

# STUDENT HANDBOOK

**PALO VERDE RN PROGRAM**



**PALO VERDE COLLEGE**  
RN Program

[HTTPS://WWW.PALOVERDE.EDU/ACADEMICS/NURSING/RN.ASPX](https://www.paloverde.edu/academics/nursing/rn.aspx)

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# Welcome to Palo Verde Registered Nursing Program

*You have made an especially important decision for your life:*

*a career in Nursing.*

*You have chosen a profession that boasts a proud heritage and offers an*

*exciting future.*

*The administration and faculty are here to provide the guidance and tools needed to achieve your academic goals and achieve success passing the NCLEX*

*Registered Nurse licensure exam.*



# **Section I Introduction**

## **General Information Student Handbook**

The student handbook is used as a guide for all policies and procedures to which students are held accountable. All students are expected to adhere to the policies and procedures in the student handbook. Program policies are designed to facilitate fair and equitable treatment for all students enrolled in the PVC RN program. Further information may be found in the individual course syllabus. Students are expected to review the handbook at the beginning of each semester. Students are responsible for reviewing and abiding by the updated handbook and will be held accountable to the most current edition. The PVC Associate Degree Nursing program adhere to all California State Board policies regarding patient care, safety, and conduct.

## **Approval Status**

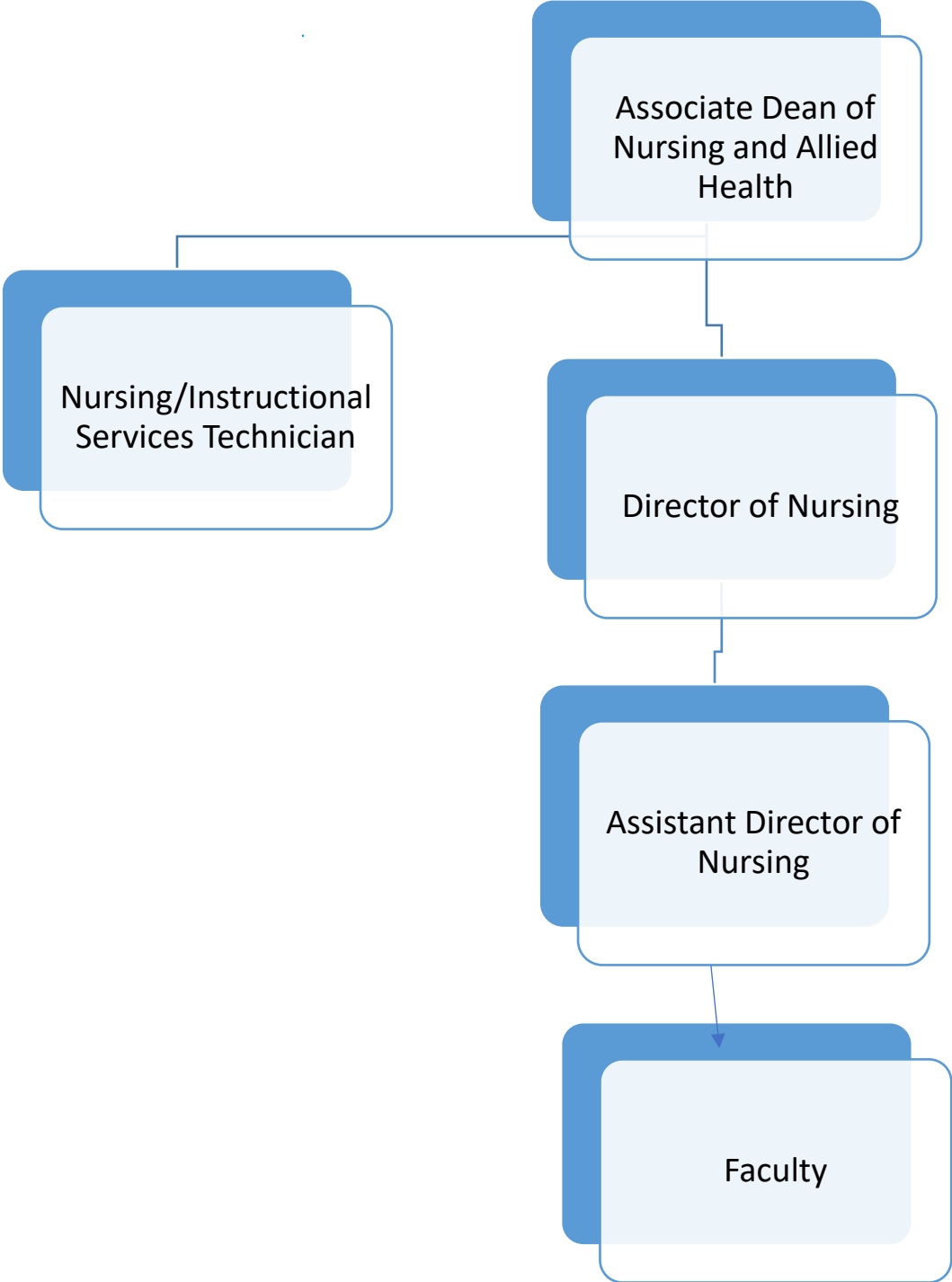
The Palo Verde Nursing Program is approved by the California Board of Registered Nursing (BRN), [www.rn.ca.gov](http://www.rn.ca.gov), 400 R Street, Suite 4030, Sacramento, CA 95814-6200, (916) 322-3350

## **Palo Verde College History**

Palo Verde College is a California Community College founded September 15, 1947, on the site of the former Morton Air Academy, Blythe, CA. In 1998, the College District expanded to the eastern end of San Bernardino County (Blythe) and the City of Needles. The students attending Palo Verde College main campus (Blythe) and Needles are mainly from the community of Blythe and the two state prisons near the main campus, as well as Needles, Bullhead, NV, and the Mohave Valley, AZ. The 2022-2023 total student population for both the Blythe and Needles campus is about 7,500.

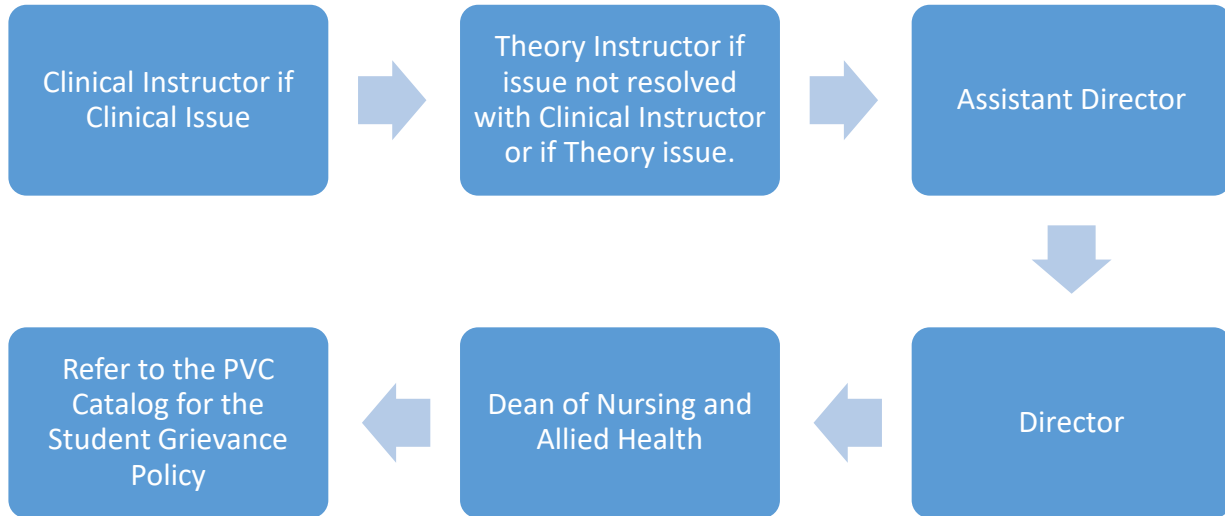
Palo Verde College is institutionally accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC). January 26<sup>th</sup>, 2023

# Registered Nursing Program Organizational Chart



## Chain of Command/Conflict Resolution Process

The Nursing Success Counselor may be available to facilitate communication. Students must give the opportunity for each person to resolve the issue or conflict prior to moving to the next level in the chain of command. If the problem persists, the student is advised to refer to the PVC Catalog for the grievance process.



# Section II Nursing Program Philosophy and Framework

## Florence Nightingale Pledge



I solemnly pledge myself before God  
and in the presence of this assembly.

To pass my life in purity and to practice  
my profession faithfully.

I will abstain from whatever is  
deleterious and mischievous,  
and will not take or knowingly  
administer any harmful drug.

I will do all in my power to maintain  
and elevate the standard of my  
profession and will hold in confidence  
all personal matters committed to my keeping and  
all family affairs coming to my knowledge  
in the practice of my profession.

With loyalty will I endeavor to aid the  
physician in his work and devote myself  
to the welfare  
of those committed to my care.

## **Mission Statement**

### **Palo Verde College (PVC) Registered Nursing Program**

Through theoretical and clinical instruction,  
we will assist students to become skilled,  
competent health care providers,  
capable of delivering  
quality healthcare to their community.

Through theoretical and clinical  
instruction, students will have a solid base on  
which they can participate  
in life-long learning, skills development  
and augmentation.

## **Palo Verde Nursing Program Model Description**

The Palo Verde College ASSOCIATE DEGREE NURSING Curriculum model is a graphic representation of the program mission, which is to prepare competent entry-level nurses to provide quality patient-centered care. The model's constructs of the Nursing process, professional role, safe environment, and communication skills are interrelated and represent the End of Program Student Learning Outcomes. Each construct integrates the knowledge, skills, attitudes, and behaviors required to practice as an entry-level REGISTERED nurse. The philosophical underpinnings of Watson's theory of Human Caring guide the teaching and learning process supporting the program's mission.

### **Program Philosophy**

We, the faculty, believe humans are integrated biological, psychological, social, spiritual beings who are adaptive as they interact with the environment. We believe individuals have intrinsic value and there is worth inherent in human life. As individuals and members of society, they have unique human needs and the right to develop to their maximum potential. Individuals have freedom of choice and are accountable for those choices. The development of each individual student is due to his/her unique bio-psycho-social interactions with the internal and external environment. Our belief revolves around basic needs, life span development, vulnerability, and the strength in coping with these multi-dimensional factors.

We believe education is a dynamic, life-long process facilitating individual growth and positive behavioral changes through selective learning processes. Learning is dependent on the active participation of the learner and involves the development of cognitive, affective, and psychomotor abilities. The instructor is the designer and facilitator of learning experiences and the evaluator of the student's performance. Educational growth requires an environment that promotes creativity, responsibility, respect, and genuineness which enhances the learning process and the development of the total person.

We believe health is a state of soundness and wholeness of physical, psychosocial, and spiritual functioning. The concept of health varies as growth and developmental changes occur over time. Health has different meanings for individuals and groups in diverse cultures and situations. The maintenance of health is dependent upon how people's needs are met, the stages of growth and development, adaptation to external and internal stressors, communication, and teaching.

We believe Registered Nursing is a profession that assists individuals in maintaining optimum health throughout the life span. The practice of the Registered Nurse requires a comprehensive knowledge base and skillful use of the Nursing process in providing holistic care. Registered Nurses collaborate with members of various disciplines in utilizing resources and providing health care services to the consumer. The Registered Nurse has a multifaceted role and practices within a variety of health care settings in the community. The setting in which the nurse-patient relationship occurs varies according to the patient's needs. The Registered Nurse participates in the delivery of healthcare in hospitals, clinics, care provider's offices, private duty agencies, home care, skilled nursing centers, correctional institutions, industry, and occupational health centers, among many other areas. The Registered Nurse promotes health and wellness in acute and chronic care facilities, communities, and homes by utilizing community health resources. The Registered Nurse must understand and

practice within the legal and ethical standards of Nursing and their scope of practice while demonstrating personal growth by seeking to maintain standards of excellence. The Registered Nurse maintains standards of excellence through research, continuing education, individual accountability, and commitment to quality.

We believe faculty are responsive to changes in Nursing, health care, and society by providing variable learning experiences to assist the associate degree nursing student in achieving the program objectives. We believe every member of society has the right to healthcare and that the program's responsibility to the community is to provide prudent practitioners to provide safe and competent healthcare services.

We believe the health care delivery system is changing quickly in response to societal demands, rapidly changing technology, and increasing longevity. These changes are bringing about a collaborative level of interactions between healthcare workers and the consumer. The Nursing profession stands as an advocate for society's health needs and is involved with the changing needs of individuals, groups, families, and communities.

Therefore, it is the responsibility of the faculty to assess, develop, plan, implement, evaluate, and revise the program to prepare the student to meet the health needs of all humans and in all environments within a changing society.

## Conceptual Framework

The faculty of PVC Associate Degree Nursing Program have chosen an eclectic, conceptual framework. This diverse conceptual framework is built upon four major curricular concepts: human needs, education, health, and the Nursing process.

**Human needs** are at the center of our conceptual framework. Throughout the life span, humans enter the health care system. Most humans are born into the health care system. At times, during the process of growth and development, the person is unable to meet their needs because of pathophysiological, psychosocial, cultural, or spiritual causes. The human individual is unique, complex, a holistic being with biological, psychological, social, cultural, and spiritual dimensions. Individuals possess diverse values and beliefs, dignity, unconditional worth, and the inherent right to assume responsibility for the development of their own potential.

**Education** is a dynamic, life-long process facilitating **individual** growth and positive behavioral changes through selective learning processes. Learning is dependent upon the active participation of the learner and involves the development of cognitive, affective, and psychomotor abilities. The instructor is the designer and facilitator of learning experiences and the evaluator of the student's performance. Educational growth requires an environment that promotes creativity, responsibility, respect, and genuineness which enhances the learning process and the development of the total **individual**. We believe the faculty is responsive to changes in **Nursing**, health care, and society by providing a variable curriculum to assist the associate degree nursing student in achieving the program objectives. We believe every member of society has the right to healthcare, and the program's responsibility to the community is to provide prudent practitioners that give safe and

competent healthcare services. Therefore, it is the responsibility of the faculty to assess, develop, plan, implement, evaluate, and revise the program to prepare the student to meet the health needs of all humans and in all environments within a changing society.

