry requirements will be maintained.

**Dress Code While Obtaining Assignments**

• All students entering a healthcare facility to receive a client assignment or gather data for client care plans will wear the approved PC uniform.

• The photo identification badge must be attached to clothing above the waist and visible at all times and may not be attached to a lanyard.

• All other grooming and jewelry requirements will be maintained.

**Campus Skills Laboratory Dress Code**

• PC Uniform or professional nursing/scrub uniform will be worn at all times.

• The photo identification badge must be attached to clothing above the waist and visible at all times and may not be attached to a lanyard.

• Shoes must have closed toes and heels.

• All other grooming and jewelry requirements will be maintained.

• For students participating in Simulated Learning, a watch with sweep second hand or digital, must be worn.

• White or Black, all leather shoes with closed toes and heels are required.

• The student tote and its contents should be readily available while in the PC Skills Lab.

**Miscellaneous**

• Porterville College laboratory healthcare facilities are not responsible for loss of valuables. It is recommended that items of value not be taken to class or to the laboratory areas.

• Stethoscopes may be worn around the neck, over the shoulders, but not hanging lengthwise from the neck since this may injure the client.

• “Fanny packs” may not be worn.
Student Orientation to Healthcare Facility

All students must be oriented to the facility where laboratory experience is provided. It is the responsibility of the instructor to provide this orientation either personally or by arrangement with staff members. Orientation shall include but is not limited to the following:

- Parking Regulations (include both daytime and evening rules)
- Cafeteria Procedure:
  - Times and duration of meal and coffee breaks
  - Provisions for students carrying lunches
  - Cost of meals
- Restroom Facilities
- Locker Facilities and/or proper location for books, outer clothing, purses, and valuables storage.
- Safety and Emergency Procedures:
  - Fire regulations
  - Codes
  - Security
  - Reporting accidents and incidents
  - Infection control and blood borne pathogen policies
- Absences or Tardiness in the Laboratory Areas:
  - Who to notify
  - When to notify
  - Where to notify
  - How to notify
- Paging System:
  - How to contact instructor
  - When to contact instructor
- Location in Facility of:
  - Policy and procedure manuals
  - Fire regulations
  - Disaster plan
- Location of Student Assignment and Laboratory Objectives:
  - Where posted, specific objectives, etc.
- Learning Resource Material:
  - Library - rules - privileges
  - Staff Education Calendar
  - PDR, Reference Manuals
  - Computer/digital resources
- Charting:
  - Electronic Medical Record Training
  - Procedure for charting
  - Place for charting
  - Obtaining a chart in medical records
• Medication Administration:
  o Policies and procedures for drug administration
  o Students may not have access to narcotic keys
  o Students may not have access to automated medication delivery systems
  o Location and role of pharmacy
  o Procedure for ordering drugs
  o Charting medication
• Supplies:
  o Location of linens and supplies
  o Method of ordering needed supplies
  o Method of charging for supplies used
• Orientation to Client Unit:
  o Operation of beds and side rails
  o Location of equipment
  o Wash and emesis basins
  o Mouth care equipment, lotion, etc.
  o Combs, razors, grooming aids
  o Operation of signal and reading lights
  o Operation of radios, TV’s, etc.
  o Operation of special equipment; monitors, suctions, O₂, etc.
  o Visiting regulations
• Introduction to Key Personnel:
  o Nurse managers and staff on assigned units
• Pre and Post Conference Facilities:
  o Location of rooms
  o Special regulations (need for quiet, etc.)
• Communications During Laboratory Rotation:
  o Contact in case of emergency
  o Making outside phone calls
  o Visiting clients
  o Contacting other students
• Information About Facility:
  o Pertinent history
  o Bed capacity
  o Administrative personnel
• Telephone Protocol

Limitation of Student Activity - Laboratory Area
Students are not to leave the nursing unit or department to which they are assigned without the permission of the instructor. Students may not undertake care of clients, which have not been assigned by instructor.

Phone Calls/Student Visitors
No personal phone calls should be made or received while in the laboratory areas. Emergency calls are directed to the instructor. Cell phones and pagers should be turned off. Cellular
phones are not allowed in the laboratory areas. Also, students may not have visitors while in the laboratory area.

**Laptop Computers/PDA’s**

- No laptop computers are to be used/present in the health care facilities.
- PDA’s are to be used only as a resource, not as a word processing device while in the health care facility.

**Transportation & Parking**

- Students are responsible for transportation to and from healthcare facilities.
- Students assume all liability for traveling to and from healthcare facilities.
- Students must park only in designated parking areas.

**Clients with Communicable Diseases**

- The faculty members of the Porterville College Registered Nursing Program support the right of all consumers of health care to receive dignified health care as set forth in the California Administrative Code, Sections 1443.5.
- The faculty also supports the right of the nurse to know the client's diagnosis/suspected diagnosis in a timely fashion in order to make an appropriate nursing care plan and to take necessary precautions to minimize the risk of contracting or spreading disease.
- Although the nurse is not expected to take life-threatening risks in caring for clients, it is not acceptable to abandon any client based on age, religions, gender, ethnicity, or sexual orientation. Decisions regarding the degree of risk involved in client care should be based on current scientific knowledge.
- The latest information on issues related to communicable disease is available from the U.S. Centers for Disease Control (http://www.cdc.gov/) and from agencies in the State Department of Health Services (http://www.dhs.ca.gov/) and Tulare County Health and Human Services Agencies (http://www.tularehhsa.org).

**Insurance**

Malpractice Insurance – Students are covered by the Kern Community College District Malpractice Insurance policy.

Accident Insurance – Students are covered by this policy for accidents that happen on campus or at college related activities including laboratory experience for students in Health Career programs. Students who are injured in laboratory or in any school related activity may be treated in the hospital emergency department or by their personal physician. Treatment of students in the hospital emergency department is not free regardless of whether or not hospital personnel suggest you go there. Students must report any accident to Porterville College (see page 43).
Community Service Projects
As a Member of the Profession it is part of the nurse’s professional responsibility to participate in community health related events. Students are required to participate in a minimum of one (1) community project per nursing course with a minimum of four (4) hours of service. Students must seek approval PRIOR to completing community service from their Lead Instructor.
RESPONSIBILITIES OF STUDENTS

After completing this section, please sign the attached Student’s Responsibilities Regarding Student Training Program at Hospital/Student Waiver of Liability Form indicating agreement to adhere to the guidelines.

Registration
All of your nursing classes are controlled registration. The Nursing Division controls the registration and reserves places in the class for all nursing students, throughout the entire program. It is the responsibility of the student to acquire the schedules from the class schedule or Banner Web. The student can register at any time before the semester begins. Only registered students will be allowed to attend classes.

Program Expenses
The approximate cost of the entire nursing program is $6,500. This includes items such as registration fees, health exam, books, supplies, ATI resources, Electronic Medical Record, student uniforms and accessories, parking, and student health fees. The majority of the cost occurs at the beginning of the first semester. All of these costs are the responsibility of the student.

Current Address
Each student must keep his/her current address and telephone number on file with the Health Careers Office. Be sure to include all applicable phone number (cell phone, emergency number, etc.). This information will be kept confidential unless the student requests otherwise.

Conditions of Admission and Continuing Enrollment
Nursing is a practice discipline, with cognitive, sensory, affective, and psychomotor performance requirements. Students entering the Porterville College Nursing Program need to demonstrate the following Core Performance Standards identifying eligibility requirements for participation in the nursing program

Functional Abilities
All Porterville College Nursing Students must be able to perform the following essential functions:

- Standing and/or walking most of a shift
- Bending or crouching several times per hour
- Lifting and carrying a minimum of 30 pounds several times an hour
- Lifting and moving up to 300 lbs. with the assistance of 2-3 persons
- Reaching overhead above the shoulder 90 degrees
• Utilizing eyesight to observe clients and manipulate equipment under various illumination levels
• Hearing to communicate with the client and healthcare team
• Manipulating medical equipment and accessories, including but not limited to switches, knobs, buttons, keyboards, client lines, and tubes, utilizing fine and gross motor skills
• Performing the assigned job responsibilities with the intellectual and emotional functions necessary to ensure client safety and exercise independent judgment and discretion.
• Utilizing sufficient verbal and written skills to efficiently communicate in English with the client and healthcare team
• Utilizing the above standards/functions to respond promptly to the client’s needs and/or emergency situations

**Physical Examination**
Students entering the ADN Program are required to have a physical examination performed by a medical doctor verifying physical and mental ability to perform the duties of a nurse.

**Hepatitis B Immunization**
Students entering Porterville College Health Careers Programs are at high risk for exposure to Hepatitis B. For this reason, the Hepatitis B Vaccine Series **AND/OR** Hepatitis B Surface Antibody is a requirement. The series consists of three (3) injections given over a period of six (6) months. The Hepatitis B Surface Antibody will be drawn one (1) month after the last injection to determine effectiveness of the vaccine. The series or titer must be completed within the last **FOUR (4)** years. The vaccination series and titer will be done at the student’s expense. If the student refuses or has reason to believe that the vaccine is contraindicated for her/him, the student must sign a declination form acknowledging the risk of Hepatitis B infection in a healthcare setting.

**Measles, Mumps, Rubella Immunization or Titer**
Students must provide proof of **TWO (2)** MMR immunizations OR titer demonstrating immunity.

**Varicella Immunization or Titer**
Students must provide proof of **TWO (2)** varicella immunization OR a titer demonstrating immunity.

