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PORTERVILLE COLLEGE
HEALTH CAREERS DIVISION

Psychiatric Technician

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*adjunct faculty

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College Vice-President Academic Affairs Office: (AC 101) 559-791-2307
Dean of Career and Technical Education: (AC 101) 559-791-2459
Financial Aid Office: (AC 126) 559-791-2301
Admissions and Records Office: (AC 112) 559-791-2220
Campus Bookstore: 559-791-2252
Learning Center: (Library) 559-791-2242
Tutorial Center: (Library) 559-791-2236
Wellness Center/School Nurse: 559-791-2212
Disability Resource Center: (AC115) 559-791-2215
EOPS Office: (AC 126) 559-791-2224
Veteran’s Affairs: (AC 112) 559-791-2402
INTRODUCTION

Porterville College Mission Statement
With students as our focus, Porterville College provides our local and diverse communities an excellent educational experience that fosters intellectual curiosity and growth, lifelong learning, and prepares our students for personal and academic success.
In support of our values and philosophy, Porterville College will:
• Provide quality academic programs to all students who are capable of benefiting from community college instruction.
• Provide comprehensive support services to help students achieve their personal, vocational and academic potential.
• Prepare students for transfer and success at four-year institutions.
• Provide courses and training to prepare students for employment or to enhance skills within their current careers.
• Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
• Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Health Careers Division Mission Statement
Porterville College’s Health Careers Division serves to support the overall mission of the college. With students as our focus, Health Careers faculty and staff strive to provide world-class healthcare education through a variety of discipline-specific programs, which include registered and vocational nursing, psychiatric technology, and emergency medical technology. Each of our programs are designed and taught utilizing strategies and methodologies which encompass the learning needs of a very diverse student population. All healthcare programs strive to prepare culturally competent, ethical, and caring healthcare professionals for service within our community. Faculty seeks to create an educational atmosphere of mutual respect, support, and collaboration, which fosters and promotes student learning and achievement and eliminates personal barriers to success.

Philosophy Psychiatric Technician Program
The Psychiatric Technician Program functions within the general policies of Porterville College and, as an integral part of Porterville College, shares the philosophy of the college.

The Psychiatric Technician is an integral part of the mental health team. The Psychiatric Technician program is a course of study to produce an effective practitioner who can assume his/her role as a member of this team.
We believe that anyone who practices mental health must acknowledge and inter-relate biological, psychological and cultural dimensions of behavior. We do not consider any one factor a prime mover in behavior, nor do we consider any one theory adequate for explanation of an intervention in human behavior. We believe that to fail to recognize the biological, psychological and cultural dimensions of behavior is to fail to meet the primary objectives of health care:

1. promotion of mental health
2. intervention in mental illness
3. restoration of mental health
4. promotion of independence of developmentally and mentally disabled
5. promotion of an optimum level of health

We believe that this multidimensional approach focuses on people and on the myriad interrelated factors that both affect them and are affected by them. Psychiatric Technicians need to experience people interrelating within a wide social field and they need to understand the process of this interrelationship.

We believe that people, their behavior and the reasons for their behavior are the content of mental health care. Psychiatric Technicians try to sustain people during stress-producing situations. Psychiatric Technicians endeavor to promote health behavior, to intervene in maladaptive behaviors, to restore an optimum level of health and to provide the individual with the knowledge to sustain their health.

We strive to determine how students’ best learn and utilize teaching methods accordingly.

We recognize the newly graduated Psychiatric Technician as an entry level practitioner who can give safe and competent care within the limits of which he/she has been prepared. Expertise as a Psychiatric Technician will come through further experience and practice.

We believe that personal success in psychiatric technology is measured by the manner in which the individual practices his/her art.

**Conceptual Framework Psychiatric Technician Program**

The conceptual framework that drives the psychiatric technology program at Porterville College is: bio-psycho-social. The concept of holistic health and assessment of the total needs of the individual is the foundation for instruction. The concept allows for the consideration of all aspects of the individual as they relate to optimum functioning of the person.

The initial tool of assessment in the first semester is Maslow’s Hierarchy of Needs. This starting point then allows integration of information about the individual to be added to the assessment.
The first assessment level is of the biological function of the individual, which then leads to psychological and sociological aspects and how these aspects affect the functioning of the whole person.

Thoughtful planning has occurred to advance the student learning from simple to complex information as it relates to the comprehensive assessment of the whole person. The holistic assessment then leads to planning and implementation of treatment aimed at restoration and promotion of health in the individual. This process provides the basis for critical thinking, an essential ability within the practice of psychiatric technology.

CURRICULUM

Program Student Learning Outcomes

PROGRAM STUDENT LEARNING OUTCOMES
The Porterville College Psychiatric technician Program is designed to prepare graduates to competently transition from student to entry-level Psychiatric Technicians as defined by these roles: Provider of Client Care, Member of Healthcare Team, and Member of Profession.

Provider of Client Care:
The Psychiatric Technician graduate will be able to provide safe client care by determining appropriate nursing interventions to clients with psychiatric disorders and/or developmental disabilities. The care provided is characterized by consistent critical thinking and problem solving skills, clinical competence within the scope of practice, accountability, effective communication skills, respect for diverse cultures, a commitment to caring, and client education.

