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

_________________________________________
Print Name

___________________________________________________________________________
Student Signature __________________ Date

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

_________________________________________
Print Name

___________________________________________________________________________
Student Signature __________________ Date

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

_________________________________________
Print Name

___________________________________________________________________________
Student Signature __________________ Date
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
Health Sciences Building
Office 145
5885 Haven Avenue
Rancho Cucamonga, CA  91737
909-652-6671

The Health Science Office is staffed from 0730-1630 Monday through Friday. 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](http://www.rn.ca.gov) and accredited by the Accreditation Commission for Education in Nursing Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326, 404-975-5000 and FAX 404-975-5020, [www.acenursing.org](http://www.acenursing.org).

**Philosophy of the Associate Degree Nursing Program**

The faculty of this Associate Degree nursing Program reaffirms the College’s mission statement. 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.

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.

Nursing is the establishment of a therapeutic interpersonal process that assists the individual’s basic needs. It is a profession that requires creativity, inquisitiveness, and knowledge in utilizing the nursing process to assess, analyze, plan, implement, and evaluate care that will assist clients to meet their basic needs and attain their potential.

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 nursing courses are based on the major concepts of Maslow’s Hierarchy of Basic Needs, the Nursing Process, Erik Erikson’s theories of development, and therapeutic communication.

The faculty is committed to incorporation 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 believes that learning is facilitated when students are actively involved in the learning process and assume responsibility for their own learning.

The teacher provides an environment conducive to learning, seeks out learning experiences appropriate for the student, and acts as a resource person.

Graduates holding the Associate Degree are prepared as accountable nurse care providers described within the Nursing 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 settings throughout the community.

**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):
- Utilize the nursing process to provide care for the client and his/her family that recognizes threats to normal physiological, psychological, developmental, spiritual, and sociocultural needs.

- Collaborate with care workers in the development of individualized teaching plans.

- Communicate with health care team and client/family to cope with or resolve problems.

- Coordinate, delegate and prioritize the delivery of care aimed at meeting the needs of clients/groups of clients and their families.

- Serve as the client’s advocate.

- Practice within the ethical and legal framework of nursing, demonstrating personal accountability for own actions and professional growth.

**Curriculum Design**

The content of the curriculum is reflected in the program’s objectives and the student learning course objectives. These objectives are based on the standards of nursing practice as defined in the California Nursing Practice Act, the concepts from the humanistic philosophy of Abraham Maslow, and the psychological theory of growth and development by Erick Erikson. The course descriptions and program of learning listed in the college catalogue reflect these content areas. The course objectives further reflect the integration of the basic thread concepts such as nutrition, pharmacology, cultural diversity, and growth and development.

The curriculum is developed using a simple to complex format. Each course builds upon another by discussing simple threats to basic human needs and then adding more complex threats in the final courses. For example, a basic human need for air, as identified by Maslow, has become the modular concept for oxygenation. Modules of increasing complexity have been developed in successive courses from review of oxygen as a basic need to later addressing more complex oxygenation.

The basic needs concepts from the humanistic philosophy of Abraham Maslow, and the psychological theory growth and development by Erik Erikson, are integrated in the nursing process to provide students the opportunity to determine the relationship of their client’s developmental stage to his/her need for nursing care. This reflects the growth of critical thinking skills throughout the program. As the threats to a client’s well-being increase and become more complex, the student is required to use critical thinking and creativity to assist the client.

Leadership, management, technology, client safety and critical thinking skills, evidence-based practice are incorporated into 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 graduate nurse.

**Program Outcomes**

Systematic evaluation of the Associate Degree Nursing program is utilized for the development, maintenance, and revision of the program and program outcomes. Program outcomes that measure the effectiveness and quality of the program are the focus to benefit the student, employer, and community. The following outcomes have been identified.

- Provide educational opportunities and enhance educational access and participation for a diversified student population.
• Provide for a retention rate of 80 percent or above.
• Provide a course of study that promotes a 90 percent overall successful completion rate on the NCLEX examination.
• Enable 90 percent of graduates to obtain employment in nursing within six months of graduation.
• Develop and maintain a collaborative relationship with community agencies.
• Provide an opportunity for nursing students to evaluate the effectiveness of their education, instructors, and the clinical agencies.

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 monthly-held 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, non-degree 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.

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. Remediation 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. Applicants have one (1) year of LVN work experience within the last five (5) years.