**Pertussis**
Student must provide proof of **ONE (1)** TDaP immunization.
**Freedom from Active Tuberculosis (TB) Examination**

As a condition of admission into a Porterville College Health Careers program with a laboratory component, all students are required to submit **TWO (2)** tuberculosis (TB) screening examinations which indicate freedom from active tuberculosis. Provide documentation of both TB screening examinations.

As a condition of continuing enrollment, students are required to submit an annual **(every 12 months)** tuberculosis screening examinations which indicate freedom from active tuberculosis.

The intradermal skin test is not an option for students who have converted to a positive TB exam result in the past. Therefore, a chest x-ray is required in lieu of the skin test. The chest x-ray is completed at the student’s expense within **TWO (2)** years prior to entry into the program. In addition, these students can be cleared by completing a health history questionnaire at time of admission and annually.

**Criminal Background Screening/Fingerprinting**

The Porterville College Registered Nursing Program maintains contractual agreements with clinical agencies used in the education of nursing students. These agencies require criminal background checks for all employees, students and volunteers. Current and prospective nursing students must at all-times meet applicable hospital security standards for placement in mandatory clinical rotations at selected hospitals.

- Every student offered space in the program will be required to submit to a background screening (at the student’s expense) as part of his or her clinical requirements for admission.
- Every student enrolled in 2\textsuperscript{nd} semester will be required to submit to fingerprinting (at the student’s expense) as part of his or her mental health/psychiatric nursing clinical requirements for continued enrollment.
- A history of felony conviction(s) or any bar, exclusion or other ineligibility for federal program participation could render a student ineligible for clinical placement, as determined by the clinical agencies.
- If a student cannot obtain background clearance from the clinical agencies, it will not be possible to place the student in the clinical areas, which is a required component of the program.
- In the event that a student cannot obtain a background clearance, the space will be forfeited.
- Students who are found to be ineligible for clinical placement by the clinical agency after admission to the nursing program shall be subject to dismissal from the program, as they will be unable to complete mandatory clinical rotations.
• The student is given an opportunity to receive a copy of the screening report and has the right to dispute the accuracy of the report.

Notice Concerning Board of Registered Nursing Licensure
Prior to obtaining a license to practice as a Registered Nurse, all graduates must report felony and misdemeanor convictions along with submission of fingerprints. The Board of Registered Nursing may deny licensure based on prior convictions. For a list of convictions substantially related to the practice of nursing, please contact the Board of Registered Nursing Web page.

Drug/Alcohol Screening
The Porterville College Registered Nursing Program maintains contractual agreements with clinical agencies used in the education of nursing students. These agencies require drug and alcohol testing of employees and students. For incoming nursing students, drug and alcohol screening is required as part of the pre-admission process. For currently enrolled students, drug and alcohol screening is mandatory when there is probable cause and/or reasonable suspicion to believe that the student is under the influence of drugs and/or alcohol while in the classroom and/or clinical settings.

All students accepted into the ADN program will be tested for drug and alcohol use as part of the pre-admission process. If the applicant fails to appear for the pre-admission screening test, his/her application to the nursing program will be immediately rescinded.

All students must further sign a statement agreeing to immediate monitored drug and alcohol screening upon request of the Nursing Program Director and/or a nursing instructor when there is probable cause and/or reasonable suspicion to believe that the student is under the influence of drugs and/or alcohol.

Incoming and currently enrolled students with verified positive test results for alcohol, any illegal drug, or abuse of prescribed or over-the-counter medications or mind-altering substances will be given reasonable opportunity to challenge or explain the results. Where results are confirmed and no medical justification exists, incoming students will not be admitted to the program and currently enrolled students will not be allowed to participate in clinical activities; thus, they may not meet the objectives required for successful completion of the nursing program. Re-application or readmission will be contingent upon the student’s satisfactory completion of an approved rehabilitation program.

If a student who has been readmitted into the nursing program after successfully completing a rehabilitation program fails a subsequent drug and alcohol screen, the student will be dropped from the program and will be disqualified for readmission.
The California Board of Registered Nursing 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 (refer to BRN guidelines). A student suspected of being under the influence of drugs and/or alcohol during clinical activities will be immediately removed from the clinical setting and must immediately undergo drug and alcohol screening. Refusal to be tested may be grounds for dismissal from the program.

Basic Life Support – Formerly CPR
Prior to the beginning of the nursing program, and then throughout the program, students are required to show proof of a valid American Heart Association BLS – Healthcare Provider card. This BLS card must be valid until the end of the 2-year ADN Program. It is your responsibility to provide a copy of the current BLS card to the Nursing Division and to carry a copy of this card while attending clinical in the healthcare facilities, preferably in your portfolio.

Healthcare Facility Safety Requirements
The Porterville College Registered Nursing Program maintains contractual agreements with clinical agencies used in the education of nursing students. These agencies require that students annually complete workplace safety training (which must meet OSHA guidelines).

Each 1st and 3rd semester and prior to attending clinical the student must:

- Read and Understand the Annual Orientation and Safety Manual (obtained on-line)
- Successfully complete the Safety Examination and submit to the Health Careers Office prior to the first day of clinic.
- Sign and submit Certification of Student Instruction in Safety Education to the Health Careers Office prior to the first day of clinic.
- Complete safety/confidentiality/sexual harassment/abuse reporting forms and submit to Health Careers Office prior to the first day of clinic.
Attendance, Absence, and Tardy Policy
Students are expected to observe the attendance requirement of the College and Program policies. Students are expected to attend all classes and to be on time. The student may be dismissed from the program for excessive absences regardless as to whether or not the absences were made up. Refer to instructor syllabus for course specific policies.

The **maximum number of days** that a student can miss per semester is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Lecture Component</th>
<th>Laboratory/Clinical Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS P120</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NURS P121</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NURS P122</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>NURS P123</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>NURS P124</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NURS P125</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NURS P126</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>NURS P127</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NURS P128</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>NURS P129</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

*Instructors may require theory absences to be made up.*
*Students are required to make up all missed skills laboratory and clinical hours.*

Reporting a Clinical Absence or Tardy
The student must notify the instructor of a laboratory absence or tardiness prior to the scheduled laboratory experience. A student’s presence in the initial part of the day is critical for successful laboratory performance and client care. The student should refer to the individual instructor’s course syllabus and/or clinical guidelines for instructions regarding reporting of absences.

Repeated absences/tardiness will be addressed as part of the individual student evaluation. A plan of correction will be addressed by means of a conference or probation form.

Make-up Assignments
- **Theory** - Instructors may require theory absences be made up to meet course objectives. Once the maximum number of allowed theory absences has been exceeded the student may be dismissed from the program. Required make-up assignments may consist of:
  - Case studies, independent study, written examinations, attending seminars or workshops, computer-assisted instruction, reports, or other assignments at the discretion of the instructor.

- **Lab/Clinical** - **Students are required to make up all missed skills laboratory and clinical hours.** Once the maximum number of allowed clinical absences has been exceeded the student may be dismissed from the program. Required make up assignments may consist of:
  - Performance evaluation in skills lab, additional time in the laboratory area, computer simulation assignments, or other assignments at the discretion of the instructor.
Pregnancy or Extended Illness
- Any disability/illness of three (3) or more days or any communicable illness will require a doctor’s release to return to the laboratory area be submitted to course instructor and to the Health Careers Office.
- Any restriction of activity will be considered in terms of meeting program objectives.
- A physician’s written approval (without restrictions) is required for a pregnant student to remain in the program AND again before the student can return to school following delivery.
- Any change in health status or medication use must be reported to the Director of the ADN Program.

Request for Time Off
Students requesting three (3) or more days off must submit a request in writing to the Director and make an appointment with the Director to discuss the leave. After consulting with the student and the instructor, the Director will send a memo to the instructor and student with a final decision. If a leave is granted, the student must discuss “make-up” needs with the instructor. Leave time is calculated as part of the two (2) weeks of permitted absences.

Outside Employment
Due to the concentrated and intensified nature of the ADN Program, full-time employment is not recommended. If a student does work, they will not:
- Wear the Porterville College Associate Degree Nursing uniform
- Accept assignments beyond the student’s level of certification or licensure. The ADN Program has no legal responsibility for the student while they are working
- Use the abbreviation “PCSN” after name for legal purpose
- Accept employment hours, which conflict with class/laboratory time
- Work from 11 p.m. to 7 a.m. or any portion of the shift on a night before a clinical assignment

Accidents/Injuries
Facility accident reports must be completed according to the procedures of the individual facility as well as the District Safety Coordinator as follows:
- Students are required to immediately report a work (class) related incident, injury or illness to their Instructor. Your Instructor or designee will contact the District Safety Coordinator, Sheila Shearer, at (661) 336-5135 or cell number (661) 747-1007 and Porterville College Human Resources.
- The District Safety Coordinator will obtain the details of the incident from the student and/or Instructor and make the initial referral to the medical facility, physician or PC Student Health Center.
• The District Safety Coordinator will obtain the details of the incident from the student and/or Instructor and make the initial referral to the medical facility or physician.

• Students are required to provide to their Instructors a Physician’s Work Status report after attending the medical appointment. The Physician’s Work Status report indicates your ability to return to full work (class) activities, diagnosis, and date of your re-examination or follow-up appointment.

• In addition, all accidents must be reported to the Health Careers Office.