Member of Healthcare Team
The Psychiatric Technician graduate will provide safe client care consistently within the healthcare team. This care is characterized by the ability to establish priorities for clients. The Psychiatric Technician graduate collaborates with other members of the healthcare team.
including organizational and community resources using effective oral and written communications skills. As a member of the healthcare team, the Psychiatric Technician graduate recognizes roles and responsibilities within the levels of the career ladder and is competent in using technology to provide evidence-based care.

**Member of Profession**
The Psychiatric Technician graduate will consistently demonstrate accountability, advocacy, an understanding of legal/ethical issues, and responsibility for one’s own professional growth, behavior, and education. The member of profession routinely participates in self-assessment and makes changes to improve their practice with the ultimate goal of making positive contributions to the 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 develop the foundation of theoretical knowledge and technical skills needed to care for clients within the scope of Psychiatric Technician practice.

**Level 2:** The focus of level two is to apply theoretical and technical knowledge to developmentally disabled clients in a variety of settings across the lifespan.

**Level 3:** The focus of level three is to analyze and integrate theoretical and technical knowledge to meet the needs of clients in a variety of mental health settings.

**Terminal Goals**
By the end of the program the Psychiatric Technician student should be able to:

1. The student will successfully pass the licensing examination.
2. The student will demonstrate competent entry-level skills appropriate for each area of practice.
3. The student will practice their profession following principles of safety.
4. The student will demonstrate ethics and integrity as a health care professional.
5. The student will effectively communicate as a health care professional.
6. The student will complete documentation following facility policies and legal guidelines.
7. The student will demonstrate knowledge of and sensitivity for cultural diversity within their practice.
8. The student will provide patient care based upon the nursing process.
9. The student will provide comprehensive patient and family education relevant to the patients’ health care needs.
10. The student will plan and implement patient/client care according to their age and stage of development.
11. The student will conduct their practice in accordance with scientific health care principles and concepts.
Curriculum Goals

PT Level 1 Student Learning Outcomes
By the end of the first semester the student should be able to:
1. Discuss the policies of the Health Careers Programs. Define a safe health care environment.
2. Describe the nursing process and its application to the health-illness continuum.
3. Identify the holistic needs of the individual to maintain homeostasis.
4. State the concept and principles of infection control in the health care setting.
5. Describe the concepts of professional ethics and legal responsibilities in all clinical situations
6. Discuss the importance of communication and documentation in the health care setting.
7. Recognize the need for patient and family teaching.
8. Identify the process of rehabilitation and its application in the nursing process.
9. Discuss the concept of cultural diversity in the health care setting.
10. Identify the nurse’s role in the principles and procedures of pharmacology.
11. Identify the life span developmental needs of mankind.
12. Recognize the special healthcare needs of the geriatric population.
13. Identify the concepts (and role) of the health care team in patient care.
14. Apply the medical model to understanding diseases and disorders affecting each body system.

PT Level II Student Learning Outcomes
By the end of the second semester the student should be able to:
1. Discuss issues and standards central to the policies of the Health Careers Program.
2. Explain principles and practices of effective communication central to health care of developmentally delayed clients.
3. Describe factors essential to the development of an effective nurse-client relationship with developmentally delayed clients.
4. Describe application of the nursing process as it relates to the care of developmentally delayed clients.
5. Describe factors central to maintaining a safe health care environment for developmentally delayed clients.
6. Identify the normal development needs of developmentally delayed clients at critical ages/stages across the lifespan.
7. Describe anatomical and physiological problems associated with diseases, disorders, and disabilities pertaining to the care of developmentally delayed clients.
8. Review causes and symptoms of key diseases, disorders, and disabilities affecting developmentally delayed clients.
9. Explain basic modifications to care, which may be necessitated by beliefs, views, and practices from different cultural traditions represented in the local client population.
10. Describe nursing responsibilities and practices related to pharmacotherapy with specific classes of drugs used in care of developmentally delayed clients.
11. Discuss client education strategies and approaches to optimize a developmentally delayed client’s participation with prescribed care.
12. Describe the client’s and nurse’s role in the rehabilitation process as they relate to recovery from deficits that are a consequence of disease, disorders, and disabilities experienced by developmentally delayed clients. Discuss principles and practices of life skills training (a.k.a. behavior modification) appropriate for the habilitation and training needs of developmentally delayed clients.
13. Discuss the importance of the healthcare team in the delivery of effective client care and describe the respective roles and responsibilities of team leaders and team members.
14. Describe the role-relationship between the supervisor and supervisee in a healthcare employment setting, which promotes optimal performance and results in effective client care.

