

Chaffey College



Associate Degree Nursing Student Handbook 2023-2024

Contents

CHAFFEY COLLEGE ASSOCIATE DEGREE NURSING PROGRAM.....	1
Chaffey College Associate Degree Nursing Program Honor Code Pledge	3
FORWARD.....	4
PROGRAM INFORMATION.....	6
History of the ADN Program at Chaffey College	6
Associate Degree Nursing Program Mission	6
Philosophy of the Associate Degree Nursing Program	7
Nursing.....	7
Illness, Wellness and the Individual	7
The Nursing Process.....	7
Assessment.....	7
Diagnosis.....	8
Outcomes/Planning	8
Implementation.....	8
Evaluation.....	8
Faculty and Students	8
Core Values	8
CARING.....	9
INTEGRITY.....	9
DIVERSITY.....	9
EXCELLENCE	9
Integrating Concepts and Apprenticeships.....	9
End of Program Student Learning Outcomes	10
Program Concept: Patient Centered Care.....	10

Program Concept: Teamwork and Collaboration	11
Program Concept: Safety	11
Program Concept: Informatics	11
Program Concept: Evidence-Based Practice	11
Program Concept: Quality Improvement	12
Program Concept: Communication	12
Program Concept: Patient Education	12
Curriculum Design	12
ADN Program Outcomes	13
POLICIES AND PROCEDURES	13
Admission Policy	13
Concurrent or dual enrollment	14
Transfer Student Policy	14
Qualifications	16
Health Examination.....	16
COVID-19 Vaccination	16
COVID-19 Testing	17
Pregnancy	17
CPR Card.....	17
Facility/Clinical Requirements.....	17
Health Insurance.....	17
Additional Facility Requirements	17
Background Check	18
 Military Trained Healthcare Personnel Challenge/Advanced Placement Policy	 9

Reasonable Accommodation for Disabilities	10
ADA Compliance Statement	10
Technical Standards	11
Nurse Extern Work Study	14
Grading Policy Theory	15
Clinical	15
Pass with area(s) needing improvement	16
Clinical skills Validation	16
Facilitating Success in Students with Less than Satisfactory Clinical Performance	16
Testing	17
Progression	17
Dismissal	17
Leave of Absence (LOA) (medical or personal)	18
Medical LOA	18
Personal LOA	19
Valid reasons for the LOA request include:	19
Prioritization of Readmission/Transfer/Advanced Placement Candidates	19
Reinstatement	20
Attendance	21
Classroom:	21
Absence due to required/mandatory isolation or quarantine.	21
Contagious Respiratory Illness Emergency Policy, Response Plan, and Guidelines	22
Students who require quarantine for 14 days or more due to illness exposure/	22
Corequisites	23
Program Completion	23
Clinical placement	24
Drug Impairment/Emotional Illness	24
Grievance/Appeal Procedure	24
Informal Grievance Process-Health Science Program Candidate or General Public	25

Uniform Policy	26
Clinical Facility Policies	27
Insurance	28
Accidents/Illnesses	28
INJURY REPORTING PROCEDURES FOR STUDENTS ASSIGNED TO CLINICAL OR INTERNSHIP SITES	29
Communicable Disease	31
Clinical Course Student Expectations	31
Social Media Policy	31
Estimated cost to Chaffey College Associate Degree Nursing Program by Semester	34
STUDENT OPPORTUNITES	35
Appendices	44
Appendix C	50
CHAFFEY COLLEGE ADN PROGRAM	50
SKILLS VALIDATION CHECKLIST	50
2022-2023	50
School of Health Sciences Impaired Student Policy	57
LEGAL DRUGS, ILLEGAL DRUGS, AND ALCOHOL	58
ENFORCEMENT OF POLICY BASED ON REASONABLE SUSPICION	58
PROTOCOL FOR CONDUCTING SUSPICION-BASED TESTING	59
DISMISSAL FROM THE PROGRAM	60
PROGRAM REENTRY	60
CHAFFEY COLLEGE HEALTH SCIENCE DIVISION HEALTH EXAMINATION FORM	62
Section III. Health Practitioner Attestation	64
Explanation of Required Immunizations and Health Requirements.....	65
Appendix F	67
CHAFFEY COLLEGE	67

ASSOCIATE DEGREE NURSING PROGRAM	67
Medical Release	67
Appendix G	69
CHAFFEY COLLEGE HEALTH SCIENCE	69
REQUEST FORM	69
Appendix H	71
CHAFFEY COLLEGE HEALTH SCIENCE ATTENDANCE POLICY	71
Appendix I	73
Health Science Skills Lab Referral/Evaluation Form	73
Appendix J	75
Chaffey College ADN Program	75
Exit Interview / Contract for Readmission	75

CHAFFEY COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

Student File Receipt for the Associate Degree Nursing Policy Handbook

I have received, read, and understand the Associate Degree Nursing Program's Student Policy Handbook.

Name (print): _____

Date: _____

Signature: _____

I have read and understand the policies regarding Professional Behavior, Technical Standards, Progression, Dismissal, Grievance procedures, and Reinstatement. I fully understand the requirements of my clinical and academic performance.

Name (print): _____

Date: _____

Signature: _____

I have read and understand the policies relating to compliance with the health requirements of the ADN program including policies related to illness, quarantine, COVID testing, illness exposures and risks. I fully understand the risks, my responsibilities, and obligations as they relate to all health requirements and potential exposures.

Name (print): _____

Date: _____

Signature: _____

I release Concentra Medical Center or any similar clinical laboratory to share results of suspicion-based testing with Chaffey College health Science Department (See page 5 of Impaired Student Policy).

Name (print): _____

Date: _____

Signature: _____

Chaffey College Associate Degree Nursing Program Honor Code Pledge

I join my fellow students today to pledge my commitment to the highest ideal and academic standards of my education at the Chaffey College Associate Degree Nursing Program.

I recognize I am entering a profession in which I have responsibility for the lives of others. With that responsibility comes accountability for my actions.

Therefore, as a representative of the Chaffey College ADN program, I pledge to adhere to the highest standards of honesty, integrity, accountability, confidentiality, and professionalism in all of my written work, spoken words, actions and interactions with patients, families, peers, and faculty.

I pledge to work together with my peers and to support one another in the pursuit of excellence in our nursing education and to report any unethical behavior.

I will work to safeguard the health and welfare of clients who have placed their trust in me and will advocate for their best interest.

I recognize that these responsibilities do not end with graduation but are rather a lifelong endeavor.

I will refrain from any form of academic dishonesty or deception such as cheating, fabricating, facilitating academic dishonest, interference or sabotage, plagiarism, retaliation, and/or unauthorized collaboration. I am aware that as a member of the academic community, I will adhere to the Honor Code.

I understand that the faculty in the Chaffey College Associate Degree Nursing Program will not tolerate dishonesty in any form. Integrity is considered to be a vital component of professional behavior. Consequently, any action by a student resulting in a sanction will be cause for course failure and/or dismissal from the nursing program.

Name (print): _____

Date: _____

Signature: _____

FORWARD

The Associate Degree Nursing Program supports the students' educational and professional goals.

The following information is provided as a resource to assist in understanding the policies of the program.

The Associate Degree Nursing Program adheres to the same rules, regulations, and philosophy as described in the college catalog, student handbook and schedule of classes. Additional policies are necessary, as this program must also meet both the standards established by the California Board of Registered Nursing and the clinical facilities in the community.

ADN Nursing Faculty and Administrative Staff
Chaffey College
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Rancho Cucamonga, CA 91737
909-652-6671

In the event the ADN office is closed direct questions to ADN.Staff@chaffey.edu Occasionally the office is closed between normal business hours for meetings.

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PROGRAM INFORMATION

History of the ADN Program at Chaffey College

Chaffey College Associate Degree Nursing Program was founded in 1957. It was one of the five original Associate Degree nursing programs established in the State of California. At the end of 5 years it was proven that nursing education could be provided in the community college setting. Chaffey College, and the other four colleges, received accreditation from the state. Twenty students were admitted into the first class and eleven graduated in 1959 with an Associate Degree in Nursing.

The first classes were held at Chaffey High School. In 1960 the college moved to the present Alta Loma location. Since 1957, approximately 2,300 students have been graduated from the program. The program is approved by the Board of Registered Nursing of the State of California (400 R Street, Suite 4030, Sacramento, CA 94814; 916-322-3350) www.rn.ca.gov.

The Associate Degree nursing program at Chaffey College located in Rancho Cucamonga, California is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the Associate Degree nursing program is continuing accreditation. View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>.

Associate Degree Nursing Program Mission

The Chaffey College Associate Degree Nursing Program provides students with a high-quality education in a dynamic, supportive and engaging environment. The nursing curriculum at Chaffey College prepares the student to become an Associate Degree Nurse. Courses in natural, behavioral, and social sciences, as well as courses in communication skills provide a foundation for the nursing curriculum. The program promotes a culture of educational excellence among a diverse student population in collaboration with healthcare partners that leads to:

- An Associate Degree in Nursing
- Licensure
- An entry-level professional registered nurse with the ability to utilize the latest health-care technology while utilizing current evidence-based practice and clinical reasoning.
- The acquisition of the knowledge, skills, and attitudes to provide safe patient-centered care that meets the changing health care needs of diverse individuals, families, and communities.
- A desire for life-long learning
- Transfer or articulation to a Bachelor's of Science in Nursing (BSN) program and beyond

Philosophy of the Associate Degree Nursing Program

The philosophy of the Chaffey College Associate Degree Nursing Program reflects the interrelationship between the four center metaparadigms of nursing (person, environment, health, and nursing), and incorporates the core values of the program outcomes of the Accreditation Commission for Education in Nursing (ACEN). The philosophy of the program incorporates the competencies of the Quality and Safety for Education Nurses (QSEN) the core values of the National League of Nursing (NLN), and the Massachusetts Nurse of the Future (MNOF) competencies of communication and patient education.

Nursing

The essence of nursing is caring and compassionate patient-centered care. Ethical standards that reflect a respect for individual dignity and consideration of cultural diversity are implicit in the practice of holistic patient centered care. The nurse advocates for patients, families, communities and themselves in a way that promotes self-determination, integrity, and ongoing growth as human beings. Nursing care is provided in collaboration with the patient, the family, and members of the health care team. The nurse uses a spirit of inquiry and examines evidence that allows the quality of patient care to improve, and promotes safety while improving patient outcomes. Nursing judgement and clinical reasoning are integral in making competent decisions related to the provision of safe and effective nursing care. Communication of essential information is done by a variety of technical and human means as an essential part of nursing care. The adoption of these key philosophical components fosters the development of the professional identity of the nurse.

The faculty is committed to excellence in the profession of nursing and quality education. Nursing education takes place in collegiate and community health-care setting(s). It is a process whereby students learn from a theoretical foundation based upon the humanities and principals from the biological, physical, and behavioral sciences. As part of the application of clinical reasoning and clinical judgement and ADN program supports the application of the nursing process as defined by the American Nurses Association (ANA) as the first five standards of professional nursing process (2015).

Illness, Wellness and the Individual

The faculty believes that each person is a unique individual influenced by his/her culture, ethnicity, sexual identity, socioeconomic status, and the environment in which he/she lives. One's behavior is motivated by basic needs that are common to all people. Wellness results when these needs are satisfied. Illness results when threats to one or more of the basic needs produce consequences that are beyond the individual's capacity to cope.

The Nursing Process

As part of the application of clinical reasoning and clinical judgement, the ADN program supports the application of the nursing process as defined by the American Nurses Association (ANA) to include the first five standards of professional nursing process (2015). Those five steps are defined as assessment, diagnosis, outcomes/planning, implementation, and evaluation.

Assessment

The nurse uses a systematic method to collect and code data about an individual as the first step in delivering nursing care. Assessment data includes physiological, psychological, sociocultural, spiritual, economic, and

lifestyle information. For example, a nurse's assessment of an individual in pain includes physical causes and behavioral responses to pain. The individual's response to pain might include an inability to get out of bed, refusal to eat, withdrawal, expressed anger, or a request for pain medication. (ANA, 2015)

Diagnosis

The nursing diagnosis is the nurse's clinical judgment about the individual's response to actual or potential health conditions or needs. The nursing diagnosis is the basis for the nurse's plan of care utilizing language specific to nursing to describe specific problems. (ANA, 2015)

Outcomes/Planning

Based on assessment and diagnosis, the nurse sets measurable and achievable goals/desired outcomes for each person. Assessment data, nursing diagnosis, and goals are communicated to the interdisciplinary team and incorporated in the plan of care. (ANA, 2015)

Implementation

Nursing care is implemented according to the plan of care. Continuity of care for the individual receiving hospital or community-based healthcare services is essential to achieve optimal patient outcomes. (ANA, 2015)

Evaluation

The individual's subjective and objective data are used to gauge the effectiveness of nursing care and are evaluated continually. The plan of care is modified as needed and the cycle then continues. (ANA, 2015).

Faculty and Students

The ADN program strives for the inclusion of students, faculty and staff from diverse backgrounds, and celebrates the unique viewpoints and experiences of the individual. Faculty is responsive to the unique needs of each learner through the incorporation of the theories of adult learning and the attainment of self-efficacy. The faculty is committed to incorporating into their teaching methodology an awareness of individual differences of students including their cultural and ethnic backgrounds, learning styles, goals, and support systems. The faculty strives to maintain a mutually beneficial relationship that values critical thinking and encourages flexibility for both the faculty and students in meeting the needs of the community.

Learning is the manner in which students attain knowledge, change their patterns of thought, attain skills and abilities, and develop professional identities (Billings & Halstead, 2020). Teaching is the facilitation of learning and requires teachers and mentors who value the student and support their individual learning (Billings & Halstead, 2020). Learning is the responsibility of the student and is facilitated by faculty and curriculum through which the student constructs meaning from experience(s). Self-efficacy is the belief of the individual that they can complete a task successfully (Caprara et. al, 2008). Faculty facilitates students attainment of self-efficacy through active learning, in dynamic environments including clinical experiences, skills practice, simulations, and virtual learning.

Core Values

The nursing program is grounded in the four core values of the NLN that serve as a foundation for practice as a professional nurse. These core values include:

CARING

A culture of caring, as a fundamental part of the nursing profession, characterizes our concern and consideration for the whole person, our commitment to the common good, and our outreach to those who are vulnerable. All organizational activities are managed in a participative and person-centered way, demonstrating an ability to understand the needs of others and a commitment to act always in the best interests of all stakeholders (NLN, 2018).

INTEGRITY

A culture of integrity is evident when organizational principles of open communication, ethical decision making, and humility are encouraged, expected, and demonstrated consistently. Not only is doing the right thing simply how we do business, but our actions reveal our commitment to truth telling and to how we always see ourselves from the perspective of others in a larger community (NLN, 2018).

DIVERSITY

A culture of inclusive excellence encompasses many identities, influenced by the intersections of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious and political beliefs, or other ideologies. It also addresses behaviors across academic and health enterprises. Differences affect innovation so we must work to understand both ourselves and one another. By acknowledging the legitimacy of us all, we move beyond tolerance to celebrating the richness that differences bring forth (NLN, 2018).

EXCELLENCE

A culture of excellence reflects a commitment to continuous growth, improvement, and understanding. It is a culture where transformation is embraced, and the status quo and mediocrity are not tolerated (NLN, 2018).

Integrating Concepts and Apprenticeships

The philosophy of nursing education is illustrated by the integrating concepts from the National League of Nursing, the QSEN competencies and the values from Massachusetts Nurse of the Future (QSEN), which arise from the core values. The integrating concepts include:

- **Patient-Centered Care:** The provision of compassionate, age, and culturally sensitive care that is based on a patient's physiological, psychological, sociological, and spiritual needs as well as preferences, values and beliefs which respect the patient and designee to promote safe, quality care (Adapted from QSEN, 2007, MNOF 2010, NLN, 2010).
- **Safety:** The minimization of risk factors and errors of commission and omission that could cause harm to patient, self or others or delay patient recovery through individual, unit, or system performance (Adapted from QSEN, 2007, Giddens, 2017)
- **Teamwork and Collaboration:** The delivery of a coordinated approach to patient-centered care in partnership with the patient, other nurses, and team members fostering open communication, mutual respect, and shared decision making to achieve safe, quality care (Adapted from QSEN, 2007, Giddens, 2017).

- **Informatics:** The design, development use, and management of information science and technology as a communication and information management tool to direct care, mitigate errors, and support clinical decision making and evidence-based nursing practice (Adapted from QSEN, 2007, NLN, 2010).
- **Evidence-Based Practice:** The integration of best current evidence, clinical expertise, and patient involvement to guide nursing practice to achieve optimal patient-centered care (Adapted from MNOF 2010, Giddens 2017).
- **Quality Improvement:** The use of data and improvement methods consistent with current professional knowledge and evidence to monitor outcomes of care processes for the continuous improvement of health care services (Adapted from MNOF, 2010, NLN, 2010).
- **Communication:** The effective exchange of verbal and non-verbal information or messages between two or more people that promotes mutual respect and shared decision making with the goal of enhancing patient satisfaction and achieving optimal patient outcomes (Adapted from MNOF, 2010)
- **Patient Education:** The exchange of health-related information with patients and their designee that facilitates acquisition of knowledge and adoption of new behaviors that can be incorporated to improve health outcomes into everyday life (Adapted from Giddens, 2017).

End of Program Student Learning Outcomes

On completion of this program, the graduate will (to meet the minimal Standards for Competent Performance set forth in section 1443.5 of the California Nursing Practice Act.

The use of concepts and apprenticeships from QSEN, the NLN, and the MNOF are incorporated through each course with specific student learning outcomes (SLOs) attained at the end of the first and second year (End of program student learning outcome) of the program. The table below shows how these key knowledge, skills and attitudes are provided in the structural framework:

Program Concept: Patient Centered Care

Level 1: NURADN 6, 15, 28, 29	Level 2: NURADN 35, 39, 47, 49
Outcome: Implement nursing care to patients, families, and groups across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate, and based on a patient’s preferences, values, and needs.	Evaluate nursing care provided to patients, families, and groups across the lifespan from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate, and based on a patient’s preferences, values, and needs.

Program Concept: Teamwork and Collaboration

Level 1: NURADN 6, 15, 28, 29	Level 2: NURADN 35, 39, 47, 49
Outcome: Participate as a member of the healthcare team in the provision of safe, quality, patient-centered care.	Collaborate with members of the health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups.