Graduation/Licensure Requirements
The nursing curriculum is a correlated program of general education, related science and nursing courses. In order to be considered a graduate of Porterville College and take the NCLEX as a graduate, the Board of Registered Nursing requires that the student must complete ALL courses required for graduation NOT just the nursing courses.

It is the student’s responsibility to begin the graduation check process upon entry into the program. Students should consult with a Porterville College counselor for completion of an Educational Plan to ensure that any problems with graduation are alleviated before the semester anticipated for graduation.

The Board of Registered Nursing will not accept any grade below a “C”. Board of Registered Nursing required courses will not be waived. In addition to the nursing courses, students must meet the specific course requirements as listed below:

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>General Education Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy – P110</td>
<td>Chemistry – P106 (physical science)</td>
</tr>
<tr>
<td>Physiology-P101</td>
<td>Social Science- History P117 or P118</td>
</tr>
<tr>
<td>Microbiology – P106</td>
<td>or Political Science P101</td>
</tr>
<tr>
<td>Psychology – Psych P101A</td>
<td>Humanities-P112 or other humanities</td>
</tr>
<tr>
<td>Sociology or Anthropology – P101 or P102</td>
<td>course on the GE list</td>
</tr>
<tr>
<td>Communication – P101 or P102</td>
<td>Education P101-College Planning and</td>
</tr>
<tr>
<td>English Composition – P101A</td>
<td>Success Strategies or NURS P100-</td>
</tr>
<tr>
<td></td>
<td>Strategies for Success in a Nursing</td>
</tr>
<tr>
<td></td>
<td>Program</td>
</tr>
</tbody>
</table>

Note: Students completing courses at any other college must have the official transcripts evaluated by the Porterville College Admissions and Records office.

Graduation Checks
In order to graduate you must do the following:

• Complete the Candidacy for Graduation Form. Please note that the name you put on this form, will be the name that appears on your diploma. Follow the remaining directions.
Students Rights
The Porterville College Registered Nursing Faculty believes that student’s rights are, but not limited to, the following:

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

Student Complaint Policy
Students who contend they have been treated unfairly have the right, without fear of reprisal, to use a written procedure in their attempt to right an alleged wrong.

Student Complaint Procedure
Student Complaint Procedures are established so that students can resolve difficulties/problems they encounter in College-related activities. Student complaints are taken seriously; therefore, the complaint must be of a compelling, substantive, and verifiable nature (KCCD Policy 4F10).

Informal Student Complaint Procedure
Since filing of complaints against any party is a serious undertaking, prior to filing a written complaint, and within ten (10) instructional days of the incident leading to the complaint, the student(s) should attempt to contact the staff member involved in an attempt to resolve the issue.

The progression of an Informal Student Complaint for a student in the Associate Degree Nursing Program is as follows:
- Discuss the issue with Instructor and if not satisfied;
- Discuss the issue with the Program Director of the Associate Degree Nursing Program.
**Formal Student Complaint Procedure**

In the event that a resolution cannot be achieved following the informal complaint procedure and a student maintains they have been treated unfairly; the student has the right, without fear of reprisal, to use a written procedure in their attempt to right an alleged wrong. This procedure applies to student complaints such as:

- Course content
- Access to classes
- Verbal or physical abuse by faculty, staff, or students
- Faculty member refusal to confer with student(s)
- Harassment

This procedure does not apply to student complaints, which involve:

- Unlawful Discrimination (See KCCD Policy 11D4)
- Sexual Harassment (See KCCD Policy 11D2)
- Assignment of grades (See KCCD Policy 4C4C for final grade changes)

**The progression of a Formal Student Complaint for a student in the Associate Degree Nursing Program is as follows:**

- Discuss the issue with Instructor and if not satisfied;
- Complete a Level 1 “Initial Student Complaint Form”
- Submit the “Initial Student Complaint” form and discuss the issue with the Division Chair/Assistant Director of the ADN Program and if not satisfied;
- Complete a Level 2 “Request to Appeal from Level I Recommendation” form.
- Submit the Level 2 form and discuss the issue with the Associate Dean/Program Director of the Associate Degree Nursing Program; and if not satisfied;
- Complete a Level 3 “Request to Appeal from Level II Recommendation” form.
- Submit the Level 3 form and discuss the issue with the Vice President of Academic Affairs.
- See KCCD Procedure 4F10a below for specific timelines and procedures.

Complaints may not be filed after ninety (90) instructional days from the date of the incident leading to the complaint (KCCD Procedure 4F10a).

*Level I*

The student(s) should contact the office of the staff member’s immediate supervisor/designee. At the time of contact, the student(s) should complete and submit a Level I “Initial Student Complaint Form” which will be available in the office. The student(s) will be given an appointment to meet with the immediate supervisor/designee at this time. The appointment to meet shall be within ten (10) instructional days of notice of the occurrence to the alleged incident.
• At the time of the appointment, the student(s) and the immediate supervisor/designee will attempt to resolve the issue in a satisfactory manner. All Level I conferences may be tape recorded with the concurrence of both parties. (These recordings shall be the exclusive property of the College/District and shall become part of the complaint file.)

• If the complainant fails to appear for the scheduled appointment, the Level I complaint process shall be terminated and the complainant shall have no further recourse.

• Subsequent to the student(s) meeting with the immediate supervisor/designee, the latter shall meet and confer with the staff member(s) involved in an effort to resolve the complaint. If possible, this meeting shall be within five (5) instructional days of the student(s) meeting with the immediate supervisor/designee meeting.

• After meeting with student(s) and staff member(s), the immediate supervisor/designee shall notify the parties involved of his/her suggestion for resolution. If this resolution is acceptable to the complainant(s), the immediate supervisor/designee shall complete the Level I “Information/Disposition Form” and submit copies of it to the complainant(s), the staff member(s) and maintain the original in a suitable file.

• If the immediate supervisor/designee does not resolve the complaint to the complainant’s satisfaction, the complainant may, within ten (10) instructional days of the decision, file with the appropriate administrator a request to move the complaint to Level II.

• At the written request of the student(s), action on the complaint may be delayed until the term of the class is completed. In this event, the appropriate administrator may delay any further action on the complaint until the next semester.

• In the event of a group complaint, at most two (2) students shall be chosen to carry the complaint forward.

**Level II**

Under certain circumstances, and in the interest of fairness to all parties, the immediate supervisor/designee may refer the complaint to Level II immediately. The immediate supervisor/designee shall notify the student(s), staff member(s), and appropriate administrator when the referral has been made to Level II.

• If the complainant(s) choose(s) to move the complaint to Level II, he/she/they must complete a “Request to Appeal from Level I Recommendation” form.

• Within fifteen (15) instructional days of receiving the request (either the immediate supervisor’s/designee’s referral or the student(s)’ appeal), the appropriate administrator shall investigate the allegations and convene a conference of the student(s), the staff member(s), and the staff member(s)’ immediate supervisor/designee.

• All Level II conferences shall be tape recorded by the appropriate administrator. These recordings shall be the exclusive property of the College/District and shall become part of the complaint file.

• If a complaint is filed within the last thirty (30) instructional days of the semester or the last ten (10) instructional days of summer school, the appropriate administrator may delay any further action on the complaint until the next academic term.
• The student(s) bringing the complaint and the staff member(s) being complained against must be present at this conference. At this meeting, an attempt will be made to resolve the issue(s) and agree upon the remedy.

• If the complainant fails to appear for this conference, except for good cause, the Level II complaint process shall be terminated, and the complainant shall have no further recourse. Under extraordinary, compelling circumstances this meeting may involve teleconferencing.

• Following this Level II conference, the appropriate administrator shall, within five (5) instructional days, provide his/her written decision and the basis for the decision. Copies of this decision shall be sent to the student(s), the staff member(s), the immediate supervisor/designee, and the appropriate Vice President.

• The student(s) bringing the complaint and/or staff member(s) being grieved against may challenge the Level II decision by proceeding to Level III.

**Level III**

If the student(s) and/or the staff member(s) challenge(s) the Level II decision he/she/they must file a written appeal (See “Request to Appeal from Level II Recommendation” form) within ten (10) instructional days of notification of the Level II decision. This Level III appeal shall be filed with the appropriate Vice President.

• The appropriate Vice President must be provided with copies of all written materials, recordings, and any other documents generated regarding the complaint at Levels I and II.

• The purpose of Level III is to make one last attempt to resolve the issues to the satisfaction of the parties involved. To that end, the appropriate Vice President shall, within five (5) instructional days of receiving the referral assemble the complainant(s), the staff member(s), the appropriate administrator from Level II, the immediate supervisor/designee. (This meeting shall be tape recorded by the appropriate Vice President. These recordings shall be the exclusive property of the College/District and shall become part of the complaint file.) If the complainant(s) fail to appear for this conference, the complaint process shall be terminated, and the complainant(s) shall have no further recourse.

• If the appropriate Vice President is able to resolve the difference(s)/complaint(s), such resolution shall be established in written form and shall be validated by the signatures of all parties involved. This agreement shall become part of the file and copies of the same shall be made available to the complainant(s), staff member(s), appropriate administrator, and immediate supervisor/designee.

• If the appropriate Vice President is unable to resolve the difference(s)/complaint(s) he/she shall assemble the Hearing Panel within ten (10) instructional days of that determination. He/she shall provide the Hearing Panel with the procedure to be used and answer any procedural questions, which may arise. (See Student Complaint Hearing Panel Procedure 4F10(b))
STUDENT SUCCESS

Before You Get Started

- Organize your life and time; use a planner, calendar or other devise to keep track of assignments, clinical schedules, work, and family obligations.