PT Level III Student Learning Outcomes
By the end of the third semester the student should be able to:

1. Discuss issues and standards central to the policies of the Health Careers Program.
2. Describe the psychiatric technician’s scope of practice as specified in the law.
3. Discuss professional ethical standards and legal responsibilities that guide the actions of the psychiatric technician in all practice settings.
4. Explain principles and practices of effective communication central to the care of medical-surgical, developmentally delayed, and psychiatric populations.
5. Describe factors essential to the development of an effective “nurse-patient” relationship with psychiatric patients.
6. Describe application of the nursing process as it relates to the care of psychiatric patients.
7. Describe the procedures and practices central to safe and effective performance of basic nursing skills.
8. Identify the normal development needs of psychiatric patients at critical ages/stages across the life span.
9. Describe anatomical and physiological problems associated with diseases, disorders, and disabilities affecting psychiatric patients.
10. Review causes and presentations of key diseases, disorders, and disabilities affecting psychiatric patients.
11. Review appropriate nursing assessment, planning, intervention, and evaluation approaches for key disorders affecting psychiatric patients.
12. Review causes, presentation, and care of diseases and disorders that specifically affect children, adolescents, and elderly psychiatric patients.
13. Explain basic modifications to case which may be necessitated by cultural beliefs, views, and practices relative to the local psychiatric patient population.

14. Describe nursing responsibilities and practices related to pharmacotherapy with specific classes of drugs used in the care of psychiatric patients.

15. Discuss patient education strategies and approaches to optimize patients compliance with prescribed care for psychiatric patients.

16. Describe the patient’s and nurse’s role in the rehabilitation process, as they relate to recovery from deficits which are a consequence of disorder’s experienced by psychiatric populations.

17. Explain the unique perspective regarding the sources and dynamics of human behavior contributed by the following modes: Psychodynamic Cognitive-Behavioral, Existential-Humanistic, Neurobiological and system Theory.

18. Describe the theories of causes and treatment, approaches for key disorders advanced by the following schools: Psychodynamic, Cognitive-Behavioral, Existential-Humanistic, Neurobiological and Systems Theory.

19. Discuss the importance of the health care team in the delivery of effective patient care and describe the respective roles and responsibilities of team leaders and team members.

20. Describe the role-relationship between the supervisor and supervisee in a health care employment setting which promotes optimal performance and results in effective patient care.

GUIDELINES FOR PROFESSIONAL CONDUCT/BEHAVIOR

General Information
Accountability is a key word in nursing and requires that students be willing and eager to learn and practice with the highest of ideals. Academic achievement must be above average and personal integrity must be above reproach.

We all share a common goal – quality care for all patients entrusted to our care. It is important to share ideas, learning experiences and knowledge gained to accomplish this goal.

Commitment
Being a student in the Psychiatric Technician program requires dedication and commitment: Dedication to the principle that nursing is a demanding profession which requires each of us to be our very best and a commitment to uphold the philosophies and policies of the college, the nursing department and the clinical agencies.

The PT program is supported financially, as well as in principle, by the citizens of this school district. It is the responsibility of the student and faculty to work together, honestly and earnestly, in making this a program in which everyone can take pride.
The Board of Vocational Nursing and Psychiatric Technicians require its practitioners to be fully accountable for their clinical decisions and actions. For the Porterville College Vocational Nursing and Psychiatric Technician 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 vocational nursing and psychiatric technician practice. In nursing, we all share a common goal of providing the highest quality of care to all individuals entrusted to our care.

**Professional Behaviors**
The Porterville College Health Careers 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

**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.

**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 Conduct in the Classroom**

- Cell phone, pagers and other electronic devices must be turned off or to vibrate during class time. Personal calls should be made during break times only
- Sending or receiving text messages during class is prohibited
- All questions or comments should be addressed to the entire class
- Refrain from talking when others are talking
- Use breaks to go to the restrooms, eat a snack or make a phone call
- Arrive to class on time – entering the class late is disruptive!
- If you are going to be absent, notify the instructor prior to class. Arrangements for any make-up tests will be done at that time. Absence from class may result in a referral to study hall
- Verbal or non-verbal harassment of others is strictly prohibited
- Use of vulgar or obscene language is strictly prohibited
- Cheating in any form is strictly prohibited and will be dealt with according to policy
- Eating or drinking in the classroom is strictly prohibited. Water in a spill proof container is acceptable

**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

Standards of Conduct in the Clinical Setting

It is expected that all students will conduct themselves in a professional and ethical manner at all times as indicated below:

• Maintain standards of confidentiality as mandated by HIPPA
• Provide care with respect for human dignity
• Maintain a professional attitude
• Maintain a professional appearance
• Wear Porterville College approved student ID badge where it is visible to others
• Protect the safety of the clients
• Practice good body mechanics
• Perform only those skills that are within your scope of practice
• Perform skills according to standards of practice
• Notify instructor immediately of any errors made in administration of medication, provision of care, or documentation
• Communicate respectfully with all members of the health care team, instructor and peers
• Establish and maintain appropriate interpersonal relationships
• Follow program and facility policies and procedures
• Perform procedures only under the direction of instructor
• Complete documentation accurately and in a timely manner
• Use Standard Precautions
• Immediately report any observations of suspected abuse, violations of confidentiality, or harassment
• Immediately report any blood-borne pathogen exposure
• Immediately report any injury
• Observe the rights of all patients
• Notify instructor prior to any absence or deviation from the schedule
• Exercise good time management skills
• Take responsibility for your own learning

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 “Remediation 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/Div. 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.

After reviewing the section on Student Conduct above, please sign the Student Conduct Statement on the back page of this handbook indicating agreement to adhere to the above guidelines.