Program Concept: Safety

Level 1: NURADN 6, 15, 28, 29	Level 2: NURADN 35, 39, 47, 49
Outcome: Implement strategies that minimize risk and provide a safe environment for	Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to
patients, self, and others in a variety of settings.	patients, self, and others in a variety of settings.

Program Concept: Informatics

Level 1: NURADN 6, 15, 28, 29	Level 2: NURADN 35, 39, 47, 49
Outcome: Utilize evidence-based information and patient care technology in the provision of safe, quality, patient-centered care.	Utilize evidence-based information and patient care technology to communicate relevant patient information, manage care, and mitigate error in the provision of safe, quality patient-centered care.

Program Concept: Evidence-Based Practice

Level 1: NURADN 6, 15, 28, 29	Level 2: NURADN 35, 39, 47, 49
Outcome: Identify best current evidence from scientific and other credible sources as a basis for developing individualized, patient centered plans of care.	Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.

Program Concept: Quality Improvement

Level 1: NURADN 6, 15, 28, 29	Level 2: NURADN 35, 39, 47, 49
Outcome: Participate in data collection processes that support established quality improvement initiatives.	Utilize evidence-based quality improvement processes to effect change in the delivery of patient-centered care.

Program Concept: Communication

Level 1: NURADN 6, 15, 28, 29	Level 2: NURADN 35, 39, 47, 49
Outcome: Utilize verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds, and members of the healthcare team that enhance an effective exchange of information and development of therapeutic relationships.	Enhance verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds, and members of the healthcare team that enhance an effective exchange of information and development of therapeutic relationships.

Program Concept: Patient Education

Level 1: NURADN 6, 15, 28, 29	Level 2: NURADN 35, 39, 47, 49
Outcome: Provide health-related information to patients, families, and groups that facilitate their acquisition of new knowledge and skills.	Provide health-related information to patients, families, and groups using varying teaching methods, which facilitate the acquisition of new knowledge and skills.

Curriculum Design

Core concepts as outlined above are woven into the design of the curriculum and follow basic program threads of simple theory to complex application. Change, challenge, and opportunity are the key words for today's nurse. Clinical experiences address the challenges and responsibilities confronting the new graduate nurse and allow for application of concepts in theory portions of the coursework. A variety of clinical experiences are used in each course including simulated learning environments. Curriculum is consistently reviewed and

revised to assist the student learner in the achievement of the end-of-program student learning outcomes and prepare for entry-level nursing practice.

ADN Program Outcomes

Graduates of the Chaffey College ADN program are highly valued and respected by the public for the knowledge, skills, and abilities they possess that directly reflect their program completion. Graduates holding the Associate Degree are prepared as accountable nurse care providers described within the Nurse Practice Act. The scope of their practice centers on direct client care and encompasses the role of the nurse as care provider, client teacher, communicator, manager of client care and a member within the profession of nursing. The Associate Degree Nurse is capable of entry level management and decision-making, with guidance, regarding client-centered care in a variety of health care setting throughout the community. The evidence of the outcomes of the ADN program include:

1. 85% of graduates from the Chaffey College ADN program will pass the NCLEX-RN on the first attempt.
2. 85% student retention rate at 150% completion time (6 semesters).
3. 85% of ADN graduates will be employed in a field of nursing within 12 months.

POLICIES AND PROCEDURES

Admission Policy

The governing Board, superintendent/president, faculty, and staff commit to actively pursuing equity for Chaffey College students of all ages, disabilities, diverse cultures, and alternate lifestyles through the implementation of the goals and objectives of the Student Equity Plan. Being sensitive to the personal, professional, and esthetic needs of its diverse populations and cultures, the college will incorporate into its educational process the richness of world cultures, languages, ethnic, and artistic pluralism that is strongly represented within our community.

We commit to respecting, celebrating, and integrating students' diverse cultures into all phases of campus life. We will provide leadership in creating a climate to ensure that all students, faculty, staff, and administrators share in the implementation of Chaffey College's equity goals.

Prospective students begin by following a procedure to prepare for application to the program in March or September of each year. Criteria for entry are explained in ADN Information Sessions. The procedure for application is explained in these meetings and is also available on-line at the Chaffey College ADN website (www.chaffey.edu/healthsciences/nursing).

Prospective students who have prior nursing education or experience in health care may request advanced placement, which will be honored depending on available space and is consistent with criteria for generic students entering the program (e.g. GPA, program entry, currency of prerequisites, etc.). Students are asked to attend an Information Session to discuss the various ways of entry into the program, which include degree, nondegree, and challenge options. Students in this category include Licensed vocational Nurses or those

transferring from another nursing program. These students will begin the ADN program after successfully taking the Transition Course (NURADN 3 and 3L) and applying to the program during the second half of that course on a space available basis. *Students applying for advance placement who qualify do not need to meet science expiration requirements or repeat of science policies if they hold an active LVN license at the time of application.*

Concurrent or dual enrollment

The Chaffey College ADN program has agreements with many institutions for enrollment with a program for a bachelor's degree in nursing. Fall cohorts beginning in Fall 2022 will have a concurrent enrollment option for up to 20 students each fall semester at Cal State University San Bernardino (CSUSB). Students who have completed their general education requirements for the CSUSB program and had it certified by Chaffey College are eligible to apply during the normal enrollment time period. In an instance where the general multi-criteria does not have 20 students for the cohort a student with lower points who has already been offered provisional acceptance to the Chaffey College ADN program may be admitted above students with higher points values outside of traditional ranking to allow for this opportunity.

Transfer Student Policy

The Chaffey College ADN Program accepts qualified transfer students from other accredited nursing programs and has an advanced placement option for persons with related education and/or experience. Students who have previously *failed academically* in another ADN program once, will be considered for entry into the ADN program. Students will not be admitted if they failed, dropped, or withdrew more than one time from one or more programs, or who failed on the clinical portion of any ADN program.

Procedure:

- A. Applicants are admitted based on space availability in accordance with selection criteria.
- B. Applicants meet all admission requirements at the time of application.
- C. Potential transfer or advanced placement candidates attend preliminary planning sessions with the counselor or the ADN Director.
- D. Applications are evaluated by the ADN Director.
- E. Skills success plans and/or appropriate placement are recommended.
- F. Transfer Credit: Students requesting transfer credits meet with the counselor to complete and/or submit the following:
 - a. Admission application
 - b. *Request for Course to Course Equivalency* form, if necessary.
 - c. Course descriptions for course work under consideration for credit or advanced placement, if requested by the counselor or Director.
 - d. Course syllabi, if requested by the counselor or Director.
- G. Transfer Applicants: Applicants requesting placement submit the following:
 1. A completed application packet.
 2. A written request for advanced placement.
 3. Documentation of current certifications/licenses in the State of California.
 4. Current American Heart Association BLS for Providers certification.
 5. Two (2) official transcripts from every college attended.

6. One (1) official high school transcript, GED report, or proficiency report (ADN and VN programs only).
7. Course-to-course equivalency form completed by a Chaffey College academic counselor.
8. If applicable, a Medical Corps of Armed Services applicant letter defining preparation and areas of supplementary education needed to take a licensure exam.
9. Additional documentation and pre-screening examinations requested by the ADN Director.
 - H. Credit by examination for advanced placement
 1. Students requesting advanced placement into the ADN program must have successfully passed an ATI TEAS assessment within the past two years.
 2. Students must score at or above the benchmark score set at 62%.
 3. Semester placement is determined by student performance on required screening exams.
 4. ADN Director notifies the potential student of the day and time the assessments are given. The required assessments are given at no expense to the student.
 5. Students requesting admission into the third semester of the ADN program may be required to participate in clinical reasoning exam based on a specific case study.
- I. Advanced Placement: Definitions
 1. Advanced placement student: a student seeking credit for previous education units in an accredited nursing program.
 2. Transfer applicant: an applicant who has completed ADN coursework at another college and is seeking credit for advanced placement.
 3. Armed forces applicant: an applicant who has completed a military-based education/training program.
 4. LVN applicant (ADN option): a California licensed vocational nurse seeking entry into the ADN program with intent to attain an ADN.
 5. LVN applicant (30-unit option): a California licensed vocational nurse seeking entry into the ADN program with intent to complete the required nursing units, but not the general education units required for the associate degree.
- J. LVN Applicants (ADN or 30-unit option*): Applicants requesting placement submit the following:
 1. A completed application packet.
 2. A written request for advanced placement.
 3. Official transcript(s) for all coursework.
 4. Current American Heart Association BLS for Providers certification.
 5. Active California VN license.
 6. Two (2) official transcripts from every college attended.
 7. One (1) official high school transcript, GED report, or proficiency report.
 8. *Request for Course-to-Course Equivalency* form completed by the counselor, if applicable.
 9. If applicable, Medical Corps of Armed Services applicant letter defining preparation areas and education needed to take the national exam for RN licensure.
 10. Completion of NURADN 3 Transition in Nursing and NURADN 3L Transition in Nursing Laboratory.
 11. Acceptance of LVN-to-ADN students is contingent on the successful completion of Chaffey College ADN admissions requirements and space availability.

K. Nursing VN to RN (30-unit Non-Degree Option)

1. Students completing this program are eligible to apply to take the NCLEX for licensure as a Registered Nurse. The student who elects to take this program is not recognized as a graduate of an accredited ADN program, is not recognized as a Chaffey College ADN graduate.
2. Students accepted into the program must attend a mandatory orientation meeting. If a student is offered placement and does not attend the meeting they must reapply to the program. Placement for generic and/or advanced placement students will not be deferred.

Qualifications

Chaffey College nursing graduates are educated to competently practice nursing in all healthcare settings. Nurses must be able to assimilate knowledge, perform psychomotor skills, and demonstrate professional behaviors and values. Further, nurses must be able to collaborate with patients, other nurses, physicians, and allied health care professionals.

To obtain requisite knowledge and skills, nursing students engage in a variety of complex and specific experiences. Please refer to the technical skills outlined in the ADN program handbook.

Health Examination

Immunization Requirements: Nursing students provide evidence of a history, physical examination and immunization history acceptable for institutions in which clinical experiences occur, including Hepatitis B series and titer, MMR*, a two-step PPD*, with annual repeat testing, and Varicella no more than 90 days prior to admission to the program. Required immunizations are outlined on the Health Form (see Appendix E). An annual tuberculin skin test (or chest x-ray every 3 years) is required. *Annual immunizations must be valid for the entire academic year. Beginning in June of 2021, all *annual* health requirements will be considered expired June 30th of that year except for students completing their final semester of the program in December of 2021.

Students enrolled in the program that develop a new health problem or condition including pregnancy (i.e. Appendix E, Medical Release Form) will be required to bring a medical release form each semester from his/her physician.

COVID-19 Vaccination

Effective the Fall 2021 semester students COVID-19 vaccination prior to registration. Students must complete the full COVID-19 vaccination series prior to enrollment in the course. Students with medical conditions or religious beliefs preventing vaccination for COVID-19 should contact Human Resources. Students with additional concerns may discuss them with their personal physician or health care provider. Students should upload their COVID-19 proof of vaccination to the appropriate clinical compliance manager (Complo, Castle Branch, etc.) and may be required to submit to show vaccination status to additional sites as required by clinical sites or the college. Students who wish for an exemption to COVID-19 vaccination for medical or religious reasons may be unable to complete the ADN program due to the clinical site affiliation agreements. The requirement of our clinical sites includes boosters for COVID-19 when due and may require additional vaccinations.

COVID-19 Testing

Students in clinical rotations within a hospital or other outside entity must agree to testing regularly for COVID-19 infection if required by the clinical site or the district. Students may get free testing through their county health departments, or choose to pay for private testing. The college will not reimburse testing costs to students. Students may be required to show proof of their most recent negative COVID-19 test to their clinical instructor prior to entering any clinical site each day. Clinical instructors will not take the results and are not responsible for their privacy. Students must then upload the results to their Complio or Castle Branch accounts within 4 days of the results. Students who test positive will follow the policies for respiratory illness and quarantine even if they do not have symptoms. Students required to test, and do not, will be excluded from clinical activities and may incur additional disciplinary actions or be unable to fulfill the learning outcomes of their courses. The arrangement of testing dates and times is the sole responsibility of the student.

Pregnancy

Enrolled students who are or become pregnant must have medical approval to continue in the nursing program. Nursing students must also accept full responsibility for any risks to self and fetus associated with any class or clinical assignment. In each case of pregnancy, the student will be required to inform the Lead Instructor and the clinical instructor of her pregnancy as soon as a pregnancy is confirmed or suspected, and to file the Physician's Clearance form with the director and a letter stating you have no restrictions. The student is required to notify the semester lead instructor for any change in her pregnancy status that may necessitate withdrawal from the program. Following delivery, written approval from the physician for unrestricted activity in clinical nursing practice must be submitted prior to return to class (see appendix E, Medical Release Form)

CPR Card

Students are required to maintain a current CPR card ("Basic Life Support, BLS provider" from the American Heart Association) during their enrollment in the nursing program. The CPR card must be renewed prior to its expiration date and must be valid for the entire academic year.

Facility/Clinical Requirements

Criminal background checks and proof of health insurance are facility requirements and must be submitted and cleared to be eligible to enter/continue in the ADN program. Social Security numbers or tax ID numbers must be provided as per clinical and NCLEX/BRN licensing requirements.

Health Insurance

Health insurance is required by our clinical facility affiliation agreements. Verification of health insurance coverage is required at the beginning of each semester, and coverage must remain in effect each semester while in the program. Visit: <https://www.healthforcalifornia.com> for insurance options if you need them at any time.

Additional Facility Requirements

Drug testing: Drug and alcohol testing are facility requirement and must be passed to be eligible to enter/continue in the ADN program. The drugs tested for zero tolerance are (10 panel plus Ethanol):

- Amphetamines
- Opiates
- Marijuana Metabolites

- Methadone
- Cocaine Metabolites
- Ethanol
- Barbiturates
- Phencyclidine

If the drug screen result comes back as dilute, positive, adulterated, or non-negative, the student may be allowed one retest at the student's expense. A urine drug screen may be required at any given time during the nursing program, including a random testing at an affiliated clinical agency. Drug screening is required for any student returning from a leave of absences (LOA).

Background Check

Nursing students are required to establish an account with My Background Check (mybackgroundcheck.com). A criminal background check will be conducted by My Background Check prior to beginning any clinical experience. A criminal history may prevent placement in a clinical setting and, therefore, may prevent completion of degree requirements and graduation. It is the responsibility of the student to notify the program director immediately of any criminal convictions or other potential issues related to background that may affect clinical placements or cause the student to be in violation of an affiliation agreement. Failure to promptly notify the program director of actual or potential criminal convictions, including but not limited to driving under the influence (DUI), may result in removal from the program without the ability to reenter. Prospective and current students with a criminal history are responsible for contacting the California Board of Registered Nursing to determine their licensing eligibility. Failure to comply with the above requirements will result in withdrawal from clinical courses. Background checks must be repeated upon return from any leave of absence.

Military Trained Healthcare Personnel Challenge/Advanced Placement Policy

Individuals who have held Military Health Care Occupations, such as Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4N0X1C) may achieve advanced placement into the semester that correlates with their training in the Associate Degree Nursing (ADN) Registered Nursing (RN) program. Documentation of relevant education and experience qualifying them for the specific Military Health Care Occupation must be provided and the individual will successfully complete the challenge exam, dosage calculation exam and skills competency evaluation.

1. Applicants must meet all general entrance requirements of the Associate Degree Nursing Enrollment Criteria, including completion of designated prerequisites and the Test of Essential Academic Skills (TEAS) with a score of 62% or above.
2. Acceptance of Military Challenge students into the Associate Degree Nursing Program:
 - a. Is contingent upon space availability.
 - b. The applicant must achieve 62% or above on the Challenge Exam for the semester they seek to challenge.
 - c. Must achieve 100% on a dosage calculation quiz.
 - d. Successfully demonstrate skills competency assessment equivalent to the semester(s) they seek to challenge; and
 - e. Demonstrate proficiency utilizing the nursing process.
3. Military Challenge students admitted to the Associate Degree Nursing Program after academic failure at another school will not be eligible for re-entry after academic failure or withdrawal to avoid academic failure from Chaffey College's Associate Degree Nursing Program.

Procedure:

Interested candidates must request an appointment with the ADN Program Director at least eight weeks prior to the application period to discuss eligibility requirements for the Associate Degree Nursing Program.

1. Applicants who may be eligible for advanced placement include those individuals who have satisfactorily completed education and experience for the following:
 - a. Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP)
 - b. Army Health Care Specialist (68W Army Medic)
 - c. Air Force Independent Duty Medical Technician (IMDT 4N0X1C)
2. Applicants applying for transfer credit must submit the following materials verifying education and experience:
 - a. Documentation of honorable discharge (DD214) or current active honorable service.
 - b. Transcripts from appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience.
 - c. Documentation of experience
3. After a review of the applicant's documentation, and upon determination that the applicant has met the educational and experience requirements, as well as the additional nursing program admission requirements, the student will be required to take a written challenge examination, a competency skills evaluation, a dosage calculation exam, and develop a plan of care for a patient using the nursing process from a case study.

4. The following materials will be available to the applicant once challenge confirmation is made:
 - a. Course syllabus, including course objectives.
 - b. Content outline.
 - c. Bibliography and textbook lists.
 - d. Example of style and format of examination; and
 - e. Skills validation check list.
5. Written and skills competency examinations for advanced placement or challenge must be completed four weeks prior to acceptance to the program, unless waived by the ADN Program Director.
6. Advanced Placement will be granted if applicant meets minimum requirements equivalent to those required of students enrolled in the actual course.

Reasonable Accommodation for Disabilities

The nursing program complies with the American with Disabilities Act to ensure that reasonable accommodations are provided to enable student success. Students who wish to request an accommodation are encouraged to discuss the matter with the appropriate personnel in Disability Programs and Services (DPS) office, Campus Center East, Room 100 (909-652-6370). Nursing faculty will work with the student and DPS to provide reasonable accommodations for students to demonstrate these essential qualifications.

ADA Compliance Statement

Nursing and Allied Health provides reasonable accommodations for students with disability needs. The faculty and staff do not discriminate against individuals and comply with the 1990 Americans with Disabilities Act (ADA), the ADA Amendments Act of 2008, and section 504 of the Rehabilitation Act of 1973. In addition, the faculty and staff are sensitive to student rights, including privacy and confidentiality.