**Health** is a state of soundness and wholeness centered on the patient's physical, psychosocial, and spiritual functioning. The concept of **health** varies as growth and developmental changes occur over time and is viewed as a changing state on the wellness-illness continuum. **Health** has different meanings for **individuals** and groups in diverse cultures and situations. The maintenance of **health** is dependent upon how **human needs** are met, the stages of growth and development, adaptation to external and internal stressors, communication, and teaching. As **individuals** progress through life, optimum levels of wellness can be achieved. Illness occurs when alterations occur in an individual's optimum state of wellness. The Registered **Nurse** is one of the primary resources as **humans** travel on the wellness-illness continuum. The Registered **Nurse** will assist the person in maintaining optimum health throughout their life span.

**The Nursing Process** is a framework that can be utilized in all Nursing practice. Nursing is a dynamic profession that is scientifically based and executed using the **Nursing process**. Nursing is directed towards promoting, maintaining, or restoring optimum wellness in those for whom the Nurse cares. It is important for the Registered Nurse to conceptualize all phases of the Nursing process which includes **assessment, analysis, planning, implementation, and evaluation**. At PVC the Nursing process is utilized throughout the curriculum.

- Assessment is utilized to collect data that reflects the health status of the client in relation to all dimensions of the person, including physical, psychological, intellectual, social, and spiritual needs.
- Analysis is the step of the Nursing process in which the Registered Nurse will use diagnostic reasoning, theoretical knowledge, and clinical judgment to examine, prioritize, organize, and synthesize the data collected during assessment.
- Planning is the next step to guide the nurse's actions. Planning will identify behavioral outcomes and the terms to achieve the outcomes. The outcome statements and the plan of care is recorded on the Nursing care plan.
- Implementation involves both a measurable Nursing action and the client's response to the action. The Nursing care plan will be utilized in the implementation phase.
- Evaluation begins in the assessment phase of the Nursing process and is a continual process Registered Nurses use while assessing the client's responses to implemented interventions. The Registered Nurse compares the client's functional health status and coping patterns with developmental norms and healthy patterns of adjustment.

To effectively care for any person, the Registered Nurse must be able to identify fulfilled and unmet **human needs**. This practice requires a comprehensive knowledge base and skillful use of the **Nursing process**. The Registered Nurse knows that throughout the person's life span, these unmet needs are influenced by the individual's interactions with significant others, societal groups, and the environment.



The Registered Nurse also utilizes the **Nursing process** when performing physical assessments, collecting data, interviewing patients, planning, implementing the Nursing and interdisciplinary plan of care, analyzing the patient's response to interventions, and evaluating the patient outcomes.

The Registered Nurse **assesses, analyzes, plans, implements, and evaluates** the direct care given to people who are unable to maintain their wellness independently due to the lack of necessary strength, will and/or knowledge. Through effective communication, patient teaching, and the use of the **Nursing process**, Registered Nurses assist individuals to make informed choices contributing to wellness restoration, maintenance, or to a peaceful death. While utilizing effective communication, patient teaching, and the **Nursing process**, it is important to involve the patient's family members, significant others and support systems. It is also important to formulate a plan of care to meet the individual needs as they relate to the stages of growth and development. The Nursing process is the core and essence of Nursing and is central to all Nursing actions.

Registered Nurses function within the definition and framework of the role specified by the State Board of Registered Nursing and the Nurse Practice Act as responsible members of the health care team. The State Board Scope of Practice of Registered Nursing differs from state to state in the USA and some US Territories.

## Theoretical Framework

The faculty of PVC Associate Degree Nursing Program have chosen Jean Watson's Theory of Human Caring as the theoretical framework. This theory is based upon a humanitarian approach to Nursing where everything in the universe is metaphysically connected (Kornusky, Karakashian, & Pravikoff, 2018). Watson's theory focuses transpersonal caring between the nurse and the patient. This theory assists student nurses and nurses to go beyond being task oriented and become the nurse that exuberates a mutual, reciprocal, spiritual force that not only encompasses the patient and the nurse but the environment in which the patient is in to facilitate true healing through Watson's 10 essentials to caring:

- Embracing a humanistic-altruistic system of values
- Incorporating faith and hope into the system
- Developing sensitivity to self and others by nurturing unique beliefs and practices
- Forming helping, trusting, and caring relationships
- Supporting the expression of positive and negative feelings
- Using creative, scientific problem-solving methods to make decisions regarding caring
- Using transpersonal teaching-learning strategies, which account for the unique needs and learning characteristics of patients
- Creating a mental, physical, and spiritual environment that is supportive, corrective, and protective of human dignity
- Giving attention to and assistance with basic physical, emotional, and spiritual human needs
- Allowing for existential-phenomenological-spiritual forces (i.e., allowing "miracles" to enter) (Kornusky, Karakashian, & Pravikoff, 2018)

Jean Watson's theory of human caring complements Maslow's hierarchy of needs and helps us to learn to care deeply, which helps nurses create meaningful nurse-patient interactions. Maslow's hierarchy of needs is an important concept that nurses must master to assist the patient in meeting their needs to help the patient progress to optimal health. Self-actualization needs are addressed, and the patient is assisted in a manner that will help them progress through all stages. Faculty have used Jean Watson's theory to create the curriculum for the associate degree nursing program to enhance and help build the transpersonal and caring skills of the student (Clark C. S., 2016).

## Quality and Safety Education for Nurses (QSEN)

PVC associate degree nursing program incorporates competencies defined by the QSEN Institute. Using the Institute of Medicine (2003) competencies for nursing, QSEN faculty have defined pre-licensure and graduate quality and safety competencies for nursing and proposed targets for the knowledge, skills, and attitudes to be developed in nursing pre-licensure programs for each competency.

- **Patient-Centered Care** Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based upon respect for patient's preferences, values, and needs (QSEN Institute, n.d.).
- **Teamwork & Collaboration** Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care (QSEN Institute, n.d.).
- **Evidence-Based Practice** Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care (QSEN Institute, n.d.).
- **Quality Improvement** Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN Institute, n.d.).
- **Safety** Minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN Institute, n.d.).
- **Informatics** Use information and technology to communicate, manage knowledge, mitigate error, and support decision making (QSEN Institute, n.d.).

## End of Program Outcomes (EPOs)

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

- serve as an advocate for continuity of care through teamwork and promote quality and access to healthcare for the patient and family.
- demonstrate professional and social responsibility as an associate degree nurse by assuming responsibility and accountability for quality of nursing care, maintaining continued competence, adhering to ethical and legal standards and promoting a positive image of professional nursing.
- utilize critical thinking skills to provide patient-centered nursing care using evidence-based outcomes and the nursing process to accommodate society/cultural differences and communicate the same to other members of the healthcare team.
- demonstrate professional and social responsibility as an associate degree nurse by assuming responsibility and accountability for quality of nursing care, maintaining continued competence, adhering to ethical and legal standards and promoting a positive image of professional nursing.
- utilize critical thinking skills to provide patient-centered nursing care using evidence-based outcomes and the nursing process to accommodate society/cultural differences and communicate the same to other members of the healthcare team.
- demonstrate professional and social responsibility as an associate degree nurse by assuming responsibility and accountability for quality of nursing care, maintaining continued competence, adhering to ethical and legal standards and promoting a positive image of professional nursing.
- utilize critical thinking skills to provide patient-centered nursing care using evidence-based outcomes and the nursing process to accommodate society/cultural differences and communicate the same to other members of the healthcare team.
- demonstrate professional and social responsibility as an associate degree nurse by assuming responsibility and accountability for quality of nursing care, maintaining continued competence, adhering to ethical and legal standards and promoting a positive image of professional nursing.
- utilize critical thinking skills to provide patient-centered nursing care using evidence-based outcomes and the nursing process to accommodate society/cultural differences and communicate the same to other members of the healthcare team.

## End of Program Student Learning Outcomes (EPSLOs)/Graduate Competencies

Watsons Theory of Caring (Kornusky, Karakashian, & Pravikoff, 2018) provide the EPSLOs and form the basis for the student learning outcomes (SLOs) that show increasing complexity throughout the program.

These concepts are detailed as follows:

- Embracing a humanistic-altruistic system of values.
- Incorporating faith and hope into the system.
- Developing sensitivity to self and others by nurturing unique beliefs and practices.
- Forming helping, trusting, and caring relationships.
- Supporting the expression of positive and negative feelings.
- Using creative, scientific problem-solving methods to make decisions regarding caring.
- Using transpersonal teaching-learning strategies, which account for the unique needs and learning characteristics of patients.
- Creating a mental, physical, and spiritual environment that is supportive, corrective, protective of human dignity.
- Giving attention to and assistance with basic physical, emotional, and spiritual human needs.
- Allowing for existential-phenomenological-spiritual forces (i.e., allowing “miracles” to enter).

### EPSLOs Alignment with SLOs by Course

Upon completion of the course, the student will:

<b>I. EPSLO: Embracing a humanistic-altruistic system of values</b>
<b>NUR 251 SLO</b>
A. Develop a patient centered care plan and evidence-based teaching plan using the nursing process that will enable the older adult to meet health needs and promote health.
B. Apply the six core QSEN competencies to patient care processes.
<b>NUR 252 SLO</b>
A. Demonstrate a complete and thorough physical assessment and health history on each assigned patient utilizing appropriate and safe techniques.
B. Differentiate between normal and abnormal findings during physical assessment and health history and plan individualized care accordingly for assigned patients.
<b>NUR 255 SLO</b>
A. Have an in-depth understanding of the principles of medical-surgical nursing including safe, culturally competent, and professional care of the preoperative, intraoperative, and post-operative patient.
<b>NUR 256 SLO</b>
A. Differentiate normal/abnormal diagnostic tests, physiological assessments, psychological tests and health histories to specific nursing and medical diagnoses for adult and older adult patients in diverse settings by using a variety of skills.

<b>NUR 258 SLO</b>
<ul style="list-style-type: none"> <li>A. Use appropriate therapeutic communication to complete mental health assessments of clients across the lifespan continuum.</li> <li>B. Develop evidence-based, patient specific care plans and teaching plans for the client with a variety of mental health disorders.</li> <li>C. Integrate their understanding of the legal, economic, sociocultural, and ethical issues impacting the psychiatric/mental health delivery system.</li> </ul>
<b>NUR 259 SLO</b>
<ul style="list-style-type: none"> <li>A. Use appropriate therapeutic communication when assessing, treating, and evaluating the client with mental health issues.</li> <li>B. Develop evidence-based, patient specific care plans and teaching plans, for clients with a variety of mental health disorders, that will decrease the potential for complications and/or trauma.</li> </ul>
<b>NUR 260 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate understanding of the different physical, emotional, and cognitive disorders in children.</li> <li>B. Develop appropriate nursing interventions for the child and family experiencing health disturbances that will improve the quality of life for the patient and family unit despite the dysfunctions</li> </ul>
<b>NUR 261 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate a complete and thorough health assessment and health history on each assigned patient utilizing appropriate and safe techniques for the patient's developmental stage.</li> </ul>
<b>NUR 263 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate a safe, and thorough, culturally appropriate health assessment and history on each assigned patient.</li> <li>B. Demonstrate safe and appropriate care for the female or newborn patient experiencing health issues.</li> </ul>
<b>NUR 264 SLO</b>
<ul style="list-style-type: none"> <li>A. Have the knowledge, skills, and attributes necessary for providing safe, evidence-based, competent care of the critically ill patient.</li> </ul>
<b>NUR 265 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate use of professional and therapeutic communication that facilitates collaboration with the health care team and trust and empathy with patients with complex health issues</li> </ul>
<b>NUR 266 SLO</b>
<ul style="list-style-type: none"> <li>A. Have the ability to critically think about the nursing profession, historical and theoretical framework, moral and legal issues, and standards of nursing practice</li> <li>B.</li> </ul>
<b>NUR 267 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe and competent evidence-based, individualized care for a group of patients using the nursing process</li> </ul>
<b>II. EPSLO: Incorporating faith and hope into the system</b>
<b>NUR 251 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop a patient centered care plan and evidence-based teaching plan using the nursing process that will enable the older adult to meet health needs and promote health</li> <li>B. Apply the six core QSEN competencies to patient care processes.</li> <li>C. Describe methods used to collaborate with the nursing and interprofessional team to help patients meet selected physiologic needs.</li> </ul>
<b>NUR 252 SLO</b>
<ul style="list-style-type: none"> <li>A. Differentiate between normal and abnormal findings during physical assessment and health history and plan individualized care accordingly for assigned patients.</li> </ul>
<b>NUR 255 SLO</b>
<ul style="list-style-type: none"> <li>A. Have an in-depth understanding of the principles of medical-surgical nursing including safe, culturally competent, and professional care of the preoperative, intraoperative, and post-operative patient.</li> </ul>
<b>NUR 256 SLO</b>

A. Differentiate normal/abnormal diagnostic tests, physiological assessments, psychological tests and health histories to specific nursing and medical diagnoses for adult and older adult patients in diverse settings by using a variety of skills.
<b>NUR 258 SLO</b>
A. Integrate their understanding of the legal, economic, sociocultural, and ethical issues impacting the psychiatric/mental health delivery system.
<b>NUR 259 SLO</b>
A. Use appropriate therapeutic communication when assessing, treating, and evaluating the client with mental health issues. B. Develop evidence-based, patient specific care plans and teaching plans, for clients with a variety of mental health disorders, that will decrease the potential for complications and/or trauma.
<b>NUR 260 SLO</b>
A. Demonstrate understanding of the different physical, emotional, and cognitive disorders in children. B. Develop appropriate nursing interventions for the child and family experiencing health disturbances that will improve the quality of life for the patient and family unit despite the dysfunctions
<b>NUR 261 SLO</b>
A. Demonstrate a complete and thorough health assessment and health history on each assigned patient utilizing appropriate and safe techniques for the patient's developmental stage. B. Demonstrate safe and appropriate care for the pediatric patient and/or family with health issues.
<b>NUR 263 SLO</b>
A. Demonstrate a safe, and thorough, culturally appropriate health assessment and history on each assigned patient. B. Demonstrate safe and appropriate care for the female or newborn patient experiencing health issues.
<b>NUR 264 SLO</b>
A. Have an in-depth understanding of the assessments and interventions needed to provide safe, evidence-based, competent care of the patient with gastrointestinal, urinary, and renal disorders. B. Have the knowledge, skills, and attributes necessary for providing safe, evidence-based, competent care of the critically ill patient.
<b>NUR 265 SLO</b>
A. Demonstrate use of professional and therapeutic communication that facilitates collaboration with the health care team and trust and empathy with patients with complex health issues
<b>NUR 266 SLO</b>
A. Have the knowledge, skills, and attributes required to professionally advocate for him/herself as a nurse, the patient, the community, families, the healthcare team, and nursing as a profession. B. have the ability to critically think about the nursing profession, historical and theoretical framework, moral and legal issues, and standards of nursing practice
<b>NUR 267 SLO</b>
A. Demonstrate safe and competent evidence-based, individualized care for a group of patients using the nursing process
<b>III. EPSLO: Developing sensitivity to self and others by nurturing unique beliefs and practices</b>
<b>NUR 251 SLO</b>
A. Develop a patient centered care plan and evidence-based teaching plan using the nursing process that will enable the older adult to meet health needs and promote health B. Apply the six core QSEN competencies to patient care processes. C. Describe methods used to collaborate with the nursing and interprofessional team to help patients meet selected physiologic needs. D. Differentiate between normal changes of aging and disease process.
<b>NUR 252 SLO</b>