**Psychiatric Technician Code of Ethics**
The Psychiatric Technician Code of Ethics informs Psychiatric Technicians and society of the profession's expectations and requirements in ethical matters. Accompanying the Code are Interpretive Statements that expand on each item of the Code. Together they provide a framework for Psychiatric Technicians to make ethical decisions and discharge responsibilities to clients/patients, the public, other members of the interdisciplinary health team and the profession.

The Code is based on beliefs about the nature of individuals, psychiatric nursing, mental and developmental health, safety and society. Consumers and suppliers of psychiatric nursing services are viewed as individuals and groups possessing basic rights and responsibilities, and whose values and circumstances should be respected.

Psychiatric nursing and psychiatric technology encompass the promotion and restoration of developmental habilitation, mental and physical health; the prevention of illness; and the alleviation of suffering. The Code and its Interpretive Statements provide guidance for conduct and relationships in carrying out psychiatric nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care.

Development and maintenance of a Code of Ethics is an essential characteristic of a profession and provides one means for the exercise of professional self-regulation. A Code indicates a profession's acceptance of the responsibility and trust with which it has been invested by society. Requirements of the Code may often exceed, but are never less than those of the law. Each Psychiatric Technician has a personal obligation to uphold and adhere to the Code and to ensure that colleagues do the same.
Psychiatric Technician Code of Ethics

1. The Psychiatric Technician provides care with respect for human dignity and the uniqueness of the client/patient, regardless of the individual's social or economic status, personal attributes or the nature or degree of the disability.
2. The Psychiatric Technician acts to safeguard the client's right to privacy and dignity.
3. The Psychiatric Technician acts to protect clients/patients and the public from the incompetent, unethical or illegal practice of any person.
4. The Psychiatric Technician assumes responsibility and accountability for individual nursing judgments and actions, and for the quality and extent of services performed.
5. The Psychiatric Technician maintains professional competency through continuing education.
6. The Psychiatric Technician respects the findings, views and actions of other disciplines, and uses appropriate channels to express judgment of these matters.
7. The Psychiatric Technician participates in activities that contribute to the ongoing development of the profession.
8. The Psychiatric Technician participates in the profession's efforts to implement and improve the profession's Standards of Practice.
9. The Psychiatric Technician participates in the profession's efforts to establish and maintain conditions of employment conducive to quality psychiatric nursing care.
10. The Psychiatric Technician participates in the profession's effort to protect the public from misinformation and misrepresentation and to maintain the integrity of psychiatric nursing care.
11. The Psychiatric Technician collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the mental health needs of the public.
12. The Psychiatric Technician maintains readiness to provide appropriate professional services in public emergencies.

Academic Honesty

It is the belief of the Porterville College Health Careers 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 may include but is not limited to:

- Any student not following the requirements and guidelines of the Vocational Nursing/Psychiatric Technician Student Handbook, course syllabi, and instructors’ directions.
- Actions that circumvent the rules and regulations established by the Porterville College Health Careers Division, affiliated hospitals, course syllabi, and instructor’s directions constitute acts of dishonesty.

**Confidentiality**

It is policy of all 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.**

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

**Use of Drugs**

Porterville College’s Health Careers Division 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 Vocational 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 and in good taste.
- 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 Psychiatric student must wear the approved PC Uniform (white scrub style top with one black strip on each sleeve and black uniform pants or skirt). The uniform must be ordered from the program-approved agency. The PT student must have PC Health Careers patch attached to the center of the left sleeve 2 inches below the shoulder seam on all uniforms. The PC photo ID must be worn on the right upper chest and must not be attached to a lanyard.
- 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 backs.
- 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.
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.

**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 lobe. “Dangle and hoop earrings are not allowed.
- Visible body piercing, including tongue piercing is not permitted. A clear post is not acceptable.
- One chain around the neck may be worn except in specialty areas where criteria require otherwise.

**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 and in good taste. 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**

- Shoes must have closed toe and heel with rubber soles.
- For students participating in Simulated Learning PC uniform or white lab coat is required; a watch with sweep second hand or digital must be worn.
- The student tote and its contents should be readily available while in the PC Skills Lab.

**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.

**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.

**CLINICAL LABORATORY GUIDELINES**

**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 guard service
  - 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 Daily Laboratory Objectives:
  o Where posted, specific objectives, etc.
• Learning Resource Material:
  o Library - rules - privileges
  o Staff Education Calendar
  o PDR, Reference Manuals
• Charting:
  o Procedure for charting
  o Place for charting
  o 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, 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
Clinical Facilities
Students will be assigned to a variety of the following Board of Vocational Nurse and Psychiatric Technicians approved facilities while enrolled in the PT or VN program. These may include:

<table>
<thead>
<tr>
<th>Facility Name</th>
</tr>
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<tbody>
<tr>
<td>Adult Day Care, Porterville</td>
</tr>
<tr>
<td>Delano Adult Day Care, Delano</td>
</tr>
<tr>
<td>Delano District Skilled Nursing Facility, Delano</td>
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<tr>
<td>Delano Regional Medical Center, Delano</td>
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<tr>
<td>Porterville College Child Day Care Center, Porterville</td>
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<tr>
<td>Porterville Convalescent Hospital, Porterville</td>
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<tr>
<td>Sierra View District Hospital, Porterville</td>
</tr>
<tr>
<td>Sun Villa Convalescent Hospital, Porterville</td>
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</tbody>
</table>

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.