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.
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.

* 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.

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 semester.

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

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 annually and must be valid for the entire semester.

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 must be provided as per clinical and NCLEX/BRN licensing requirements.

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):

<table>
<thead>
<tr>
<th>Drug Type</th>
<th>Test Type</th>
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<tbody>
<tr>
<td>Amphetamines</td>
<td>Opiates</td>
</tr>
<tr>
<td>Methadone</td>
<td>Cocaine Metabolites</td>
</tr>
<tr>
<td>Barbiturates</td>
<td>Phencyclidine</td>
</tr>
<tr>
<td></td>
<td>Marijuana Metabolites</td>
</tr>
<tr>
<td></td>
<td>Ethanol</td>
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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.

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. 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.

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 accommodation 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.

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<th>Requirements</th>
<th>Standards</th>
<th>Examples</th>
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<tr>
<td><strong>Acquiring fundamental knowledge</strong></td>
<td>Ability to learn in classroom and educational settings. Ability to find sources of knowledge and acquire the knowledge. Ability to be a lifelong learner Novel and adaptive thinking</td>
<td>Acquire, conceptualize and use evidence-based information from demonstrations and experiences in the basic and applied sciences, including but not limited to information conveyed through online coursework, lecture, group seminar, small group activities and physical demonstrations. Develop health care solutions and responses beyond that which is rote or rule based.</td>
</tr>
<tr>
<td><strong>Developing communication skills</strong></td>
<td>Communication abilities for sensitive and effective interactions with patients (persons, families, and/or communities) Communication abilities for effective interaction with the health care team (patients, their supports, other professional and non-professional team members. Sense making of information gathered from communication. Social Intelligence</td>
<td>Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient’s condition. 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. Effectively communicate in teams. Determine a deeper meaning or significance in what is being expressed. Connect with others to sense and stimulate reactions and desired interaction.</td>
</tr>
<tr>
<td><strong>Interpretation data</strong></td>
<td>Ability to observe patient conditions and responses to health and illness. Ability to assess and monitor health needs Computational thinking Cognitive load management</td>
<td>Obtain and interpret information from assessment maneuvers such as assessing respiratory and cardiac function, blood pressure, oxygenation, neurological status, etc. Obtain and interpret information from</td>
</tr>
<tr>
<td><strong>Integrating knowledge to establish clinical judgement</strong></td>
<td>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 Transdisciplinary Design mindset</td>
<td>Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate plans of care or direct the development, implementation and evaluation of care. Critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication Literacy in and ability to understand concepts across disciplines Represent and develop tasks and work processes for desired outcomes.</td>
</tr>
<tr>
<td><strong>Incorporating appropriate professional attitudes and behaviors into nursing practice.</strong></td>
<td>Concern for others, integrity, ethical conduct, accountability, interest and motivation Acquire Interpersonal skills for professional interactions with a diverse population of individuals, families and communities. Acquire interpersonal skills for professional interactions with members of the health care team including 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</td>
<td>Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances Make proper judgments regarding safe and quality care 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.</td>
</tr>
</tbody>
</table>

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.
Grading Policy

Theory

A 75% theory grade must be achieved in order 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 do not give plusses or minuses.

A written notification will be given 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).

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” indicates the student has met that specific criterion. “N” indicates that the student needs to improve in that specific criterion. “F” indicates the student has failed to meet that 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 maximum grade to be assigned for the theory course is a “D”.

Pass with area(s) needing improvement

If a student receives one “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 remediation contract developed in conjunction with the course instructor. Completion of remediation 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 remediation 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.

A student may receive Weekly Performance Reports (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) and 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 remediation plan by the end of the remediation 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.

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 remediation plan will be provided. Students in remediation 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 remediation the following semester. Failure to successfully complete the objectives of the second remediation 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 for 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 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. 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. A new drug screen, background check and health information are required prior to reinstatement. Additional leave requirements are:

**Medical LOA:** 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.

**Personal LOA:** 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

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.

**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 remediation 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**
   - 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**:
   - Students who withdrew prior to drop date due to less than passing theory grades but were meeting clinical objectives.
   - Students who failed academically in the theory portion of the course but passed the clinical portion of the course.
4. **Unsatisfactory Clinical Standing**:
   - Students who withdrew from the clinical course due to not meeting clinical objectives prior to the drop date.
   - Students who failed to meet clinical objectives of the course but were not considered unsafe.
5. **Previous remediation**: Students who had a completed remediation 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:
   - Total TEAs score (first passing score only)
   - Science TEAs score (first passing score only)
7. **Unsatisfactory Theory and Clinical**:
   - 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).