- Get help with daily chores from family and friends- do not try and do it all as you did before the program

- Prepare that school is a full time job taking 40-60 hours per week of classes, studying and clinical.

- Discuss your needs and goals with your family before beginning the nursing program it will change their life as well.

- Make some time for yourself somewhere in the schedule, even if it is only 15 minutes a day. Plan some fun activity once a week.

- Make sure your schedule includes outside activities and balance. A physical activity routine will help with stress and the resulting weight gain some people experience.

- Find childcare and a reliable backup for unexpected events and illnesses.

- Invest in a computer and the programs that will make your papers and presentation professional. Computer familiarity is a requirement of the school and the nursing program.

- Read and organize your syllabus to insure you know when reading, papers and testing occur so you can prepare ahead of time.

- If you need extra units to be full time for financial aid take those courses that will be less stressful, have a physical activity or can be used toward getting your BSN at a later date.

- Be flexible and understand that the faculty and administration are working very hard to provide you the best nursing education possible during times of a nursing shortage, which also means a shortage of instructors.

- Rather than aim for a “C”, **Aim for Excellence**, you are more likely to succeed and it will pay off later for passing the NCLEX and in your professional life as a nurse.

- Be aware of your surroundings, assignments, and client care at all times.

- The faculty wants you to succeed; they are there to help you. There are also faculty who specialize in mentoring students - seek them out early if you are having problems.

- Keep up with your reading in your textbooks and other assignments. Your test questions will come from all sources including the textbook and other reading assignments.

- Get enough rest so your mind can absorb the material being provided.

- Use the computer lab resources to learn NCLEX style test taking, course content; practice exams and virtual scenarios to help you better succeed.
• Use the skills lab to practice your skills, watch videos, get tutoring and get checked off using your skills checklist.

• Be prepared for clinical, come on time, dressed in a clean official uniform and with your care plan or other assignment fully researched and completed. You are caring for a person who will rely on your expertise.

• Support each other. Be kind, remember nursing is the art and science of caring. Practice that caring in all settings.

• Remember this is a two-year journey and you will develop knowledge and skills each day. Make the most of each day for your learning, yourself and your friends and family. This is NOT about the grade this is about your learning to care for those who are ill or need your nursing expertise. See the BRN Standards of Competence.

• Remember you need to buy all your books in the current edition. Older editions are not acceptable and may be missing vital information or CD disks needed for assignments or studying.

• Try not to work while you are in the program. If you must work keep it under 20 hours per week.

• Faculty, staff and administrators have office hours – please use those resources to help with your success. You may be able to drop in sometimes but otherwise make an appointment.

• There are many scholarships available through financial aid and the health professions institute [www.healthprofessions.ca.gov](http://www.healthprofessions.ca.gov). Apply for them so you can work less hours and study more.

• Join the Student Nurses Association and learn more about the nursing profession.

**Resources to Help Students Succeed**

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

• Contact the instructor about any assistance, aid, or study strategies that may be useful to employ. The instructor will have information on the test-taking strategies, study skills and other helpful information. It is important, if the student is having trouble with the course that the student keeps in contact with the instructor and any available tutoring, counseling or mentoring.

• Contact the skills laboratory assistant for help with any skills that are presenting a problem. Please check hours of operation and utilize the opportunity of individual instruction from the skills laboratory assistant.

• Contact the Educational Advisor if a student has other needs or impediments that local resources could address, or if one needs assistance with scheduling appointments for counseling, help with scholarship applications, tutoring or study skills, contact the Educational Advisor at (559) 791-2472 for assistance.
• Students are encouraged to use any of the audiovisual material available through the program, there are many CD, videotapes, computer assisted instruction and other resources in the skills lab and Health Careers computer lab.

• Tutorial center staff is also available, and students are encouraged to take advantage of the many opportunities afforded them at the center. Individual tutors are available to the student.

• NCLEX review practice is also a necessary support, it is recommended you add to your personal library any one of the many review books/programs available on line or any bookstore. It is particularly important for the LVN students who need to review their maternity and pediatrics at the RN level.

• Study groups have been shown to be effective, and students are encouraged to form study groups immediately to help with studies throughout the program. Research states that study groups are predictors of success for successful completion of registered nursing classes. Study groups are a form of peer teaching, the most successful form of learning.

• Students are highly encouraged to apply for all scholarships, available in the Porterville College Financial Aid Office.

Portfolio
The purpose of the portfolio is to provide the student with quick access to important program documents as well as to provide a place to showcase the student’s achievements, learning and competencies. You can expect to present the Portfolio at the beginning of each clinical rotation, and during the clinical evaluation process. But, in order to meet the student’s needs, the instructor may request the student to present the Portfolio at any time.

The Portfolio consists of a binder in which the following items are kept:
• Copies of:
  o Physical Exam
  o TB Skin test
  o All other immunizations
  o AHA Healthcare Provider CPR Card
• ADN Student Handbook
• Safety Manual
• Conference/Anecdotal/Probation Forms
• Completed Clinical Evaluation Forms
• Program Skills Checklist
• ATI proctored exam results
• TEAS Results
CAMPUS SKILLS LAB/SIMULATION LAB/COMPUTER LAB

To perform a procedure in the laboratory area and/or to be assigned client care in the cooperating facilities, students will give evidence of mastery of the nursing skills for safety, comfort, and welfare of clients, according to the established criteria for the semester and current standards of nursing care. To accomplish this:

- The established criteria of each skill are delineated in student assignments.
- Practice of each skill before each performance evaluation in the campus-nursing laboratory will be a faculty expectation and a student responsibility.
- Mastery of each skill includes a time frame, which is consistent with the semester objectives and the requirements of the Board of Registered Nurses.
- Repeat(s) of performance evaluations and/or specially arranged laboratory experiences will be given consideration according to the priorities of the semester objectives and other students’ needs and progression in the semester.
- Opportunity to repeat campus laboratory skills will be given. If repeat performances are necessary for two or more skills in a semester, a learning contract may be initiated.
- Learning deficiency of a skill(s) require evidence of improvement within the learning contract time frame.
- If evidence of deficiency continues, the student will not be assigned client care and there is an increased likelihood that the semester objectives of the community healthcare facility experiences will not be met.

Skills Lab Policies

The Skills Lab, consisting of state of the art equipment, is designed to be a safe environment for students to practice nursing skills and critical thinking. The Faculty and staff encourage students to utilize the Skills Lab often and as frequently as possible. Students are encouraged to ask questions and seek the assistance of the staff whenever necessary – they are there to assist you to gain mastery of nursing skills.

While participating in the Skills Lab, it is expected that students will adhere to the following rules:

- Students will not be allowed in the Skills Lab if scheduled to be in class and/or clinic.
- Adherence to the Skills Lab Dress Code will be enforced.
- Students must bring their Skills Lab Checklist, as well as totes with supply contents while working/practicing in the Skills Lab.
- Professionalism is expected at all time – remember this is an area where you are simulating patient care.
  - One word “respect” – please respect the manikins and all equipment, and most importantly each other
- There is no eating, drinking or smoking allowed at any time.
- The college is not responsible for loss of any personal items – do not leave valuable items unattended.
• If there is a spill or breakage of an item – please bring it to the attention of the staff and/or faculty immediately.
  o All spills must be covered and/or cleaned up while waiting staff notice.
  o Failure to properly address spills and/or breakage of items will be considered a safety violation and will be documented in the student’s file.
• There is no loitering in the lab.
• Students are expected to clean up after themselves.
• Students are not allowed in the storage room.
• Please call/email to cancel any scheduled appoints as a courtesy to others.
• Please adhere to the posted Lab hours.
• Due to liability issues – anyone who is not registered at Porterville College is not allowed in the skills lab.

Simulation Lab Policies
The following rules are designed to highlight our expectations from you, the learner, in order to make your experience within this new and sophisticated environment a most positive one.

• The simulation lab provides the student an opportunity to experiences clinical scenarios and participate in clinical decision making to a degree that is not possible in a fast paced acute care hospital situation with real patients. The student is expected to prepare for the scenario and to actively participate.
• The student is expected to be on time and attend scheduled Simulation Lab session. If late or absent the student must immediately call both the Simulation Instructor and their course instructor. A make-up session may be required.
• Please be respectful to one another and to faculty during role assignment and the simulation process. The simulation is not about practicing individual skills, but about anticipating the flow of events in real life clinical situations under time constraint. It is also about learning how to function as a health care team. Of note, there is sufficient research to show that observers/evaluators learn as much as the performers during simulation sessions.
• No food or drinks are allowed in Simulation Lab.
• No jewelry that might puncture or otherwise damage the simulator are allowed in the Simulation Lab. Watches may be worn.
• Please treat the simulator as you would a real patient – rules of hygiene, privacy, and confidentiality apply.
• Documentation done within the Simulation Lab must be completed in pencil only. No pens should be brought within Simulation lab area, and pencils should be kept at a distance from the simulator as they could permanently damage the mannequin’s skin.
• Wear our proper uniform and come prepared with all the materials you would bring to a clinical site.
• Please check with the Simulation Lab Coordinator before performing an actual intervention on the
mannequin. The mannequins can be easily damaged. If you encounter any technical problem, do
not fix it yourself - report it to the coordinator of your faculty.
• Please maintain confidentially. Confidentiality is applicable to all your interactions throughout the
simulation experience. This pertains to other student’s actions, the type of scenarios being utilized,
simulation performance, and sharing of materials that are under copyright laws.