A. Differentiate between normal and abnormal findings during physical assessment and health history and plan individualized care accordingly for assigned patients.
<b>NUR 255 SLO</b>
A. Have an in-depth understanding of the principles of medical-surgical nursing including safe, culturally competent, and professional care of the preoperative, intraoperative, and post-operative patient.
<b>NUR 256 SLO</b>
A. Differentiate normal/abnormal diagnostic tests, physiological assessments, psychological tests and health histories to specific nursing and medical diagnoses for adult and older adult patients in diverse settings by using a variety of skills.
<b>NUR 258 SLO</b>
A. Develop evidence-based, patient specific care plans and teaching plans for the client with a variety of mental health disorders. B. Integrate their understanding of the legal, economic, sociocultural, and ethical issues impacting the psychiatric/mental health delivery system.
<b>NUR 259 SLO</b>
A. Use appropriate therapeutic communication when assessing, treating, and evaluating the client with mental health issues. B. Develop evidence-based, patient specific care plans and teaching plans, for clients with a variety of mental health disorders, that will decrease the potential for complications and/or trauma.
<b>NUR 260 SLO</b>
A. Develop evidence-based, patient specific care plans and teaching plans for the pediatric patient and family unit. B. Develop appropriate nursing interventions for the child and family experiencing health disturbances that will improve the quality of life for the patient and family unit despite the dysfunctions.
<b>NUR 261 SLO</b>
A. The student will demonstrate safe and appropriate care for the pediatric patient and/or family with health issues.
<b>NUR 263 SLO</b>
A. The student will demonstrate a safe, and thorough, culturally appropriate health assessment and history on each assigned patient.
<b>NUR 264 SLO</b>
A. Have an in-depth understanding of the assessments and interventions needed to provide safe, evidence-based, competent care of the patient with gastrointestinal, urinary, and renal disorders.
<b>NUR 265 SLO</b>
A. Demonstrate use of professional and therapeutic communication that facilitates collaboration with the health care team and trust and empathy with patients with complex health issues
<b>NUR 266 SLO</b>
A. Have the knowledge, skills, and attributes required to professionally advocate for him/herself as a nurse, the patient, the community, families, the healthcare team, and nursing as a profession.
<b>NUR 267 SLO</b>
A. Demonstrate safe and competent evidence-based, individualized care for a group of patients using the nursing process
<b>IV. EPSLO: Forming helping, trusting, and caring relationships</b>
<b>NUR 251 SLO</b>
A. Develop a patient centered care plan and evidence-based teaching plan using the nursing process that will enable the older adult to meet health needs and promote health. B. Apply the six core QSEN competencies to patient care processes. C. Describe methods used to collaborate with the nursing and interprofessional team to help patients meet selected physiologic needs.

<b>NUR 252 SLO</b>
A. Demonstrate a complete and thorough physical assessment and health history on each assigned patient utilizing appropriate and safe techniques.
<b>NUR 255 SLO</b>
A. Have an in-depth understanding of the principles of medical-surgical nursing including safe, culturally competent, and professional care of the preoperative, intraoperative, and post-operative patient.
<b>NUR 256 SLO</b>
A. Demonstrate safe and appropriate care for the client who requires: nasogastric tube insertion and/or gastrostomy tube care, isolation, indwelling urinary catheter insertion or removal (male and female) and care, colostomy or ileostomy care, drain care, wound care, specimen collection, oxygen administration, colostomy care, suctioning, tracheostomy care, infusion care, blood transfusions, and pre-op and post-op teaching and care.
<b>NUR 258 SLO</b>
A. Use appropriate therapeutic communication to complete mental health assessments of clients across the lifespan continuum.
B. Develop evidence-based, patient specific care plans and teaching plans for the client with a variety of mental health disorders.
C. Integrate their understanding of the legal, economic, sociocultural, and ethical issues impacting the psychiatric/mental health delivery system.
<b>NUR 259 SLO</b>
A. Use appropriate therapeutic communication when assessing, treating, and evaluating the client with mental health issues.
B. Develop evidence-based, patient specific care plans and teaching plans, for clients with a variety of mental health disorders, that will decrease the potential for complications and/or trauma.
<b>NUR 260 SLO</b>
A. Demonstrate understanding of the different physical, emotional, and cognitive disorders in children.
<b>NUR 261 SLO</b>
A. Demonstrate a complete and thorough health assessment and health history on each assigned patient utilizing appropriate and safe techniques for the patient's developmental stage.
B. Demonstrate safe and appropriate care for the pediatric patient and/or family with health issues.
<b>NUR 263 SLO</b>
A. Demonstrate a safe, and thorough, culturally appropriate health assessment and history on each assigned patient.
B. Demonstrate safe and appropriate care for the female or newborn patient experiencing health issues.
<b>NUR 264 SLO</b>
A. Have an in-depth understanding of the assessments and interventions needed to provide safe, evidence-based, competent care of the patient with gastrointestinal, urinary, and renal disorders.
<b>NUR 265 SLO</b>
A. Demonstrate safe and appropriate care for the client with complex health issues.
B. Demonstrate use of professional and therapeutic communication that facilitates collaboration with the health care team and trust and empathy with patients with complex health issues
<b>NUR 266 SLO</b>
A. Gained the leadership skills necessary for a smooth transition into the nursing profession.
B. Have the knowledge, skills, and attributes required to professionally advocate for him/herself as a nurse, the patient, the community, families, the healthcare team, and nursing as a profession.
<b>NUR 267 SLO</b>
A. Upon completion of this course the student will demonstrate safe and competent evidence-based, individualized care for a group of patients using the nursing process



<b>V. EPSLO: Supporting the expression of positive and negative feelings</b>
<b>NUR 251 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop a patient centered care plan and evidence-based teaching plan using the nursing process that will enable the older adult to meet health needs and promote health.</li> <li>B. Apply the six core QSEN competencies to patient care processes.</li> <li>C. Describe methods used to collaborate with the nursing and interprofessional team to help patients meet selected physiologic needs.</li> <li>D. Differentiate between normal changes of aging and disease process.</li> </ul>
<b>NUR 252 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe and appropriate care for the client who requires: nasogastric tube insertion and/or gastrostomy tube care, isolation, indwelling urinary catheter insertion or removal (male and female) and care, colostomy or ileostomy care, drain care, wound care, specimen collection, oxygen administration, colostomy care, suctioning, tracheostomy care, and/or end of life care.</li> </ul>
<b>NUR 255 SLO</b>
<ul style="list-style-type: none"> <li>A. Have an in-depth understanding of the principles of medical-surgical nursing including safe, culturally competent, and professional care of the preoperative, intraoperative, and post-operative patient.</li> <li>B. Have a thorough understanding of health concepts, risk factors, causes, signs and symptoms, treatment methodologies, drug therapy, and pathophysiology of a variety of complex health issues including but not limited to: disorders of the endocrine system, reproductive system, cardiac and respiratory systems, exocrine system, integumentary system, neurological system, and musculoskeletal systems.</li> </ul>
<b>NUR 256 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe, accurate, and appropriate administration and evaluation of medications administered through oral, injection, and rectal, vaginal, ophthalmic, topical, sublingual, intranasal, nasogastric, gastrostomy tube, otic, and intravenous routes.</li> <li>B. Demonstrate safe and appropriate care for the client who requires: nasogastric tube insertion and/or gastrostomy tube care, isolation, indwelling urinary catheter insertion or removal (male and female) and care, colostomy or ileostomy care, drain care, wound care, specimen collection, oxygen administration, colostomy care, suctioning, tracheostomy care, infusion care, blood transfusions, and pre-op and post-op teaching and care.</li> </ul>
<b>NUR 258 SLO</b>
<ul style="list-style-type: none"> <li>A. Use appropriate therapeutic communication to complete mental health assessments of clients across the lifespan continuum.</li> </ul>
<b>NUR 259 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop evidence-based, patient specific care plans and teaching plans, for clients with a variety of mental health disorders, that will decrease the potential for complications and/or trauma.</li> </ul>
<b>NUR 260 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate understanding of the different physical, emotional, and cognitive disorders in children.</li> </ul>
<b>NUR 261 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate a complete and thorough health assessment and health history on each assigned patient utilizing appropriate and safe techniques for the patient's developmental stage.</li> </ul>
<b>NUR 263 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate a safe, and thorough, culturally appropriate health assessment and history on each assigned patient.</li> </ul>
<b>NUR 264 SLO</b>
<ul style="list-style-type: none"> <li>A. Have an in-depth understanding of the assessments and interventions needed to provide safe, evidence-based, competent care of the patient with gastrointestinal, urinary, and renal disorders.</li> <li>B. Have the knowledge, skills, and attributes necessary for providing safe, evidence-based, competent care of the critically ill patient.</li> </ul>
<b>NUR 265 SLO</b>

A.	Demonstrate integration of the nursing process with patient care through the written care plan and discharge teaching for the patient experiencing complex health issues.
<b>NUR 266 SLO</b>	
A.	Have the knowledge, skills, and attributes required to professionally advocate for him/herself as a nurse, the patient, the community, families, the healthcare team, and nursing as a profession.
<b>NUR 267 SLO</b>	
A.	Demonstrate safe and competent evidence-based, individualized care for a group of patients using the nursing process
<b>VI.</b>	<b>EPSLO: Using creative, scientific problem-solving methods to make decisions regarding caring</b>
<b>NUR 251 SLO</b>	
A.	Develop a patient centered care plan and evidence-based teaching plan using the nursing process that will enable the older adult to meet health needs and promote health
B.	Apply the six core QSEN competencies to patient care processes.
C.	Describe methods used to collaborate with the nursing and interprofessional team to help patients meet selected physiologic needs.
D.	Differentiate between normal changes of aging and disease process.
<b>NUR 252 SLO</b>	
A.	Demonstrate safe, accurate, and appropriate administration of medications through oral, injection, and rectal, vaginal, ophthalmic, topical, sublingual, intranasal, nasogastric, gastrostomy tube, and otic routes.
B.	Demonstrate a complete and thorough physical assessment and health history on each assigned patient utilizing appropriate and safe techniques.
C.	Demonstrate safe and appropriate care for the client who requires: nasogastric tube insertion and/or gastrostomy tube care, isolation, indwelling urinary catheter insertion or removal (male and female) and care, colostomy or ileostomy care, drain care, wound care, specimen collection, oxygen administration, colostomy care, suctioning, tracheostomy care, and/or end of life care.
D.	Differentiate between normal and abnormal findings during physical assessment and health history and plan individualized care accordingly for assigned patients.
<b>NUR 255 SLO</b>	
A.	Have an in-depth understanding of the principles of medical-surgical nursing including safe, culturally competent, and professional care of the preoperative, intraoperative, and post-operative patient.
B.	Have a thorough understanding of health concepts, risk factors, causes, signs and symptoms, treatment methodologies, drug therapy, and pathophysiology of a variety of complex health issues including but not limited to: disorders of the endocrine system, reproductive system, cardiac and respiratory systems, exocrine system, integumentary system, neurological system, and musculoskeletal systems.
C.	Be prepared to care for patients in emergency and disaster situations and patients with fluid, electrolyte, acid-base, and infusion therapy problems.
<b>NUR 256 SLO</b>	
A.	Demonstrate safe, accurate, and appropriate administration and evaluation of medications administered through oral, injection, and rectal, vaginal, ophthalmic, topical, sublingual, intranasal, nasogastric, gastrostomy tube, otic, and intravenous routes.
B.	Demonstrate safe and appropriate care for the client who requires: nasogastric tube insertion and/or gastrostomy tube care, isolation, indwelling urinary catheter insertion or removal (male and female) and care, colostomy or ileostomy care, drain care, wound care, specimen collection, oxygen administration, colostomy care, suctioning, tracheostomy care, infusion care, blood transfusions, and pre-op and post-op teaching and care.
C.	Differentiate normal/abnormal diagnostic tests, physiological assessments, psychological tests and health histories to specific nursing and medical diagnoses for adult and older adult patients in diverse settings by using a variety of skills.
<b>NUR 258 SLO</b>	

<ul style="list-style-type: none"> <li>A. Develop evidence-based, patient specific care plans and teaching plans for the client with a variety of mental health disorders.</li> <li>B. Integrate their understanding of the legal, economic, sociocultural, and ethical issues impacting the psychiatric/mental health delivery system.</li> </ul>
<b>NUR 259 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop evidence-based, patient specific care plans and teaching plans, for clients with a variety of mental health disorders, that will decrease the potential for complications and/or trauma.</li> </ul>
<b>NUR 260 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop evidence-based, patient specific care plans and teaching plans for the pediatric patient and family unit.</li> <li>B. Demonstrate understanding of the different physical, emotional, and cognitive disorders in children.</li> <li>C. Develop appropriate nursing interventions for the child and family experiencing health disturbances that will improve the quality of life for the patient and family unit despite the dysfunctions</li> </ul>
<b>NUR 261 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe, accurate, and appropriate administration of medications to the pediatric patient experiencing health issues.</li> <li>B. Demonstrate a complete and thorough health assessment and health history on each assigned patient utilizing appropriate and safe techniques for the patient's developmental stage.</li> <li>C. Demonstrate safe and appropriate care for the pediatric patient and/or family with health issues.</li> </ul>
<b>NUR 263 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe, accurate, and appropriate administration of medications to the female or newborn patient experiencing health issues.</li> <li>B. Demonstrate a safe, and thorough, culturally appropriate health assessment and history on each assigned patient.</li> <li>C. Demonstrate safe and appropriate care for the female or newborn patient experiencing health issues.</li> </ul>
<b>NUR 264 SLO</b>
<ul style="list-style-type: none"> <li>A. Have an in-depth understanding of the assessments and interventions needed to provide safe, evidence-based, competent care of the patient with gastrointestinal, urinary, and renal disorders.</li> <li>B. Have the knowledge, skills, and attributes necessary for providing safe, evidence-based, competent care of the critically ill patient.</li> <li>C. Have incorporated into their care the use of clinical judgement skills and be able to identify a change in their assessments with clinical reasoning to determine the change in their patient</li> </ul>
<b>NUR 265 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe and appropriate care for the client with complex health issues.</li> <li>B. Demonstrate integration of the nursing process with patient care through the written care plan and discharge teaching for the patient experiencing complex health issues.</li> </ul>
<b>NUR 266 SLO</b>
<ul style="list-style-type: none"> <li>A. Have the knowledge, skills, and attributes required to professionally advocate for him/herself as a nurse, the patient, the community, families, the healthcare team, and nursing as a profession.</li> <li>B. Have the ability to critically think about the nursing profession, historical and theoretical framework, moral and legal issues, and standards of nursing practice</li> </ul>
<b>NUR 267 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate appropriate prioritization of patient care for a number of patients with complex and acute health issues.</li> <li>B. Demonstrate safe and competent evidence-based, individualized care for a group of patients using the nursing process</li> <li>C. Demonstrate prioritization of care using clinical judgement and evidence-based practice.</li> </ul>
<p><b>VII. EPSLO: Using transpersonal teaching-learning strategies, which account for the unique needs and learning characteristics of patients</b></p>