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**Reinstatement**

Guidelines for reinstatement depend upon the circumstances that existed when the student left the program (See Exit Interview/Contract for Readmission-Appendix L). 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 five 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. Math test required for ADN course of entry must be completed prior to reinstatement.
6. The student must successfully complete a remediation plan prior to being placed on the “Prospective Student” list for the course to be repeated.

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**Attendance**

Arriving on time is the professional responsibility expected of each student. Absence or tardiness makes it impossible for the student to meet the objectives of the nursing program. The student is responsible to notify the instructor or the clinical setting when he or she 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.

**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 one (1) week of lecture or laboratory will be dropped from the course and may be dismissed from the program. The student can petition for reinstatement to the program one time during the entire ADN nursing program. For short term classes (NURADN 6, NURADN 26, NURADN 38, NURADN 48, NURADN 50) a maximum of 10% of lecture or laboratory time can be missed. If a student misses over this amount of hours, the student will be dropped from the course and will need a complete petition for excess absences (See Chaffey Catalog- “Drops or Withdrawal,” See Attendance Policy Form-Appendix H).

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**Corequisites**

Courses in a major must be taken in sequential order. 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.
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.

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 (base 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.

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 health.sciences1@chaffey.com or drop it off to the Health Science Office located on the Rancho Cucamonga campus.
Uniform Policy

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

1. Smoking (including electronic cigarettes) and drinking alcoholic beverages are not permitted while wearing official school uniform.
2. Official Uniform (available at Chaffey College Bookstore, Rancho Campus).
3. Dress hemlines at or below the knee
4. Pantsuits (pants and top)
5. Solid white or nude undergarments are not to be visible
6. 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).
7. Clean and pressed.
8. School patch to be worn 2 inches below left shoulder seam.
9. School ID badges, visible and attached to caduceus symbol badge holder on upper left chest. Caduceus is available at Chaffey College Bookstore, Rancho Campus.
10. Official Lab Jackets (Optional)
   - School patch will be displayed 2 inches below left shoulder seam.
11. Official Caps
   - Required for pinning ceremony and school pictures.
12. Shoes
   - Professional, white, polishable leather shoe or leather-like shoes that are closed toe and 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.
13. 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.
14. Hair
   - Hair must be a naturally occurring color (i.e. not blue hair)
   - Off the collar
   - Neatly combed (gel or mousse) no wisps
   - One hair-barrette. Bobby pins and elastic bands preferred, and all items must blend with hair color
   - No decorative cloth, hair apparel
   - Facial hair is not allowed
15. 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.
16. Nails
   - Natural nails/no acrylics or gels
   - No nail polishes
   - No longer than ¼ inch
17. Makeup
   - With professionalism in mind (not in excess)
18. 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)

19. Jewelry
   • Wedding bands with no raised settings
   • Small stud style pierced earrings, one per lobe
   • Watch with second hand
   • Official NSNA pin (if desired)
   • Necklaces, including religious medals, etc., not to be visible
   • No facial jewelry

20. Tattoos
   • No visible tattoos
   • Tattoos that will be visible, will be covered (i.e. Lab jackets or flesh colored band aide)
   • Consult with your instructor

21. While providing patient care, the following items are necessary
   • Bandage scissors
   • Stethoscopes
   • Small pocket notepad
   • Black ball point pen
   • Penlight with pupil gauge

22. When a uniform is not required (i.e. Psych clinical) the student must dress in a professional manner (i.e. no shorts, jeans, low-cut blouses, bare midriffs, see-through clothing, or clothing with slogans on it, no sweatpants, stirrups, or leggings). **I.D badges are MANDATORY.**

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.

Insurance
Liability (malpractice) insurance is required due to direct patient contact by the student and is supplied by the College through a group policy. Students must be enrolled in nursing classes to keep insurance in effect. Medical insurance is available through sources supplying same to college students. See Student Health Services for more information.