Individuals requesting reasonable accommodations are required to self-disclose to the Disabilities Programs and Services (DPS) Office. The student may request an appointment for a learning disability assessment by calling the DPS office at 909-652-6379. Students, who require adaptive equipment to perform in acute and /or community-based settings within the technical standards outlined, are accommodated to the extent possible and in accordance with clinical and community agency policies, procedures, and regulations.

A qualified individual with a disability is one who, with or without reasonable accommodation or modification, meets the requirements as described in the Technical Standards. Disability is defined as (1) physical or mental impairment that substantially limits one or more of the major life activities of such individuals; (2) a record of such impairment; or (3) being regarded as having such impairment. Disabilities include, but are not limited to physical, visual, hearing, medical, and long-term disabilities, mental health disorders (anxiety), attention deficit disorders (ADD) or attention deficit/hyperactivity disorders (ADHD), or other learning disabilities.

Faculty and staff strive to ensure access to facilities, programs, and services to all students, including students with self-disclosed disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008). Chaffey College provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements. A reasonable accommodate is an adjustment to an instructional activity, equipment, facility, program, or service that enables a

qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation.

Technical Standards

Chaffey College has a responsibility to educate competent practitioners to care for their patients (persons, families, and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. Academic and technical standards must be met by students to successfully progress and graduate.

Health Sciences ADN Program provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing their nursing science curriculum.

These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements for graduation. The standards are not requirements of admission into the programs and the examples are not all-inclusive. Individuals Interested in applying for admission to Chaffey College ADN Program should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the curriculum.

Key areas for technical standards in nursing include having abilities and skills in the areas of (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; and, (5) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.

To qualify for admission, individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations. Information regarding services and resources to students with disabilities and/or to request accommodations may be obtained from DPS.

Requirements	Standards	Examples
Acquiring fundamental knowledge	Ability to learn in classroom and educational settings. Ability to find sources of knowledge and the knowledge. Ability to be a lifelong learner thinking through online coursework, lecture, group	Acquire, conceptualize and use evidence based information from demonstrations and experiences in the acquire basic and applied sciences, including but not limited to information conveyed adaptive seminar, small group activities and physical demonstrations. Develop health care solutions and responses beyond that which is rote or rule based.

Developing communication skills	<p>Communication abilities for sensitive and effective interactions with patients (persons, families, and/or communities)</p> <p>Communication abilities for effective interaction with the health care team (patients, their supports, other professional and nonprofessional team members. Sense making of information gathered from communication. Social Intelligence</p>	<p>Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient's condition</p> <p>Accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted, and/or electronic) to patients and the health care team</p> <p>Effectively communicate in teams</p> <p>Determine a deeper meaning or significance in what is being expressed</p> <p>Connect with others to sense and stimulate reactions and desired interaction</p>
Interpretation data	<p>Ability to observe patient conditions and responses to health and illness.</p> <p>Ability to assess and monitor health needs</p> <p>Computational thinking</p> <p>Cognitive load management</p>	<p>Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, oxygenation, neurological status, etc.</p> <p>Obtain and interpret information from assessment of a client's environment and responses to health across the continuum.</p> <p>Obtain and interpret for evaluation information about responses to clinical action.</p> <p>Translate data into abstract concepts and to understand data-based reasoning</p>
Integrating knowledge to establish clinical judgement	<p>Critical thinking, problem solving, and decision-making ability needed to care for persons, families and /or communities across the health continuum and within (or managing or improving) their environments – in one or more environments of care. Intellectual and conceptual abilities to accomplish the essential of the academic program. Media literacy</p> <p>Transdisciplinary</p> <p>Design mindset</p>	<p>Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate of plans of care or direct the development, implementation and evaluation of care</p> <p>Critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication</p> <p>Literacy in and ability to understand concepts across disciplines Represent</p>

and develop tasks and work processes for desired outcomes.

Incorporating appropriate professional attitudes and behaviors into nursing practice. Concern for others, integrity, ethical conduct, Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances individuals, families and communities. Acquire interpersonal skills for professional interactions Make proper judgments regarding safe with members of the health care team including and quality care patients, their supports, other

health care professionals and team members. Acquire the skills necessary for promoting change for necessary quality health care. Cross cultural competency Virtual collaboration

Function effectively under stress and adapt to changing environments inherent in clinical practice

Demonstrate professional role in interactions with patients, intra and inter professional teams.

Operate in different cultural settings (including disability culture)

Work productively, drive engagement, and demonstrate presence as a member of a virtual team.

To be qualified for Chaffey College ADN Program individuals must be able to meet both our academic standards and the technical standards, with or without accommodations. For further information regarding services and resources to students with disabilities and/or request accommodations please contact the DPS office at 909-652-6379.

Nurse Extern Work Study

Students who have completed at least one semester of the Chaffey College ADN program may apply for nurse extern work study opportunities.

Work experience in cooperation with clinical agencies. Provides expanded learning opportunities directly related to the student's clinical experience. One course unit will equal 60 hours of volunteer/unpaid work OR one unit will equal 75 hours of paid work. Students may earn up to a total of 16 semester credit hours. Student repetition is allowed per Title 5 section 55253.

1. Nursing program develops a course in which previously learned nursing theory and clinical skills are applied.

- A student must have acquired clinical competence in these skills. A list of skills competencies is provided to the clinical agency (work-study site).
- No new skills may be taught during this course.
- Hours of instruction for the course follow the formula per CCR section 1426(g)(2).

- A course faculty of record is available and is responsible for ongoing communication with students and agency and monitoring of student progress.
- 2. Nursing program develops an agreement with a clinical agency with which it has a contract, to provide a work-study course for which a student receives academic credit. Compensation of the student by the practice site is encouraged.
- 3. The clinical agency agrees to the objectives of the course and provides mentors or preceptors for direct supervision of students.
- 4. The instructor and agency mentors meet at regular intervals to discuss student progress and jointly share in the evaluation of the student.
- 5. The course instructor has the final responsibility to evaluate and grade students and their mastery of the course objectives.

Chaffey College has developed the Nurse Extern Cooperative Study Course in accordance with the guideline set forth by the Board of Registered Nursing.

Students who are eligible for this program, and employed by a clinical facility, will be able to enroll in a class at Chaffey College which will earn college elective credit for work experience.

Class attendance, course requirements and compliance with all areas of the Chaffey College ADN program and clinical site policies must be maintained to remain eligible for nurse externship opportunities. The program policies as well as those by the clinical site employer shall apply at all times while in the externship.

Grading Policy Theory

A 75% theory grade must be achieved to pass the course with a “C”. The grade is not rounded up (i.e., 74.9=74%). Grading is on an absolute scale:

91% - 100 %	A
83% - 90%	B
75% - 82%	C
67% - 74 %	D (not passing)

The ADN faculty does not give plusses or minuses.

Student will receive notification either in written form or through the Canvas course shell (see Canvas grading tools) if the student is not maintaining acceptable academic standards prior to the withdrawal date for the semester (see schedule of classes; Academic Progress Form-Appendix B). Students maintain responsibility for understanding course grades and potential for academic failure. Students are encouraged to meet with course instructors if theory course grades drop below 75%, and in the event the student does not pass any single exam or assignment at 75%.

If a student fails the theory section of a nursing course, the maximum grade to be assigned for the course is a “D”. Both theory and clinical components must be passed satisfactorily to meet course and program requirements. For example: if you fail the clinical component of the course, you will receive a “D” grade in theory and “No Pass” for clinical.

Clinical

Clinical laboratory performance grading is “Pass,” Pass with an area(s) needing improvement, or “Fail.” An “X” on the clinical evaluation tool at the mid-term and final indicates that the student has met the specific criterion. “N” indicates that a student needs to improve in that specific criterion. An “F” indicates that the student has failed to meet the specific criterion

There are specific clinical performance evaluation forms for each course. Clinical performance evaluations for full-semester classes are administered at mid-semester and at the end of full-semester. Clinical performance evaluations for short-term classes are administered at the end of the class. *Both theory and clinical components must be passed satisfactorily to meet course and program requirements.* Failure of a clinical performance evaluation is a failure of the course, and “No Pass” will be given for the clinical grade. If a student fails the clinical section of a nursing course, the student will fail that course, resulting in an “F” grade. For courses that are co-requisites, and not combined as a lecture/lab, a student who fails the clinical portion of the course may receive a maximum theory grade of a “D” as both the clinical and theory portions must be taken and passed at the same time to meet course requirements. As of Fall 2021 primary courses are combined lecture/lab and failure in any area is a course failure or “F” grade.

Pass with area(s) needing improvement

If a student receives one or two “N” on the final course clinical evaluation form, a Pass with area(s) needing improvement is given for the course. The student will be required to complete a skills success contract developed in conjunction with the course instructor. Completion of skills success plan is required for the student to advance to the next semester. Student’s receiving a needs improvement in the first semester are given six weeks in the second semester to complete the skills success plan concurrently with their coursework.

A failure in either clinical lab or theory necessitates repeating the course. A second failure in either clinical lab or theory determines that the student is ineligible into the program (See Dismissal policy, L).

Clinical skills Validation

Time will be scheduled for skills validation and announcements made in class regarding which skill(s) must be demonstrated for each course (See Appendix C-validation list). Skills validation is not a time for practicing skills. Students must have questions answered before the skill is performed. If the student does not demonstrate competency on a skill at validation time, he/she is required to practice the skill with an instructor before attempting it again. Students that fail to complete validation on required skills for the course by the designated date will not meet the clinical objectives and will fail the course.

Facilitating Success in Students with Less than Satisfactory Clinical Performance

If a student exhibits a less than satisfactory clinical performance or behavior, the nursing faculty will identify and assist the student to identify the area(s) of concern that need improvement to facilitate students in meeting their Student Learning Outcomes for the course. All faculty work together to facilitate student success; ÷ therefore, part-time faculty regularly notify their full-time faculty mentors as to the progress of each clinical

student. Discussion of the student experiencing clinical challenges occurs between the part-time and full-time faculty so that appropriate remediation actions can be initiated.

If a student consistently demonstrates a less-than-satisfactory clinical performance, the student will be notified verbally and in writing using a Weekly Performance assessment or a Clinical Performance Report. Verbal notification will occur by the end of the clinical day and written notification will occur within seven days of the incident.

A student may receive Weekly Performance Assessment (Appendix A-1) as a form of communication between faculty member and student to inform the student of areas for improvement or as positive reinforcement of excellent performance.

A student may receive Clinical Performance Reports during any clinical rotation (Appendix 1-2).

If a pattern of identified unsatisfactory or unsafe clinical behavior is documented, and/or that incident is a severe departure from the standard for his/her level as a student, the student may be failed with only one Clinical Performance Report during a semester. Students with unsafe behavior or clinical performance may not be eligible for reinstatement to the program. In any course of instruction in a community college district for which grades are awarded, the instructor of the course shall determine the grade awarded each student. The determination of the student's grade shall be final, in the absence of mistake, fraud, bad faith, or incompetence.

Testing

Refer to specific course syllabus for exam information.

Quizzes related to preparatory assignments may be given at any time during the semester. These points will be added to the total possible points for the semester.

Students shall take appropriate achievements tests at designated times throughout the program. The test serves to provide the students and the nursing program with information regarding educational goals and outcomes. Fees are charged for these tests and are nonrefundable since the cost is incurred by the program when the tests are ordered.

Progression

In order to progress to the next semester, the student must maintain a grade point average of "C" in lecture courses, a grade of "pass" or "pass with area needing improvement" in clinical laboratory courses, and a score of 100% on math competency examinations. Math competency exams may be retaken one time only. The retake score must be 100%. Failure to achieve a 100% on the math exam will require the student to remediate in the Math Lab, online through self-guided practice, tutoring, or may retake a basic math course prior to reinstatement. The math test for entrance into the next semester must be completed prior to final exams.

Dismissal

Students will be dismissed from the program if they fail to:

- a. Maintain acceptable academic standards.
- b. Maintain acceptable clinical performance standards.
- c. Maintain acceptable attendance standards.
- d. Meet the 100% required competency on math examination.

- e. Meet requirements of a skills success plan by the end of the skills success plan contract.
- f. Students who fail in clinical for unsafe practice are not eligible for program reinstatement.

Students may be dismissed or withdraw only one time (see “Reinstatement Policy”). Students are not eligible for reinstatement if they are dismissed or withdraw a second time. Students on an LOA greater than two semesters for any reason be considered a program withdrawal. This includes students on an LOA who request re-entry into a term in which there is not space available for their re-entry.

Transfer students may only enter one time. Advanced placement students may be dismissed or withdraw one time from the program if the Transition course (NURADN 3 and 3L) was successfully completed the first time it was taken. In the event of multiple attempts to successfully complete the transition course, advanced placement students may only enter the program one time and will not be granted reentry.

Dismissed students are referred to the ADN Director for discussion regarding options for continued learning and reinstatement. Students must sign an Exit Interview/Contract for Readmission form for information to be released. Students desiring to transfer will receive a letter of verification addressed to a specific school(s). No generic (To Whom It May Concern) letters will be written. A statement of clinical safety WILL NOT be provided.

Students who are eligible for reinstatement may utilize the learning lab, skills lab, and computer lab as long as they remain registered in one Chaffey College class. An individualized skills success plan will be provided. Students in skills success plan are considered active students and thus must adhere to the conditions within the student handbook.

When a student fails to meet clinical objectives and is dropped from clinical, the student will enter remediation. If the student does not successfully meet the objectives of the remediation, the student may continue skills success plan the following semester. Failure to successfully complete the objectives of the second skills success plan will result in dismissal from the program.

Leave of Absence (LOA) (medical or personal)

Students who experience medical or personal situations that may seriously impede or prevent their continuation in the ADN program may petition for a leave of absence. A leave of absence may only be granted one time to any student. The student must specify either a medical or personal reason and shall not be counted against the student as a failure. To qualify for a leave of absence the student must be a student in good standing from the date of first absence. The definition of good standing is a student who:

- Attends class regularly
- Has not already exceeded absences (see absence policy)
- Clinical grade of satisfactory at time of leave of absence
- Theory grade greater than 75% at time of leave of absence

- No clinical performance reports in file for current semester
- No reports of or actions of unsafe clinical activity
- Keeps appointments in the skills lab

A petition for leave of absence must be initiated by contacting the ADN program director and subsequently submitting the required written documentation regarding a reason for, or nature of the leave. **Letters and dates of the LOA request including all documentation may not be post-dated for any reason.** Medical diagnosis or personally protected information is not required or requested. The ADN program director and ADN faculty will determine if the student will be granted their LOA, and the program director will notify the student of the decision. A leave of absence shall not exceed one year (two semesters) from the date of first absence, and all other program requirements must be kept current. Students on an LOA greater than two semesters for any reason be considered a program withdrawal (see Dismissal policy). This includes students on an LOA who request reentry into a term in which there is not space available for their re-entry (see Prioritization).

A new drug screen, background check and health information are required prior to reinstatement. Additional leave requirements are:

Medical LOA (A leave of absence for any medical condition of the student): Written documentation from a Health Care Provider (HCP) of the length of time the student will remain off, and written clearance by the HCP prior to re-entry. This includes need for isolation or quarantine due to illness or an illness exposure as required by a clinical provider or public health policy.

Personal LOA (A leave of absence for a non-medical condition for the student or to care for the medical needs of a family member): A personal letter from the student stating the reason for the personal leave and the estimated length of time of the leave.

Valid reasons for the LOA request include:

- A medical illness or mental health problem in the student requiring lengthy time, treatments or hospitalizations, personal mental health issues.
- Medical or personal emergencies.
- Personal care by the student of a family member who is ill.
- Need to delay clinical site or in person activities due to potential disease exposure.

Prior to their return into the program, the student must notify the program director and complete all requirements for health records, CPR cards, math exam, etc. It is the sole responsibility of the student to request readmission. Readmission is not guaranteed and will follow the current program reinstatement guidelines. Students may be encouraged or allowed to audit courses or take additional coursework during their LOA as appropriate.

Students who are called to active military duty are exempt from the LOA policy, but must meet all reinstatement guidelines and health requirements as listed above and in the current student handbook.

Students may not be granted a second LOA for any reason. Students granted a medical LOA are therefore not eligible for a subsequent personal LOA, and students granted a personal LOA are not eligible for a subsequent

medical LOA. Any student granted a medical or personal LOA must sign the required exit form and is solely responsible for continued contact with the program and notification of desired program re-entry. The timeline for program completion of 5 years from date of program entry will still apply to all students including those granted an LOA for any reason.

Prioritization of Readmission/Transfer/Advanced Placement Candidates

Students who fail or withdraw from the program and are eligible for reentry may do so on a space available basis. A skills success plan is required if applicable and must be completed prior to prioritization for readmission. If more students wish to return than space permits the following prioritization order will be used. Readmission is not guaranteed but depends upon availability of space. Students are eligible for reentry only one time.

1. Active Military Good Standing: Students who **withdrew** while in good standing in both theory and clinical that were called to active military duty.
2. Good Standing: LOA
 - a. Students who **withdrew** while in good standing in both theory and clinical that for a medical or personal leave of absence.
3. Unsatisfactory Theory Standing:
 - a. Students who **withdrew** prior to drop date due to less than passing theory grades but were meeting clinical objectives.
 - b. Students who **failed** academically in the theory portion of the course but passed the clinical portion of the course.
4. Unsatisfactory Clinical Standing:
 - a. Students who **withdrew** from the clinical course due to not meeting clinical objectives prior to the drop date.
 - b. Students who **failed** to meet clinical objectives of the course but were not considered unsafe.
5. Previous remediation: Students who had a **completed skills success plan** from a previous semester and could not enter previously due to lack of available space.
6. Advanced placement students: LVN to ADN transition students who applied to the ADN program, qualified military advanced placement students who applied to the ADN program, qualified transfer students requesting advanced placement will be prioritized for admission based on:
 - a. Total TEAS score (first passing score only)
 - b. Science TEAS score (first passing score only)
 - c. LVN to ADN transition students participating in the program's IEHP Partnership, may have priority above TEAS scores in rare circumstances due to affiliation agreements.
7. Unsatisfactory Theory and Clinical:
 - a. Students who **failed** to meet theory and clinical objectives of the course.
8. In the event there still remains more students than spots available for course re-entry the following shall occur: The director shall conduct a random draw for priority.
9. Unsafe student: Students who are **considered unsafe** and withdrew or failed from a course at any time may not be eligible for reinstatement. For examples of circumstances resulting in ineligibility for reinstatement (see Guidelines for Professional behavior).
10. Students with potential ineligibility for reinstatement shall have a required faculty vote with recorded minutes. A majority faculty vote will determine if student is eligible or ineligible for reinstatement and

the Dean of Health Sciences will be notified (see Grievance/Appeal procedure and Clinical Performance Report).