Computer Lab Policies
The Computer Lab, consisting of state of the art computer hardware and software, is designed for
student use to access resources to reinforce previously learned material, research new material, and
practice critical thinking skills. The Faculty and staff encourage students to utilize the Computer Lab
often and as frequently as possible.

While participating in the Computer Lab, it is expected that students will adhere to the following rules:
• You must have a “log in” to sign on the computers. You can visit the Library Computer
Commons to attain a “log in” or follow the directions to obtain access via the web (if available,
will be handed out at orientation).
• No eating or drinking is allowed in the Computer Lab.
• No disturbing of others – idle conversation is not allowed.
• Unauthorized sharing and/or attempting to access computer accounts, or accessing codes and
passwords of other users are prohibited – KCCD Board Policy 3E1C(a).
• Each computer pod is for computer use, if you are studying and not using a computer and
another student wishes to use the computer you must relinquish the computer pod.
• No Cell phone use allowed. Keep phones on silent mode; walk outside to use cell phone.
• To print in the Health Careers Computer lab, each student must bring their own paper. To print
in the Library Computer Commons students will purchase a card via a money machine to
utilize when using the printer. Use the money machine in the Library Computer Commons to
add value to your card.
• Should something not work on the computers please notify the Skills Lab Coordinator
immediately.
EVALUATION AND GRADING

A minimum of “C” grade must be maintained in each nursing and required course. The percentage value of the alphabetical grading in nursing lecture courses will be assigned on the following scale:

\[
\begin{align*}
100 – 90 &= A \\
89 – 80 &= B \\
79 – 75 &= C \\
74 – 70 &= D \\
69 – 0 &= F
\end{align*}
\]

Note: Any student who does not receive at least a “C” grade for the course will not progress in the ADN program

Testing

Under no circumstances will a student be allowed to retake a test in which they obtained an unsatisfactory grade.

Make-up Examinations

Students will be allowed to make-up one exam per course for absence, providing that the instructor was notified prior to examination day and time. Exam make-up is to be completed on first day the student returns to class. It is the student’s responsibility to make arrangements with the instructor regarding place and time of make-up exam. This make-up policy does not pertain to the Final Examination.

Finals Examinations

Recognizing faculty responsibility for the success of graduates on the National Council Licensure Examination (NCLEX) and for retention of knowledge necessary for safe nursing practice, the following policy is observed in all nursing courses:

- All course final examinations will be comprehensive and designed to assess the knowledge and application of the subject matter.
- All final examinations will be weighted as 33%-50% of the course grade.
- Upon completion of the final examination, a course grade will be given based on the percentage accumulated during the semester.
- Absolutely no make-ups.

Extra-Credit

Extra credit may be given, however the points achieved will not be added into the student’s grade until the student has achieved a **passing (75%) score** on all examinations and major course work.

Incomplete Grades

A grade of incomplete (INC) may be granted only under extenuating circumstance, and only when the student has maintained a satisfactory performance prior to the request for INC. The INC must be
satisfactorily completed prior to the end of the first week of the next nursing course. An INC may not be assigned as a withdrawal grade.

**Testing Accommodations**  
Students who have verified disabilities may receive out of classroom testing at the Disability Resource Center (DRC). The student must provide the each instructor with the Supportive Services documentation authorizing the accommodations. The student must provide the instructor with a Test Accommodation Form prior to a scheduled examination, at the time of the request it is the instructor’s responsibility to complete the form. It is the student’s responsibility to return the completed form to the DRC three or more days prior to the examination.
Porterville College ADN program
ATI Assessment and Remediation Policy

What is ATI?
- Assessment Technologies Institute® (ATI) offers resources designed to enhance student academic and NCLEX success.
- The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Online tutorials, online practice testing and proctored testing over the major content areas in nursing are also available. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and remediation can be used for program’s quality improvement and outcome evaluation.
- ATI information and orientation resources can be accessed from your ATI student home page. **It is required that you spend time navigating these valuable orientation materials found on your ATI student home page.**

Modular Study:
ATI provides review modules in all major content areas. Students are encouraged to use these modules to supplement course work. These may be assigned during the course and/or as part of active learning and remediation.

Tutorials:
ATI offers many unique online tutorials. The tutorial **Nurse Logic** for instance teaches nursing students how to think like a nurse, how to take a nursing assessment and how to make sound clinical decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features embedded in the Learning System tutorial such as hint buttons, a talking glossary, and a critical thinking guide help students gain an understanding of the content. Other tutorials may be available and will be assigned as appropriate.

Assessments:
Assessments will help the student to identify what they know as well as areas requiring active learning and review. There are practice assessments available to the student and proctored assessments that may be scheduled during courses.

Active Learning/Remediation:
Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student’s assessment report called their **individual performance profile** will contain a listing of the **topics to review**. From their assessment results the student can remediate these **topics to review** by using a **focused review** which contains links to ATI review modules, media clips and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students can provide documentation that required
ATI work was completed using the “My Transcript” feature under “My Results” of the ATI Student Home Page or by submitting written remediation templates as required.

**ATI Assessment Policy:**
Research has demonstrated a strong correlation between successful completions of the ATI proctored assessments and successful first-time pass rates on the NCLEX-RN and NCLEX-PN. Therefore, the Porterville College Health Careers Division has voted to implement the ATI Comprehensive Assessment and Remediation Program (CARP) in the nursing curriculum.

As part of the ATI package, you will be required to complete proctored assessments as a course requirement. Due to a limited number of campus computers that are available for testing, some of your proctored assessments may occur outside of your usual class day/time. You will be given at least 2 weeks’ notice if the testing schedule falls outside of your usual class day/time. Do NOT share your password/user ID – not only are affecting your personal profile, but it will also impact the composite scores for your class.

Since these proctored exams are timed, students who require testing accommodations must follow the policy as stated in the student handbook. All testing accommodations will occur in the accommodations center in the Disability Resource Center.

**Approved preparation for Proctored Assessment**
The ATI assignments are required to meet course objectives. Preparation for ATI proctored assessment is required and will be assigned as weekly homework. All assignments must be completed and submitted on the due dates prior to the ATI Proctored Assessment. Evidence of preparation for ATI proctored assessment must be completed in order to take the ATI Proctored Assessment. Evidence of preparation for proctored assessment may include:

1. On-Line Tutorial Learning Systems practice tests and finals
2. Learning Systems
3. Application exercises from the Review Modules
4. Practice assessments
5. Focused review on practice assessments

See rubric for the combination for total point awards. **Late work will not be considered in total point calculation.**

Students receiving an ATI score **below level 2** on any ATI proctored exam will be required to meet with the instructor to collaboratively develop a learning contract and plan for success.

**On the Day of the Proctored Assessment**

- Arrive on time
- Late/Tardy Students will not be allowed to take the proctored exam.
- Make up proctored assessment will only be allowed if prior arrangements are made prior to the assessment.
- Make up proctored assessment will be counted as the one allowed make up exam per course.
On the day of the proctored assessment, handwritten active learning templates are due prior to the start of the proctored assessment.

On the day of the proctored assessment, a printed copy of ATI transcript is due prior to the start of the proctored assessment.

Students will NOT be allowed to take the proctored assessment unless templates and ATI transcripts are submitted prior to the start of the proctored assessment.

Practice and Proctored Assessments with Active Learning Templates

<table>
<thead>
<tr>
<th>*ATI Assigned Practice Assessment B</th>
<th>Active Learning (Remediation)</th>
<th>ATI Proctored Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scored 90-100%</td>
<td>Minimum 0 hr. Focused Review</td>
<td>Proficiency Level 3</td>
</tr>
<tr>
<td></td>
<td>No Templates required</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Scored 80-89%</td>
<td>Minimum 3 hrs. Focused Review</td>
<td>Proficiency Level 2</td>
</tr>
<tr>
<td></td>
<td>Three (3) Templates required</td>
<td>9 pts.</td>
</tr>
<tr>
<td>Scored 70-79%</td>
<td>Minimum 6 hrs. Focused Review</td>
<td>Proficiency Level 1</td>
</tr>
<tr>
<td></td>
<td>Six (6) Templates required</td>
<td>7 pt.</td>
</tr>
<tr>
<td>Scored below 69%</td>
<td>Minimum 8 hrs. Focused Review</td>
<td>Below Proficiency Level 1</td>
</tr>
<tr>
<td></td>
<td>Eight (8) Templates required</td>
<td>6 pt.</td>
</tr>
</tbody>
</table>

* The student must remediate on the **FIRST attempt** of Practice Assessment B. Use Learning Systems and Practice Assessment A in preparation for Practice Assessment B. Time in-between practice assessments will be set at 48 hours. Rationales for Practice Assessment B will be turned on after the completion due date.