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.
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 956611; 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

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 indicted 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
- Microblogging: Twitter
- Podcasting: Blubrry
- Social Networking: Facebook Google+
- Social news sharing: Digg, Reddit
- Social bookmarking/tagging: Google Reader
- 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 Moodle 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 polices 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
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
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
   - Plagiarism
   - Unauthorized Collaboration
   - Facilitating Academic Dishonesty
   - Interference or Sabotage
   - Fabrication
   - Retaliation

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. Unprofessional 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 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 bedside 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.
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.
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.
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 Report 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 inquire, 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/Ethics Standards/CodeofEthicsforNurses/code-of-ethic-fornurses.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 study 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 is 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 the 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 intuition 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 health-care 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

<table>
<thead>
<tr>
<th>Items with approximate costs per semester</th>
<th>NURADN 6/14</th>
<th>NURADN 26/27</th>
<th>NURADN 34/38</th>
<th>NURADN 45/48/50</th>
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<tr>
<td>Required + accessory clinical companions</td>
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Prices subject to change without notification

STUDENT OPPORTUNITIES

1. **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
2. 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

3. 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.

4. 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.

5. 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 to be reimbursed for any dues already paid.
- 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 6/14:**
- Elect Officers, class representatives, ADN committee members
- Adopt budget
- Meet with faculty advisor for completion ceremony

**NURADN 26/27:**
- Plan welcome reception for incoming NURADN 14 students
- Assign mentors to NURADN 14 students

**NURADN 34/38:**
- Identify students that will assist with the Completion Ceremony and reception

**NURADN 45:**
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 AND 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: take official memo with names to bookstore with check

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

<table>
<thead>
<tr>
<th>BUDGET ITEM</th>
<th>APPOXIMATE NUMBER</th>
<th>APPROXIMATE COST/ITEM</th>
<th>COST-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1234567890000000</td>
</tr>
<tr>
<td>1. Nursing caps</td>
<td>30-40</td>
<td>$14.00</td>
<td>$420.00-$560.00</td>
</tr>
<tr>
<td>2. Nursing pins</td>
<td>30-40</td>
<td>$46.00</td>
<td>$1380.00-$1840.00</td>
</tr>
<tr>
<td>3. Class Photos</td>
<td>30-40</td>
<td>$40.00</td>
<td>$1200.00-$1600.00</td>
</tr>
<tr>
<td>2-8x10 School Photo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Decorations for Ceremony Reception Nightingale Lamps</td>
<td>250</td>
<td>$40.00</td>
<td>$200.00</td>
</tr>
<tr>
<td>5. Reception: Food Supply</td>
<td>250</td>
<td>$12 each</td>
<td>$360.-$480.</td>
</tr>
<tr>
<td>6. Invitations</td>
<td>300</td>
<td></td>
<td>$100.00</td>
</tr>
<tr>
<td>7. Programs</td>
<td>300</td>
<td></td>
<td>$400.00</td>
</tr>
<tr>
<td>Guest/Faculty/ Administration/ Board Members</td>
<td></td>
<td></td>
<td>No cost</td>
</tr>
<tr>
<td>Litho</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td>$4,060.00-$5,180.00</td>
</tr>
</tbody>
</table>
Students are responsible for Photography Company for individual picture orders

E. Completion Ceremony Guidelines

1. Dress:
   - White Uniforms
   - 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 5:00 p.m. or as scheduled
   - Location: Chaffey College Theater (seating capacity 259)
   - Facility Request: (Complete Facility Request Form during NURADN 34)

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:
  o Cookies
  o Drinks
  o Coffee/Tea: (creamer/sugar)
  o Mints/Nuts (optional)
  o Water
- Equipment:
  o Coffee/tea pots
  o Plates, cold/hot cups, napkins
- Decorations (keep simple)
- Greeters/Assistants on Stage: 1) NURADN 34 Students (4)
- Set Up Committee: 2) NURADN 34 Students (4)
  3) ______________________
  4) ______________________
- Clean Up Committee: 1) NURADN 34 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
    - Katie Roberts
    - Lee McDougal
    - Gloria Negrete McLeod
    - Student Trustee
  - Foundation Board
  - Administration:
    - Dr. Henry Shannon, Superintendent/President
    - Laura Hope, Associate Superintendent, Instruction and
Institutional Effectiveness

- Dr. Sherrie Loewen, Dean, Health Sciences
- Rachel Arciniega, Director, ADN Program
- Dr. Lisa Doget, Assistant Director, ADN Program
- Aliza Vaughn, Educational Program Assistant
- ______________, Administrative Assistant II

ADN Faculty:
- Rachel Arciniega
- Sarah Bonomo
- Marlene Cianchetti
- Lisa Doget
- Heather MacDonald
- Jennifer Renteria
- Sara Seol

- 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
F. 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.
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 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 __________

Original: File; Yellow: Student
Student Name: ___________________________  Course Number: ________________

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

   __ Failed to meet clinical objectives required in previous semesters.
   __ 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

<table>
<thead>
<tr>
<th>Student</th>
<th>Date</th>
<th>Instructor</th>
<th>Date</th>
<th>Coordinator/Dean</th>
<th>Date</th>
</tr>
</thead>
</table>

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

      ___________________________ Date  ___________________________ Date
      Student  Instructor

   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.