<b>NUR 251 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop a patient centered care plan and evidence-based teaching plan using the nursing process that will enable the older adult to meet health needs and promote health</li> <li>B. Apply the six core QSEN competencies to patient care processes.</li> <li>C. Differentiate between normal changes of aging and disease process.</li> </ul>
<b>NUR 252 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe, accurate, and appropriate administration of medications through oral, injection, and rectal, vaginal, ophthalmic, topical, sublingual, intranasal, nasogastric, gastrostomy tube, and otic routes.</li> <li>B. Differentiate between normal and abnormal findings during physical assessment and health history and plan individualized care accordingly for assigned patients.</li> </ul>
<b>NUR 255 SLO</b>
<ul style="list-style-type: none"> <li>A. Have an in-depth understanding of the principles of medical-surgical nursing including safe, culturally competent, and professional care of the preoperative, intraoperative, and post-operative patient.</li> <li>B. Have a thorough understanding of health concepts, risk factors, causes, signs and symptoms, treatment methodologies, drug therapy, and pathophysiology of a variety of complex health issues including but not limited to: disorders of the endocrine system, reproductive system, cardiac and respiratory systems, exocrine system, integumentary system, neurological system, and musculoskeletal systems.</li> <li>C. Prepared to care for patients in emergency and disaster situations and patients with fluid, electrolyte, acid-base, and infusion therapy problems.</li> </ul>
<b>NUR 256 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe, accurate, and appropriate administration and evaluation of medications administered through oral, injection, and rectal, vaginal, ophthalmic, topical, sublingual, intranasal, nasogastric, gastrostomy tube, otic, and intravenous routes.</li> <li>B. Demonstrate safe and appropriate care for the client who requires: nasogastric tube insertion and/or gastrostomy tube care, isolation, indwelling urinary catheter insertion or removal (male and female) and care, colostomy or ileostomy care, drain care, wound care, specimen collection, oxygen administration, colostomy care, suctioning, tracheostomy care, infusion care, blood transfusions, and pre-op and post-op teaching and care.</li> </ul>
<b>NUR 258 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop evidence-based, patient specific care plans and teaching plans for the client with a variety of mental health disorders.</li> </ul>
<b>NUR 259 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop evidence-based, patient specific care plans and teaching plans, for clients with a variety of mental health disorders, that will decrease the potential for complications and/or trauma.</li> </ul>
<b>NUR 260 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop evidence-based, patient specific care plans and teaching plans for the pediatric patient and family unit.</li> <li>B. Develop appropriate nursing interventions for the child and family experiencing health disturbances that will improve the quality of life for the patient and family unit despite the dysfunctions</li> </ul>
<b>NUR 261 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe, accurate, and appropriate administration of medications to the pediatric patient experiencing health issues.</li> </ul>
<b>NUR 263 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe, accurate, and appropriate administration of medications to the female or newborn patient experiencing health issues.</li> </ul>
<b>NUR 264 SLO</b>
<ul style="list-style-type: none"> <li>A. Have an in-depth understanding of the assessments and interventions needed to provide safe, evidence-based, competent care of the patient with gastrointestinal, urinary, and renal disorders.</li> <li>B. Have the knowledge, skills, and attributes necessary for providing safe, evidence-based, competent care of the critically ill patient.</li> </ul>
<b>NUR 265 SLO</b>

<ul style="list-style-type: none"> <li>A. Demonstrate safe and appropriate care for the client with complex health issues.</li> <li>B. Demonstrate integration of the nursing process with patient care through the written care plan and discharge teaching for the patient experiencing complex health issues.</li> </ul>
<b>NUR 266 SLO</b>
<ul style="list-style-type: none"> <li>A. Have the knowledge, skills, and attributes required to professionally advocate for him/herself as a nurse, the patient, the community, families, the healthcare team, and nursing as a profession.</li> </ul>
<b>NUR 267 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe and competent evidence-based, individualized care for a group of patients using the nursing process.</li> <li>B. Demonstrate prioritization of care using clinical judgement and evidence-based practice.</li> </ul>
<b>VIII. EPSLO: Creating a mental, physical, and spiritual environment that is supportive, corrective, protective of human dignity</b>
<b>NUR 251 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop a patient centered care plan and evidence-based teaching plan using the nursing process that will enable the older adult to meet health needs and promote health.</li> <li>B. Apply the six core QSEN competencies to patient care processes.</li> </ul>
<b>NUR 252 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe and appropriate care for the client who requires: nasogastric tube insertion and/or gastrostomy tube care, isolation, indwelling urinary catheter insertion or removal (male and female) and care, colostomy or ileostomy care, drain care, wound care, specimen collection, oxygen administration, colostomy care, suctioning, tracheostomy care, and/or end of life care.</li> </ul>
<b>NUR 255 SLO</b>
<ul style="list-style-type: none"> <li>A. Have an in-depth understanding of the principles of medical-surgical nursing including safe, culturally competent, and professional care of the preoperative, intraoperative, and post-operative patient.</li> <li>B. Have a thorough understanding of health concepts, risk factors, causes, signs and symptoms, treatment methodologies, drug therapy, and pathophysiology of a variety of complex health issues including but not limited to: disorders of the endocrine system, reproductive system, cardiac and respiratory systems, exocrine system, integumentary system, neurological system, and musculoskeletal systems.</li> <li>C. Be prepared to care for patients in emergency and disaster situations and patients with fluid, electrolyte, acid-base, and infusion therapy problems.</li> </ul>
<b>NUR 256 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe and appropriate care for the client who requires: nasogastric tube insertion and/or gastrostomy tube care, isolation, indwelling urinary catheter insertion or removal (male and female) and care, colostomy or ileostomy care, drain care, wound care, specimen collection, oxygen administration, colostomy care, suctioning, tracheostomy care, infusion care, blood transfusions, and pre-op and post-op teaching and care.</li> </ul>
<b>NUR 258 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop evidence-based, patient specific care plans and teaching plans for the client with a variety of mental health disorders.</li> <li>B. Integrate their understanding of the legal, economic, sociocultural, and ethical issues impacting the psychiatric/mental health delivery system.</li> </ul>
<b>NUR 259 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop evidence-based, patient specific care plans and teaching plans, for clients with a variety of mental health disorders, that will decrease the potential for complications and/or trauma.</li> </ul>
<b>NUR 260 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop appropriate nursing interventions for the child and family experiencing health disturbances that will improve the quality of life for the patient and family unit despite the dysfunctions</li> </ul>
<b>NUR 261 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe and appropriate care for the pediatric patient and/or family with health issues.</li> </ul>
<b>NUR 263 SLO</b>

A.	Demonstrate safe and appropriate care for the female or newborn patient experiencing health issues.
<b>NUR 264 SLO</b>	
A.	Have an in-depth understanding of the assessments and interventions needed to provide safe, evidence-based, competent care of the patient with gastrointestinal, urinary, and renal disorders.
B.	Have the knowledge, skills, and attributes necessary for providing safe, evidence-based, competent care of the critically ill patient.
<b>NUR 265 SLO</b>	
A.	Demonstrate use of professional and therapeutic communication that facilitates collaboration with the health care team and trust and empathy with patients with complex health issues
B.	Demonstrate integration of the nursing process with patient care through the written care plan and discharge teaching for the patient experiencing complex health issues.
<b>NUR 266 SLO</b>	
A.	Have the knowledge, skills, and attributes required to professionally advocate for him/herself as a nurse, the patient, the community, families, the healthcare team, and nursing as a profession.
B.	Have the ability to critically think about the nursing profession, historical and theoretical framework, moral and legal issues, and standards of nursing practice
<b>NUR 267 SLO</b>	
A.	Demonstrate safe and competent evidence-based, individualized care for a group of patients using the nursing process
<b>IX.</b>	<b>EPSLO: Giving attention to and assistance with basic physical, emotional, and spiritual human needs</b>
<b>NUR 251 SLO</b>	
A.	Develop a patient centered care plan and evidence-based teaching plan using the nursing process that will enable the older adult to meet health needs and promote health
B.	Apply the six core QSEN competencies to patient care processes.
C.	Describe methods used to collaborate with the nursing and interprofessional team to help patients meet selected physiologic needs.
D.	Differentiate between normal changes of aging and disease process.
<b>NUR 252 SLO</b>	
A.	Demonstrate safe, accurate, and appropriate administration of medications through oral, injection, and rectal, vaginal, ophthalmic, topical, sublingual, intranasal, nasogastric, gastrostomy tube, and otic routes.
B.	Demonstrate a complete and thorough physical assessment and health history on each assigned patient utilizing appropriate and safe techniques.
C.	Demonstrate safe and appropriate care for the client who requires: nasogastric tube insertion and/or gastrostomy tube care, isolation, indwelling urinary catheter insertion or removal (male and female) and care, colostomy or ileostomy care, drain care, wound care, specimen collection, oxygen administration, colostomy care, suctioning, tracheostomy care, and/or end of life care.
D.	Differentiate between normal and abnormal findings during physical assessment and health history and plan individualized care accordingly for assigned patients.
<b>NUR 255 SLO</b>	
A.	Have an in-depth understanding of the principles of medical-surgical nursing including safe, culturally competent, and professional care of the preoperative, intraoperative, and post-operative patient.
B.	Have a thorough understanding of health concepts, risk factors, causes, signs and symptoms, treatment methodologies, drug therapy, and pathophysiology of a variety of complex health issues including but not limited to: disorders of the endocrine system, reproductive system, cardiac and respiratory systems, exocrine system, integumentary system, neurological system, and musculoskeletal systems.
C.	Be prepared to care for patients in emergency and disaster situations and patients with fluid, electrolyte, acid-base, and infusion therapy problems.
<b>NUR 256 SLO</b>	

<ul style="list-style-type: none"> <li>A. Demonstrate safe, accurate, and appropriate administration and evaluation of medications administered through oral, injection, and rectal, vaginal, ophthalmic, topical, sublingual, intranasal, nasogastric, gastrostomy tube, otic, and intravenous routes.</li> <li>B. Demonstrate safe and appropriate care for the client who requires: nasogastric tube insertion and/or gastrostomy tube care, isolation, indwelling urinary catheter insertion or removal (male and female) and care, colostomy or ileostomy care, drain care, wound care, specimen collection, oxygen administration, colostomy care, suctioning, tracheostomy care, infusion care, blood transfusions, and pre-op and post-op teaching and care.</li> <li>C. Differentiate normal/abnormal diagnostic tests, physiological assessments, psychological tests and health histories to specific nursing and medical diagnoses for adult and older adult patients in diverse settings by using a variety of skills.</li> </ul>
<b>NUR 258 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop evidence-based, patient specific care plans and teaching plans for the client with a variety of mental health disorders.</li> <li>B. Integrate their understanding of the legal, economic, sociocultural, and ethical issues impacting the psychiatric/mental health delivery system.</li> </ul>
<b>NUR 259 SLO</b>
<ul style="list-style-type: none"> <li>A. Use appropriate therapeutic communication when assessing, treating, and evaluating the client with mental health issues.</li> <li>B. Develop evidence-based, patient specific care plans and teaching plans, for clients with a variety of mental health disorders, that will decrease the potential for complications and/or trauma.</li> </ul>
<b>NUR 260 SLO</b>
<ul style="list-style-type: none"> <li>A. Develop evidence-based, patient specific care plans and teaching plans for the pediatric patient and family unit.</li> <li>B. Demonstrate understanding of the different physical, emotional, and cognitive disorders in children.</li> <li>C. Develop appropriate nursing interventions for the child and family experiencing health disturbances that will improve the quality of life for the patient and family unit despite the dysfunctions</li> </ul>
<b>NUR 261 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe, accurate, and appropriate administration of medications to the pediatric patient experiencing health issues.</li> <li>B. Demonstrate a complete and thorough health assessment and health history on each assigned patient utilizing appropriate and safe techniques for the patient's developmental stage.</li> <li>C. Demonstrate safe and appropriate care for the pediatric patient and/or family with health issues.</li> </ul>
<b>NUR 263 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe, accurate, and appropriate administration of medications to the female or newborn patient experiencing health issues.</li> <li>B. Demonstrate a safe, and thorough, culturally appropriate health assessment and history on each assigned patient.</li> <li>C. Demonstrate or newborn safe and appropriate care for the female patient experiencing health issues.</li> </ul>
<b>NUR 264 SLO</b>
<ul style="list-style-type: none"> <li>A. Have an in-depth understanding of the assessments and interventions needed to provide safe, evidence-based, competent care of the patient with gastrointestinal, urinary, and renal disorders.</li> <li>B. Have the knowledge, skills, and attributes necessary for providing safe, evidence-based, competent care of the critically ill patient.</li> <li>C. Have incorporated into their care the use of clinical judgement skills and be able to identify a change in their assessments with clinical reasoning to determine the change in their patient</li> </ul>
<b>NUR 265 SLO</b>
<ul style="list-style-type: none"> <li>A. Demonstrate safe and appropriate care for the client with complex health issues.</li> <li>B. Demonstrate use of professional and therapeutic communication that facilitates collaboration with the health care team and trust and empathy with patients with complex health issues</li> </ul>