Leaving Clinical Assignment Early
If a student needs to leave early from the clinical assignment it is mandatory to have prior approval from the instructor (not the contact person). If a student is found to have left the clinical area without prior approval it may be grounds for dismissal from the program for unsafe nursing practice.

Cell Phones/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

- 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 Health Careers Programs 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.

RESPONSIBILITIES OF STUDENTS

After completing this section, please sign the attached Student Requirements while Participating in Healthcare Facilities 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 Health Careers
Office. 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 $4,250. This includes items such as registration fees, health exam, books, supplies, ATI resources, 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 Contact Information
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 Vocational Nursing/Psychiatric Technician Program need to demonstrate the following Core Performance Standards identifying eligibility requirements for participation in the nursing program

Physical Examination
Students accepted into the any Health Careers 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. The physical exam, laboratory tests, x-rays, TB screening, immunizations, and titers will be done at the student’s expense.

Functional Abilities
The student must be physically able to perform the following:

- Standing and/or walking up to seven hours throughout an eight hour shift.
- Bending, crouching or stooping several times per hour.
- Lifting and carrying a minimum of 30 pounds several times an hour.
- Lifting and moving up to a 300 lb. patient in a 2-3 person transfer.
- Reaching overhead above the shoulder 90 degrees.
- Pushing and/or pulling objects and equipment weighing up to 300 lbs.
- Utilizing eyesight to observe patients, manipulate equipment and accessories and/or evaluate radiographs for technical quality under various illumination levels.
- Hearing to communicate with the patient and healthcare team.
- Manipulating radiologic and/or medical equipment and accessories, including but not limited to switches, knobs, buttons, keyboards, utilizing fine and gross motor skills.
• Performing the assigned job responsibilities with the intellectual and emotional functions necessary to ensure patient safety and exercise independent judgment and discretion.

• Utilizing the above standards/functions to respond promptly to the patient's needs and/or emergency situations.

**Hepatitis B Immunization**
Students entering the Porterville College’s nursing or PT 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 TWO (2) 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 a rubeola and rubella titer demonstrating immunity within four (4) years of the start of the program.

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

**Pertussis Immunization**
Student must provide proof of ONE (1) TDaP immunization.

**Freedom from Active Tuberculosis (TB) Examination**
As a condition of admission into a Health Careers program with a laboratory component, all students are required to submit TWO (2) tuberculosis screening examinations which indicate freedom from active tuberculosis. If intradermal tuberculin test completed within past 12 months (counts as TB skin test #1), only need #2 intradermal tuberculin test. If no TB screening examination within past 12 months, 2-step process required: Intradermal Tuberculin Test #1 completed and then one week later intradermal Tuberculin Test #2 completed. 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**
The Porterville College Health Careers Programs 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 time 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.

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

**Drug/Alcohol Screening**
The Porterville College Health Careers Division 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 a Health Careers 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 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 Vocational Nursing and Psychiatric Technicians and the 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. 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 18 month ADN Program. It is your
responsibility to provide a copy of the current BLS card to the Health Careers Division and to carry a copy of this card while attending clinical in the healthcare facilities, preferably in your portfolio.

**Healthcare Facility Orientation and Safety Requirements**

The Porterville College Health Careers Division 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 Instruction Manual (obtained on-line)
- Successfully complete the Safety Examination (available online) and submit to the Health Careers Office prior to the first day of clinic.
- Sign and submit CERTIFICATION OF STUDENT INSTRUCTION IN SAFETY EDUCATION (available online) to the Health Careers Office prior to the first day of clinic.
- Complete safety/confidentiality/sexual harassment/abuse reporting forms (available online) and submit to Health Careers Office prior to the first day of clinic

**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 (for means of organization) in which the following items are kept:

- Copies of:
  - Physical Exam
  - TB Skin test (to be current at the beginning of the 1st and 3rd Semester)
  - All other immunizations
  - AHA Healthcare Provider CPR Card (expiration date must be through the end of the PT Program)
- PT Student Handbook
- Safety Manual
- Remediation Forms
- Completed Clinical Evaluation Forms
- Skills Checklist
- TEAS Results
Attendance Policy
Porterville College and the faculty of the Vocational Nursing and Psychiatric Technology programs recognize that regular attendance in the classroom and clinical areas is necessary for students to meet the stated objectives of the programs.

1. In the case of absence from either theory or clinical classes students are required to call the appropriate facility and report the absence to the instructor.

2. When a student returns to class or clinic following an absence, the student must meet with the instructor to determine what objectives were not met during the absence and how objectives not met can be made up. It is the student’s responsibility to arrange to meet with the instructor.

3. Absences will be considered excessive when they exceed 10% of a module.

4. If a student’s absences reach 10% of a module he/she will meet with the module instructor and the Program Director to determine if the module objectives can be met by the end of the module.

5. When a student has not met module objectives it will be necessary to do make up work to meet those objectives. Objectives must be met prior to the start of the next module, or if it is in the last theory or clinical module in a semester, the objectives must be met prior to the last day of the semester.
   a. Make up for theory may be case studies, independent study, written exams, attending seminars or workshops, auto-tutorial lab or reports. The method will be determined by the course instructor.
   b. Make up for clinical experience may be either evaluation or performance in the skills lab or additional time in the skills lab or additional time in the clinical area as determined by the course instructor.