All Active Learning/Remediation templates are to be handwritten. **Templates** and printed **transcripts** are to be submitted to instructor on the day of the proctored assessment as your “ticket” to take the assessment.
# Comprehensive Predictor with Active Learning Templates

<table>
<thead>
<tr>
<th>ATI Assigned Practice Assessment B</th>
<th>Active Learning (Remediation)</th>
<th>ATI Proctored Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scored 74-100%</td>
<td>Minimum 0 hr. Focused Review 2 Templates required</td>
<td>96-99% probability of passing NCLEX 10 points</td>
</tr>
<tr>
<td>Scored 70-73%</td>
<td>Minimum 2 hr. Focused Review 4 Templates required</td>
<td>91-95% probability of passing NCLEX 9 points</td>
</tr>
<tr>
<td>Scored 67-69%</td>
<td>Minimum 4 hr. Focused Review 6 Templates required</td>
<td>85-90% probability of passing NCLEX 8 points</td>
</tr>
<tr>
<td>Scored 61-66%</td>
<td>Minimum 6 hr. Focused Review 8 Templates required</td>
<td>80-84% probability of passing NCLEX 7 points</td>
</tr>
<tr>
<td>Below 61%</td>
<td>Minimum 8 hr. Focused Review 10 Templates required</td>
<td>Below 80% probability of passing NCLEX 6 points</td>
</tr>
</tbody>
</table>

* The student must remediate on the **FIRST attempt** of Practice Assessment B. Use Practice Assessment A in preparation for Practice Assessment B. Time in-between practice assessments will be set at 48 hours. Rationales for Practice Assessment B will be turned off and then turned on after the completion due date.

All Active Learning/Remediation templates are to be *handwritten*. Templates and printed transcripts are to be submitted to instructor on the day of the proctored assessment as your “ticket” to take the assessment.
Nursing Remediation Plan
The remediation plan provides assistance with the application of knowledge acquired during the didactic portion of the program to the clinical setting. Additionally it emphasizes the use of critical thinking skills in the care of patients. It will be mandated for the following:

- Students enrolled in any of the nursing courses receiving a grade **less than 75%** on any exam will schedule an appointment to meet with the instructor regarding study techniques and test taking strategies. The discussion with remediation activities will be documented on a conference form.

- Students enrolled in any of the nursing courses receiving a grade **less than 75% on two or more exams** will schedule an appointment to meet with the instructor and be required participate in course level appropriate remediation activities for the semester. In collaboration with the instructor, the student will develop a level appropriate **learning contract** outlining remediation activities and measureable outcomes.

- Students receiving an ATI score **below level 2** on any ATI proctored exam will be required to meet with the instructor to collaboratively develop a learning contract and plan for success.

- **Difficulty** in any of the following areas will require a remediation plan documented on a conference form and a learning contract:
  - Demonstrating consistent clinical performance at expected level
  - Transferring classroom knowledge to clinical setting
  - Successfully writing Nursing Care Plans

Instructors’ Course Policies
Instructors’ may have additional course policies however they must include all policies listed in this Handbook. Any additional instructor policies on grading, testing, and attendance will published in the individual instructional syllabus and will be followed.

Scholarship and Promotion into the Clinical Laboratory Setting
To ensure client safety, students must achieve an exam **average of 75% in NURS P120 Foundations of Nursing** prior to being allowed to attend clinical in the hospital laboratory facility. The student who lacks adequate classroom knowledge is considered unsafe and therefore unable to meet the objectives of the lecture/lab courses. In meeting the policy on concurrency the student who has an exam average **less than 75% will not progress** into the clinical portion and the student will be required to drop all nursing courses. A non-progressing grade prevents the student from continuing in the program (please refer to Withdrawal/Readmission Process).

Medication Administration Competency
In order to ensure that all ADN students demonstrate continued competency in medication administration, all students are required to successfully pass, with 100% accuracy, a basic medication competency examination each semester before attending clinical. The medication examination will consist of basic calculation and medication administration technique questions.
Failure to successfully pass the medication administration competency examination on the first attempt will result in the student not being able to administer medications in the clinical setting and completion of mandatory remediation prior to the attendance of the second clinical week. The mandatory remediation plan will be documented on a conference form consisting of:

- Completion of 2 hours of medication dosage calculations and/or skills lab practice.
- Successful completion of the medication competency re-test with a 100% pass rate.

Failure to successfully pass the medication administration competency examination on the second attempt will result in the student not being able to attend clinical and completion of mandatory remediation documented on a conference form consisting of:

- Completion of 4 hours of skills lab practice culminating with the successful completion of a medication administration simulation.
- Successful completion of the medication competency re-test with a 100% pass rate.

Students are required to schedule an appointment with the skill lab instructional assistant and/or faculty member, for development and approval of the above remediation plan.

Failure to successfully pass the medication administration simulation and written competency exam on the 3rd attempt will result in dismissal from the program based on safety.

All the above requirements must be completed by the end of week two of the semester.

Laboratory/Clinical Practice Evaluation
A laboratory evaluation will be written at least once each rotation. Evaluation by the student’s clinical instructor(s) shall include both areas that need to be improved and reinforcement of student’s positive accomplishments. The student who has a clinical practice evaluation average of less than 75%, a nursing process grade of less than 75% or an overall clinical grade of less than 75% will not progress in the program and the student will be required to drop the nursing course. A non-progressing grade prevents the student from continuing in the program (please refer to Withdrawal/Readmission Process).

The clinical instructor is responsible for completing an evaluation for each student in the clinical rotation. The clinical instructor will meet with each student to review the evaluation by the last day of the clinical rotation. Written evaluations are to be signed by both the clinical instructor and the student. The student shall be provided a copy of the clinical evaluation for their portfolio. The lead instructor for each course is responsible for reviewing, signing, and placing the evaluation in the student’s file in the Health Careers Office.

Critical Elements for All Courses
Critical Elements include those behaviors that are so important to nursing and client safety that failure to perform them correctly is considered unsafe nursing practice. The student is expected to satisfactorily perform the following critical elements:

- Provide a safe client care environment by recognizing/anticipating safety hazards, implementing preventative measures, following OSHA guidelines and hospital policies.
• Collect specific accurate data from client, family, staff, medication administration record, patient care record, and other appropriate resources.

• Document information accurately, abbreviations, and terminology. Reviews records at end of shift to ensure accuracy and completeness.

• Recognize abnormal findings and report to appropriate person in a timely manner.

• Adapt priorities of care to changing situations and new MD orders.

• Communicate effectively in English with clients, families, professor and healthcare team both verbally and in writing.

• Demonstrate physical ability and emotional stability adequate to safely perform the duties of the RN.

• Communicate and demonstrate the integration of theoretical knowledge to support the performance of clinical skills at the expected level.

• Communicate the therapeutic use of medications ordered for assigned clients including major side effects, expected therapeutic outcomes and appropriate nursing interventions.

• Safely administer medications and treatments (Safely means within a reasonable time frame, accurate math skills, knowledge of medications and treatments, rationale for administration, utilization of the six rights and three checks. Proper client identification must be demonstrated according to National Client Safety Goals.)

• Render nursing service as a student nurse only under the supervision of professor or RN while adhering to the scope of practice as defined by the Nurse Practice Act during scheduled laboratory time.

• Recognize and acknowledge when an error, break in technique or self-injury and immediately notify the professor giving an accurate account event and implementing an appropriate plan of action.

• Assume responsibility and accountability for own learning by recognizing and evaluating own abilities and limitations, utilizing professor as a resource.

• Comply with hospital policies, procedures and protocols, including HIPAA, while adhering to client’s rights and nurse’s legal and ethical responsibilities.

• Maintain professionalism: accept feedback cordially, respond to professor’s counseling in a respectful manner demonstrating positive changes in behavior.

Documentation of Unsatisfactory Progress

Conference Report

A conference will be held for failure to transfer classroom knowledge to the bedside, adhere to healthcare facility policies, or follow generally accepted rules of personal cleanliness, professional ethics, and professional attitude and demonstrate knowledge, skill, and judgment at the expected level. The issuing instructor will confer with the student and discuss the reasons for, and means of, correcting the cause for the conference.
If satisfactory progress is not made following the issuance of conference reports, the student will be placed on probation. Conference reports from prior semesters will be considered for gravity of errors in placing students on probation.

**Probation Form**

The instructor will discuss situations that warrant probationary status with the student. A probation report will be drawn up discussing the cause for probation, the terms of probation, and the length of time identified for improvement and re-evaluation. The original report will be placed in the student’s personal file in the Health Careers Division office, and the student will receive a copy. The instructor, the student, and the Director of the Nursing Program will discuss the situation.

- It is the student’s responsibility to notify each subsequent instructor of his or her probationary status, as well as the terms of the probation.
- Failure to comply with the terms of probation may result in dismissal from the program.
- The Director of the Nursing Program will make the final decision for student dismissal from the ADN Program.
CREDIT FOR PREVIOUS EDUCATION

TRANSFER CREDIT

Transfer Credit for Non-Nursing Courses
Transfer credit for non-nursing courses is granted by the office of admissions and records based on equivalency evaluation of official transcripts from a regionally accredited college. If a given course from a regionally accredited college is comparable in content and level to a course required by the Associate Degree Nursing Program, transfer credit is granted. Students are asked to submit course descriptions, course outlines, and/or syllabi for evaluation of content as necessary.

Students Transferring from Programs Educating Registered Nurses
Academic credit earned in regionally accredited institutions of higher education for comparable pre-licensure courses will be accepted for transfer. The student who is in good standing transferring from another Associate Degree Nurse program will be given credit for content successfully completed in his/her previous educational program.

Credit from a Foreign College or University
All credits from a foreign college or university must first be evaluated by a foreign transcript evaluation service such as IERF (International Education Research Foundation) or WES (World Education Services).