C.	Demonstrate integration of the nursing process with patient care through the written care plan and discharge teaching for the patient experiencing complex health issues.
<b>NUR 266 SLO</b>	
A.	Have gained the leadership skills necessary for a smooth transition into the nursing profession.
B.	Have the knowledge, skills, and attributes required to professionally advocate for him/herself as a nurse, the patient, the community, families, the healthcare team, and nursing as a profession.
C.	Have the ability to critically think about the nursing profession, historical and theoretical framework, moral and legal issues, and standards of nursing practice
<b>NUR 267 SLO</b>	
A.	Demonstrate appropriate prioritization of patient care for a number of patients with complex and acute health issues
B.	Demonstrate safe and competent evidence-based, individualized care for a group of patients using the nursing process
C.	Demonstrate prioritization of care using clinical judgement and evidence-based practice.
<b>X.</b>	<b>EPSLO: Allowing for existential-phenomenological-spiritual forces (i.e., allowing “miracles” to enter)</b>
<b>NUR 251 SLO</b>	
A.	Develop a patient centered care plan and evidence-based teaching plan using the nursing process that will enable the older adult to meet health needs and promote health.
B.	Describe methods used to collaborate with the nursing and interprofessional team to help patients meet selected physiologic needs.
<b>NUR 252 SLO</b>	
A.	Demonstrate a complete and thorough physical assessment and health history on each assigned patient utilizing appropriate and safe techniques.
<b>NUR 255 SLO</b>	
A.	Have an in-depth understanding of the principles of medical-surgical nursing including safe, culturally competent, and professional care of the preoperative, intraoperative, and post-operative patient.
B.	Have a thorough understanding of health concepts, risk factors, causes, signs and symptoms, treatment methodologies, drug therapy, and pathophysiology of a variety of complex health issues including but not limited to: disorders of the endocrine system, reproductive system, cardiac and respiratory systems, exocrine system, integumentary system, neurological system, and musculoskeletal systems.
C.	Be prepared to care for patients in emergency and disaster situations and patients with fluid, electrolyte, acid-base, and infusion therapy problems.
<b>NUR 256 SLO</b>	
A.	Differentiate normal/abnormal diagnostic tests, physiological assessments, psychological tests and health histories to specific nursing and medical diagnoses for adult and older adult patients in diverse settings by using a variety of skills.
<b>NUR 258 SLO</b>	
A.	Develop evidence-based, patient specific care plans and teaching plans for the client with a variety of mental health disorders.
B.	Integrate their understanding of the legal, economic, sociocultural, and ethical issues impacting the psychiatric/mental health delivery system.
<b>NUR 259 SLO</b>	
A.	Develop evidence-based, patient specific care plans and teaching plans, for clients with a variety of mental health disorders, that will decrease the potential for complications and/or trauma.
<b>NUR 260 SLO</b>	
A.	Demonstrate understanding of the different physical, emotional, and cognitive disorders in children.
<b>NUR 261 SLO</b>	
A.	Demonstrate safe and appropriate care for the pediatric patient and/or family with health issues.
<b>NUR 263 SLO</b>	



A. Demonstrate safe and appropriate care for the female or newborn patient experiencing health issues.
<b>NUR 264 SLO</b>
A. Have an in-depth understanding of the assessments and interventions needed to provide safe, evidence-based, competent care of the patient with gastrointestinal, urinary, and renal disorders.
B. Have the knowledge, skills, and attributes necessary for providing safe, evidence-based, competent care of the critically ill patient.
<b>NUR 265 SLO</b>
A. Demonstrate use of professional and therapeutic communication that facilitates collaboration with the health care team and trust and empathy with patients with complex health issues
<b>NUR 266 SLO</b>
A. Have the knowledge, skills, and attributes required to professionally advocate for him/herself as a nurse, the patient, the community, families, the healthcare team, and nursing as a profession.
<b>NUR 267 SLO</b>
A. Demonstrate safe and competent evidence-based, individualized care for a group of patients using the nursing process

## Section III General Policy and Procedures

### Physical, Emotional, Cognitive, and Health Requirements

#### Physical Requirements

All students are required to have a physical exam completed within a year (12 months) of entry into the Nursing program. Students are required to travel to agencies, hospitals, and all assigned healthcare facilities with unpredictable environments. Students need to have the endurance to adapt to a physically and emotionally demanding program.

The following physical requirements are necessary to participate in the clinical courses in Nursing:

- **Strength** - Sufficient strength to lift, move, and transfer most patients; to restrain and carry children; to move and carry equipment; and to perform CPR, which requires sufficient body weight, stamina, and adequate lung expansion.
- **Mobility** - Sufficient to bend, stoop, get down on the floor, and rise without injury; a combination of strength, dexterity, mobility, and coordination to assist patients; ability to move around rapidly and maneuver in tight spaces. Ability to be on your feet for 6-12 hours at a time.
- **Fine Motor Movements** - Necessary to manipulate syringes, feeding tubes, catheters, and IVs; to assist patients with feeding, hygiene, and activities of daily living; to write in charts; to perform sterile procedures and other skilled procedures.
- **Speech** - Ability to speak English clearly in person and/or over the telephone, in order to communicate effectively with staff, physicians, family members, and patients.
- **Vision** - Sufficient to perform physical assessments of patients and equipment; to read medication labels; chart entries, and accurately read syringe calibrations. Visually discriminate depth and color perception.
- **Hearing** - Sufficient to accurately discriminate sounds, hear on the telephone, and to be able to hear through the bell and diaphragm of the stethoscope.
- **Touch** - Ability to palpate both superficially and deeply, and to discriminate tactile sensations.

- Pregnant students need a physician's note to participate in the program. Pregnant students in their 2nd and 3<sup>rd</sup> trimester must submit a monthly physician's clearance to participate in the program.
- Students with impaired or deficient immune systems may be at risk for serious diseases. These students must have a physician's approval for participation in clinical courses and should discuss their situation with a physician regarding the potential risk in the clinical setting.

## **Emotional Requirements**

Students must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing Nursing care in real patient situations while being observed by the instructors and other health-care personnel. Listed below are necessary components for nursing students to be successful in their career and academics.

### Emotional Intelligence

Emotional Intelligence is being aware that emotions can drive our behavior and impact people (positively and negatively) and learning how to manage those emotions – both our own and others (Goleman, 2022). Managing emotions is important in situations when we are under pressure.

For Example:

- Giving and receiving feedback
- Meeting tight deadlines
- Dealing with challenging relationships
- Not having enough resources
- Navigating change
- Working through setbacks and failure (Goleman, 2022)

### Resilience

Recent evidence shows that resilience can buffer the negative impact of workplace stressors on nurses and is linked to favorable patient outcomes (Manomenidis et al., 2019). Resilience is one's ability to "bounce back" from difficult situations and adapt to adversity in a variety of situations. Resilience is building strength and strategies to withstand stressful events before they occur.

### Determination

*Determination Is Transformative*-Your innate talents may create opportunities, but you must put in the real work to make those opportunities a reality. Hard work is so important that, even if you have an average level of talent, you can still use determination to transform what you do have into success. (Walden University, 2022)

*Determination Keeps You Moving Forward*-Determination is about staying focused on a goal. And as long as you have a goal, you can create paths to that goal, moving ever closer to the success you want. (Walden University, 2022)

*Determination Overcomes Failure*-What happens if you run into obstacles on the path to your goal? You push through them or you blaze a new path. That's the thing about determination; it helps you keep

going regardless of what's put in front of you. With determination, failure is just a diversion. It's not an end. (Walden University, 2022)

### Compassion

Compassion is expressed when nurses authentically work to understand patients' suffering and become sensitive to their experiences (Younas & Maddigan, 2019). Historically, developing the “compassionate character” was the impetus for care, and gave the nursing profession its ethos (Bradshaw, 2021). Jean Watsons (2008) theoretical viewpoint defines compassion as seeing human beings as “a valued person in and of him or herself to be cared for, respected, nurtured, understood and assisted, in general a philosophical view of a person as a fully functional integrated self. Human is viewed as greater than and different from the sum of his or her parts.(p. 78)” Jean Watson describes compassion as the “capacity to bear witness to, suffer with, and hold dear with in our heart the sorrow and beauties of the world” (Watson, 2008 p 78).

## **Cognitive Requirements**

The student must have sufficient cognitive ability to listen, speak, read, write, reason, critically think, manage their time appropriately, prioritize, and perform mathematical functions (addition, subtraction, multiplication, division, percentages, and fractions with or without a calculator) at a level that allows analyzing and evaluation of materials and information presented either verbally or in written format. The student must also safely administer, and document medications ordered for all assigned patients at each clinical practicum.

## **Health Requirements**

Infectious Diseases - Nursing is a high-risk profession for exposure to Hepatitis and other contagious diseases. Required immunizations reduce this risk for Nursing.

Back Injury - Nurses are at substantial risk for back injury. Students with a history of back injury or disease are at added risk. Such students must have physician approval for participation in clinical courses and must discuss their situation with the clinical instructor.

## **Academic Policies**

### **Academic Fraud**

The faculty of PVC is committed to a policy of honesty in academic affairs. We assume that students will pursue their studies with integrity and honesty. However, when students are caught cheating or plagiarizing, a process will begin which may result in severe consequences. Cheating is seeking credit for academic work using dishonest, deceptive, or fraudulent means. Dishonesty consisting of cheating of any kind with respect to examination, course assignments, or illegal possession of examination papers. Any student helping another to cheat is also subject to penalties.

It is the responsibility of the student to know what constitutes academic dishonesty. If a student is unclear about a specific situation, he or she may speak to his or her professor. Depending on the seriousness of the infraction, **the student may:**

- have course grade lowered.
- receive a failing grade on the paper, test, or course.
- be placed on probation or suspension.
- be expelled.

**Academic fraud:** includes but is not limited to the following situations:

**Plagiarism:** using someone else's ideas or work without proper or complete acknowledgement. For example, copying a passage straight from a book into a paper without quoting or explicitly citing the source is plagiarism. In addition, completely rewording someone else's work or ideas and using it as one's own is also plagiarism.

**Plagiarism on the Internet:** Purchasing research papers on the internet and submitting them as your own constitutes a gross case of plagiarism. The use of data, ideas, words, or information not generated by you is considered plagiarism.

**Cheating:** is copying of any test or quiz question, problem, or work done in a class that is not the student's own work. A student involved in assisting another student without authorization or the student receiving the information is considered cheating.

**Falsification** of clinical records is prohibited (ex: falsifying vital signs or altering the medical record).

## Learning Management System (LMS)

Canvas is the college-wide learning management system (LMS). Orientation to Canvas is available on the college [website](#). It is the student's responsibility to check Canvas for updates to course materials or communication, on a daily basis.

## eValue

eValue is an online program the PVC associate degree nursing program uses to log clinical skills via the case log function, time in clinical rotations, and for onboarding. Students are expected to maintain onboarding requirements, completed skills sheets, evaluations, and time logs in eValue. Failure to do so will result in PEF.

## Communication

- Faculty, staff, and administration will be addressed professionally by title, and in a professional and courteous manner.
- Appointments should be made directly with faculty.
- Appointments for the Dean, Director of Nursing, or Nursing Counselor should be made by contacting the Nursing Instructional Service Technician.
  - Silvia Lainez 760-921-5504 [silvia.lainez@paloverde.edu](mailto:silvia.lainez@paloverde.edu)

## **Electronic Communication and Devices**

- Electronic devices, e.g., cell phones, tablets, etc., are only permissible as they relate to the learning environment. The learning environment is defined by the instructor.
- Photographs and video recording are only permissible as it relates to the learning environment.
- Photos/video recording in any clinical setting for any reason is not permitted
- Recording by any method, at any time, is by permission of the instructor only.
  - Recording of lectures may be limited to students with documented learning accommodations.
  - Recording of any kind may not be shared, transmitted, or sold and must be destroyed at the end of the semester.
- Recording devices provided through the Disabled Student Services and Programs (DSPS) office are to be utilized during lecture only. These devices are prohibited in clinical settings. Students are prohibited from recording any portions of test review or meetings with instructors. Students may refer to the DSPS contract for more details.

## **Student College Email**

All students are provided with a PVC e-mail address. Communication with students occurs through their college email. Students are required to view their e-mail site daily.

## **Social Media and Public Communication**

Students who choose to communicate via social networking sites are held solely responsible for its content. Inappropriate or unprofessional postings may jeopardize a student's status in the program. Students may not utilize any college or program branding (i.e., logos, banners, names) for social media or email accounts and/or pages.

HIPAA and Patient Privacy: Always protect patients and their confidential information and follow all applicable policies. Never disclose any identifying or medical information on social media including photos.

Harmful Post: If you post complaints or criticism about PVC, fellow students, instructors, clinical sites, and/or clinical experiences, depending on what you say, you may violate policies or laws against harassment, bullying, intimidation, defamation or creating/contributing to a hostile environment. Write your statements carefully and avoid words that could be viewed as malicious, obscene, threatening, or harassing. Students are prohibited from posting public comments/reviews regarding clinical facilities (i.e., Yelp, news media, photos, social media, or any review sites).

Clinical/Class Time and Posting: Social networking activities are allowable only on non-clinical/class times including breaks and lunch.

General Suggestions/Requirements: Your posts are a reflection of you, PVC, and the profession of nursing. Before you post:

- Take a moment to consider if your post might lessen the community's trust in our ability to serve them (e.g., "I'm sick at clinical today", "my patients annoy me", "the patient liked me better than the Nurse" etc.).
- Remember it is never appropriate to comment negatively about patients or patient population.
- "Selfies" (photos that you take of yourself with your smart phone) are not appropriate at the clinical site.

Reporting Issues: If you have seen something that you think violates the department's Social Media Policy, please contact your instructor immediately.

Students are advised to visit the [National Council of State Boards of Nursing \(NCSBN\)](https://www.ncsbn.org/347.htm), <https://www.ncsbn.org/347.htm> for the latest guidelines and to view a brief video on healthcare providers and social media usage.

## **Health Insurance Portability and Accountability Act (HIPAA)**

Students are involved with the complete personal care of clients in many facilities. Communication (verbal, electronic, or written) about clients and/or clinical experiences that reveal any Patient Health Information (PHI) is a direct violation of privacy and confidentiality regulations and client rights. Any documents containing PHI may not leave the clinical facility. Removal of documents from facilities will result in a safety violation and removal of the student from the associate degree nursing program. Students will comply with all privacy standards as accorded by the Health Insurance Portability and Accountability Act (HIPAA) of 1996. For further information about HIPAA Guidelines visit the Human Health Services website. <https://www.hhs.gov/hipaa/for-professionals/index.html>

## **Disabled Student Programs and Services (DSPS)**

The DSPS office is committed to providing opportunities for students with disabilities to fully participate in all college programs. A variety of services/accommodations are available to students with identified disabilities. Students may contact the DSPS Office at (760) 921-5489 for assistance.