Reporting an Absence
In the event of clinical absence the student must notify the healthcare facility or instructor of a laboratory absence or lateness prior to the scheduled laboratory experience unless otherwise arranged with the instructor. This is necessary because 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. If the instructor cannot be reached, and after notifying the healthcare facility/unit the student should notify the Porterville College Health Careers Office. Repeated absences/lateness 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.

Clinical Assignment Punctuality
Each instructor will monitor and assess student punctuality. Any student who accumulates a fourth tardy in any given semester will be sent home from the clinical area and the absence will not be eligible for clinical make-up time. The student will continue to be sent home for each and
every subsequent tardy. Any student who has excessive tardiness may be terminated from the program.

**Smoking**
Smoking is considered injurious to your health and is not allowed during class or conference time. No smoking is allowed within 20 feet of any public entrance or exit door. Smoking may be permitted at various clinical sites within designated areas. Smoking by students during breaks may result in a strong smoke odor on the student, which can be uncomfortable to the patients for whom they are caring and may cause the exacerbation of respiratory disease.

**Eating and Drinking in the Classroom**
Eating or drinking is not permitted in any classroom or lab. ONLY bottled water is allowed inside classrooms and labs!

**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.**

**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.
Outside Employment
Due to the concentrated and intensified nature of the PT Program, full-time employment is not recommended. If a student does work, they will not:

- Wear the Porterville College Psychiatric Technician uniform
- Accept assignments beyond the student’s level of certification or licensure. The PT Program has no legal responsibility for the student while they are working
- Use the abbreviation “PCPT” 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

Students Rights
The Porterville College Health Careers 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 a Health Careers Program is as follows:
- Discuss the issue with Instructor and if not satisfied;
- Discuss the issue with the Program Director.

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 Vocational Nursing/Psychiatric Technician 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

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))
Students may contact the Board of Vocational Nurse and Psychiatric Technician Examiners, 2535 Capitol Oaks Drive, Suite 205, Sacramento, CA 95833, (916) 263-7800, http://www.bvnpt.ca.gov, or fax at (916) 263-7855 regarding concerns about the education program.
CAMPUS SKILLS 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 Vocational Nursing and Psychiatric Technicians.
- 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 student’s 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 remediation plan 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.
  - Shoes must be closed toe and heel with rubber soles.
- 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.

**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 Department Assistant immediately.
**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.

**EVALUATION AND GRADING**
A minimum of “C” grade must be maintained in each course. The percentage value of the alphabetical grading in nursing lecture courses will be assigned on the following scale:
Each semester, instructors will assign a clinical grade and theory grades for each student.

- **A** 100% – 93% (superior)
- **B** 84% – 92% (above average)
- **C** 75% – 83% (average)
- **D** 74% – 0% (failure to pass)

*Note: Any student receiving less than a “C” grade (less than 75%) in a theory module will fail the module and will be dismissed from the program.*

**Make-up Examinations**
Missed quizzes or examinations may be made up only if prior arrangements are made with the appropriate instructor, at the discretion of the instructor.

All make-up tests must be taken the next class day following the day the test was missed and faculty reserve the right to administer alternative tests at their discretion.

Failed quizzes/examinations may not be re-taken in order to obtain a passing 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.

**Scholarship and Promotion into the Clinical Laboratory Setting**
To ensure client safety, students must achieve an exam average of 75% in PTVN 10A 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.
Guidelines for Laboratory/Clinical Practice Evaluation
A laboratory evaluation will be written at least once each rotation. Evaluation by the student’s immediate instructor(s) shall include both areas that need to be improved and reinforcement of student’s positive accomplishments. Written evaluations are to be signed by both instructor(s) and student, and both parties shall have access to a copy of the evaluation. The clinical instructor for the rotation is responsible for completing an evaluation for each student in the rotation and the clinical instructor will meet with each student and go over the evaluation by the last day of the clinical rotation. The lead instructor for each course is responsible for reviewing the evaluation and placing in the student’s file in the Health Careers Office.

The following critical elements for all courses, include but are not limited to, and will be considered in evaluation of laboratory performance. **Failure** in any one of these areas may result in failure of the course:

- Provide for client’s psychological/physical safety including not abandoning client.
- Check physician’s order prior to performing a procedure.
- Wash hands and maintain asepsis at appropriate times.
- Properly identify clients.
- Administer medications correctly.
- Recognize break in sterile technique.
- Adhere to healthcare facility policy.
- Report significant changes in client condition.
- Recognize and report any error or unsafe conditions.
- Maintain client confidentiality.
- Validate with instructor rational of therapy when contrary to classroom instruction.
- Transfer classroom knowledge to the bedside.
- Demonstrate knowledge and skill at the expected level.
- Recognize own limitations and/or represent own abilities accurately.
- Act in a professional manner.

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.

Remediation of Student Deficiencies
The faculty of the VN and PT programs recognizes that students endeavoring to master the academic and technical demands of a vocational program may encounter obstacles that threaten their success. We are committed to the success of all our students and recognize that some
struggling students may need additional support and assistance, beyond that traditionally provided in classes by faculty, in order to be successful.