TRANSFER PROCESS
Transfer students are those who have successfully completed some portion of their core nursing courses in an accredited nursing program. Students who wish to transfer into the second, third, or fourth semester of the Porterville College Nursing Program must contact the division office at revelasc@portervillecollege.edu. Porterville College will accept transfer students in good standing based on space availability. Students should inquire about transfer opportunities in May for the fall semester and December for the spring semester. If there is space, a transfer packet will be emailed to the student.

In addition, transfer students should be aware of the following:

- Porterville College will evaluate all prerequisite and corequisite course work for equivalency.
- Porterville College Nursing Program allows students only one year out of active nursing school enrollment to be considered for transfer. Students who exceed this timeframe must apply to the nursing program as a new student.
- Porterville College Nursing may have a different sequence of nursing specialty courses (obstetrics, pediatrics, and mental health). This may result in repetition of one or more semester of study.
CREDIT BY EXAMINATION

General Policies Governing Challenge Examinations
Credit by exam is available to all students who feel they have the education and/or experience to sufficiently meet the course objectives. Refer to Porterville College Catalog for credit by examination policy.

Process for Credit by Examination for Nursing Courses
All nursing courses required for eligibility to take the NCLEX-RN examination may be challenged by examination. Credit by examination of any nursing courses is permitted only after admission to the nursing program and with the advisement of the Nursing Division.

1. Following notification of acceptance into the Nursing Program, it is the responsibility of the student to notify the Program Director and the faculty member of the intent to complete the nursing course through credit by examination.
2. To apply for Credit by Examination a student obtains a Credit by Examination application form in the Office of Admissions and Records.
3. Challenge examinations for credit must be requested by the student six (6) weeks prior to the start of the semester in which the course is scheduled to be taught.
4. Candidates for the challenge process may obtain preparatory materials any time after notifying the Director and faculty of intent to challenge. These materials include copies of the course objectives, course syllabus, and information regarding the format of the challenge examination.
5. For courses with theory and clinical components, the theory portion must be completed successfully before the clinical portion. The nursing courses must be completed sequentially as outlined in the curriculum. Each course may be taken for credit by examination one time only.
6. Credit will be granted upon successful completion of the examination with a minimum grade of “C” as specified in the grade system for the course. In the event the examination is not completed with a passing grade, the student must enroll in the course.

Any student who plans to attempt credit by examination of a nursing course should plan to attend the class so that in the event of failure to pass the examination, the student may then attend the course for a letter grade.

Challenge of Theory Courses
The challenge examination for theory courses will be instructor-developed tests. The tests will be similar in content and length to the final examination given to students enrolled in the course being challenged. Tests will be updated periodically to include new information. Grading for challenge examinations will be exactly the same as for exams given to students enrolled in the program. The score of 75% is required for a “C” grade and will be the minimum score required for passing.
**Challenge Procedures for Laboratory Proficiency**

The nature of the challenge examinations for laboratory proficiency will vary with the area being challenged. They will be designed to validate: 1) a working understanding of the performance objectives for the subject matter being challenged; 2) ability to assess client needs based on the diagnosis and other pertinent information; 3) ability to provide the diagnosis and other pertinent information; 4) ability to provide appropriate client teaching given a pre-selected care-plan; 5) ability to perform selected procedures in a simulated or clinical client care setting.

**Persons with Previous Education in Healthcare Fields**

Individuals from allied health profession backgrounds will be evaluated on an individual basis as to education. Credit by challenge examination will be given to qualified individuals. Written challenge examinations will be given to qualified individuals. Written examinations used for challenge will be comparable to those used as part of the regular nursing program. Skills testing will follow the pattern used for laboratory competency in the particular area being challenged.
CONDITIONS FOR PROGRESSION  
IN THE NURSING PROGRAM

Students should progress through the nursing program via the published course work track within four semesters. Each nursing course must be passed with a “C” or better. The student must complete the program within 3 years from original program entry date.

Students who withdraw from the PC Nursing Program may be eligible for reentry. Reentry depends largely upon space availability in the designated course. Reentry shall be determined by the Nursing Director in collaboration with the nursing faculty. Regardless of the circumstances related to and date of withdrawal, the student’s current theory grade and clinical performance evaluation will be the factors used to determine reentry.

Exiting the Program: Student Responsibility

Should a student exit the program for any reason, the student will need to notify the Nursing Program Director within two (2) days. The student must also meet with the course faculty to develop a student action plan for success to be completed prior to program reentry. If the student is leaving the program with no intention of returning, it is the student’s responsibility to notify the Nursing Program Director within 10 days of the departure date.

Criteria for Re-Entry

1. Reentry shall include a review of the student’s prior theory and clinical status.
2. A failed or not passed (D, F, W, or WF) course may be repeated one time based on space availability.
3. Students must reenter within one year of program exit.
4. The student must complete the program within 3 years from original program entry date.
5. Students who leave the Nursing Program will be categorized as leaving “in good standing” or leaving “not in good standing.” Students would be categorized as “not in good standing” at the time of their departure from the Nursing program if they are:
   a. Receiving a failing grade
   b. Unsatisfactory clinical performance
   c. Deemed unsafe
   d. Deemed grossly negligent (students with status of gross negligence will NOT be considered for re-entry to the PC Nursing Program.

The definition for unsatisfactory, unsafe, or grossly negligent clinical performance is as follow (adapted from Definitions in the BRN rules/Regulations):

**Unsatisfactory**: Performance is considered unsatisfactory when a student does not possess and exercise that degree of learning, skill, care, and experience ordinarily possessed and
exercised by students at the same level in the program and/or failure to achieve any critical element at “satisfactory” level.

**Unsafe practice:** Performance is considered unsafe when a student’s action(s) reflect a substantial departure from that of other students at the same level under similar circumstances and when the student’s actions have or could have resulted in harm to the client.

**Grossly negligent:** Performance is considered grossly negligent when a student’s behavior justifies the belief that there has been a conscious disregard or indifference for the health, safety, or welfare of the client.

6. A student who fails an individual nursing course or leaves the Nursing Program “not in good standing” may reenter the PC Nursing Program only once.

7. If there are more applicants for reentry to the program than there are spaces available, re-admission will be based on the same criteria as that used for initial entry into the program.

8. Students who do not maintain continuous enrollment will be required to submit to all admission screening requirements (criminal background checks, drug/alcohol and physical examination and immunization screening)

9. Students with status of “gross negligence” will NOT be considered for reentry to the PC Nursing Program.

**Priorities for Re-Entry - 1st Semester**

If a student left the PC Nursing Program in the first semester and has met the “Specific Criteria for Re-Entry” then priority for available space will be as follows:

1. Student(s) who left first semester “in good standing” will be re-admitted the following semester.
2. Student(s) who left first semester “not in good standing” are eligible for the applicant pool.

**Priorities for Re-Entry – 2nd, 3rd, and 4th Semesters**

If a student left the PC Nursing Program during the second, third, or fourth semester and has met the “Specific Criteria for Reentry”, priority for reentry based on available space will be as follows:

1. First priority will be given to students who left the PC Nursing Program “in good standing” in both theory and clinical performance.

2. Second priority will be given to students who left the PC Nursing Program “not in good standing” in theory and/or clinical performance.

3. Third priority:
a. Second and Fourth semesters: Transfer students “in good standing” who have met all pre-enrollment requirements.

b. Third semester: LVN to RN Career Mobility students who have met all pre-enrollment nursing requirements followed by transfer students “in good standing” who have met all pre-enrollment requirements.
Porterville College
Health Careers Programs
Confidentiality Statement

In the normal course of business, any person connected with an organization has the potential to come into contact with confidential information. In some cases, exposure to such information is coincidental or incidental; in others it is an integral part of the job function. This information may be personal, clinical, financial, or other. It may be computerized (that is, in electronic form), or in hard copy, or even oral in nature.

Examples of such confidential information include, but are not limited to: medical records, employee records, financial records and reports, information distributed to committee members to inform deliberation and decision making, and information found accidentally. It also includes information gained through discussion in committees, from employees, from patients and their families or friends, from external agencies, the media, or the medical staff, and so on.

It is the policy of the Porterville College Health Careers Programs to maintain confidential information in strict confidence, both while at clinic and when off duty. Therefore, all students/staff who have access to confidential information are prohibited from disclosing such information in any unauthorized manner. They must use this information only in ways that are consistent with this commitment to confidentiality. Consistent with the principle of “need to know”, it is also incumbent on all who are exposed to confidential information to see that they use only as much of such information as is needed to their job or perform their function.

It is policy of the Porterville College Health Careers Programs to maintain all aspects of confidentiality. Students are accountable for being aware of the legal implications in respecting the rights of others, especially the right to privacy. The following guidelines are strictly adhered to as per HIPPA.

- Confidentiality of client information must never be violated.
- Client personal, family or health related information may not be removed from the healthcare setting.
- Any written assignments must not have any client identifying information on them and are to be treated with confidentiality, i.e. **do not share any of the information or paperwork with others.**

It is also the responsibility of any who have contact with confidential information to preserve such records against loss, destruction, tampering and inappropriate access and use, including inappropriate disposal. Any breach of confidentiality represents a failure to meet the legal, professional and ethical standards expected, and constitutes a violation of this policy. A breach need not take the form of a deliberate attempt to violate confidentially, but includes any unnecessary or unauthorized use or disclosure of confidential information-due to carelessness, curiosity or concern, or for personal gain or malice, including but not restricted to informal discussion. Such breaches may result in discipline and/or civil or criminal penalties.