      ___________________________ Date  ___________________________ Date  ___________________________ Date
      Student  Instructor  Coordinator/Dean

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.
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, Print Name                    Instructor Signature              Date

(1)Student          (2) File          Copies to Instructor and Director
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Skill</th>
<th>Satisfactory Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Standard Precautions: Medical Asepsis</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Application and Removal of Personal Protective Equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Fluid and Electrolyte Balance:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Insert urinary catheter</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Medication Administration:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parenteral Injections:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• IM injections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• “Z”track</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Subcutaneous</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Insulin preparation and administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Mixing insulins in one syringe</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Intradermal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Locate anatomical landmarks for each site: deltid, vastus lateralis, ventrogluteal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Withdraw drug from ampules and vials</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Nursing Assessment:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Head to toe</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Nutrition/Bowel Elimination Needs:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Insert, verify placement and removal nasogastric tubes</td>
<td></td>
</tr>
</tbody>
</table>

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: ________

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: ________
<table>
<thead>
<tr>
<th>Course</th>
<th>Skill</th>
<th>Satisfactory Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td><strong>Patient Safety</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Application and use of Restraints</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Standard Precaution and Infection Control</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Handwashing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Isolation precautions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Application and Removal of Personal Protective Equipment</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Hygiene and Skin Care</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oral hygiene</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bed bath (back rub)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Perineal care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dressing/undressing (dependent extremity)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bed-making (occupied; unoccupied)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mobility: Safe Patient Handling</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Patient body alignment using supportive devices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Safe patient positioning (supine, side lying, fowlers, Sims)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reposition patient in bed (use of draw sheet)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Transfer patient (bed to chair, chair to bed)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Log roll</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Mobility: Exercise and Ambulation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Range of Motion exercises (active and passive)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Controlled Fall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Patient ambulation with assistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• TED Hose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sequential Compression Device</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assist patient to ambulate with assistive device:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cane</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Crutches</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Walker</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Vital Signs</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Temperature (oral, temporal, auxiliary, rectal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pulse (radial, apical, carotid, femoral, temporal, pedal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Respiration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Blood Pressure</td>
<td></td>
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<tr>
<td></td>
<td>• Pulse Oximetry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Pain Assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Nutrition</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oral Feeding technique for adult (setting up patient, tray and feeding)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Aspiration Precautions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Blood Glucose monitoring</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assess Intake and Output</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elimination: Urinary and Bowel</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assisting patient with a urinal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Indwelling catheter care</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Assisting patient with a bedpan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Enema and Harris flush</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Application of condom catheter</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Oxygen Therapy</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Incentive Spirometer/Deep breathing exercises</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Apply O2/via nasal cannula and/or mask</td>
<td></td>
</tr>
</tbody>
</table>

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: ____________
<table>
<thead>
<tr>
<th>Course</th>
<th>Skill</th>
<th>Satisfactory Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 I. V. Therapy:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Assess I. V. sites</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

**Nutrition/Bowel Elimination Needs:**

- Insert, verify placement and removal nasogastric tubes
- Enteral feeding
- Gastric decompression (suction)
- Administer medication via NG or G tube

**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 14 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
<table>
<thead>
<tr>
<th>Course</th>
<th>Skill</th>
<th>Satisfactory Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Care of Wound: Dressing/Suture Care:</td>
<td>Campus  Clinical</td>
</tr>
<tr>
<td></td>
<td>• Assess surgical wounds/incision sites</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Dressing change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Apply steri strips</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Remove staples/sutures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fluid and Electrolyte Balance:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Insert urinary catheter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Remove/disconnect urinary catheter</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I. V. Therapy:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Hang primary IV bag/prime tubing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Discontinue I.V. Therapy</td>
<td></td>
</tr>
</tbody>
</table>