Faculty have observed that students with serious deficiencies which threaten their success are typically struggling in one or more of the following areas: effective study skills and habits, understanding theory and practice in a specific content area, or managing personal factors that interfere with responsibilities and commitments of the program.

Faculty recognizes that student difficulties may emerge at different times and in different ways during the course of the program. Consequently, our remediation efforts on behalf of struggling students should consider the following:

a) Deficiencies related to study skills and habits typically arise during the first semester, due to the newness and rigors of the coursework. Therefore, recognition, assessment, and remediation activities addressing such deficits should be initiated in the first semester and carried through subsequent semesters.

b) Content area deficits may occur in any semester; however, study skill/habit deficits may co-exist and should be ruled out before addressing content remediation exclusively.

c) Personal factors may disrupt a student’s educational program and progress at any time. Personal factors may be a primary cause or secondary contributing factor in a student’s deficiencies. There may also be multiple contributing personal factors. Our role in these matters should not involve “personal counseling.” It should be limited to assisting the student to develop a “Personal Action Plan” (PAP) for addressing the personal problems that he/she feels are contributing to the current educational deficits. Such a plan might involve use of the college and/or community resources.

To be successful, remediation efforts should not begin after failure is obvious and irreversible, but when deficiencies are first noticed. Ideally, deficiencies noted and remediation initiated before 25%-50% of coursework is completed, optimize time and opportunities for remediation.

Faculty believes that remediation activities should result from a mutual process between student and faculty. Such a process would seek to generate a PAP for the student in which the instructor serves a support function, but for which the student remains ultimately responsible. Furthermore, we believe any attempt to assist struggling students with remediation should involve a systematic process that includes the following steps:

a) Description of the specific deficiencies
b) Assessment and identification of factors contributing to the deficiencies
c) Identification and prioritization of remediation approaches
d) Development of written PAP to remediate the deficiencies
e) Initiation of the implementation of the PAP
f) Evaluation of student outcomes an making recommendations for future success

Lastly, faculty assert that the nature of the VN/PT vocational educational programs is not conducive to protracted remediation efforts due to the conditions and time lines imposed by the college and the regulating state licensing board. Therefore, we envision all remediation efforts undertaken on behalf of our students will necessarily be clearly focused and time-limited. Written PAPs for remediation of coursework deficiencies should specify timelines for completion that do not exceed the limits established by college policy for resolving an “Incomplete Grade” received on a transcript for deficient coursework.

Students who do not adhere to the PAP and/or timelines, and those who have not successfully achieved the required level of remediation, will receive the appropriate grade earned. The student’s standing in the program will then be determined according to the grade earned and applicable program policies related to repeating the course or being dropped from the program.

**Procedure:**
As soon as serious student deficiencies/performance problems become apparent and remediation is warranted:

a) The instructor and student will meet to outline specific deficiencies
b) The instructor will initiate a remediation assessment and assess factors contributing to performance problems using the assessment outline on the reverse side of the “Student Remediation Record”
c) The instructor, with student input, will initiate a “Student Remediation Record”
d) The instructor will make recommendations and assist the student in developing and individualized PAP for remediation
e) The instructor and student will sign the “Student Remediation Record” with the agreed upon PAP
f) The instructor will provide the student with a copy of the completed “Student Remediation Record”
g) The instructor will notify the Program Director of the initiation of the remediation process and submit the “Student Remediation Record” for Director review
h) The instructor, upon the specified conclusion of the PAP, will evaluate the results of the student’s efforts to correct the deficiencies, provide direct verbal and written feedback to the student, and assign applicable grades
i) The instructor will document student outcome on the “Student Remediation Record”
j) The instructor will submit to the Program Director the “Student Remediation Record” along with all supporting documents to be filed in the individual student’s file
POLICY FOR GRANTING CREDIT
FOR PREVIOUS EDUCATION AND/OR EXPERIENCE

The Porterville College Vocational Nursing and Psychiatric Technician Programs have established the criteria outlined below to provide applicants to the program either transfer or challenge credit for past education and experience. The amount of credit granted will not exceed two thirds (2/3) of the total program hours (i.e., a student must complete one semester of Porterville College Vocational Nursing or Psychiatric Technician program to be considered a graduate of that program).

All negotiations for credit for previous education and/or experience will be initiated by the applicant/student, not by Porterville College or its employees.

Requests for Granting Credit
Students must request credit granting and submit transcripts or other documents verifying course content and supervised theory and clinical hours. All requests for granting credit for education or experience and official documents must be submitted one (1) week prior to the beginning of the semester.

Process for Granting Transfer Credit
A. Transfer credit may be given to those who have had education and clinical experience within the past five (5) years in the following:
   1. Accredited Vocational Nurse and Practical Nurse Courses
   2. Accredited Professional Nursing Courses
   3. Accredited Psychiatric Technician Courses
   4. Armed Services Nursing Courses
   5. Certified Nurse Assistant Courses
   6. Transfer credit may be granted for comparable college courses such as Nutrition, Growth and Development, Psychology, or Pharmacology
B. Transcripts or other documents will be reviewed for course content and evidence of hours satisfactorily completed by the program director
C. The number of hours of credit granted, and the nature of credit granted, will be recorded, signed by the program director and maintained in the student file.