Any request for accommodation in the clinical setting or for off campus training should be referred to a DSPS counselor. Clinical agencies have their own rules and regulations that must be followed and not all requested accommodations may be feasible, permissible, or reasonable. The DSPS staff will work together with the student, instructors, and clinical institutions to determine the appropriate accommodations and to facilitate implementation of those accommodations.

## **Code of Ethics for Student Conduct**

Students enrolled in PVC's associate degree nursing program are expected to adhere to the American Nurse's Association Code of Ethics for Nurses and the appropriate Standards of Clinical Nursing Practice. Cheating, plagiarism, forgery, or other forms of academic misconduct will not be tolerated. It is the responsibility of each student to ensure that his/her study and participation in the academic process is

conducted so there can be no question concerning his/her integrity. The Nursing and Allied Health Department has zero tolerance for unethical conduct.

The following behaviors and examples of professionalism are expected from students during their enrollment in the Palo Verde Nursing Program:

- Display professionalism and medical ethics in classes, clinical skills areas, when representing PVC in school events or Nursing and Allied Health Department events, and in life affairs.
- Recognize and support the diversity of clients, visitors, staff, peers, and administrative personnel including, but not limited to age, sexual orientation, gender, culture, socioeconomic status, academic background, religion, race, color, disability(s), primary language, perspective, opinions, geography, ethnicity, political views, life and work experiences, world views, heritage, and other characteristics necessary for advancing learning and growth among a group.
- Integrate the concepts of QSEN in to Nursing practice to provide safe, comprehensive, and compassionate client-centered care, grounded in evidence-based practice and the Nursing Process.
- Perform medication administration safely using the six rights of medication administration and the annual Joint Commission National Patient Safety Goals.
- Practice ethical, caring, legal and compassionate client care utilizing learned leadership and management skills to guide staff, patients, visitors, and members of the interprofessional team decision-making process.
- Utilize present and future information technology with integrity and respect for confidential information, patient requests and accurate, truthful, and complete documentation.
- Give precedence to quality improvement, collegiality, diversity, and life-long learning when seeking to improve the profession of Nursing and implement evidence-based practice.

As a student in a professional Nursing program, it is the responsibility of each student to also report the unethical behavior of a fellow student or colleague to the faculty member in order to protect the safety of the public and ensure the integrity of the program and profession.

## **Title IX**

The Palo Verde Community College District is committed to a safe and equitable learning environment for all students. It does not discriminate on the basis of sex or gender in its educational programs. We encourage students to report any incident, including but not limited to sex discrimination or harassment, rape, dating violence, domestic violence or stalking committed on district property, at a district sponsored event or activity, or off-campus if it has continuing on-campus effects, directly to the Title IX Coordinator.

### **Gender**

PVC does not allow discrimination based on sexual identity in the educational programs or activities it conducts. Title IX of the Educational Amendments of 1972, as amended, and the administrative regulations adopted there prohibit discrimination.

## **Disabled**

PVC does not discriminate based on disability and follows Section 504 of the Rehabilitation Act of 1973, as amended, and the regulations adopted there under. More specifically, PVC does not discriminate in admission or access to, or treatment or employment in its programs and activities. Any student with a physical disability may decide to apply to the Nursing program. Nursing and Allied Health will make every endeavor to accommodate the students. But the student **MUST** meet the minimal requirements for theory and clinical to graduate from the program and qualify to sit for the NCLEX.

## **Age, Race, Color, Religion, or National Origin**

PVC complies with the requirements of Title VI and VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, and the Age Discrimination Act of 1975 and the regulations adopted there under. No person shall on the grounds of age, race, color, religion, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program of PVC.

## **Filing a Complaint**

Any student who feels discriminated against should contact:

Title IX Coordinator

Irma Gonzalez

Associate Dean of Counseling

Phone: (760) 921-5552

Email: [irma.gonzalez@paloverde.edu](mailto:irma.gonzalez@paloverde.edu)

Location: Palo Verde College, One College Drive,  
CS 106, Blythe, CA 92225

The existence of this local complaint procedure does not preclude the complainant from filing a complaint directly with the Equal Employment Opportunity Commission, the Office of Civil Rights, the Department of Fair Employment and Housing, or the Chancellor's Office of the California Community Colleges.

## **Sexual Harassment Policy**

The Palo Verde Community College District recognizes that harassment based on sex is a violation of both Federal and State discrimination laws as well as District Policy. The District is committed to providing students with an environment free from sexual harassment and will not tolerate such conduct on the part of any student.

Such behaviors include, but are not limited to, unwelcome sexual advances, and/or verbal or physical conduct of a sexual nature when:

- 1) submission to such conduct is made, either explicitly or implicitly, a term or condition of a student's educational progress.
- 2) submission to or rejection of such conduct is used as a basis for educational or employment conditions affecting the individuals involved.
- 3) such conduct has the purpose or effect of unreasonably interfering with one's educational or work performance or creating an intimidating, hostile or offensive educational or work environment; or
- 4) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the Palo Verde Community College District.



Any student who feels sexually harassed should contact the PVC Affirmative Action Officer. Copies of the complaint forms may be obtained from Administrative Services, the Library, and Student Services.

## **Student Records**

### **Student Rights to Privacy Family Educational Rights & Privacy Act (FERPA)**

(Palo Verde Community College, n.d.)

The Federal Family Educational Rights and Privacy Act (FERPA), also known as the “Buckley Amendment,” is designed to protect the privacy of students. It requires the College to comply with the following principles:

- Student records are open for inspection by students upon request. Specific documents which students have waived their rights to inspect remain confidential.
- Students have a right to challenge the accuracy of records and to request that they be amended.
- The institution may not release student records outside the institution without student consent, unless one of several exceptions applies.
- Requests from outside the institution for information regarding students should be documented, as should releases of student information.
- Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of the Family Educational Rights & Privacy Act.
- Students have a right to obtain a copy of the Colleges policy regarding the Family Educational Rights & Privacy Act. It may be obtained in the Student Service Office.
- The College may establish categories of information known as “Directory Information” and release this information without student consent, upon request by individuals external to the institution. Students may request that the categories below be excluded from Directory Information that would be released without student consent, upon request by a third party.

Palo Verde College has designated “Directory Information” to include the following information:

1. Name
2. Address
3. Telephone number and electronic mail address
4. Date of birth
5. Dates of attendance
6. Enrollment Status
7. Degrees and awards received

Students may wish to have the college withhold all Directory Information. If you choose not to have Directory Information released, complete the “Request to Prevent Disclosure of Directory Information” form and return to the Admissions and Records Office at the Palo Verde College, One College Drive, Blythe CA 92225. When the Registrar’s Office receives a student’s refusal to permit the release of “Directory Information,” no further disclosures are made without that student’s written consent (except

to parties who have legal access to student records without written consent.) Rescinding of this action can be done by the student submitting the request in writing to the Registrar's Office.

Note that the following procedures apply:

- Students may review their educational records upon request from the Registrar's Office as set forth in PVC College Policy 5110.
- Students may request amendment of educational records by submitting a written request with the Superintendent/President to remove or correct any information recorded in the written records which he/she alleges to be inaccurate(as set forth in PVC College Policy 5040).
- As set forth in PVC College policy 5040, access to a student's educational records may be required and permitted by College faculty and staff for legitimate educational purposes where access by such individuals is necessary to complete their College related duties.

## **Nursing Program Disciplinary Process**

All students that violate a PVC Associate Degree (RN) program policy and/or procedure, demonstrate a safety violation, and/or are unable to complete successful remediation, will be provided a [Performance Evaluation Form](#) ([PEF]See Appendix C) which will outline possible options and/or defined outcomes based on college guidelines, Nursing program requirements and standards, Board of Registered Nursing regulations, and/or faculty decisions.

### Process for PEF

1. The student case will be discussed at the next faculty meeting to determine the best course of action.
2. If a new or initial remediation plan is decided; the theory instructor will meet with the student and discuss the new plan and possible consequences if performance changes are not observed. A new [Students Success Contract](#) [(SSC) See Appendix A] will be completed with relevant referrals.
3. If the student is unable to meet course and/or clinical objectives and criteria the student will be provided a final PEF (APPENDIX C) with noted issues and referred to Program Director/Coordinator for exit interview. The student is not eligible for reinstatement until an exit interview has been completed and other reinstatement criteria have been met as per policy.
  - a. See [Reinstatement section](#) in PVC RN Student Handbook
4. The theory instructor and student will meet to review the PEF (APPENDIX C) and discuss student options. The PEF (APPENDIX C) will be entered into the student's school record. Student may be required to complete an [Student Success Plan](#) (See appendix B).

## **Academic Honesty**

Academic honesty is a cornerstone of the educational community. Plagiarism and cheating are characteristics of unprofessional behavior and are considered academic dishonesty. This may lead to failure of the course without the possibility of reinstatement. Therefore, students are expected to understand the standards of academic honesty as they pertain to student behaviors. Students must acknowledge sources that are used for completing classroom assignments. Sharing information regarding simulation scenarios, skills testing, or other forms of evaluation are unprofessional and considered academic dishonesty. Refer to the current Palo Verde Catalog for more examples of academic dishonesty.

Palo Verde has a long-standing policy that prohibits cheating and plagiarism; therefore, students in all classes are expected to do their own work. Any incident of cheating, plagiarism or other dishonest activity will jeopardize reinstatement and/or continuation in the program.

### **Plagiarism**

Any plagiarized work shall receive a failing grade for the assignment and may result in failure from the course based on violation of the Code of Ethics for Nursing. Furthermore, disciplinary action as described in the Palo Verde College Catalog may also occur. All approved group assignments must include the names of all contributors. Resources for APA citation assistance can be found through the Palo Verde library. Examples of plagiarism include failure to acknowledge and cite the work of others both in-text and through references. Students should be aware that citation of a source does NOT give permission to copy statements directly, this is an example of plagiarism.

### **Cheating**

Students identified as cheating on any course work shall be given a "0" grade for that assignment/exam without opportunity for make-up, may fail the course without eligibility for reinstatement, and may result in further action as described in the Palo Verde college catalog.

## **Remediation Process**

### **Student Success Contract (SSC)**

Students who demonstrate deficiencies in academics will be placed on an SSC to assist in remediation of concerns or issues. Failure to achieve a level of success may result in failure of the course. If a course is a co-requisite it may result in failure of both courses. (See Appendix A for SSC form)

### **Outline of Remediation Process for Minimal or Unsatisfactory Performance in Theory or Clinical Setting**

1. Problem identified by Faculty member and the student is notified of deficiency. Notification may be done by verbal or written feedback provided by Clinical Faculty, Skills Lab Faculty, and/or Theory Instructor.
2. Student meets with Theory Instructor(s) for completion of an SSC. A Clinical Instructor may be present at this meeting. Student must complete the Student Success Plan (SSP) (See Appendix B) prior to meeting with the Theory Instructor(s).
3. SSC is created with referrals as needed based on identified learning needs from the meeting between the Instructor(s) and the student (which may include the Remediation specialist, Skills lab, Supervised SIM, online modules, writing center, ESL, etc.). A mutually agreed upon completion date will be instituted and it is the student's responsibility to complete all required elements of SSC by the deadline. Failure to meet the deadline as specified may result in failure of the course.
4. The Course Instructor and the student will meet after the completion date to discuss any further needs. If no further needs are identified, then the student will continue without any further SSC. If

further deficits are identified or continue then a new SSC may be created with a new completion date.

5. The student and course Instructor will continue to meet until it is deemed the student is unable to fulfill required course and/or clinical objectives as outlined in the syllabus or no further learning needs are identified.
6. If the student continues minimal or unsatisfactory performance or is unable to fulfill the course and/or clinical objectives, they will receive a Performance Evaluation Form (PEF (APPENDIX C)) regarding the danger of failing due to inability to meet objectives as outlined in the student handbook and/or syllabus. At this time a new SSC may be created with more referrals, or it may be deemed that the student's deficits are not remediable.
7. The student case will be discussed at the next faculty meeting to determine best course of action.
8. If, during the faculty meeting, a new remediation plan is decided the course instructor will meet with student and discuss new plan and possible consequences if performance changes are not observed. A new SSC will be completed with relevant referrals.
9. If during the faculty meeting it is decided the student is unable to meet course and/or clinical objectives and criteria the student will be provided a final PEF (APPENDIX C) with noted issues and referred to Program Director/Coordinator for exit interview. The student is not eligible for reinstatement until an exit interview has been completed and other reinstatement criteria have been met as per policy.

## **Complaint Procedure/Due Process**

### ***Title IX, Education Amendments of 1972; Education Code Section 76224(a)***

The student is encouraged to pursue course work and other college sponsored activities that will promote intellectual growth and personal development. In pursuing these ends, the student shall be free of unfair and improper action by any member of the academic community. Palo Verde College shall maintain a student grievance policy. The procedure whereby a student may file a grievance shall be specified in detail in the college catalog. The grievance process and any forms needed to facilitate this process will be available in the Student Services Office. This policy shall not apply where other policies are applicable for the resolution of specific categories of student complaints or appeals, such as complaints relating to sexual harassment or discrimination. (See Administrative Procedure 5530)

The complaint procedures for discrimination and sexual harassment, must be initiated within 10 days from the time of the alleged incident to file a complaint. Neither requires a mandatory informal step. For additional information or a copy of the procedures, contact the Affirmative Action Officer.

Complaints which do not involve allegations of discrimination or sexual harassment must be initiated within ten days of the alleged complaint, and evidence of an attempt to informally resolve the matter must be documented before a formal hearing committee is convened. This procedure may result in a resolution between the two parties thereby avoiding a more formal level of the process. This may prevent the escalation of feelings related to the complaint and will also help to maintain the privacy of the matter if it remains between the two individuals.

- [Title IX](#)
- Harassment or Discrimination Complaints
  - [Board Policy](#) (BP 3430)
  - [Administrative Procedure](#) (AP 3430)
- Grade Changes
  - [Board Policy](#) (BP 4231)
  - [Administrative Procedure](#) (AP 4231)
- Student Disciplinary Actions
  - Board Policy (BP 5520)
  - [Administrative Procedure](#) (AP 5520)

## Student Concern Policy

1. Most problems can be addressed at their origin. Students must meet with their instructors on a regular basis to keep the lines of communication open to discuss problems or concerns.
2. A student may make an appointment with the Director and Associate Dean of Nursing and Allied Health to discuss unresolved problems or concerns after following the [chain of command as outlined in the Nursing program student handbook](#).
3. The California Board of Registered Nursing (BRN) will accept for review and consideration any concerns students have regarding the educational program.