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 27 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Skill</th>
<th>Satisfactory Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>Mother/Baby Care/Labor/Postpartum</td>
<td>Campus  Clinical</td>
</tr>
<tr>
<td></td>
<td>• Maternal/Fetal assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Palpate fundal height</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Baby care and assessment;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Initial physical assessment</td>
<td></td>
</tr>
</tbody>
</table>

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 26 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
--- | --- | ---
34 | I.V. Therapy: | 
- Venipuncture
- Hang I.V. Piggybacks
- Flush Saline/Locks
| 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 34 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
--- | --- | ---
38 | 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 38 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
<table>
<thead>
<tr>
<th>Course</th>
<th>Skill</th>
<th>Satisfactory Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>45</td>
<td>IV Therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● IV Push Medication</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Central line dressing change/Care/Flushing</td>
<td></td>
</tr>
</tbody>
</table>

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 2019-2020

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
  - Trembling Hands
  - Persistent rhinorrhea
  - Altered pupil dilation
  - Flushed face

  - Red eyes
  - Odor of alcohol
  - Unsteady gait
  - Declining health
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

IV. 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.

V. ENFORCEMENT OF POLICY BASED ON REASONABLE SUSPICION

A. 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.

B. At that time, the student will be given the opportunity to explain the circumstances involving his or her behavior, demeanor or appearance.

C. 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.

D. 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.

VI. PROTOCOL FOR CONDUCTING SUSPICION-BASED TESTING

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

A. 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.

B. 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.

C. 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
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.

VII. 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.

VIII. 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:

A. 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.

B. The student will be readmitted to the program only if there is space available.

C. 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.

D. 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.

E. 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 student is absent.

F. The costs of rehabilitation and treatment will be borne by the student.

G. Failure of the student to comply with all of the above conditions will result in the student’s immediate dismissal from the program.
### Section I. Drug Screening:

<table>
<thead>
<tr>
<th>TEST</th>
<th>FINDINGS</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drug Screening (10 panel PLUS ethanol)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section II. Immunizations/Screenings:

<table>
<thead>
<tr>
<th>TYPE/RESULTS</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tdap Vaccination (renewed every 10 years)</td>
<td></td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Skin Test (PPD Only) - Results: __________________________</td>
<td></td>
</tr>
<tr>
<td>2 step required before program begins</td>
<td></td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Skin Test (PPD Only) – Results: __________________________</td>
<td></td>
</tr>
<tr>
<td>(at least 7 days from 1&lt;sup&gt;st&lt;/sup&gt; read; not more than 21 days)</td>
<td></td>
</tr>
<tr>
<td>Chest X-ray: (every 3 years) – Results: Copy of radiology report required.</td>
<td></td>
</tr>
<tr>
<td>Required: Current flu season is traditionally September through April.</td>
<td></td>
</tr>
<tr>
<td>Outside of this time, when the flu vaccine is not available, you are</td>
<td></td>
</tr>
<tr>
<td>required to complete a Flu Waiver.</td>
<td></td>
</tr>
<tr>
<td>TITER - Results: ________________ Numeric value required</td>
<td></td>
</tr>
<tr>
<td>Varicella Vaccination if varicella titer is negative (Series of Two)</td>
<td></td>
</tr>
<tr>
<td>Rubeola TITER - Results: ________________ Numeric value required</td>
<td></td>
</tr>
<tr>
<td>Mumps TITER – Results: ________________ Numeric value required</td>
<td></td>
</tr>
<tr>
<td>Rubella TITER – Results: ________________ Numeric value required</td>
<td></td>
</tr>
<tr>
<td>Required: If received vaccination: 2 doses 1 month apart unless documentation of vaccination series in childhood prior to 1980 provided; then 1 adult dose recommended</td>
<td></td>
</tr>
<tr>
<td>Received MMR Vaccine (If vaccinated before 1980, must be re-vaccinated or have titer done for Rubella)</td>
<td></td>
</tr>
<tr>
<td>Childhood Vaccine? Date:</td>
<td></td>
</tr>
<tr>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>TITER - Results:</td>
<td></td>
</tr>
<tr>
<td>Vaccination if titer is negative (Series of Three - Please review</td>
<td></td>
</tr>
<tr>
<td>&quot;Explanation of Immunizations“ attachment)</td>
<td></td>
</tr>
</tbody>
</table>
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.