11. Beginning with the Fall 2019 semester students with a failure in NURADN 6 are not eligible for reinstatement (a failure due to math exam/calculation competency failure is eligible for reinstatement).

Reinstatement

Guidelines for reinstatement depend upon the circumstances that existed when the student left the program (See Exit Interview/Contract for Readmission-Appendix L). *Failure to fill out and return an exit form within 10 working days of a course exit may result in the student's forfeiture for reinstatement.* Students interested in reinstatement should contact the ADN Director to verify eligibility and meet the following criteria:

1. Related nursing and biological sciences (physiology and microbiology and microbiology lab) courses being applied toward ADN course requirements must be completed within the last ten years entering program.
2. The nursing program must be completed within five years from the start of the nursing program.
3. CPR must be current throughout the semester (See Section II-B and C).
4. Health forms and clinical requirements must be current and may need to be repeated if student has been out of the program for 1 year or more.
5. **Effective Spring 2023** - Math test required for ADN course of entry must be completed prior to reinstatement, if not previously passed by the student. Students who have passed the math exam previously for the re-entry course do not need to retake the math exam.
6. The student must successfully complete a skills success plan prior to being placed on the "Prospective Student" list for the course to be repeated.

Attendance

Arriving on time is the professional responsibility expected of each student. Absence or tardiness makes it difficult for the student to meet the objectives of the nursing program. The student is responsible to notify the instructor and the clinical preceptor (when applicable), when the student will be absent. When class or clinical hours are changed from those printed in the class schedule, the student will be notified. Clinical setting: The structure of clinical does not allow for tardiness. Students arriving late to the clinical setting will be sent home. The clinical day will be considered an absence. Core courses allow for no more than 10% of total clinical hours as absence hours. For short-term classes, no more than one clinical shift may be missed. The student will be in contact with the instructor for a possible re-arrangement of clinical day (subject to availability) or an alternate assignment.

Classroom: Tardiness is disruptive to student learning. Students arriving to class or returning from break late are to wait until the next scheduled break to enter the classroom. Any student who is absent in excess of 1 week of lecture or laboratory will be dropped from the course and may be dismissed from the program. Please see absence policy due to isolation, respiratory illness, or quarantine for exceptions. The student can petition for reinstatement to the program one time during the entire ADN nursing program. For short term classes less than 12 weeks (NURADN 6, NURADN 29, NURADN 39, NURADN 49) a maximum of 10% of lecture or laboratory time can be missed. If a student misses over this number of hours, the student will be dropped from the course and will need to complete a petition for excess absences (See Chaffey Catalog- "Drops or Withdrawal," See Attendance Policy Form Appendix H). Lecture and Laboratory classes must be taken concurrently. Both Lecture and Laboratory must be completed with a minimum of "C" or "Cr" or both must be repeated.

Absence due to required/mandatory isolation or quarantine.

Students required to miss one clinical week or more due to illness exposure/treatment, or self isolation/quarantine requirements may make up clinical or classroom activities up to 20% of the scheduled time, or no more than 2 course weeks. The instructor of record shall implement and direct a clear plan of required activities to be done remotely within 2 working days of notification of the absences. The work completion is the sole responsibility of the student and all activities must align with the student learning outcomes for the course in which the student is absent. Students who must miss more than 2 weeks or 20 percent of time from a course shall follow the standard absence policy or may request a personal or medical LOA as appropriate. Please see LOA guidelines.

Chaffey College ADN

Contagious Respiratory Illness Emergency Policy, Response Plan, and Guidelines

Students who present with fever and/or respiratory infection symptoms:

- Stay home and away from other until symptoms resolve
- Remain at home until fever is gone for 24 hours or more without using fever reducing medications.
- Students whose absences exceed course guidelines are eligible for petition for reinstatement (see student handbook). Students found to have falsified potential illnesses or infection information, or other health documentation will be subject to the ADN program discipline guidelines for dishonesty and may be removed from the program.

Students who require quarantine for 14 days or more due to illness exposure/**quarantine**

- Remain at home for the entire quarantine period or until cleared by other health authorities ○ Students found to have falsified potential illness quarantine information, or other documentation will be subject to the ADN program discipline guidelines for dishonesty and may be removed from the program.
- **Students:** Contact your course instructor with dates of required quarantine and estimated date of return. Faculty will create a lesson plan individualized based on missed assignments. Students may not create their own plan of learning and must agree to terms of alternate learning contracts.
- **Faculty and staff:** Contact program director, FLM, and team lead for your course(s). Team lead or program director will arrange for a substitute, alternate learning assignments, or other course needs on an individual basis. Include as much detail as possible regarding missed time or assignments. Faculty able to teach online should do so and arrange with team members how other learning objectives may be met.
- Students whose absences exceed course guidelines or two weeks of time are eligible for petition for reinstatement. Petition for reinstatement due to will follow absence policies for medical and/or personal LOA.

In the event of campus closure and clinical rotations are still allowed: Faculty will evaluate options for moving a face to face section into a fully online course temporarily. Courses would move to Canvas including exams, quizzes, and finals.

In the event that campus is closed and clinical cannot continue: Program directors will discuss options with the BRN and clinical partners as theory and clinical must be completed concurrently.

In the event that campus is open and clinical is impacted: the program will arrange for alternate clinical time or rotations in partnership with our clinical partner. All activities or changes are done pending approval for the BRN and ACEN accreditation bodies. This may include any or all the following:

- Alternate clinical assignments
- Increased simulation experiences on campus
- Changes in clinical rotations
- BRN and ACEN approved curriculum changes such as timing of clinical rotations, etc.as a last resort.

Other potential Clinical site issues (such as one site is closed or impacted, etc.):

If at any time the student’s clinical hours and objectives are impacted in a way that cannot be dealt with under ADN current program outline and guidelines, the program will arrange for alternate clinical time or rotations in partnership with our clinical partners. All activities or changes are done pending approval for the BRN and ACEN accreditation bodies. This may include any or all of the following:

- Alternate clinical assignments
- Online simulation activities aligned with course student learning outcomes
- Increased simulation experiences on campus
- Changes in clinical rotations
- BRN and ACEN approved curriculum changes such as timing of clinical rotations, etc.as a last resort.

Corequisites

Courses in the ADN program must be taken in sequential order or in alignment with curriculum patterns approved for the program. Courses are designed to progress students through attainment of course level student learning outcomes towards end of program student learning outcomes. Lecture and Laboratory classes must be taken concurrently.

For lecture and laboratory courses that are not combined: both Lecture and Laboratory must be completed with a minimum of “C” or “Pass” or both must be repeated. (Examples: NURADN 3 may not be taken prior to NURADN 35, and failure in NURADN 3L would require the student to repeat NURADN 3 and NURADN 3L as they are two pieces components of the same course.).

For lecture and lab courses that are combined into one course, the objectives and student learning outcomes for both the theory and clinical portions of the course must be passed in order to progress to the next course. (Examples: A student is getting 92% in the lecture portion of the course but has not met clinical course objectives would not pass the course. Similarly for the student meeting clinical component course objectives but receiving less than 75% in the lecture portion they would not pass the course).

Program Completion

The nursing program must be completed within 5 years. If a student drops from the program and then wishes to return but will not be able to complete the program within 5 years from the time of first admission, the entire program must be repeated or challenged by examination.

No student shall be prohibited from graduating and making application for the licensing examination, providing that the student has met all the requirements of the school and all qualifications specified in Section 2736, Nursing Practice Act, and State of California.

The graduate is eligible to take the National Council for Licensure Examination (NCLEX) and, upon successful completion, become licensed as a Registered Nurse in the state of California. Completion of the program is not a guarantee of licensure. There are fees for obtaining licensure by examination or endorsement, interim permit, and biennial renewal. California law allows for the denial of registered nursing licensure on the basis of any prior conviction. Information is available at <http://www.rn.ca.gov/enforcement/convictions.shtml>.

Clinical placement

Student placement at clinical sites is done based on program needs, clinical site availability, and our clinical affiliation agreements. Student placement at clinical sites is not guaranteed. Students may not request clinical site changes or specific clinical sites, instructors, or rotations.

Drug Impairment/Emotional Illness

Impaired nursing students pose a danger to themselves and to the client. Whenever a faculty member establishes reasonable suspicion that a student is impaired (based on his or her observations of a particular student's behavior, demeanor or physical appearance, consistent with the conditions listed in section IV of this policy), the faculty member will remove the student immediately from the instructional area; give the student the opportunity to explain the circumstances involving his or her behavior, demeanor or appearance; immediately contact their program director (or Health Science Dean at 909-652-6696 or 760-844-3258 if a program director is unreachable) if the exhibited behavior, demeanor or appearance cannot be explained to the satisfaction of the faculty member. The director or dean shall contact HR or the Campus Police if further action is needed. Depending upon the location (i.e. classroom, skills labs, or clinical), the student may be instructed to follow separate steps for a resolution.

Faculty shall consider the safety of the student, other students, and patients as a first priority. Thereafter, the program shall follow program policies and procedures outlined in the program student handbook (Appendix D).

Grievance/Appeal Procedure

In accordance with the Chaffey Community College District's Administrative Procedure 3430-Prohibition of Harassment, the District is committed to providing an academic and work environment free from unlawful harassment. The District shall provide access to its services, classes, and programs and shall not discriminate on the basis of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical disability, genetic information, marital status, sex, gender identity, gender expression, age, or sexual orientation of any person, or the perception that a person has one or more of these characteristics.

Students who wish to discuss a grievance or issue, should follow due process guidelines found in the program's handbook. Further, these guidelines outline below are instituted to ensure due process and fair and equitable outcome for all health science students. Requests for a meeting with the director or the dean must be in the form of a direct verbal request or direct email to the individual with which a meeting is requested. Using a cc, bcc, or other forms of indirect communication will not be accepted as a request for a meeting as they may be vague and are not considered standard communication practice.

1. Students who have a grievance should first address the issue with his/her faculty member within five (5) instructional days of when the event occurred or when the student became aware of the issue.
2. The faculty shall meet with the student within two (2) instructional days but no longer than ten (10) instructional days and respond to the student within two (2) instructional days but no longer than ten (10) instructional days unless the student would be irreparably harmed by a delay. If so, the student and the faculty shall consult with the program director for guidance. If the student is not satisfied with the outcome, the student shall have two (2) instructional days but no longer than ten (10) instructional days to grieve to the program director.
3. The program director shall meet with the student within two (2) instructional days but no longer than ten (10) instructional days and respond to the student within two (2) instructional days unless the student would be irreparably harmed by a delay. If so, the student and the program director shall consult with the dean for guidance. If the student is not satisfied with the outcome, the student shall have two (2) instructional days but no longer than ten (10) instructional days to grieve to the dean.
4. The dean shall meet with the student within five (5) instructional days and respond to the student within five (5) instructional days unless the student would be irreparably harmed by a delay. The student must inform the dean of a possible negative effect due to a five-day delay and ask for an expedited review. If additional time is necessary to complete a full investigation, the student will be informed. The student shall present the dean with a written narrative of the factual events and the requested remedy at the first meeting (see, form). If the student is not satisfied with the outcome, the student shall then proceed with the College's formal process found in AP 5530.
5. The process may be accelerated due to exigent circumstances. The student, faculty, and/or director should inform all individuals if a fact-track process is needed and explicitly agree upon a new timeline. All efforts should be made not to negatively impact a student's progress if at all possible while the grievance process is occurring.
6. This School process does not supersede any process found in the student handbooks or College publication.
7. If a student perceived that he/she cannot discuss the matter with either the faculty member or program director, the student must explain why in the written narrative to the dean.
8. This process is not use for any Title IX complaints.

Informal Grievance Process-Health Science Program Candidate or General Public

If a program candidate or someone from the general public wishes to grieve or complain, the following process is applied:

If requested, the dean shall meet with the individual within five (5) instructional days and respond to the individual within five (5) instructional days unless the delay would cause irreparably harm. The individual must inform the dean of a possible negative effect due to a five-day delay and ask for an expedited review. If additional time is necessary to complete a full investigation, the individual will be informed. The individual complainant/grievant shall present the dean with a written narrative of the factual events and the requested remedy at the first meeting (form). The form is located on the Chaffey College Health Sciences' website. If the individual is not satisfied with the outcome, the individual shall then proceed with the College's formal process depending upon the issue.

Alternately, if the individual wishes to remain anonymous, he/she may complete the form and email the document to healthsciences.staff1@chaffey.edu or drop it off to the Health and Wellness located on the Rancho Cucamonga campus.

Uniform Policy

While in clinical settings, students will wear the Official Uniform.

1. Official Dove-brand uniform (available at Chaffey College Bookstore, Rancho Campus).
 - 1a. Pantsuits (pants and top) or approved dress
 - If pants have cargo pockets, nothing may be placed in them.
 - One dress is officially approved to wear at both clinical and pinning/class photos. (Please see faculty advisor for current approved dress prior to purchase).
2. Skin-toned undergarments must be worn and may not stick out of uniform.
3. Plain white long-sleeved T-shirt with crew or mock turtleneck style may be worn under the uniform top. The T-shirt must not have lettering, graphics, be of thermal type of material, or extend beyond the wrist (unfolded).
4. Clean and pressed.
5. School patch to be worn 2 inches below left shoulder seam.
6. School ID badges, visible and attached to program approved badge holder on upper left chest. Approved badge holders are available at Chaffey College Bookstore, Rancho Campus.
 - Color copy of school ID badge must be placed on the back side of the badge.
 - No visible computer codes, passwords, or phone numbers on either side of the badge.
7. Official Lab Jackets (Optional)
 - School patch will be displayed 2 inches below left shoulder seam.
8. Official Caps
 - Required for pinning ceremony and school pictures.
9. Shoes
 - Professional, white, leather shoe or leather-like shoes that can be polished, and are closed toe/heel (no colored accents except Nurse Mate heart or approved). If shoelaces are present must be white and clean.

- For safety purposes, closed toe non-skid shoes must be worn in the skills lab when performing or practicing skills.
10. Stockings/Socks
- Full support white compression panty hose will be worn to the clinical environment OR:
 - Compression trouser socks, white (Nurse Mates knee-hi) OR:
 - Full support socks, white, over the calf OR:
 - Calf-length white socks without printed lettering or designs.
 - If wearing the approved white dress either to clinical or to pinning ceremony/class photos, must wear “Nursemates” brand hosiery in white opaque color.
11. Hair
- Hair must be a naturally occurring color (i.e. not blue hair)
 - Hair must be worn in a bun or other non-distracting style that is off the collar. Hair must be pulled away from the face and secured neatly in place. No loose hairs or strays. No hair in front of the ears. Bangs are acceptable but must be above the eyebrow.
 - Hair-toned bobby pins and elastic bands may be used.
 - A thin “invisible elastic hair mesh” hair net in the same color tone as the hair may be worn over the bun and secured in place.
 - Visible body hair must be neatly trimmed.
 - Stay in full uniform (including hair off the collar) until you leave the clinical site.
 - White hair cap is no longer approved to be worn in the clinical sites unless there is a documented medical/religious exemption in the student’s file.
 - Students may wear a white headband with white buttons with the sole purpose of securing the mask in place.
 - Mask holder/ear saver may be worn as an alternate to white headband which secures the mask in place behind the head. Must be worn in white or black.
 - Facial hair is not allowed unless there is a documented medical/religious exemption in the student’s file.
12. Religious head coverings
- To ensure patient safety and infection control, religious head coverings worn in clinical must be white, cleaned daily and securely fastened behind the head.
13. Nails
- Natural nails/no acrylics or gels
 - No nail polishes
 - No longer than ¼ inch
14. Makeup
- Conservative with professionalism in mind (not in excess)
 - No false eyelashes
15. Odors free
- Odor free environment
 - To maintain an odor-free environment for patients, no odor may emanate from a student, regardless of source (tobacco, perfume, lotions, poor hygiene)
16. Jewelry
- Wedding bands with no raised settings

- Small stud style pierced earrings, one per ear, no larger than 5mm in diameter. Acceptable colors are gold, silver, or clear stone.
 - Watch with second hand
 - “Smart” watches may be used, however, clock with second hand must be visible at all times during procedures (some procedures may last 10 minutes or longer).
 - Watch-band colors may include white, black, silver, gold, or skin toned.
 - Official NSNA pin (if desired)
 - Necklaces, including religious medals, etc., not to be visible.
 - No facial jewelry.
17. Tattoos
- No visible tattoos.
 - Tattoos that will be visible, will be covered (i.e. Lab jackets, long-sleeved approved shirts, or flesh colored band aide).
 - Consult with your lead clinical instructor for any tattoos on the hands/fingers.
18. While providing patient care, the following items are necessary:
- Bandage scissors
 - Stethoscopes
 - Small pocket notepad
 - Black ball point pen
 - Penlight with pupil gauge
19. Eyeglasses
- Eyeglasses may not slip down.
 - Anti-slip eyeglass stoppers in black, white, clear, or brown may be worn.

Alternate Uniform (non-white uniform)

- When the traditional white Chaffey uniform is not required or permitted (ex. Peds/Mental Health clinical), the student must wear the following attire:
 - Burgundy polo shirt
 - Long-sleeved black undershirt for those with tattoos, or who need for extra warmth
 - Black loose-fit pants in either scrub-pant style, or black-khaki style (no sweat pant or denim material. No yoga-style pants or jogger-style scrub pants)
 - Solid-colored athletic shoe in either black, white, gray, brown or navy
 - Solid-colored socks to match shoes
 - Sweater or jacket may be worn. Sweater/jacket must open in the front and may have a zipper, button, or snap closure, or may be cardigan style. Must be without a hood and free of any non-Chaffey logos. May be worn in black, white, tan, brown, or navy (Chaffey logo/Chaffey nursing logo ok)
 - Hair/make-up unchanged
 - Name badge must be worn and visible at all times

Clothing/Merchandise sales

- Kappa Sigma Nu and Men in Nursing reserve the right to all sales pertaining to clothing with their approved logos. All other merchandise such as mugs, hats, cold cups, etc. may be sold by each cohort using their semester’s approved logo design as a means of fundraising for each

individual cohort. Each semester may design and get approved by faculty their personal design prior to the sale of merchandise, remembering that no clothing items other than hats may be sold since this is reserved for fundraising for Kappa Sigma Nu and Men in Nursing.