**Contact:**

**Mailing Address:**

**Board of Registered Nursing  
PO Box 944210  
Sacramento, CA 94244-2100**

**Physical Address**

**Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924  
(916) 322-3350  
<https://rn.ca.gov/contact.shtml>**

## Attendance/Absence

### Perfect Attendance

Students who can achieve perfect attendance for four semesters will be honored at the graduation and pinning ceremony.

### General

A student in the Associate Degree Nursing Program is expected to attend all planned learning experiences, both classroom and clinical. Professional accountability mandates that the responsibility rests with the student. Classroom and clinical learning experiences are planned to provide opportunities for students to achieve objectives and to practice application of knowledge in the clinical setting. An absence does not relieve the student of responsibility for completing the course work to the satisfaction of the faculty teaching the content and/or clinical practicum.

Emergency absences due to extenuating circumstances will receive individual consideration and evaluation by the Nursing faculty. All clinical absences must be made up hour-for-hour at the date, time and place the faculty deems appropriate. A clinical time not made up will result in a no-call-no-show.

A daily attendance record will be kept by the instructor of classroom and clinical practice. Student attendance will be assessed daily. When a problem is identified, an appointment with the Associate Dean of Nursing and Allied Health will be scheduled to formulate a plan of improvement.

### Lecture Absence

Students are expected to notify the Nursing Office (760-921-5504) if they expect to be late or absent. Class will start as scheduled.

- Absences must be limited to **two (2) days** of the total semester days.
  - **2nd** absence: student will receive a PEF (APPENDIX C) and SSC and be required to meet with the Instructor, RN Director, and the Associate Dean of Nursing and Allied Health to formalize the plan of correction.
  - **3rd** absence: student may be withdrawn from the RN Program.
- A **no-call-no-show** for lecture counts as two (2) lecture absences. One more absence after a no-call-no-show, the student is withdrawn from the RN Program-No exceptions.

Make-up course work for lectures missed due to absenteeism is permitted and credit is given. Makeup work does not remove the number of absences. Students are responsible for contacting the instructor to arrange time with the instructor to make up missed work and exams. The make-up assignment will be at the discretion of the instructor. Make-up assignments are due the Monday following the absence.

Missed examinations due to a lecture day absence must be taken on the first day back following the absence. An alternate exam may be administered. If the student is tardy on the day of the scheduled exam, the student must take the exam following theory on the same day. **Only one missed examination will be allowed for make-up per semester.** An alternate exam may be given as a make-up exam. Any make-up exam will be given a penalty of 10% from the earned score. For example, a make-up exam score of 85% will result in a loss of 8.5% for a final score of 76.5% ( $85\% - 8.5\% = 76.5\%$ ).

### Clinical Absence

1. Clinical absences must be made up hour for hour and completed prior to the beginning of the next semester.
  - A. Absences must be limited to **one (1) day** of the total semester days.
    - a. **1st** absence: student will receive a PEF (APPENDIX C) and SSC and be required to meet with the Instructor, RN Director, and the Associate Dean of Nursing and Allied Health to formalize the plan of correction.
    - b. **2nd** absence: student may be withdrawn from the RN Program.
  - B. The student will complete the Clinical Make-Up Attendance Sheet, including date, time in and out, and the facility.

- C. Clinical make-up dates and times are at the date and time convenient for the instructor assigned to the make-up shift.
  - a. An alternate Clinical site may be used for make-up rotation as long as clinical objectives for the day of absence are met.
  - b. Clinical make-up sites will be determined by the instructor.
- D. It is suggested for students that anticipate an unavoidable absence, notify the instructor as early as possible and plan for make-up objectives that will be missed. Make up for the clinical are mandatory, will be assessed, and planned accordingly to meet the objectives and content missed during clinical. Clinical experiences may be scheduled on weekends and evenings, and an evaluation in skills lab or the SIM Lab may be required.

2.A clinical facility absence requires notification of the Nursing Office no less than one (1) hour prior to report time, no less than one (1) hour notification of the faculty for the make-up clinical practicum is being performed. A voice mail may be left in the Nursing office only if no one answers the call. No voice mail, text, written correspondence, or email will be accepted when calling clinical faculty at the clinical make-up site.

### **No-Call-No-Show Policy**

It is the belief and policy of the PVC RN Program that students are in training to learn professional, ethical, and acceptable behaviors of employment, as well as to be competent, safe Registered Nurses. Students who do not choose to attend classes will be counseled by the lecture instructor, clinical instructor, RN Director, and Associate Dean of Nursing and Allied Health and placed on formal probation or immediately dropped from the program.

### **Procedure for No-Call-No-Show**

1. Students who are absent from the clinical area are expected to call the instructor no less than one (1) hour prior to the beginning of the clinical workday. Instructors will include in their syllabus the appropriate protocol for where and when to call the clinical instructor.
2. Students who choose not to come to clinical without prior notification or fail to return to work after lunch or scheduled breaks, will immediately be put on PEF (APPENDIX C) with SSC.
3. An interview will be scheduled with the RN Director and/or Associate Dean of Nursing and Allied Health, the clinical instructor/faculty, and the student.
4. At the conclusion of the interview, it will be up to the RN Director, Associate Dean of Nursing and Allied Health and clinical instructor/faculty, to determine if the student is dropped from the program.
5. The terms will include, but not be limited to:
  - a. PEF
  - b. SSC with student to avoid absences for the remaining part of the semester.
    - 1) Completion of SSP as instructed.
6. All terms of PEF and SSC must be satisfied in order to progress to the next semester.

## Tardiness

Arrival past the appointed starting time of a class is considered a tardy. There is no grace period. A student arriving past the start time will not be admitted to the class in session. The student must wait until the next break to join the class. If students are one (1) hour or later or leave one (1) hour or earlier, the student will be counted as one half day absent. Two tardies constitute 1 clinical absence.

## Student Illness and Injury

For the protection of the students, patients, visitors, clinical personnel and faculty, the following policies must be adhered to:

1. Injury in the classroom or clinical setting must be reported immediately to the Nursing instructor so the necessary medical care can be initiated with the appropriate agency, and to complete the college documentation of the injury.
2. Any student with a visible injury or illness involving a potential communicable disease will be required to furnish a clearance statement from the physician before returning to the class or clinical setting. Examples of the above include conditions requiring casts, canes, slings, elastic bandages, skin rashes, sore throats, and draining or open wounds.
3. Due to the nature of direct patient care and lack of flexibility in training schedules, the Nursing Program does not guarantee accommodation of any restriction identified by the physician. If the restriction cannot be accommodated, the student will be withdrawn from the program and eligible for Reinstatement.
4. Letters from physicians regarding student illness, surgery, injury, or pregnancy must include limitations or restrictions as well as a statement defining classroom and clinical activities allowed. Any exclusion must be followed up by a written release from the physician before returning to full activity.
5. In all circumstances, students must be able to meet specified learning objectives, with consideration of the restrictions stipulated by the physician, to remain in good standing in the Nursing program.

➤ *Please Note: Due to Clinical facility requirements PVC Nursing department may require additional written medical clearance to insure student and patient safety. In all instances, the student agrees to release PVC, and all clinical facilities used by PVC, from all responsibility for injury or loss sustained while participating in the program.*

## Grading Policy

High standards of health, scholarships and conduct must be maintained by each Nursing student. Students in the Associate Degree Nursing Program are graded by theoretical and written work based on a point system with a corresponding letter grade, this is outlined in the Course syllabus.

Clinical skills at a designated healthcare site and skills laboratory performance will be determined on a pass (P) or fail (F) basis. To be promoted to each successive semester of the program, the student must receive a minimum final grade of 75% in all theory classes, and a pass (P) in each clinical rotation. Receiving "fail (F)" in clinical will prevent the student from going on to the next semester despite the academic grade for the course. Likewise, receiving under a 75% grade in theory despite receiving a Pass



(P) grade for the co-requisite clinical course will prevent the student from moving forward to the next semester.

Clinical course work receives pass or fail grade for all assignments. For students to achieve a Pass grade for clinical courses, students must receive:

- Semesters one and two students cannot have more than two Fails for graded Clinical course work
- Semesters three and four cannot have more than one Fail for graded Clinical course work

### **Student Evaluations**

All students will be kept apprised of their performance in both the theory and clinical components of all Nursing courses.

#### Theory

An instructor may initiate an SSC at any time during the semester when academic performance or classroom expectations are unsatisfactory. Students will complete the SSP prior to meeting with the instructor. At the time of meeting the instructor and the student will discuss the issue(s) and jointly develop strategies for improvement. Failure to meet the stipulations identified in the SSC may result in failure of the Nursing course and inability to progress in the Nursing program.

#### Clinical

An instructor may initiate an SSC at any time during the semester when clinical performance or expectations are unsatisfactory. All Students will receive written evaluations of their clinical performance during conferences with their clinical faculty at mid-term and at the end of the semester. Mid-Term and Final evaluations are signed by both the student and instructor and placed in the student's file.

**Theory, clinical, skill laboratory, and SIM Lab requirements must be satisfactorily completed, to successfully complete the course. Students should refer to the course syllabus for specific requirements for each course.**

### **Grading Scale**

Grades are calculated on total points x %=Required points.

For example: (Total Course Points) 237x 93%= 220.41.

So, students must receive between 220.41-237 to receive an A letter grade.

% Grade based on Points in syllabus	Letter Grade
93-100	A
85-92	B
75-84	C
74 and below	Fail

Students are responsible for making an appointment with their instructor any time their grade average drops below 75%, or they feel a conference is needed for any reason. To meet the standards of this program a student must maintain a minimum of 75% grade average in the theory and maintain a pass performance in all clinical objectives and skills.

The final overall grade for Theory class will be rounded. Grades for assignments, exams, submitted work **will NOT be rounded.**

- For Example: The student receives a 74.3 on their exam, 74.3 is the score that will be used for final grade calculation.
- For Example: The final grade for the course is 73.4 the student's grade will be calculated as 73.
- For Example: The final grade for the course is 74.6 the student's grade will be calculated as 75.

Late or incomplete written assignments and papers are unacceptable. Assignments should be turned in at assigned dates and times only. Late assignments will not be accepted for credit (refer to course syllabus).

## Dress Code Policy

It is the policy of PVC RN Program that students present a professional, conservative appearance whenever representing the department. The clinical setting is not the place for Nursing students to make a fashion statement. Students inappropriately dressed in the clinical area will be required to fix the problem, and/or sent home and given a clinical absence, at the discretion of the clinical instructor. This will be followed by a written warning. Inappropriate dress in the classroom will result in the student receiving a warning, and when possible, asked to remove the unsuitable items. ***See Clinical and Theory Sections for Specific Dress Code requirements.***

## Bullying (Incivility)

### Bullying Defined and Discussed

The Nursing and Allied Health Department has ZERO tolerance for any bullying of ANY kind toward ANY person(s) or entity. Incivility is defined as: disrespectful, insensitive, or disruptive behaviors inconducive to learning which can include active or passive disrespectful or rude speech. Incivility in the classroom (virtual or face to face) is any action that interferes with a harmonious and cooperative learning atmosphere in the classroom and broken rules of conduct (Campbell, Lambie, & Jones, 2020).

Incivility has become a growing concern in the field of Nursing education (Ni Gusti Ayu Eka & Chambers, 2019). Because Nursing is a caring profession, administration, faculty, and students of the Palo Verde Nursing programs must ensure that incivility is recognized and managed quickly and efficiently. Incivility in Nursing education erupts between students, students and faculty, and faculty alone. Contrarily, **civility** is defined as having respect for one another, honoring differences by listening and seeking common ground, engaging in social monologue, and appreciating each other (Clark, 2019).

Disrespectful and uncivil behaviors in healthcare settings often lead to life-threatening mistakes, preventable complications, and harm to patients and families. These behaviors have detrimental effects on individuals, teams, organizations, and patient safety (Clark, 2019). Therefore, it is of utmost

importance that a culture of kind, caring, and civil behavior be promoted in any all of PVC's health care programs.

Within the classroom setting, incivility can present in ways that faculty and/or students may not find disruptive, such as acting disinterested, fooling around, not taking serious subjects seriously, not taking notes, dominating discussions, non-verbal behaviors such as eye-rolling, cheating, plagiarism, being unprepared for class or clinical, tardiness, sleeping in class, and/or displaying attitudes of boredom and disinterest (Ni Gusti Ayu Eka & Chambers, 2019). Acts of bullying have also been identified in virtual classrooms and through use of social media.

Bullying is a more severe infraction of incivility in which the behaviors are repeated, cause fear, distress, and/or harm to the target (Orr & Seter, 2020). Several factors are typically related to instances of bullying which include personal issues such as: emotional issues and feelings of entitlement, feelings of incompetence, intimidation, and situational issues such as: financial issues, burn out, feeling overwhelmed with personal roles and tasks and relationship issues (Clark, 2019). Therefore, as PVC's Nursing administration and faculty, we encourage anyone that may be experiencing any of that can lead to bullying to seek advice from counselors.

Bullying on college campuses is seldom publicly brought to faculty and administrators' attention. In fact, a high percentage of bullying and incivility is ever reported due to fear, anxiety, lack of self-confidence, fear of retaliation, and lack of support (Cabrera, Enelke, & Pravikoff, 2018). We, here at PVC and the Nursing and Allied Health department support an environment free from any type of violence and/or harassment. We encourage students to feel comfortable in the classroom, in clinical facilities, virtually, and throughout the campus and the students' educational experience.

Faculty, staff, and administrators provide time intensive, costly, valuable, and vigorous classes, courses and degrees that can become ineffective and worthless when bullying is allowed to prevail and control the results of higher learning. Student(s) have a right to experience learning in a physically and psychologically safe environment, free from terror of bullying from anyone on or outside the campus.

### **Reporting Bullying**

Any student or faculty who encounters bullying and/or incivility in any form, to themselves or another individual, or believes they may have witnessed bullying and/or incivility in any form, must report the incidence(s) to their theory/clinical faculty or the Nursing Office IMMEDIATELY. All parties involved will be given a due process to explain their actions and feelings. The incidence(s) will be reported to the VP of Instruction and Student Services, the Dean of Instruction and Student Services, the RN Director and Associate Dean of Nursing and Allied Health, the Student Success Manager, and the DSP&S Director/Counselor and DSSS Director.

First Offense: Discussion and written warning.

Second Offense: Discussion and program probation.

Third Offense: Discussion and termination from the VN Nursing or Allied Health Program the Student is enrolled in.

**Termination** can occur at First or Second Offense if the consequences of bullying are severe enough or based on the decision of the Director and Associate Dean of Nursing and Allied Health.