**Tdap**
Individuals who have had a primary series of Tetanus/Diphtheria containing product (TDP, TDAP, DT, Td) should receive a booster every 10 years after the one time dose of Tdap (recommended 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.

Student needs to follow up with a chest x-ray (every 3 years) when there is prior documentation of a positive TB.

**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 a waiver needs to be submitted until the new season vaccine becomes available.

**Varicella – numeric value required**
Titer showing proof of immunity is required. If results are negative, 2 doses of varicella are recommended unless medically contraindicated. Vaccines are given one month apart (CDC, 2008).

**MMR – numeric value required**
Titer showing proof of immunity is required. If results are negative, 2 doses of MMR are recommended unless medically contraindicated (CDC, 2008; [http://www.immunize.org/catg.d/p2017.pdf](http://www.immunize.org/catg.d/p2017.pdf)).

**Hepatitis B (3 step series, positive serology) – (if negative, 1st shot is required before classes begin)**
Titer showing proof of immunity is required. If results are negative, 3 doses are recommended with the second dose given 4 weeks after the first dose. Third dose is given 5 months after the 2nd dose. (CDC, 2008).

**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 (BLS) certification through American Heart Association is required. Certification is valid for 1 year in accordance with school policy, even though card advises it is valid for 2 years. On-line classes are not accepted.

**Background check**
Background check is completed through American DataBank.
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:
Y ADN Y Change of Address
Y LVN Y Jury Duty
Y RT Y Recommendation* (Instructor provides letter)
Y DA Y Verification* (Director provides letter of status. Statement of clinical safety will not be provided.)
Y CNA

For Letters of Recommendation, please check all that applies:
Y Member of student organization (i.e: NSAC)
Y Officer of student organization, office held
Y 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: __________
Appendix H

CHAFFEY COLLEGE HEALTH SCIENCE
ATTENDANCE POLICY

Student Name (Print): ___________________________ Nursing Course: Semester/Year: ______

Excessive absences or tardiness make it impossible for the student to successfully complete the objectives of the course/program.

Any student who is absent in excess of one (1) week of lecture and/or clinical laboratory will be dropped from the course and may be dismissed from the program (see ADN Student Handbook).

For short term classes (NURADN 6, 26, 38, 48), any student who is absent in excess of 10% of lecture or clinical laboratory time may be dismissed from the program (see ADN Student Handbook.)

A student may petition once during the program for excessive absences. You were absent/missed time on the following dates:

This semester you have accumulated absences and/or missed time of ______ hours in lecture. Should your absences exceed _______ hours, you will fail in the course.

This semester you have accumulated absences and/or missed time in excess of hours in clinical laboratory. Should our absences exceed _______ hours, you will fail in the course.

You have failed for excessive absences.

Date ___________________________ /
Print Instructor Name ___________________________ Signature ___________________________

I understand that if my absences/missed time exceed _______ hours of lecture or _______ hours of clinical laboratory, I will fail the course. (See Chaffey College Catalog – “Drops or Withdrawal” Reinstatement will be according to policy in the Student Handbook.)

Date ___________________________ /
Print Student Name ___________________________ Signature ___________________________

cc: (1) Student (2) Student File
Table of Contents

Health Science Skills Lab
Referral/Evaluation Form

STUDENT (Print)__________________________________________________________

COURSE_______________________________________________________________

REFERRING INSTRUCTOR (Print) __________________________________________

REASON FOR REFERRAL (Print): __________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Area for review

<table>
<thead>
<tr>
<th>Dosage Calculations</th>
<th>Test-Taking Skills</th>
<th>Study Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Process</td>
<td>Theory Application</td>
<td>Skills Demonstration</td>
</tr>
<tr>
<td></td>
<td>Time Management</td>
<td>Other</td>
</tr>
</tbody>
</table>

Completion Deadline (Two-Week Limit)

Practice Visits

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

/  
Print Instructor Name
Signature  
Date

/  
Print 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

(_______) Successful Completion

(_______) Needs Remediation

(_______)
### Instructor’s Evaluation Comments:

<table>
<thead>
<tr>
<th>Print Lab Instructor’s Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

White: Student File  
Yellow: Student  
Pink: Faculty
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 __________

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 remediation 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 Remediation initiated

 ☐ Remediation 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

ADN STUDENT HANDBOOK 2019-2020
UPDATED 10/21/19
Appendix K

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: ________________________________