California Institute for Men Policies for Mental Health rotation

Safety and Communication Policy for Students Attending California Institute for Men (CIM)

1. Safety

- Students shall not leave/sign out of area they are assigned unless directed to do so by their clinical instructor.
- Student will keep CIM gate clearance identification card on their person throughout each shift.
- Students will be signed in and out of specific locations in CIM by clinical instructor only. This includes being signed out for meal break or pre/post conferences.
- Students will wear a functioning whistle on their badge to use for emergency situations whenever they are on CIM grounds.
- Students will use safety measures as per CIM policy when entering specific locations within the prison in which stab-proof vests are required. Students will use the “chit” system. Students provided with Chaffey College designated chits and will turn these into the designated officer to check out a stab-proof vest prior to entering high-risk areas in which vests are required. Students will return vest at the end of the day, or when no longer in high-risk area, and receive chit back in return. Students are to keep their chit on their person unless a vest is checked out, for entirety of each shift.

2. Communication

- Cell phones are not permitted inside CIM under ANY circumstance.
- Students and family of students/instructors/faculty of Chaffey College will use the following phone list to locate student and/or instructor in the event of an emergency:
 - Nursing Scheduling Department: (909) 597-1821 x4217
 - OHU/MHCB SRNII Office: (909) 597-1821 x4264
 - OHU (Station II) Lead/Charge Nurse (909) 597-1821 x4280
 - DON Joyce Suresh (909) 597-1821 x7192
 - CNE Alex Serrano (909) 597-1821 x7193
 - Watch Commander (909) 597-1821 x4132
- Clinical instructor will perform frequent check-ins with students and students will be notified of which CIM personnel is the contact person for each unit they are on during their shift. This person will act as a bridge between the instructor and student when the instructor is away from the area.

Clinical Facility Policies

1. Operation of cell phones is permitted inside the facility as per hospital policy.
2. Cell phones, if allowed, must be set on vibration mode.
3. Chewing gum is not permitted within the facility.
4. All policies and procedures of clinical sites must be followed while in the nursing program. Clinical site policies are subject to change by site, and all changes will be communicated to students. It is the responsibility of the student to observe all policies.
5. Smoking (including electronic cigarettes) and drinking alcoholic beverages are not permitted while wearing official school uniform.

Insurance

Liability (malpractice) insurance is recommended due to direct patient contact by the student and must be current while the student is in the program. Nursing student insurance is available at <https://www.nso.com/>.

Accidents/Illnesses

On Campus-All accidents that occur during on campus activities involving personal injury and/or damage to equipment must be reported immediately to the instructor and ADN Program Director. Accidents involving personal injury must also be reported to the College Nurse immediately.

Off Campus-Follow procedure for Company Nurse. Notify ADN Program Director.

Chaffey College

INJURY REPORTING PROCEDURES FOR STUDENTS ASSIGNED TO CLINICAL OR INTERNSHIP SITES



24/7 Injury Hotline
(888) 375-0280

► For all life- or limb-threatening injuries, students can be treated at clinical/internship site, if emergency services are available. If emergency services are not available at the site, call 911 for immediate medical attention. Once the situation has stabilized, it is the responsibility of the student and/or instructor/supervisor to report the injury to Company Nurse® with detailed information.

FOR NON-LIFE-THREATENING INJURIES

► Student must immediately report the injury to Chaffey College's injury reporting service: Company Nurse on Call® (888) 375-0280

► Student may receive initial treatment at the clinical/internship site if the injury has required time constraints for treatment when exposed to blood borne pathogens (needle stick/instrument, poke/cuts, etc.). If the injury involves the exposure to blood borne pathogens, the student must follow the clinic/agency protocol for testing and follow-up treatment. Incident must be reported to Company Nurse®.

► Student must immediately report the injury to their Chaffey College instructor.

► Medical Billing: If the student is referred for medical treatment, the medical provider shall forward invoices to York Risk Services Group, P.O. Box 619079, Roseville, CA 95661; Phone: (909) 266-5782.

► Student is required to follow-up within 24 hours of the injury by contacting Risk Management at (909) 652-6531 or (909) 652-6521 to arrange a time to complete the required forms.

INJURY REPORTING PROCEDURES
FOR STUDENTS ASSIGNED TO CLINICAL OR
INTERNSHIP SITES

24/7 Injury Hotline 1-888-
375-0280



INTRODUCTION: Company Nurse On Call® is an innovative injury reporting service. According to Labor Code 3368, educational institutions shall treat students in an unpaid work-experience/educational setting in the same manner as employees. Therefore, students in this classification are required to report injuries to the Chaffey College “Company Nurse On Call®” service. Within minutes of an injury at the clinical or internship site, students will be provided the services of RN’s & medical professionals to assist with triage & self-care advice; or, if necessary, the student will be referred to a medical provider for treatment. The student may receive initial treatment at the clinical/internship site if the injury has required time constraints for treatment when exposed to blood borne pathogens (see A-5 below).

MEDICAL BILLING: If the student is referred for medical treatment, the medical provider shall forward invoices to York Risk Services Group at P.O. Box 619079, Roseville, CA 95661; Phone: (909) 266-5782.

REPORTING AN INJURY: For all life or limb threatening injuries, student can be treated at clinical/internship site, if emergency services are available. If emergency services are not available at the site, call 911 for immediate medical attention. Once the situation has stabilized, it is the responsibility of the student and/or instructor/supervisor to report the injury to Company Nurse® with detailed information.

Students are required to immediately report all injuries to Company Nurse®.

Students must report the injury to their instructor as soon as possible.

Once the instructor has knowledge of the injury, the instructor must contact Company Nurse® to ensure proper reporting procedures were followed by the student.

Exposure to blood borne pathogens (needle stick/instrument poke/cuts, etc.) If the injury involves the exposure to blood borne pathogens, the student must follow the clinic/agency protocol for testing & follow-up treatment.

The medical provider shall forward invoices to York Risk Services Group at P.O. Box 619079, Roseville, CA 95661; Phone: (909) 266-5782. The student must report to the College’s Risk Management office located in the SSA Building, Room 202 for direction on follow-up care.

NOTE: Company Nurse® does not diagnose injuries. The nurse utilizes a triage process that will guide the student to the appropriate level of care for treatment given the information obtained during the telephone call.

MEDICAL/PHYSICAL ACTIVITY STATUS REPORT

After the incident students are required to submit a copy of the medical/physical activity status report to their instructor immediately following medical treatment or on the next business day.

Note that students will not be allowed to return to the clinical or internship site without providing documentation from the treating physician to the instructor.

RELEASE TO RETURN TO WORK EXPERIENCE/EDUCATIONAL SETTING WITH RESTRICTIONS

If the treating physician releases students to return to the clinical or internship site with restrictions, students must obtain authorization from their instructor to return to the clinical or internship site as long as program policy allows for temporary light duty assignments.

SAFE WORK PRACTICES

In order to avoid accidents or injuries, it is the responsibility of all students to use proper safe work practices & appropriate protective equipment while performing their duties at the clinical or internship site.

For questions or additional information, please contact:

Susan Hardie, Director, Human Resources at (909) 652-6531

Maria Martinez, Administrative Assistant, Risk Management at (909) 652-6521.

Communicable Disease

Students known to be infected or suspected of being infected with a communicable disease (as determined by the Regulations of the California State Department of Health Services for the Control of Communicable Disease) will be restricted from patient contact until they are free of such disease or incapable of transmitting infection. The procedure, should this occur, is:

1. Students will report infections immediately to their Clinical Instructor, and the ADN Director.
2. If a student has been sent home, medical clearance from the student's physician must be obtained before returning to school.
3. Students must be currently enrolled in at least one Chaffey College class to utilize the Student Health Services during each semester.

Clinical Course Student Expectations

The following are some of the expectations for a clinical experience:

1. Students are expected to provide safe, ethical, and professional care.
2. Students are expected to arrive a few minutes before scheduled clinical time.
3. The student will receive a "Weekly Performance report" or Clinical Performance Report" when inadequate or unsafe performance or client care is demonstrated. The actions on the form will indicate:
 - a. The student may be kept from clinical rotations until actions on the Weekly Performance Report or Clinical Performance Report are successfully completed as indicated by the details of the plan and by the date indicated.
 - b. If the student misses more than the allowed clinical absences and has not met course outcomes, the student may receive a failing grade (No Pass) for the course.
4. Interactions that place an individual at risk may be grounds for academic failure.
5. A student demonstrating a suspected or actual substance abuse problem, mental illness behaviors that are a possible risk to the student or others, or conditions that impair functioning will be removed from the clinical site immediately.

Social Media Policy

Definition: Social media in this context is defined as web based and mobile platforms for user generated content that created interactive and highly accessible, and often public, dialogues.

Types: Social media platforms may include (but not limited to) the following:

- Blogging: Blogger, Live Journal
- Social news sharing: Digg, Reddit
- Microblogging: Twitter
- Social bookmarking/tagging: Google
- Podcasting: Blubrry Reader
- Social Networking; Facebook Google+
- Video hosting: YouTube

Benefits:

Social media allows students nurses to interact with classmates when separated by geography or other factors. Student nurses can build on relationships and develop a professional presence online. Social media can benefit the student in many ways, including fostering professional connections and promoting timely communication between peers.

Examples of benefits from Social Media use:

Social media provides an outlet for professional networking, building new relationships and fostering existing relationships. Social media can be an excellent tool for exchanging knowledge among peers and classmates. The sharing of nursing or healthcare information, including research and best practices.

Policy:

Chaffey Community College Nursing Program is committed to protecting the health information of every patient with whom a student nurse comes in contact. Chaffey College Nursing Program recognizes that social networking websites are used as a means of communication. Information can “live on” beyond its removal from the original website and continue to circulate in other venues.

Student nurses may not post any material that could potentially violate patient and/or other students’ confidentiality or professional behavior guidelines on social media sites. Although Canvas and other online tools used in a nursing course are not considered social media sites, students are expected to observe professional standards for communication in all interactions.

Administration may periodically search the internet for breaches in policy. Students may be subject to disciplinary action by the school and the clinical agency for comments that are either unprofessional or violate patient privacy. Potential consequences will depend on the particular nature of the student’s conduct. A written report will be completed and may result in being dropped from the nursing program.

Guidelines:

The following guidelines are intended to minimize the risk of using social media.

1. Student nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
2. Student nurses are prohibited from transmitting by way of any electronic media any patient related image. In addition, student nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy, or otherwise degrade or embarrass the patient.
3. Do not share, post or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient care related need to disclose the information or other legal obligation to do so.
4. Limited access to posting through privacy settings is not sufficient to ensure privacy
5. Do not refer to patients or others in a disparaging manner, even if the person cannot be identified with information stated.
6. Do not take photos or videos of patients on personal devices, including cell phones. Follow hospital policies for taking photographs or video of patients for treatment or other legitimate purposes using employer provided devices.
7. Maintain professional boundaries in the use of electronic media. Like in-person relations, the nurse has the obligation to establish, communicate, and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the student nurse does not permit the student nurse to engage in a personal relationship with the patient.
8. Promptly report any identified breach of confidentiality or privacy.
9. Be aware of and comply with employer policies regarding use of employer-owned computers, cameras and other electronic devices and use of personal devices in the workplace.
10. Do not refer to anyone in a disparaging manner (classmates, instructors, preceptors, etc.) even if the persona cannot be identified with the information stated.

11. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic, or other offensive comments.
12. Statements made by you within online networks will be treated as if you verbally made the statement in a public place.
13. Student nurses will restrict their personal activity to family and friends and maintain a second option for their “public face” for colleagues and peers. This is also recommended for student nurses who want to maintain a separation of their personal lives from their professional lives.
14. Audio or video recording in the classroom, skills lab or media lab requires instructor approval, and is not to be posted on any social media website and must be erased at the end of the semester.

Common Issues:

My personal life is my personal life. It bears no reflection on my competence in providing the best possible patient care that I know I am capable of. So why should I be held accountable in my professional life for something I do or say in my personal life?” The reality is Facebook, Twitter, and other social media sites are public forums. Those who use these forums privately for personal purposes may not realize the degree to which their activities are visible to the general public. It is advised to refrain from making any statements on social media sites that you would not be comfortable saying out loud in public.

Because social networking offers the potential for both positive and negative consequences, student nurses should consider these principles when functioning within the virtual world of social media in order to maintain their own reputation, and that of nursing as the most trusted profession.

References/Resources

The National Council of State Boards of Nursing (NCSBN), 2017. White Paper: A Nurse’s Guide to the use of Social Media. http://www.ncsbn.org/social_media.pdf

National Student Nurses’ Association, Inc. (NSNA) 2014. Social Media Usage and Maintaining Privacy, Confidentiality and Professionalism.

GUIDELINES FOR PROFESSIONAL BEHAVIOR Student Academic integrity Code

1. Integrity is an essential component of the student academic experience. The academic evaluation a student receives for a course becomes a permanent college record and it is critical that such records be accurate and consistent. The integrity students learn and exhibit at the college will be a model for the professional integrity they practice when they complete the college work.
2. Accordingly, Chaffey College has classified academic dishonesty into the following categories and included examples for each category are found in the Chaffey College Student Handbook for details. The seven (7) categories are:
 - Cheating
 - Interference or Sabotage
 - Plagiarism, including use of artificial intelligence
 - Fabrication
 - Unauthorized Collaboration

- Retaliation
 - Facilitating Academic Dishonesty
3. Please remember that these are only examples and may encounter other situations involving academic dishonesty in your program or discipline which may need to be documented and reported.
 4. Student academic Integrity issues are referred to the Dean, School of Health Sciences.

Professional Behavior

Students, while on campus, in clinical settings, or when representing Chaffey College, must conduct themselves in a professional manner. Comportment must reflect favorably upon the student, clinical site, and Chaffey College. Students are expected to assume responsibility for their actions and are held accountable for them. Actions that result in deleterious effects on the academic environment and/or endanger the health or safety of peers, instructors, clients, or other healthcare team members may be grounds for academic failure. Students are disciplined for academic dishonesty and unprofessional conduct. Unsafe or unprofessional behavior may be identified is an essential competency of the nursing role. Student's performance and behavior are evaluated using the Clinical Evaluation Tool.

Unprofessional conduct includes, but is not limited to the following:

- Verbal or non-verbal language, actions, voice intonations, or insubordination which compromises rapport or working relations with peers, faculty, clients, clients' family members, or healthcare team members.
- Behavior that may potentially compromise contractual agreements and/or working relations with clinical affiliates or may potentially constitute violations of legal/ethical standards.
- Behavior that interferes with or disrupts teaching/learning experiences.
- Using or being under the influence of any drug or alcohol that may alter judgment and interfere with safe performance in the clinical or classroom setting.
- Breach of client confidentiality in any form.

Outcome: Violation of the professional behavior standard may result in immediate removal from the clinical site and disciplinary action.

Professional Risks

Interactions with clients in the healthcare environment carry inherent health and safety risks to both the client and caregiver, including communicable diseases. Students understand that exposure to illness and communicable diseases includes potential viral exposures or other illnesses. Students receive information about lowering risks and learn skills to implement appropriate precautions. Students are required to practice standard precautions at all times. The following are important factors in the prevention of healthcare associated infections:

1. Perform hand hygiene procedures, either by washing hands with soap and water or with alcohol-based hand rubs.
2. Maintain currency on immunizations.
3. Follow agency and school policies for personal illness.
4. Utilize standard or transmission precautions in clinical environments.
5. Consistently follow infection control procedures according to agency policy & Center for Disease Control (CDC) recommended guidelines.

6. Change out of clinical clothing as soon as possible.
7. Take caution when handling and disposing of sharps.
8. Adhere to agency policy and procedure when exposed to needle sticks or blood and body fluids.
9. Be knowledgeable of risk factors and monitor personal viral status (HIV and Hepatitis B and C). If a student is HIV or Hepatitis positive, it is the student's responsibility to protect patients and peers from exposure to the virus.

Safe/Unsafe Behaviors in Learning Environments (Clinical and Non-Clinical)

Chaffey College administrators and faculty consider safety as the highest priority in all aspects of professional practice. A safety need may be physical, biological, and/or emotional in nature, safe practice is an academic outcome of the programs. For the safety of individuals, no skill can be performed in a clinical setting unless the student demonstrated skill competency. Students will not perform skills without the direct supervision of faculty or designee. Clinical responsibilities, including performance of skills previously performed on clients during the student's shift, may be re-assigned at the discretion of the instructor. This generally occurs, but is not limited to, a change in a client's condition. Therefore, it is imperative that the student and the instructor communicate and collaborate with each other and agency staff at all times. Adherence to clinical agency policies and procedures is mandatory. Students are responsible for reviewing pertinent documents and completing required agency competencies prior to performing invasive or diagnostic skills. Increased safety and surveillance may be needed in certain clinical situations.

Additionally, students are held to the Student Behavior Code Standards as outlined in the current Chaffey College Student Handbook. You may not represent yourself as a Chaffey College nursing student without faculty consent in a healthcare facility. Professional conduct will be evaluated by the faculty and may result in academic failure of the course. Unsafe clinical practice is characterized by behavior that threatens or violates the physical, biological, or emotional safety of the client, family, students, faculty, staff, or self.

The following behaviors and actions are some examples deemed unsafe as determined by the professional judgment of faculty and will result in academic failure of the course and may result in ineligibility for reinstatement to the program. Unsafe behavior includes, but are not limited to, the following:

1. Inappropriate use of bed side rails, wheelchairs, and equipment.
2. Lack of proper protection of the client which potentiates the risk for injury.
3. Failure to correctly identify a client prior to initiating care.
4. Failure to perform a pre-procedure safety check of equipment, invasive devices, or client status.
5. Failure to recognize violations in aseptic technique, infection control or infection related protocols.
6. Violation of any "rights" of medication administration.
7. Performing actions without appropriate supervision.
8. Failure to seek help when needed.
9. Attending clinical classes while ill.
10. Providing inappropriate or incorrect information.
11. Performing interventions without appropriate supervision.
12. Exhibiting unstable emotional behaviors.
13. Attempting, threatening, or placing client or others in physical or emotional jeopardy.
14. Violation of the ANA Code of Ethics.
15. Expressions of anger or hostility directed toward clients or others.

16. Behavior consistent with or being under the influence of the use of controlled substances, alcohol, or any intoxicant.
17. Client abandonment.
18. Breach of confidentiality.
19. Dishonesty (Ex: cheating, lying, stealing, plagiarism either within the semester or throughout the program, falsification of clinical paperwork).
20. Patterns of behavior incompatible with the role of the professional nurse.
21. Failure to follow your clinical instructor's recommendations or directions.
22. Entering patient care areas without faculty approval.
23. Unable to effectively communicate with the health care team or patient.
24. Failure to comply with chain of command.