Process for granting credit for experience
A. Documents will be reviewed for equivalent experience (content and hours) by the program director.
B. Assessment of knowledge will be conducted by the program instructor that is an expert in the content area of the experience, the assessment may include written or practical (demonstration) examinations.
C. The number of hours granted credit for the experience, and the nature of the credit granted, will be recorded, signed by the program director and instructor and maintained in the student file.

WITHDRAWAL/READMISSION

Progression in the Program
Each semester’s courses must be successfully completed with a “C” or higher grade before the next semester’s courses may be attended. Lab/lecture course concurrency requirements will be met.

Readmission into the Program
- Any student dropped from the Vocational Nursing or Psychiatric Technology program for any reason, academic or personal, will be allowed one re-admission to the Vocational Nursing or Psychiatric Technology program.
- Any student who drops (or is dropped) from either program a total of two times, regardless of the reason, is ineligible to re-apply to either program.
- Students re-applying must submit a re-application packet by the appropriate deadline and must meet all re-admission criteria.
- If there are more applicants for re-admission 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.
- Students may be required to submit to an interview conducted by a panel of Health Careers faculty for consideration of readmission.
- Re-admission is on a space available basis and/or by petition of faculty.
- 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)
- Students dropped due to documented unsafe laboratory work will not be re-admitted.

PARTIAL LIST OF SKILLS INCLUDED IN THE PT/VN SCOPE OF PRACTICE

Below is a partial list of skills VN & PT students will learn within their scope of practice:
- Admission and discharge of patient
- Ambulation
- Application of heat and cold
- Assisting with medical examination
- Bathing
- Bladder irrigation
• Body alignment
• Body mechanics
• Cardiopulmonary resuscitation
• Care planning
• Cast care
• Catheterization
• Charting
• Colostomy care and irrigation
• Crutch walking
• Decubitus care
• Dosage computation
• Ear, eye and nose drops
• Emergency first aid
• Enemas
• Finger sticks for blood glucose monitoring
• Gastrostomy feeding
• Gastrostomy tube insertion
• Gavage
• Gloving
• Hair care
• Handwashing
• Intake and output
• Isolation / reverse isolation procedures
• Lavage
• Medication administration
• Meeting elimination needs
• Mouth care, including dentures
• Nail care
• Nasogastric tube feeding
• Nasogastric tube insertion
• Neurologic check
• Nutritional needs
• Observation of response to treatment and medication
• Observation of significant changes in body systems
• Oral medication
• Orthopedic tractions
• Oxygen administration
• Pain assessment
- Parenteral medication
- Positioning and draping
- Post-operative care
- Pre-operative care
- Preparation for diagnostic tests
- Provide comfort, privacy, safety
- Range of motion
- Removal of fecal impactions
- Restraints
- Shaving male patient
- Sitz bath
- Skin care
- Skin testing and immunization
- Specimen collection: feces, sputum, urine
- Standard precautions
- Suppositories
- Telephone manners etiquette
- Topical medication
- Tracheostomy care and suctioning
- Turn, cough and deep breathe
- Vital signs
- Wound dressings

**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 an 18-month 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.
• 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 Vocational 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.
• 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 online or any bookstore.
• 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.
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 confidentiality and agree to fulfill its expectations in my treatment of confidential information. Further, I understand that a violation or breach of this commitment to confidentiality 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

or to the appropriate law enforcement office.

**KERN**

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

____________________________________  ______________________
Print Name        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
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 education 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
PORTERVILLE COLLEGE
HEALTH CAREERS PROGRAMS

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

_____________________________________
Instructor 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

Signature       Date
PORTERVILLE COLLEGE
HEALTH CAREERS PROGRAMS

Drug and Alcohol Screening Policy Agreement

I agree to submit to immediate drug and alcohol testing upon request of a nursing program instructor and/or the director of the program at any time while a student in the program.

I understand that drug and alcohol testing shall be requested whenever there is a reasonable suspicion or probably cause to believe that I am under the influence of drugs or alcohol.

I also understand that all information regarding drug and alcohol testing results will be kept confidential and released only with my written consent.

______________________________
Student name (print)

______________________________     __________________________
Student signature                     Date
PORTERVILLE COLLEGE
HEALTH CAREERS PROGRAMS

Student Policies Agreement

Student Name: ___________________________    PT  VN  RN  (circle one)

STUDENT HANDBOOK POLICIES
I have read the Health Careers Student Handbook. I certify that I understand the policies and agree to abide by them while a student in the program.

________________________________________  ____________________________
Signature                                      Date

STUDENT CONDUCT STATEMENT
I have read the Health Careers Department student conduct policies. I certify that I understand the student conduct policies and agree to adhere to such policies at all times. To not do so would be a serious violation of my responsibility.

________________________________________  ____________________________
Signature                                      Date

RELEASE OF INFORMATION
I authorize Porterville College’s Health Careers Department to disclose records via facsimile or copies to clinical sites in which I will be training during my enrollment in the PT/VN/RN program.

________________________________________  ____________________________
Signature                                      Date

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