**Confidentiality Agreement**

I understand the above statement of confidentially and agree to fulfill its expectations in my treatment of confidential information. Further, I understand that a violation or breach of this commitment to confidentially will be investigated and responded to in a manner to prevent a reoccurrence. I understand that I could also be subjected to disciplinary action that may include legal action.

________________________________________  ____________________________
Name – please print  

________________________________________  ____________________________
Signature  
Date
Porterville College
Health Careers Programs
Child Abuse Reporting Responsibilities

Section 11166 of the Penal Code requires any child care custodian, medical practitioner, nonmedical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or with the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of a child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare, and send a written report thereof within 36 hours of receiving the information concerning the incident.

“Child care custodian” includes teachers, administrative officers, supervisors of child welfare and attendance, or certified pupil personnel employees of any public or private schools; administrators of a public or private day camp; licensed day care workers; administrators of community care facilities licensed to care for children; headstart teachers; licensing workers or licensing evaluators; public assistance workers; employees of a child care institution, including, but not limited to, foster parents, group home personnel, and personnel of residential care facilities; and social workers or probation officers.

“Medical practitioner” includes physicians and surgeons, psychiatrists, psychologists, dentists, residents, interns, podiatrists, chiropractor, licensed nurses, dental hygienists, or any other person who is licensed under Division 2 (commencing with Section 500) of the Business and Profession Code.

“Nonmedical practitioner” includes state or county health employees who treat minors for venereal disease or any other condition; coroners; marriage, family or child counselors; and religious practitioners who diagnose, examine, or treat children.

Such reports are made to

**TULARE**
Director, Tulare County CWS Agency
5957 South. Mooney Blvd
Visalia, CA 93277
800-331-1585

**KERN**
Director, Kern County CWS Agency
PO Box 511
Bakersfield, CA 93302
661-631-6011

or to the appropriate law enforcement office.

_____________________________________
Print Name

_____________________________________
Signature

_____________________________________
Date
Porterville College
Health Careers Programs
Elder/Dependent Adult Abuse Reporting Responsibilities

Section 15630 of the Welfare and Institutions Code states:
“Any person who has assumed full or intermittent responsibility for care or custody of an elder or dependent adult, whether or not that person receives compensation, including administrators, supervisors, and any licensed staff of a public or private facility that provides care or services for elder or dependent adults, or any elder or dependent adult care custodian, health practitioner, or employee of a county adult protective services agency or a local law enforcement agency is a mandated reporter.”

“Any mandated reporter, who is in his or her professional capacity, or within the scope of his or her employment, has observed or has knowledge of an incident that reasonably appears to by physical abuse, abandonment, isolation, financial abuse, or neglect, or reasonably suspects abuse shall report the known or suspected instance of abuse by telephone immediately or as soon as practically possible, and by written report sent within two working days.”

Reports of elder and dependent adult abuse to persons in their own homes are to be made to the

**Tulare County**
ADULT PROTECTIVE SERVICES
713-3020 during business hours
733-6877 after hours
Or your local law enforcement agency

**Kern County**
Kern County Aging and Adult Services Department
Adult Protective Services, 5357 Truxtun Avenue, Bakersfield, CA 93309
(661) 868-1006 or toll free at (800) 277-7866.
Both numbers are accessible 24 hours per day, seven days per week.
FAX number for Aging and Adult Services is (661) 868-1001.

_____________________________________
Print Name

_____________________________________
Signature ____________________________

Date

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Sexual Harassment
Kern Community College District Board Policy Manual
Section 11A2

The Board of Trustees of the Kern Community College District will not tolerate any behavior which constitutes sexual harassment of staff or student. It is the policy of the Kern Community College District that members of the college community, including visitors, guests and contractors, may not sexually harass another person. For the purpose of this policy, sexual harassment is defined as unwelcome sexual advances; requests for sexual favors; and/or verbal, physical conduct, or written communication of intimidating, hostile, or offensive sexual nature where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment or a student’s status in a course, program, or activity;
- Submission to or rejection of such conduct is used as a basis for employment decisions or as a basis for academic or other decision, affecting a student; or
- Such conduct has the purpose or effect of substantially interfering with an employee’s work performance or student’s educational experience, or creates an intimidating, hostile or offensive working or academic environment.

The Kern Community College District is committed to maintaining a working and educational environment free of sexual harassment.

When an allegation of sexual harassment is brought to the attention of a supervisor, whether reported by the individual who is subject of the alleged harassment, or by a witness, the supervisor shall report the allegation to the college personnel officer. The college personnel officer shall investigate the allegation according to Procedure 11D4A. An employee or student may be subject to disciplinary action for violation of this policy.

I have read, understand, and will comply with the above.

Name (Please Print) __________________________________________

Signature ___________________________________________ Date ____________
CERTIFICATION OF STUDENT INSTRUCTION IN SAFETY EDUCATION

This is to verify that I have been instructed in the following healthcare safety practices specific to the agency where I am assigned for clinical practice. When applicable, I have shown competency by return demonstration.

SAFETY EDUCATION COMPETENCY CHECKLIST

- Security Codes and Procedures
  - Cardiopulmonary Resuscitation
  - Fire
  - Bomb
  - Security
  - Disaster

- Back Injury Prevention
- Infection Control/Bloodbourne Pathogens
- Chemical Safety/Material Safety Data Sheets
- Radiation Safety
- Electrical Safety
- Location of Safety Manual, Fire Extinguishers, Evacuation Exits
- Unusual Occurrence Reporting

I AGREE to comply with all safety procedures established by each healthcare agency where I am assigned. I understand that non-compliance with safety regulations established by the agency may constitute grounds for dismissal from the agency and/or the Porterville College Health Careers Program.

______________________________
Print Name

______________________________
Student Signature/Date
Porterville College
Health Careers Programs
Student/Staff Requirements While Participating
In Healthcare Facilities

Proof of the following documentation will be submitted to and on file in the Porterville College Health Careers Department prior to entering the program any clinical training facility:

a. Annual tuberculosis skin test and/or chest x-ray.
c. Provide proof of measles, mumps, and rubella, varicella immunization or titer.
d. Hepatitis B and flu immunization, titer, or declination.
e. Provide proof of Pertussis (TDaP) immunization
f. Clearance from Healthcare Provider – fit to work in clinical settings.
g. Proof of Safety Education/Training.
h. Signed agreement to comply with, Confidentiality and Reporting Responsibilities (HIPPA).
i. Signed agreements to comply with Child, Elder and Dependent Adult Abuse reporting.
j. Signed Sexual Harassment policy

Conform to all applicable HEALTHCARE FACILITY policies, procedures, and regulations, and such other requirements and restrictions as may be mutually specified and agreed upon by the designated representative of HEALTHCARE FACILITY and SCHOOL.

____________________________________  _____________________________
Print Name                                             Date
PORTERVILLE COLLEGE
Associate Degree Nursing Program

SIMULATION LABORATORY RULES

The following rules are designed to highlight our expectations from you, the learner, in order to make your experience within this new and sophisticated environment a most positive one. Please read them carefully and sign the acknowledgement below. You will present your signed copy to the Simulation Lab Coordinator at your first session in order to participate in all further simulation activities.

- The simulation lab provides the student an opportunity to experience clinical scenarios and participate in clinical decision making to a degree that is not possible in a fast paced acute care hospital situation with real patients. The student is expected to prepare for the scenario and to actively participate.
- The student is expected to be on time and attend scheduled Simulation Lab session. If late or absent the student must immediately call both the Simulation Instructor and their course instructor. A make-up session may be required.
- Please be respectful to one another and to faculty during role assignment and the simulation process. The simulation is not about practicing individual skills, but about anticipating the flow of events in real life clinical situations under time constraint. It is also about learning how to function as a health care team. Of note, there is sufficient research to show that observers/evaluators learn as much as the performers during simulation sessions.
- No food or drinks are allowed in Simulation Lab.
- No jewelry that might puncture or otherwise damage the simulator are allowed in the Simulation Lab. Watches may be worn.
- Please treat the simulator as you would a real patient – rules of hygiene, privacy, and confidentiality apply.
- Documentation done within the Simulation Lab must be completed in pencil only. No pens should be brought within Simulation lab area, and pencils should be kept at a distance from the simulator as they could permanently damage the mannequin’s skin.
- Wear our proper uniform and come prepared with all the materials you would bring to a clinical site.
- Please check with the Simulation Lab Coordinator before performing an actual intervention on the mannequin. The mannequins can be easily damaged. If you encounter any technical problem, do not fix it yourself - report it to the coordinator of your faculty.
- Please maintain confidentiality. Confidentiality is applicable to all your interactions throughout the simulation experience. This pertains to other student’s actions, the type of scenarios being utilized, simulation performance, and sharing of materials that are under copyright laws.

Yours signature indicating that you have read and understand the Rules of the Simulation Lab at Porterville College and agree to follow them as stated above.

__________________________  ________________________  ____________
Signature                  Print Name                  Date
Policy Agreement
After reading the entire Handbook, please sign this form indicating understanding of all material and agreement to abide by all policies contained herein. Please return all signed documents to the Health Careers Office by the first day of class.

PORTERVILLE COLLEGE
NURSING PROGRAM

ASSOCIATE DEGREE NURSING STUDENT HANDBOOK

I have read the Porterville College Associate Degree Nursing Student Handbook Program. I certify that I understand the policies and agree to abide by them while a student in the program.

Printed Name

________________________________________

Student's Signature                          Date

Notice to Student: This agreement will become part of your student file in the Health Careers Office.