Actions taken upon a student's removal from the clinical site may include the use of a Weekly Performance Assessment to a Clinical Performance Report including possible program removal. The course team leader and Program Director will be immediately notified and consulted if a student is removed from a clinical site.

Patient Confidentiality The student will:

1. Adhere to Health Insurance Portability & Privacy Act (HIPAA) Regulations.
2. Show respect for patient confidentiality including simulation assignments be accessing a patient's medical record for the provision of nursing care only.
3. Respect the privacy of all patients (e.g. do not express medical opinions about patients that can be overheard by others).
4. Speak English in patient areas. When required for patient care, communicate directly or through an interpreter in the language best understood by the patient whenever possible.
5. No printed patient medical documentation will be removed from the facility.
6. Breach of confidential information is grounds for dismissal from the ADN program.
7. Students will not divulge personal information about self, such as address, telephone number, etc., to the client or significant other.
8. Electronic/recording/camera devices may not be taken into or utilized in a facility without the permission of the clinical instructor for each occurrence.
9. In the classroom, students may utilize a recording device with permission of instructor/speaker. Cell phones must be silent during class time.

Acceptance of Gratuities/Gifts

It is not appropriate for the student to accept gratuities or gifts from the clients or their families/significant others. Any questions regarding this should be discussed with the clinical instructor.

American Nurses' Association "Code of Ethics for Nurses." The nurse:

1. Practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. Primary commitment is to the patient, whether an individual, family, group, community, or population.
3. Promotes, advocates for, and protects the rights, health, and safety of the patient.
4. Has authority, accountability, and responsibility for nursing practice; makes decisions; and acts consistent with the obligation to promote health and to provide optimal care.

5. Owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. Through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. In all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. Collaborates with other professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principle of social justice into nursing and health policy.

To access the ANA Code of Ethics with interpretive statements:

<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/code-of-ethic>
<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/code-of-ethic-fornurses.html>
<http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/code-of-ethic-fornurses.html#ethicfornurses.html>

BRN Nurse Practice ACT “Standards of Competent Performance,” Title 16/Division 14 (1443.5)

A Registered Nurse shall be competent when he/she consistently demonstrated the ability to transfer scientific knowledge from social, biological, and physical sciences in applying the nursing process, as follows:

- Formulates a nursing diagnosis through observation of the client’s physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.
- Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client’s safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.
- Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client’s health needs.
- Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervises nursing care being given by subordinates.
- Evaluates the effectiveness of the care plan through observation of the client’s physical condition and client and health team members and modifies the plan as needed.
- Acts as a client’s advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities that are against the interest or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.

<http://www.rn.ca.gov/regulations/title16.shtml#1443.5>

Student Bill of Rights and Responsibilities Adopted by National Student Nurses Association (NSNA)

To create an environment that ensures our students are treated equitable and are given the proper atmosphere to learn, the WSON accepts the NSNA Bill of rights and Responsibilities for Students of Nursing.

The following is the NSNA Student Bill of Rights and Responsibilities initially adopted in 1975 and further revised in 1991 and 2006:

- Student should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for the truth.
- The freedom to teach and the freedom to learn are inseparable facets of academic freedom. Students should exercise their freedom in a responsible manner.
- Each institution has a duty to develop policies and procedures, which provide and safeguard the students' freedom to learn.
- Under no circumstances should a student be barred from admission to a particular institution on the basis of race, color, creed, national origin, ethnicity, age, gender, marital status, lifestyle, disability, or economic status.
- Students should be free to take reasoned exception to the data or views offered in any course of student and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.
- Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
- Information about student views, beliefs, political ideation, or sexual orientation which instructors acquire in the course of their work or otherwise should be considered confidential and not released without the knowledge or consent of the student or used as a basis of evaluation.
- The student should have the right to have a responsible voice in the determination of his/her curriculum.
- Institutions should have a carefully considered policy as to the information that should be a part of a student's permanent educational record and as to the conditions of this disclosure.
- Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
- Students should be allowed to invite and to hear any person of their own choosing within the institution's acceptable realm thereby taking the responsibility of furthering their education.
- The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs, e.g., through a faculty-student council, student membership or representation on faculty committees.
- The institution has an obligation to clarify those standards of behavior that it considers essential to its educational mission, its community life, or its objectives and philosophy.
- Disciplinary proceedings should be instituted only for violations of standards of conduct as a student handbook or a generally available set of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
- As citizens and members of an academic community, students are subject to the obligations that accrue to them by virtue of this membership and should enjoy the same freedoms of citizenship.
- Students have the right to belong or refuse to belong to any organization of their choice.
- Students have the right to personal privacy in their living space to the extent that the welfare and property of others are respected.
- Adequate safety precautions should be provided by nursing programs, for example, adequate street lighting, locks, and other safety measures deemed necessary by the environment.

- Dress code, if present in school, should be established with student input in conjunction with the school director and faculty, so the highest professional standards are maintained, but also taking into consideration points of comfort and practicality for the student.
- Grading systems should be carefully reviewed periodically with students and faculty for clarification and better student-faculty understanding
- Students should have a clear mechanism for input into the evaluation of nursing faculty.

The American Hospital Association's Bill of Patient's Rights

The American Hospital Association presents a Patient's Bill of rights with the expectation that observance of these rights will contribute to more effective patient care and greater satisfaction for the patient, his physician, and the hospital organization. Further, the Association presents these rights in the expectation that they will be supported by the hospital on behalf of its patients, as an integral part of the healing process. It is recognized that a personal relationship between the physician and the patient is essential for the provision of proper medical care. The traditional physician-patient relationship takes on a new dimension when care is rendered within an organization structure. Legal precedent has established that the institution itself also has a responsibility to the patient. It is recognition of these factors that these rights are affirmed.

1. The patient has the right to considerate and respectful care.
2. The patient has the right to obtain from his physician complete current information concerning his diagnosis, treatment, and prognosis in terms the patient can be reasonably expected to understand. When it is not medically advisable to give such information to the patient, the information should be made available to an appropriate person in his behalf. He has the right to know, by name, the physician responsible for coordinating his care.
3. The patient has the right to receive from his physician information necessary to give informed consent prior to start of any procedure and/or treatment. Except in emergencies, such information for informed consent should include, but not necessarily be limited to, the specific procedure and/or treatment, the medically significant risks involved, and the probable duration of incapacitation. Where medically significant alternatives for care or treatment exist, or when the patient requests information concerning medical alternatives, the patient has the right to such information. The patient also has the right to know the name of the person responsible for the procedures and/or treatment.
4. The patient has the right to refuse treatment to the extent permitted by law and to be informed of the medical consequences of his action.
5. The patient has the right to every consideration of his privacy concerning his own medical care program. Case discussion, consultation examination, and treatment are confidential and should be conducted discreetly. Those not directly involved in his care must have the permission of the patient to be present.
6. The patient has the right to expect that all communications and records pertaining to his care should be treated as confidential.

7. The patient has the right to expect that within its capacity a hospital must make reasonable response to the request of a patient for services. The hospital must provide evaluation, service, and/or referral as indicated by the urgency of the case. When medically permissible, a patient may be transferred to another facility only after he has received complete information and explanation concerning the needs for and alternatives to such a transfer. The institution to which the patient is to be transferred must first have accepted the patient for transfer.
8. The patient has the right to obtain information as to any relationship of his hospital to other healthcare and educational institutions insofar as his care is concerned. The patient has the right to obtain information as to the existence of any professional relationships among individuals, by name, who are treating him.
9. The patient has the right to be advised if the hospital propose to engage in or perform human experimentation affecting his care or treatment. The patient has the right to refuse to participate in such research projects.
10. The patient has the right to expect reasonable continuity of care. He has the right to know in advance what appointment times and physicians are available and where. The patient has the right to expect that the hospital will provide a mechanism whereby he is informed by his physician or a delegate of the physician of the patient's continuing health-care requirements following discharge.
11. The patient has the right to examine and receive an explanation of his bill, regardless of source of payment.
12. The patient has the right to know what hospital rules and regulations apply to his conduct as a patient.
13. No catalog of rights can guarantee for the patient the kind of treatment he has the right to expect. A hospital has many functions to perform, including the prevention and treatment of disease, the education of both health professionals and patients, and the conduct of clinical research. All of these activities must be conducted with an overriding concern for the patient, and above all, the recognition of his dignity as a human being. Success in achieving this recognition assures success in the defense of the rights of the patient.

Statement on Delivery of Health Care

The ADN program adheres to the BRN's statement on delivery of health care as set forth in the California Code of Regulations, Section 1443.5. The program:

- Supports the right of the nurse to know the patient'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. The implementation of infection control minimizes the risk of contracting or spreading disease. The implementation of infection control procedures known as universal precautions is basic in all health care and is regarded as a common standard of nursing practice necessary to protect both patients and health care workers from disease transmission.
- Recognizes that 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, religion, gender, ethnicity, or sexual orientation. Decisions regarding the degree of risk involved in client care should be based on current scientific knowledge.
- Recognizes that the latest information on issues related to communicable disease is available from the U. S. Centers of Disease Control and from agencies in the State Department of Health Services and County Health Agencies.

Estimated cost to Chaffey College Associate Degree Nursing Program by Semester

Items with approximate costs per semester	NURADN 6/15	NURADN 28/29	NURADN 35/39	NURADN 47/49
Books: Required + accessory clinical companions	\$1,200.00	\$250.00	\$200.00	\$140.00
Registration	\$500.00	\$500.00	\$500.00	\$500.00
Material Fees	\$12.00	\$11.00	\$11.00	\$11.00
Fees:	Approx.			
• CPR				
• Background Check	\$45.00			
• Class graduation fund	\$59.00			\$25.00
• Livescan Fingerprinting	\$25.00	\$25.00	\$25.00	\$75.00
• Health exam/immunization/drug test	\$250.00			
• Application for license (www.rn.ca.gov)				\$300.00
Parking Fees (on campus)	\$50.00	\$50.00	\$50.00	\$50.00
Dove Uniforms				
Dove Uniform Top each	\$45.00			
Dove Uniform Pants each	\$29.00			
Dove Uniform Jacket each	\$50.00			
Shoes	\$65.00			
Uniform Patch/each	\$4.00			
Badge holder pin with caduceus	\$46.00			
Watch-Stainless steel stretch band	\$30.00			
Supplies:				
Skills Kits	\$65.00		\$75.00	
Stethoscope/BP Cuff (price vary)	\$113.00			
Backpacks, folders, pens, computer programs, Kappa Sigma Nu, etc.	\$150.00	\$150.00	\$150.00	\$150.00
Assessment Testing/Learning Systems (cost is currently subsidized by \$100)	\$65.00	\$65.00	\$65.00	\$65.00
Estimated cost per semester	\$2,803.00	\$1,051.00	\$1,075.00	\$1,316.00

Prices subject to change without notification

***Please note these fees do not include fees outside of the program to require licensure including :
NCLEX-RN application fee to Pearson Vue , BRN application fee to California state BRN for license,
and fingerprints.

STUDENT OPPORTUNITES

Financial Aid

The financial Aid Office (located in the SSA building, room 104, Phone# 909-652-6152) assists students in determining yearly education expenses and administers a number of programs designed to help students with limited resources meet those expenses. Hours for the Financial Aid Office are: Monday through Thursday: 7:30 am -7:00pm

Friday: 7:30am-4:30pm

Scholarships/Grants

Scholarships, grants, and loans are available to students currently enrolled in the nursing program. Information is disseminated to students by course instructors and scholarship application are also available on the web site: www.chaffey.edu/healthsciences/ADN/Scholarship

NSNA

Kappa Sigma Nu is the Chaffey College branch of the National Student Nurse Association (NSNA). It provides opportunity for networking with other students in nursing at Chaffey, in the Inland Empire, statewide, nationally, and internationally. This organization encourages student involvement in professional nursing issues. Kappa Sigma Nu is active in campus and community projects. This is an excellent organization that prepares the student nurse to transition to other professional organizations in Nursing upon graduation.

There is a cost for membership. With your membership you receive “IMPRINT”, a magazine published four times a year to update members on events and issues in Nursing, job opportunities, and more. Meetings are once a month and will be announced at Orientation and during the first week of school.

Men in Nursing

Club Mission: Men in Nursing is a club that seeks to provide its members with an avenue to meet as a group to discuss and influence factors to aid in the successful completion of the ADN/LVN programs at Chaffey College. We aim to encourage one another by supporting male students as they grow through the challenging process of becoming a male nurse. Men in Nursing is an active club on campus as well as in the community. Our goal is to inspire more males to pursue a career in the growth field of nursing.

Class Organization

A. Class Board Officers and Responsibilities **President:**

- Conducts all class meetings-presents suggestions and ideas
- Arranges “mentors” for incoming students
- Coordinates with faculty for completion ceremony
- Organizes & coordinates committees necessary for class functions
- Coordinates with class officers regarding planning of events **Vice President:** • Responsible for above duties in absence of President
- Support in all above activities **Secretary:**
- Co-signer with faculty advisor for all banking transactions • Typing minutes from meetings; memos & handouts **Treasurer:**

- Co-signer with faculty advisor for all banking transactions
- Responsible for collection of funds
- Maintains record keeping-banking-disbursement of funds including receipts-payments-deposits, etc.
- Report to class progress toward graduation goals **Historian:**
- Take pictures during each semester
- Maintains scrapbook, video **Class Representatives:**
- One from each clinical laboratory groups
- Attend meeting with ADN Director once a semester
- Relates any concerns arising from class or clinical

Committee Member for ADN Curriculum/Policy and Evaluation Committee:

- Serve on these committees representing class input
- Represent class in program policy decision making

B. Dues Policy

- All students are required to pay dues/participate in fundraising as voted and agreed upon by the class board members. All dues/fundraising monies go directly to expenses for the Completion Ceremony, i.e., announcements, pins, caps, lamps.
- It is the responsibility and criteria of each nursing student to contribute to their Completion Ceremony.
- Dues may be paid by check or money order directly to the class Treasurer. Any student having a check returned for insufficient funds or any other reason will incur fees associated with the bank policies.
- If dues are not current in the last semester, students may not be able to participate in the Completion Ceremony.
- Each new class dues are subject to change as the cost of expenses change.
- Any student who is eligible to return to the ADN program will not be reimbursed for any dues already paid.
- Any student who is not eligible to return to the program will have dues returned to them.
- No dues will be returned to fourth semester students who cannot return.
- Fundraising proceeds shall not be considered dues and shall be considered the funds of the class which raised them. They will not be refunded or transferred.
- When advanced placement students enter the program, they are responsible to pay the dues for the current and prior semester.
- Any student joining a new class is responsible for ensuring their dues are current.
- Students repeating will be responsible to contact the treasurers from their previous class and current class to arrange a transfer of funds to their current class account.

C. Class Timeline Guidelines NURADN

6/15:

- Elect Officers, class representatives, ADN committee members
- Adopt budget
- Meet with faculty advisor for completion ceremony

NURADN 28/29:

- Plan welcome reception for incoming NURADN 14 students
- Assign mentors to NURADN 14 students

NURADN 35/39:

- Identify students that will assist with the Completion Ceremony and reception

NURADN 47: 1st

month

- Reserve the Chaffey College Theater for Completion Ceremony and reception
- Select a faculty speaker approved by faculty. The speaker needs 1-3 months preparation time.
 - ✦ Please choose an instructor who has not spoken in the previous semester.
- Class/Individual Photographs: See class advisor for input
 - ✦ Full dress uniform (refer to dress code, hair, jewelry, shoes, etc.)
 - ✦ Once copy of class photograph to the school, Individual photographs (2x2) for State Board

2nd month

- Prepare invitations and programs
- **Order caps:** Style#:7014 Kay's Caps, Inc., P.O. Box 818, Valley Stream, New York, New York 11582, Phone No. 516-791-8500
- The ADN Director will distribute fingerprint information.
- Faculty advisor will proofread invitations and programs

3rd month

- Order invitations and programs
- Finalize ceremony and reception plans with the faculty advisor
- Order pins: faculty advisor will notify the bookstore of number of pins needed.

4th month

- Completion Ceremony &/or Chaffey College Graduation
- Pick up pins with faculty advisor with names to the bookstore two days before completion ceremony (day after final exam).

D. Sample Budget for Class

BUDGET ITEM	APPOXIMATE NUMBER	APPROXIMATE COST/ITEM	COST-
1. Nursing caps	30-40	\$17.00	\$510- \$680
2. Nursing pins	30-40	\$50.00	\$1500-\$2000
3. Class Photos		\$40.00	\$1200 -\$1600
2-8x10 School Photo	30-40		\$200.00
4. Decorations for Ceremony Reception		\$14each	\$420- \$560
5. Nightingale Lamps	30-40		\$100.00
6. Reception: Food Supply		Guest/Faculty/	\$400.00
7. Invitations	250 people		
	300		
8. Programs	300	Administration/ Board Members	No cost
		Litho	
TOTAL			\$4,330-\$5,400

*****Students are responsible for Photography Company for individual picture orders**

Completion Ceremony Guidelines

1. Dress:

- White Uniforms (dress hemlines at or below the knee) • Uniforms must be approved by class advisor.
- Caps (bought by class during last semester)
- Nursing Pins to be presented at ceremony (bought by class during last semester).
- Adhere to dress **code (hair off collar/professional, Refer to II, N: Uniform Policy).**

2. Ceremony

- **Day, date, and time:**
 - Week of finals ○ Time as scheduled
- **Location:** Chaffey College Theater (seating capacity 259)
- **Facility Request:** (Complete Facility Request Form during NURADN 35)

Faculty advisor signs. Submit to Administrative assistant in Health Sciences office. ○
Mandatory rehearsal: 2 days before pinning; time 3:00 p.m.-6:00 p.m. ○ Meet with
theatre representative (909) 652-6090: Theater. Class representative & advisor
should contact the representative 1 ½ months prior to rehearsal to review the theater
guidelines for the pinning ceremony. ○ Open/Close: 4:00 p.m. to 8:00 p.m.

○ Special Needs: Attach diagram for stage to Facility
Request form.

- ✦ Lighting
- ✦ Music
- ✦ Podium/Microphone
- ✦ Video playback, screen, slide projector-class is responsible for person to provide this service
- ✦ Stands for pins
- **President's Office:** Notify the Board and President of completion dates/times as soon as the date is established. • **Decorations** (keep simple):
 - Stage: May/December ○ Flowers
- **Seating:** Reserve first two rows for faculty, Chaffey College Board of Trustees and Chaffey College Administration.

3. Ceremony Format: The faculty advisor approves:

- Format and printed program
- Music
- Speeches
- Presentations
- **The program is to be completed within 1 hour** ○ Processional: (song) ○ Mistress of Ceremonies: (Opening Greeting and introduces Administration, Board): (ADN Director) ○ Awards

(Assistant Director) ○ Faculty Speaker

(maximum 10 minutes) ○ Student Speaker (faculty advisor edits and approves-5 minutes) ○

Presentation of pins: Reader-Faculty

✦ Pinner: Faculty and Student Tray Holder

✦ Pinner: Faculty and Student Tray Holder ○ Nightingale

Pledge-Faculty ○ Special Presentation (optional)

Video (5 minutes) ○ Music:

4. Reception

- Number of guests (seating capacity 259)
- Place: Chaffey College Theatre Patio-no food in lobby (Include in facilities request)
- Food:
 - Cookies ○ Drinks
 - Coffee/Tea: (creamer/sugar) ○ Mints/Nuts (optional) ○ Water
- Equipment:
 - Coffee/tea pots
 - Plates, cold/hot cups, napkins
 - Decorations (keep simple)
 - Greeters/Assistants on Stage: 1) Third semester Students (4)
 - Set Up Committee: 2) Third semester Students (4)
 - 3) _____
 - 4) _____
 - Clean Up Committee: 1) Third semester Students (4)
 - Other: _____

5. Invitations: (Recheck lists during last semester):

- **Must be approved by faculty advisor prior to printing.**
- **Final editing of program will be completed by the faculty advisor prior to printing.**
- Number of official invitations: 30 ○ Distribute 2 weeks prior to pinning date ○ Board of Trustees:
 - ✦ Gary Ovitt
 - ✦ Kathleen Brugger
 - ✦ Deana Olivares-Lambert
 - ✦ Lee McDougal
 - ✦ Gloria Negrete McLeod
 - ✦ Student Trustee ○ Foundation Board ○ Administration:
 - ✦ Dr. Henry Shannon, Superintendent/President

- ✦ Misty Burruel, Interim Associate Superintendent,
Instruction, and Institutional Effectiveness
 - ✦ Dr. Eric Sorenson Dean, Health Sciences
 - ✦ Dr. Lisa Doget, Director, ADN Program
 - ✦ Terzah DePonte, Assistant Director, ADN
Program
- ✦ Lauren Lopez, Assistant Director, ADN Program
- ✦ Shelli Martinez, Educational Program Assistant
 - ✦ Melissa Ruiz-Bulosan, Administrative
Assistant II

ADN Faculty:

- ✦ Yvonne Calvert
- ✦ Dr. Marlene Cianchetti
- ✦ Terzah DePonte
- ✦ Dr. Lisa Doget
- ✦ Lauren Lopez
- ✦ Nicole Miller
- ✦ Jennifer Renteria
- ✦ Candace Valenzuela

- Class pays for designated number (Total of 1 & 2 below). Individuals pay for any above designated number. ○ No. Invitations/student: ___X no.

Students in class _____ = _____ Total Official

Class invitations: 30

6. Program

- Number to order: _____
- Format and content to be approved by faculty to printing: _____
- Cost: _____
- Responsible person: _____
- Where to get Printed: Chaffey College Litho Department

Student Traditions

These are some traditions we have kept or started during our two years in the Nursing program. It is our hope that your class will continue on with the following:

1. Elect/nominate class officers (president, vice president, treasurer, secretary, and two class historians). Do this about 2 weeks after the start of school to allow time for the class to get to know each other.
 2. Have a class photographer (s) and keep a scrapbook for your class. Make copies available at graduation time.
 3. Bring snacks for hospital staff at the end of each rotation to show your appreciation.
 4. Keep bulletin board in nursing building up to date with pictures of your class and instructors each semester.
 5. The first semester students will be assigned a mentor from the second semester class. They will be available to you for information and help during the program. The third semester class will host the orientation for the first semester students.
 6. In return your class will host/hostesses for your mentor's graduation ceremony.
7. The second semester class will host a lunch-time pizza party to introduce themselves to the first semester class.
 8. Pay semester dues and/or have fundraisers to pay for graduation ceremony and graduation party.
 9. Donate a class gift to the President of the College on behalf of your class at your graduation ceremony (optional).

DO ALL YOU CAN TO MAKE YOUR TWO YEARS ENJOYABLE AND MEMORABLE!

PREPARED BY THE ADN CLASS OF FALL 1997, BE FLEXIBLE P.R.N.

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Appendices

Appendix A-1

CHAFFEY COLLEGE
HEALTH SCIENCES

WEEKLY PERFORMANCE ASSESSMENT

Student's Name:

Class: _____

- This week your clinical performance was **above** minimal standards in the following area(s):
- This week your clinical performance was as expected for your level
- This week your clinical performance was below minimal standards in the following area(s):

- Communication
- Clinical Skills Performance/Sterile Technique
- Documentation
- Nursing Care Plan
- Applying Theory to Clinical Practice
- Relating Assessment Data to Plan of Care
- Prioritizing Care
- Organization of Time and Tasks
- Delegation
- Other: patient labs

Explanation of Performance:

Suggestions for Improvement:

Student's signature represents receipt of report and does not denote agreement. Student may have written rebuttal attached.

_____	_____	_____
Print Student Name	Student Signature	Date
_____	_____	_____

_____	_____	_____
Print Faculty Name	Faculty Signature	Date


Chaffey College
School of Health Sciences
Clinical Performance Report

Student Name: _____ **Course Number:** _____

1. On _____, your performance in the clinical laboratory setting was below course standards because you:

- ___ Failed to meet clinical objectives for this semester.
- ___ Performed in a manner that created a situation of physical/emotional jeopardy.
- ___ Other: _____

DEFINITIONS:

- **Emotional Jeopardy** The result of a student's actions or inaction which, in the judgments of the evaluator, threatens the client's psychological well being.
- **Physical Jeopardy** The result of a student's action or inaction which, in the judgments of the evaluator, threatens the client's bodily well being.
- **Departure from Standard** An extreme departure from the standard of care, which, under similar circumstances would have ordinarily been exercised by a student at that level.
- **Incompetence** The lack of possession of or the failure to exercise that degree of learning, skill, or care ordinarily possessed and exercised by a student at that level.

2. Description of the performance: (Attached)

3. Action taken by instructor:

A. ___ You are being advised that your performance is unsatisfactory and may result in you failing this course. An unsatisfactory clinical standing will be recorded in your student file. The following is recommended/required for improvement:

Student	Date	Instructor	Date
---------	------	------------	------

- B. ___ You failed course with:
- ___ 1) An **unsatisfactory clinical standing** recorded in your student file
 - or
 - ___ 2) A **clinically unsafe** standing making you ineligible for program reinstatement.

Your actions:

- ___ Constitute a second violation
- ___ Exhibit a departure from the standard for your level as a student.
- ___ Other _____

Student	Date	Instructor	Date	Coordinator/Dean	Date
---------	------	------------	------	------------------	------

Note: The student is given the opportunity to seek a resolution through established procedures. See Chaffey College Catalog and Student Handbook for procedures.


Chaffey College
Performance Report

Student Name (Print):

Term/Year:

Student

 ID Number:

1. On_ , your performance in_ was below course standards because you:

 Failed to follow program policies and procedures Failed to meet course objectives Failed to maintain proficiency in objectives from previous semesters Have not completed the required coursework Departed from the standards which would have ordinarily been exercised by a student at the same level in similar circumstances Ethics Professionalism Other _____

2. Description of your performance (attachments as necessary):

3. Action taken by instructor:

A. Your performance is unsatisfactory. Failure to improve may result in you failing this course. You must complete the following to improve (attachment as necessary):

 Student

Date

Instructor

Date

B. You will receive a failing grade for this course because your actions constituted:

 A second violation Physical and/or psychological danger to self or others Failure to complete improvements listed in 3.A.

 Student

Date

Instructor

Date

Coordinator/Dean

Date

Student Response (attachment as necessary):

Note: This student is given the opportunity to seek a resolution through established procedures. See Chaffey College Catalog and Student Handbook for procedures.

HEALTH SCIENCE DIVISION ACADEMIC PROGRESS FORM

NAME OF STUDENT: _____ Date: _____
Print first and last name

COURSE: _____

This notice is to inform you that you not receiving a "C" or better grade in this course at the present time.

Your present grade is:

Instructor Comments/Suggestions for Improvement: _____

Student Comments: _____

I have read this notice and am aware that my grade is _____ at present time.

Student, Print name

Student Signature

Date

Instructor Signature

Date

Instructor, Print Name

(1) Student

(2) File

Copies to Instructor and Director

CHAFFEY COLLEGE ADN PROGRAM SKILLS VALIDATION CHECKLIST 2022-2023

Student's Name: _____

The student has demonstrated competence in the indicated skills by satisfactorily meeting established criteria in the performance of a return demonstration in a classroom/skills laboratory.

Course	Skill	Satisfactory Performance	
		Campus	Clinical
3	Standard Precautions: Medical Asepsis		
	Application and Removal of Personal Protective Equipment		
	Fluid and Electrolyte Balance:		
	★ Insert urinary catheter		
	Medication Administration:		
	★ Parenteral Injections:		
	✦ IM injections		
	✦ "Z" track		
	✦ Subcutaneous		
	✦ Insulin preparation and administration		
	✦ Mixing insulins in one syringe		
	✦ Intradermal		
	★ Locate anatomical landmarks for each site: deltoid, vastus lateralis, ventrogluteal		
	★ Withdraw drug from ampules and vials		
	Nursing Assessment:		
★ Head to toe			

The student in an on-campus laboratory setting satisfactorily demonstrated the above skills and/or the student was able to perform the skills in the clinical area with minimal assistance.

Students are expected to be able to perform required skills in any subsequent course.

NURADN 3 Instructor Signature: _____ Date: _____
PRINT NAME Signature

I agree that the above skills have been demonstrated satisfactorily in an on-campus laboratory and that this form may be released to the clinical facility.

Student Signature: _____ Date: _____
PRINT NAME Signature

Course	Skill	Satisfactory Performance	
		Campus	Clinical
6	Patient Safety		
	★ Application and use of Restraints		
	Standard Precaution and Infection Control		
	★ Handwashing		
	★ Isolation precautions		
	★ Application and Removal of Personal Protective Equipment		
	★ N95 Respirator (student will be fit tested during this on campus)		
	Hygiene and Skin Care		
	★ Oral hygiene		
	★ Bed bath (back rub)		
	★ Perineal care		
	★ Dressing/undressing (dependent extremity)		
	★ Bed-making (occupied; unoccupied)		
	Mobility: Safe Patient Handling		
	★ Patient body alignment using supportive devices		
	★ Safe patient positioning (supine, side lying, fowlers, Sims)		
	★ Reposition patient in bed (use of draw sheet)		
	★ Transfer patient (bed to chair, chair to bed)		
	★ Log roll		
	Mobility: Exercise and Ambulation		
	★ Range of Motion exercises (active and passive)		
	★ Patient ambulation with assistance		
	★ TED Hose and Sequential Compression Devices		
	★ Assist patient to ambulate with assistive device:		
	★ Cane		
	★ Crutches		
	★ Walker		
	Vital Signs		
	Temperature (oral, temporal, auxiliary, rectal)		
	★ Pulse (radial, apical, carotid, femoral, temporal, pedal)		
	★ Respiration		
	★ Blood Pressure		
	★ Pulse Oximetry		
	★ Pain Assessment		
	Nutrition		
	Oral Feeding technique for adult (setting up patient, tray and feeding)		
	★ Aspiration Precautions		
	★ Blood Glucose monitoring		
	★ Assess Intake and Output		
	Elimination: Urinary and Bowel		
	★ Indwelling catheter care and removal of foley		
★ Assisting patient with a bedpan and urinal			

★	Enema and Harris flush		
Oxygen Therapy			
	Incentive Spirometer/Deep breathing exercises		
★	Apply O ₂ via nasal cannula and/or mask		

The student in an on-campus laboratory setting satisfactorily demonstrated the above skills and/or the student was able to perform the skills in the clinical area with minimal assistance. Students are expected to be able to perform required skills in any subsequent course.

NURADN 6 Instructor Signature: _____ Date: ____

PRINT NAME Signature

I agree that the above skills have been demonstrated satisfactorily in an on-campus laboratory and that this form may be released to the clinical facility.

Student Signature: _____ Date: _____

Course	Skill	Satisfactory Performance	
		Campus	Clinical
15	I. V. Therapy:		
	★ Assess I. V. sites		
	Medication Administration:		
	★ Parenteral Injections:		
	✦ IM injections		
	✦ “Z” track		
	✦ Subcutaneous		
	✦ Insulin preparation and administration		
	✦ Mixing insulins in one syringe		
	✦ Intradermal		
	★ Locate anatomical landmarks for each site: deltoid, vastus lateralis, Ventrogluteal		
	★ Withdraw drug from ampules and vials		
	★ Medication administration		
	✦ Oral, buccal, sublingual		
	✦ Topical: Transdermal		
	✦ Inhalers		
	✦ Ophthalmics		
	✦ Otics		
	Nursing Assessment:		
	★ Head-to-Toe		
	Application of sterile gloves		

The student in an on-campus laboratory setting satisfactorily demonstrated the above skills and/or the student was able to perform the skills in the clinical area with minimal assistance.

Students are expected to be able to perform required skills in any subsequent course.

NURADN 15 Instructor Signature: _____

Date: _____

PRINT NAME

Signature

I agree that the above skills have been demonstrated satisfactorily in an on-campus laboratory and that this form may be released to the clinical facility.

Student Signature: _____
PRINT NAME **Signature**

Date: _____

Course	Skill	Satisfactory Performance	
		Campus	Clinical
28	Care of Wound: Dressing/Suture Care:		
	* Assess surgical wounds/incision sites		
	* Dressing change		
	* Apply steri strips		
	* Remove staples/sutures		
	Fluid and Electrolyte Balance:		
	* Insert urinary catheter		
	* Remove/disconnect urinary catheter		
	I. V. Therapy:		
	* Hang I.V. Piggybacks		
	* Hang IV bag		
	* Remove IV lock		
	* Flush Saline/Locks		
	Nutrition/Bowel Elimination Needs:		
	* Insert, verify placement and removal nasogastric tubes		
	* Enteral feeding		
	* Gastric decompression (suction)		
* Administer medication via NG or G tube			

The student in an on-campus laboratory setting satisfactorily demonstrated the above skills and/or the student was able to perform the skills in the clinical area with minimal assistance.

Students are expected to be able to perform required skills in any subsequent course.

NURADN 28 Instructor Signature: _____
PRINT NAME **Signature**

Date: _____

I agree that the above skills have been demonstrated satisfactorily in an on-campus laboratory and that this form may be released to the clinical facility.

Student Signature: _____
PRINT NAME **Signature**

Date: _____

Course	Skill	Satisfactory Performance	
		Campus	Clinical
29	Mother/Baby Care/Labor/Postpartum		
	* Maternal/Fetal assessment		

★	Palpate fundal height		
★	Baby care and assessment;		
✦	Initial physical assessment		

The student in an on-campus laboratory setting satisfactorily demonstrated the above skills and/or the student was able to perform the skills in the clinical area with minimal assistance.

Students are expected to be able to perform required skills in any subsequent course.

NURADN 29 Instructor Signature _____

Date: _____

PRINT NAME

Signature

I agree that the above skills have been demonstrated satisfactorily in an on-campus laboratory and that this form may be released to the clinical facility.

Student Signature: _____

Date: _____

PRINT NAME

Signature

Course	Skill	Satisfactory Performance	
		Campus	Clinical
35	I.V. Therapy:		
	★ Venipuncture		
	Oxygen Needs:		
	★ Endotracheal/Tracheostomy suctioning		

The student in an on-campus laboratory setting satisfactorily demonstrated the above skills and/or the student was able to perform the skills in the clinical area with minimal assistance.

Students are expected to be able to perform required skills in any subsequent course.

NURADN 35 Instructor Signature: _____ Date: _____
PRINT NAME Signature

I agree that the above skills have been demonstrated satisfactorily in an on-campus laboratory and that this form may be released to the clinical facility.

Student Signature: _____ Date: _____
PRINT NAME Signature

Course	Skill	Satisfactory Performance	
		Campus	Clinical
39	Medication Needs:		
	• Pediatric medication calculation and administration		

The student in an on-campus laboratory setting satisfactorily demonstrated the above skills and/or the student was able to perform the skills in the clinical area with minimal assistance.

Students are expected to be able to perform required skills in any subsequent course.

NURADN 39 Instructor Signature: _____ Date: _____
PRINT NAME Signature

I agree that the above skills have been demonstrated satisfactorily in an on-campus laboratory and that this form may be released to the clinical facility.

Student Signature: _____ Date: _____
PRINT NAME Signature

Course	Skill	Satisfactory Performance	
		Campus	Clinical
46	IV Therapy		
	* IV Push Medication		
	* Central line dressing change/Care/Flushing		

The student in an on-campus laboratory setting satisfactorily demonstrated the above skills and/or the student was able to perform the skills in the clinical area with minimal assistance.

Students are expected to be able to perform required skills in any subsequent course.

NURADN 45 Instructor Signature: _____ Date: _____
PRINT NAME **Signature**

I agree that the above skills have been demonstrated satisfactorily in an on-campus laboratory and that this form may be released to the clinical facility.

Student Signature: _____ Date: _____
PRINT NAME **Signature**



Chaffey College

School of Health Sciences Impaired Student Policy

All students in Health Sciences programs are expected to report for clinical, classroom, and laboratory assignments with no alcohol or illegal drugs, or metabolites of illegal drugs in their bodies and emotionally prepared to participate in instruction. A student must not have alcohol, an illegal drug, or metabolites of illegal drugs in his or her body at any time while in clinical, classroom or laboratory experience, whether the student's performance is or is not affected by this use of alcohol or illegal drugs.

I. DEFINITIONS

“School site” includes, but is not limited to, any college property and/or any place where the student is assigned for school courses (including clinical sites) or any place where school business is conducted. “Under the Influence,” for the purpose of this policy, means that the student is affected by alcohol, or any other drug, in any detectable manner. The symptoms of influence are not confined to those consistent with problem behaviors identified. A determination of “influence” may be established by a professional opinion, a scientifically valid test, or by a lay person's opinion. The College will conclusively presume that the student is under the influence of alcohol if the student has a urine content greater than 0. The College will conclusively presume that the student is under the influence of drugs if the student has any positive results on the Drug Screen Ten (10) Panel plus Ethanol test.

II. PRE-ADMISSION DRUG TESTING

A consideration for placement within our clinical facilities is a negative drug/ethanol screening. Health Sciences programs require a negative Drug Screen Ten (10) Panel plus Ethanol screening result. Refer to section II, E.

III. PROBLEM BEHAVIOR, DEMEANOR, OR APPEARANCE

Students who exhibit problem behavior, demeanor, or appearance cause concern for the welfare of clients, staff, other students, and the general public. Problem behavior, demeanor, or appearance may indicate impairment in the student's ability to maintain a safe environment. (See Chaffey College Student Behavior Code, section 6.)

Problem behavior, demeanor or appearance may include, but are not limited to:

Physiologic:

- Slurred or rapid speech
- Red eyes
- Trembling Hands
- Odor of alcohol
- Persistent rhinorrhea
- Unsteady gait
- Altered pupil dilation
- Declining health
- Flushed face

Behavioral:

- Irritability and mood swings

- Isolation or avoidance of group work
- Pattern of absenteeism and tardiness
- Decreased clinical and academic performance
 - Change in dress or appearance
 - Inappropriate responses
 - Elaborate excuses for behavior
- Decreased alertness/falling asleep in class • Dishonesty

LEGAL DRUGS, ILLEGAL DRUGS, AND ALCOHOL

A Legal Drugs. Legal drugs include prescribed drugs and over-the-counter drugs which have been legally obtained and are being used for the purpose for which they were prescribed and manufactured.

No prescription drug shall be brought onto the school site by any person other than the person for whom the drug is prescribed by a licensed medical practitioner. Prescription drugs shall be used only in the manner, combination, and quantity prescribed. The manufacture, dispensation, or sale offer to sell, purchase, use, transfer, or possession of legal drugs, except under the conditions specifically permitted herein, is prohibited.

If a student has any question or concern as to his or her ability to safely or efficiently perform his or her assignment while taking a prescription drug or other medication, the student has an affirmative obligation to report the use of that drug or medication to the Dean of Health Sciences.

B Illegal Drugs. A student may not manufacture, sell, or offer to sell, give, purchase, or use illegal drugs (including having illegal drugs or their metabolites in a student’s body).

Illegal drug means any drug:

1. which is not legally obtainable; or
2. which is legally obtainable but has not been legally obtained.

No student shall possess or bring unlawful drug paraphernalia onto any school site.

C Alcohol. Any student while at a school site is prohibited from being under the influence of alcohol due to concerns for:

1. the safety of the student, co-workers, clients, and/or the general public;
2. the student clinical performance; and
3. the safety or efficiency of school operations.

ENFORCEMENT OF POLICY BASED ON REASONABLE SUSPICION

D Whenever a faculty member or administrator establishes reasonable suspicion that a student is impaired based on his or her observations of a particular student’s

behavior, demeanor or physical appearance, consistent with the conditions listed in section IV of this policy, the faculty member or administrator will remove the student immediately from the instructional area.

- E At that time, the student will be given the opportunity to explain the circumstances involving his or her behavior, demeanor, or appearance.
- F If the exhibited behavior, demeanor or appearance cannot be explained to the satisfaction of the faculty member or administrator, the student will be asked to leave the school site, submit to a urine and breath test, and will be scheduled to meet with the Program Coordinator the next day. Faculty members will immediately contact their Program Coordinator any time a student is asked to leave a school site to submit to a urine and breath test. The Program Coordinator will then notify the Dean of Health Sciences. The instructor shall then document, in writing, the observations or information, which led to the request and submit the report to the Program Coordinator.
- G The same procedure shall apply to any Health Sciences student who has been involved in an accident, injury, or any physical or verbal altercation while in the educational setting and a faculty member or administrator believes the accident, injury or altercation was the result of some type of substance use.

PROTOCOL FOR CONDUCTING SUSPICION-BASED TESTING

An evaluation may be conducted to determine the cause of the problem behavior, demeanor, or appearance.

- H To ensure the expectation of privacy for students and that test results are sufficiently trustworthy and reliable, all suspicion-based testing of students under this policy shall be administered by trained personnel with requisite medical expertise.
- I Students presumed to be under the influence of illegal drugs, or impaired by prescription drugs or alcohol will be obligated to submit to a urine and breath test by a trained medical professional at a designated medical facility immediately following a suspected occurrence. Chaffey College will pay for the urine test. The designated medical facility will be:

Concentra Medical
Center 9405 Fairway
View Place Rancho
Cucamonga, CA 91737
(909) 481-7345

The Dean of Health Sciences or designee (Program Coordinators or Educational Program Assistant) will arrange transportation for the student to the testing center and notify the testing center of the student's impending arrival and request testing. The student is responsible for arranging transportation home from the testing facility.

- J During such testing, the individual:
1. Will be monitored but not directly observed while providing urine samples.

2. Urine samples will be handled and controlled only by testing center personnel who are responsible for conducting the tests and/or testing the samples. Samples which need to be evaluated for suspected drug use or impairment will
3. Be tested utilizing the Drug Screen Ten (10) Panel plus Ethanol test. The Dean of Health Sciences will receive the results of the panel test. D. Individuals who refuse to submit to a urine test will be dismissed from the program.

E. Individuals for whom a urine testing reveals a positive finding in any amount will be considered under the influence per this policy.

DISMISSAL FROM THE PROGRAM

If a student is found to be under the influence of drugs or alcohol, the student will be dismissed from the program pursuant to the applicable student handbook.

PROGRAM REENTRY

If a student who has been dismissed from a Health Sciences program pursuant to the applicable student handbook and this guideline, he or she may petition for readmission after one year has elapsed. Petitions are reviewed by the Dean of Health Sciences who will determine if the student should return to the program. In determining if the student should be readmitted to the program, the Dean of Health Sciences considers the following:

- K The student must submit proof of his or her enrollment in an alcohol and/or drug abuse follow- up treatment, counseling, or rehabilitation program to the Dean of Health Sciences, who will determine in his or her sole discretion if the rehabilitation program is sufficient. Proof of student's attendance at all required sessions must be submitted to, and approved by, the Dean of Health Sciences. Attendance will be closely monitored.
- L The student will be readmitted to the program only if there is space available.
- M Students who are readmitted to the program after dismissal due to drug or alcohol problems or who have been convicted of crimes related to drug or alcohol use may have issues obtaining professional licenses. The determination of whether such students are licensed is solely within the control of the licensing agency and not within the control of the Chaffey Community College District.
- N Upon reentry into the program and for the length of the program, the student agrees to voluntarily submit to testing for alcohol and illegal drugs on a random basis as requested by the Dean of Health Sciences. The student's failure of such testing during this period or the student's refusal to submit to such testing shall be grounds for immediate dismissal from the program.
- O The student must maintain an acceptable attendance and performance record and comply with all other school and program policies upon his or her return to school. For the length of the program, the Dean of Health Sciences, in his or her sole discretion, may require a written doctor's certificate for any time the students is absent.

- P The costs of rehabilitation and treatment will be borne by the student.
- Q Failure of the student to comply with all of the above conditions will result in the student's immediate dismissal from the program.

CHAFFEY COLLEGE HEALTH SCIENCE DIVISION HEALTH EXAMINATION FORM

The following student has been accepted to a Health Sciences Program:

Last Name _____ First Name _____ MI. _____ Birth Date _____ / _____ / _____
MM DD YYYY

Section I. Drug Screening: REQUIRED LABORATORY TEST: Attach copy of results

TEST	FINDINGS	DATE
Drug Screening (10 panel PLUS ethanol)		

Section II. Immunizations/Screenings: Attach copy of results)

	TYPE/RESULTS	DATE
Tdap	Tdap Vaccination (renewed every 10 years)	Date:
TB (2-step) OR Chest x-ray If new positive TB Skin Test or prior positive, then a chest x-ray report is required every 3 years.	1 st Skin Test (PPD Only) - Results: _____ 2 step required before program begins 2 nd Skin Test (PPD Only) – Results: (at least 7 days from 1 st read date; not more than 21 days) Chest X-ray: (every 3 years) – Results: 1.) Copy of radiology report required. 2.) TB Health Questionnaire completed by your Health Care Provider annually. If you submit a chest x ray, you must also submit a TB Health Questionnaire , completed by your health care provider. This questionnaire is renewed by your health care provider and submitted by you annually.	Date: #1 _ #2 Date:

Influenza Vaccine/Waiver	Required: Current flu season is traditionally September through March. Outside of this time, when the flu vaccine is not available, you are required to complete an Influenza Acknowledgement Form.	Date:
Varicella	TITER - Results: _____ Numeric value required	Date: #1 _ #2 _
	If varicella titer is negative or equivocal a series of two vaccinations are required for post-secondary students and health care providers)	
MMR (Rubeola/Measles, Mumps, Rubella)	Rubeola TITER - Results: _____ Numeric value required Mumps TITER – Results: _____ Numeric value required Rubella TITER – Results: _____ Numeric value required If results are negative, or equivocal, Series of two doses of secondary immunization are required for postproviders and health care providers.	Date:
Hepatitis B (Titer required)	_____ TITER - Results: _____ Numeric value required Vaccination if titer is negative or equivocal (Immunization series is required. – (Please review "Explanation of Immunizations" attachment) Energix vaccination requires a series of 3 doses over 6 months. TwiniRx (Hepatitis A/B combination) vaccination requires a series of 3 doses over 6 months. OR HEPSILAV vaccination requires two doses over 4 weeks.	#1 _ #2 _ #3 _
COVID-19 Immunization-vaccination required for all hospital-based clinical programs	COVID vaccination(s) series is: 1 single dose (Johnson and Johnson) OR 2 doses, 3 weeks apart (Pfizer) OR 2 doses, 28 days apart (Moderna) COVID-19 vaccination(s) is/are required, unless medically contraindicated.	#1 _ #2 _



HS Health Examination Form 11-19-21 PDE

Section III. Health Practitioner Attestation

I have completed a medical history and physical examination and attest that the individual does not have any health condition that would create a hazard to him or herself, fellow employees, or patients.

Print Health Practitioner Name: _____

Signature of Health Practitioner: _____ **Date:** _____

Phone Number: _____

Address: _____



Explanation of Required Immunizations and Health Requirements

Drug Screening (10 panel PLUS Ethanol)

All drugs need to be tested **separately**, drugs **cannot** be combined: Amphetamines, Barbiturates, Benzodiazepines, Cocaine Metabolites, Marijuana Metabolites, Methadone, Methaqualone, Opiates, Phencyclidine, Propoxyphene **AND** Ethanol. Must be performed by CastleBranch authorized lab.

Tdap

Individuals who have had a primary series of Tetanus/Diphtheria containing product (TDP, TDAP, DT, Td) are required to receive a booster every 10 years after the one time dose of Tdap (required for all health care providers under the age of 65) (CDC, 2008).

Two Step TB Screening

All students are required to have an initial 2 step TB screening. The 1st TB is administered and then read 2-3 days after. 7-21 days after the 1st read date, the 2nd TB is administered, and once again read 2-3 days after.

For those with a positive skin test or TB infection in the past, a clear chest x ray with interpretation, and a TB Health Questionnaire are required.

Student needs to follow up with a chest x-ray (every 3 years) when there is prior documentation of a positive TB test, and a TB Health Questionnaire is submitted annually.

Influenza Vaccination or Student Declination of Vaccine

Record of Influenza vaccination is required by clinical facilities and renewed yearly. If the flu vaccine is out of season during the application period an Influenza Acknowledgement Form needs to be submitted until the new season vaccine becomes available.

Varicella – numeric value required for results and reference range.

Titer showing proof of immunity is required. If results are negative or equivocal, 2 doses of varicella are required unless medically contraindicated. Vaccines are given one month apart (CDC,2008).

MMR – numeric value required for results and reference ranges.

Titer showing proof of immunity is required. If results are negative or equivocal, 2 doses of MMR are required unless medically contraindicated (CDC, 2008; <http://www.immunize.org/catg.d/p2017.pdf>).

Hepatitis B (2 or 3 step vaccine series) –numeric value for results and reference range. (if negative, 1st shot is required before classes begin) Titer showing proof of immunity is required.

If results are negative:

3 doses of **ENERGIX** vaccine are required, with the second dose given 4 weeks after the first dose. Third dose is given 5 months after the 2nd dose. (CDC, 2008).

OR

3 doses of **TWINRIX** (Hepatitis A/B combination vaccine , with the second dose given 4 weeks after the first dose. Third dose is given 5 months after the 2nd dose.

OR

If **HEPSILAV** vaccine is used in adults, use is restricted to those over the age of 18, and received as 2 doses, 4 weeks apart.

COVID-19 (1 or 2 vaccine series, depending on manufacturer).

COVID-19 vaccinations are a requirement of our clinical facilities.

COVID-19 vaccination(s) may cause false positive/negative results for TB testing. It is recommended that students receive TB testing first, before receiving COVID-19 vaccine. Additional boosters or vaccinations may be required for COVID-19. If COVID-19 vaccinations are performed please wait 4 weeks prior to a TB test as the vaccination can result in a false positive or negative result.

Health Practitioner Attestation

A report, signed by the physician, physician’s assistant, or nurse practitioner, shall be provided to the nursing program. The health provider attestation indicates that the student does not have any health condition(s) that would create a hazard to themselves, employees, or patients (Title 22).

BLS Certification

Current Basic Life Support for Health Care Providers (BLS) certification through American Heart Association is required. Certification is valid in accordance with school policy. On-line classes are **not accepted**.

Background check

Background check is completed through CastleBranch.

Appendix F

CHAFFEY COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

Medical Release

_____ (Student) is under my care and after examination I find that he/she is able to resume their program of studies in the Associate Degree Nursing Program including full clinical duties in an acute hospital setting without limitations.

He/She may continue in the Associate Degree Nursing Program until

_____ (date).

Print Physician's name: Please Print _____

Physician signature: _____

Phone number: _____

Address: _____

Date: _____

Appendix G
CHAFFEY COLLEGE HEALTH SCIENCE REQUEST FORM

PLEASE PRINT

Instructor Name: _____ Date of Request: _____

- | | |
|------------------------------|--|
| Program: | Request for: |
| <input type="checkbox"/> ADN | <input type="checkbox"/> Change of Address |
| <input type="checkbox"/> LVN | <input type="checkbox"/> Jury Duty |
| <input type="checkbox"/> RT | <input type="checkbox"/> Recommendation* (Instructor provides letter) |
| <input type="checkbox"/> DA | |
| <input type="checkbox"/> CNA | <input type="checkbox"/> Verification* (Director provides letter of status. Statement of clinical safety <u>will not be provided.</u>) |

For Letters of Recommendation, please check all that applies:

- Member of student organization (ie: NSAC) Officer of student organization, office held

-
-
- Serves on program committee or class committee.
List committees:

Requested by (Please print):

First Name: _____ Last Name: _____

Student ID #: _____ Phone #: _____

Address: _____

City: _____ State: _____ Zip Code: _____

Student's Signature:

Letter Addressed To (Please print):

Agency: _____

Address: _____

City: _____ State: _____ Zip Code: _____



Date

cc: (1) Student

(2) Student File

Appendix I Health Science Skills Lab Referral/Evaluation Form

STUDENT (Print) _____

COURSE _____

REFERRING INSTRUCTOR (Print) _____

REASON FOR REFERRAL (Print): _____

<p>Area for review _____</p> <p>Demonstration _____</p> <p>_____ Dosage Calculations</p> <p>_____ Nursing Process</p> <p>_____</p>	<p>Test - Taking Skills _____</p> <p>Theory Application _____</p> <p>_____</p> <p>Time Management _____</p>	<p>Study Skills _____</p> <p>Skills _____</p> <p>Other _____</p>
---	---	--

Completion Deadline (Two-Week Limit)

Print Instructor Name

Signature

Date

Practice

Print Visits

Student Name

Signature

Date

For Lab Instructor's Use Only

Date Received

Type of Assistance

of visits

of hours _____ Completion date

Instructor's Evaluation:

Successful Completion
(Date)

Needs Skills success plan

(Date)

Print Lab
Instructor's
Name
Signature
Date

Instructor's Evaluation Comments:

/

Appendix J

Chaffey College ADN Program

Exit Interview / Contract for Readmission

Introduction: Each student who leaves the program prior to completion is responsible for scheduling an exit interview with the semester faculty, then Director. This constitutes an important part of the on-going review of the nursing program and will provide the opportunity for students and faculty to identify steps for the student to take in order to maximize success in the future.

THE CRITERIA FOR READMISSION LISTED BELOW MUST BE COMPLETED PRIOR TO READMISSION

Student Name: _____ Student Number _____
Last, First MI
Address: _____ City: _____ State: _____
Zip: _____ Phone (____) _____ email: _____
Faculty: _____ Semester Level _____ Drop:
 Faculty Initiated Student Initiated: Theory Percentage Grade at Drop: _____ %

Eligible for readmission to program: Yes No

Last earned Clinical Performance Grade: Satisfactory Needs Improvement Fail

Reason for Drop: Academic Clinical Personal Medical Other (**Describe in detail below**)

1. When a student withdraws/drops from Chaffey College ADN Program or fails to earn a grade of "C" or better, although all efforts are made to offer space to returning students, **there is no promise or guarantee as to when there will be available space for readmission.**
2. A *Contract for Readmission* to the Chaffey College ADN Program must be initiated by the faculty and student and submitted to the Program Director within a week of withdraw from program.
3. A student who withdraws/drops from the program will be allowed to be **READMITTED ONE TIME ONLY.**
4. A student who fails theory and/or clinical is required to complete a plan of skills success plan developed by the faculty and student.

Criteria for Readmission: (Check applicable criteria.) Completion of each must be documented and submitted to the Program Director, who will notify the lead instructor or designee.

- Contract for Readmission to the Chaffey College ADN Program initiated
- Plan for Skills success plan initiated
- Skills success plan completion date _____
- Math Test completed

Updated health information: Flu shot, CPR, etc. provided

Other:

Faculty signature: _____ Date: _____

Student signature: _____ Date: _____

Director signature: _____ Date: _____

Contract for Readmission Complete: _____ Date: _____
Director or Designee Signature