## Section IV ADN Program Admission and Reinstatement

### Admission Policy and Procedure

It is the policy of the PVC RN Program to allow all students the opportunity to apply for admission to the Associate Degree in Nursing program without prejudice or predetermination.

- All students must be 18 years old on the first day of class.
- All students must meet with a college advisor prior to applying to the ADN/RN program for advising.
- All students must have an official high school transcript or GED with a minimum score of 2.5.
  - A state accredited company must evaluate all foreign transcripts for twelfth grade equivalency.
- TEAS Exam with scores  $\geq 50\%$ .
- Candidates will be selected from the multi-point criteria guidelines or random selection. Please refer to catalog and Nursing pre-requisite information.
- Candidates must pass a background check and drug screening.
- Candidate must have current American Heart Association Health Care Provider (CPR) by the first day of class.
- Anatomy, physiology, and microbiology **must have a lab component**.

### Nursing Programs Application Process

Application to PVC's Nursing programs is separate from application to the college. An application form is available during specific application periods and can be obtained from the school website. Enrollment in the Nursing program is limited. Any falsification of application information will result in immediate disqualification as a candidate for all Nursing programs.

### RN Program Acceptance

In accordance with legislation and Education Code, admission criteria to the ADN (RN) program follows a blended combination of random selection and a multicriteria screening process, approved by the California Chancellors Office. Applicants must meet all eligibility requirements (GPA of at least 2.5 in the prerequisite science courses and a TEAS score of 50% or higher) before being considered for the program. Those applicants determined to meet baseline eligibility requirements will then go through the selection process. Applicants determined to be eligible, but not initially selected, will remain in consideration for selection according to their random selection ranking until

all slots in the class offered have been confirmed as accepted. Admission will be annually in the spring semester.

## Prerequisites

The following courses must be completed by the time the application is submitted. Work-in progress will not be accepted. The only exception to this rule is Statistics, Humanities, and Sociology. But it is strongly recommended that these courses also be completed prior to submitting an application.

CODE	TITLE	UNITS
* Requires prerequisite course. +May be taken concurrently with RN courses		
<b>Required Courses</b>	<b>All prerequisite courses must be completed with a <u>2.5 GPA</u>, or better, <u>before</u> applying to the ADN-RN Program.</b>	
ENG 100 or ENG 101	Reading and Composition	4 or 3
+MAT 106	Statistics	4
CHE 101 or CHE 109	Intro to General Chem or Chem for Healthcare Providers	4 or 5
BIO 111 <small>Prereq Suspended until 2024</small>	Basic Microbiology	5
BIO 210 <small>Prereq Suspended until 2024</small>	Human Anatomy	4
BIO 211 <small>Prereq Suspended until 2024</small>	Human Physiology	5
NSC 128	Medical Terminology	3
POS 145	American Political Institutions	3
+SOC 101	Introduction to Sociology	3
PSY 101 or PSY 201	General Psychology or Lifespan Development	3
Communication	Minimum of 3 credits	3
SPE 101	Introduction to Speech	
*SPE 102	Public Speaking	
*SPE 103	Argumentation and Debate	
SPE 105	Introduction to Intercultural Communication	
Humanities+	Minimum of 3 credits	3
ASL 131	American Sign Language I	
PHI 100	Introduction to Philosophy	
SPA 101 or *102	Elementary Spanish I or II	
	<b>TOTAL UNITS</b>	<b>43-45</b>

## RN Program Courses

Code	Title	Units
<b>Semester 1</b>		
<b>NUR 251</b>	Fundamentals in Nursing	5.5
<b>NUR 252</b>	Clinical Practice for NUR 251	5
<b>Semester 2</b>		
<b>NUR 255</b>	Medical-Surgical Nursing I	5

NUR 256	Clinical Practice for NUR 255	5
<b>Semester 3</b>		
NUR 258	Psychiatric/Mental Health Nursing	1.25
NUR 259	Clinical Practice for NUR 258	1.5
NUR 260	Family-Child Nursing	1.5
NUR 261	Clinical Practice for NUR 260	1.5
NUR 262	Maternal-Newborn Nursing	1.5
NUR 263	Clinical Practice for NUR 262	1.5
<b>Semester 4</b>		
NUR 264	Advanced Medical-Surgical Nursing	2.25
NUR 265	Clinical Practice for NUR 264	2.5
NUR 266	Leadership	1
NUR 267	Clinical practice for NUR 266	1
<b>Total Units</b>		

## LVN Advanced Placement Requirements

<b>LVN Advanced Placement Program</b>			
<ul style="list-style-type: none"> <li>Applicants must have an LVN License and able to provide verification.</li> <li>All Prerequisites must be completed prior to start of semester</li> <li>Students are selected based on Multi Criteria List and RN Program space availability</li> </ul>			
SEMESTER	COURSE TITLE	COURSE NO.	Semester Units
	LVN Transition Class	NUR 268	4.0
	Psych/Mental Health Nursing	NUR 258	1.25
	Clinical Practice for NUR 258	NUR 259	1.5
	Advanced Medical-Surgical	NUR 264	2.25
	Clinical Practice for NUR 264	NUR 265	2.5
	Leadership	NUR 266	1.0
	Clinical Practice for NUR 266	NUR 267	1.0

## LVN 30 Unit Option

REQUIRED CONTENT	COURSE NUMBER	COURSE TITLE	UNITS: THEORY/CLINICAL
<b>PVC RN Program LVN 30 Unit Option</b>			
Medical Surgical	NUR 255/256	Medical Surgical 1	T: 5    CL: 5
Geriatrics	NUR 269	Geriatrics	T: 0.5
Psych/Mental Health	NUR 258/259	Psychiatric/Mental Health	T: 1.25    CL: 1.5
Advanced Medical Surgical	NUR 264/265	Adv. Medical Surgical 2	T: 2.25    CL: 2.5
Management/Leadership	NUR 266/267	Leadership	T: 1    CL: 1
<b>Required Basic Sciences</b>			
Physiology	BIO 211	Human Physiology	5.0
Microbiology	BIO 111	Microbiology	5.0
<b>TOTAL UNITS: 30.0</b>			

## Palo Verde College Associate Degree Nursing Requirements

Requirements for an Associate Degree Nursing include:

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- Completion of minimum 60-degree applicable semester units
- Required completion for defined major
- Cumulative GPA of 2.0 or better in Associate degree applicable units
- Good academic standing at PVC
- Minimum of 12 units completed at PVC

## **Policy for Granting Credit**

### **General Policy**

A general policy of PVC Associate Degree Nursing program is to provide the opportunity for all students to be given credit for the knowledge and skills they have already acquired and placed at a level that will assure successful attainment of educational goals.

### **Transfer Credit**

Transfer credit shall be given for applicants with previous education from an accredited institution who have satisfactorily completed with a grade of “C” (75%) or better, academic course work, a class, and/or clinical laboratory. This includes the following:

1. Armed Services.
2. Other courses that the school determines are equivalent to the courses in the PVC Associate Degree in Nursing Program.

Prior to credit being given, evaluation of the following must occur:

1. Official school transcripts indicating satisfactory grades, “C” (75%) or above, to include an official description of program hours and subject descriptions.
2. Proof of certification or licensing.

### **Credit from Another Program**

With appropriate proof, all course work from other Nursing programs will be granted credit based on equivalency to PVC. A written examination and performance assessment may be required for the purpose of establishing the need for remediation. With appropriate proof, all LVNs are granted transfer credit equivalent to the first year of the Associate Degree Nursing Program hours. LVNs must also complete and pass NUR 268 LVN-RN Transition course prior to being accepted into the RN/ADN program. Assessment of LVN students will be conducted to establish the necessity of remediation. All remediation will be completed prior to the first day of the semester. Acceptance of LVN students into the RN/ADN Program is contingent upon space availability.

### **Transfer Admission Procedure**

1. Follow the admission procedure of PVC as outlined in the general catalog.
2. Follow admission procedure to the Associate Degree Nursing Program as outlined in the Student Handbook.
3. Submit course descriptions (schools attended) of all courses for which transfer credit is desired to the PVC Registrar’s Office.

## Assessment and Challenge

Students shall be given credit upon completion of examinations demonstrating proficiency in specific bodies of subject matter, relevant to the Palo Verde Associate Degree Nursing Program, acquired through experience (within the last five years).

### Challenge Examination

The challenge examinations are applicable to students and LVN graduates for Advanced Placement option. The challenge exams provide applicants with credit for previous education, the opportunity to obtain credit for other acquired knowledge. Once the applicant is accepted into a cohort term, the student may request advanced placement.

The RN program utilizes assessments from a third-party vendor for all nursing content areas. Transfer students may challenge these assessments, upon admission acceptance, if they have previously completed and were awarded course credits from an accredited college or university with a grade of C or better. Once the student has passed the nursing assessment administered by the program, the credit by exam for the respective nursing content is awarded. All nursing courses for licensure are eligible for the challenge credit.

To be eligible for credit by examination, a student:

1. Must have earned a minimum of 12 semester hours of credit at PVC and must be currently registered.
2. Student is in good standing at PVC (GPA must be 2.50 or better).
3. Must file with Vice President of Instruction and Student Services, a petition to challenge a course by examination. WHAT ABOUT Dean or Director???
4. Must furnish proof of background, experience, or training to ensure a reasonable measure of success in the challenge.
5. Must pay a fee of \$ 30.00 per exam, plus the enrollment fee of \$46.00, for each unit of credit taken by examination.

## Challenge/Advanced Placement Policy for Military Trained Healthcare Personnel

Individuals who have held Military Health Care Occupations, specifically: 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 Nursing program with documentation of education and experience qualifying them for the specific Military Health Care Occupation and upon successful completion of the challenge exam(s), dosage calculation exam, and skills competency exam.

Students with military healthcare experience may petition to complete assessments for advanced placement through the challenge examination process at the time they are accepted and matriculate into the PVC RN program. All military veterans' transcript reviews, military service records and credits-by-exam will be taken into consideration when determining the quantity and quality of applicable competencies in concert with federal, state, and local laws; affiliate accrediting body standards; and CA



State Board of Nursing rules and regulations such that the maximum quarter credit units may be granted to prelicensure nursing student. Semester credit will be awarded and to the didactic and clinical nursing course for licensure.

To assist military veterans with healthcare experience in obtaining advance placement into the RN/ Associate Degree Nursing Program, the student must meet the program admission requirements to be considered for advanced placement.

A written request petition for advanced placement related to military healthcare experience must be completed within two years following discharge as evidenced by Form DD-214 and prior to ADN/RN program matriculation.

The Veteran must also:

- Meet PVC RN Program admission requirements.
- Pass ATI TEAS Exam with a minimum score of %50 or higher.
- Make an individual appointment with the Program Director or designee.

### **Veterans with Military Healthcare Experience and a Licensed LVN**

To be considered for this option the applicant must have the following:

- An active, encumbered Licensed Vocational Nurse (LVN) license.
- Submit official transcripts with detailed experience statement.
- Challenge exams of each course may be requested by the student to demonstrate both theoretical and clinical competency. A course overview will be given prior to the exam.
- Successful completion of the medical dosage calculation assessment.

The program will determine the course(s) the veteran or corpsman must complete based on the criterion established by the College. Admissions to the program is on a space available basis and is not guaranteed.

### **Veterans with Military Healthcare Experience and Not Licensed (Not an LVN)**

To be considered for this option the applicant must have the following:

- Submit official transcripts with detailed experience statement.
- Challenge exams of each course may be requested by the student to demonstrate both theoretical and clinical competency. A course overview will be given prior to the exam. The college has established the maximum number of quarter credit units that may be challenged.
- Successful completion of the medical dosage calculation assessment.
- Successful completion of the tests includes skills and simulated assessments of the required nursing courses in first quarter.

The student will be offered admissions into the ADN/RN program when all criteria are successfully met. Admissions to the program is on a space available basis.

1. Applicants must meet all general entrance requirements of the Associate Degree Nursing (ADN) Program, including proof of graduation from high school or achievement of GED; completion of designated prerequisites for the Nursing Major with a cumulative GPA of 2.5 on all previous

college coursework; current BLS certification; completion of the ATI Proctored Fundamentals Pre-Admission Examination; two letters of recommendation; RN interview with Nursing department representative; and completion of a written essay.

2. Applicants must have an honorable discharge if using this route for admission to the ADN Program.
3. All ADN prerequisites must be completed prior to enrolling in Nursing Courses.
4. Acceptance of Military Challenge students into the ADN Program is contingent upon space Availability

Military challenge students who were not successful in previous Nursing programs are not eligible to apply for admission to the ADN Program as an Advanced Placement student.

### **Procedure**

Interested candidates must request an appointment with a Campus Admissions Advisor at least four weeks prior to any application period, to discuss eligibility requirements for the ADN Program. Following the evaluation of the candidate meeting the admission requirements for the ADN Program, the candidate will meet with the Program Director to determine courses eligible for challenge.

1. Applicants considered for advanced placement will include those individuals who have satisfactorily completed, within the last two years, 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: official copies of transcripts from appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience.
3. Documentation of experience.
4. 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 for Fundamentals of Nursing, a competency skills exam, and a dosage calculation exam.
5. The following materials will be available to the applicant once challenge confirmation is made:
  - a. Course syllabus
  - b. Bibliography and textbook lists; and
  - c. Example of style and format of examination.
6. Written and skills competency examinations for advanced placement or challenge must be completed eight weeks prior to admission to the program.
7. Advanced Placement will be granted if applicant meets minimum requirements equivalent to those required of students enrolled in the actual course.

### **Program Dismissal**

The faculty reserves the right to remove from the clinical area any student who, in the faculty member's professional judgment, places the client in physical or emotional jeopardy or requires an inordinate level of supervision to ensure patient safety. The Nursing Dismissal Process outlined in [Section III](#) of the PVC RN Student Handbook will be followed.

Display of any of the following behaviors **will result** in academic failure and immediate removal from the program.

***These safety violations will result in ineligibility for reinstatement.***

These behaviors include, but are not limited to:

- Performing invasive procedures outside of the scope of practice and/or without appropriate supervision
- Administering medications outside the scope of practice and/or without appropriate supervision
- Endangering the public
  - Removing a patient from a facility for any reason, regardless of facility policy, clinical site/staff request or clinical care plan.
  - Utilizing lab equipment outside a practice environment
- Breach of confidentiality
- Client abandonment
- Physical or verbal abuse, bullying behaviors, and/or threat of inflicting injury to a patient, fellow student, staff member, or instructor.
- Attempting, threatening, or placing a client or other, in physical or emotional jeopardy.
- Behavior consistent with or being under the influence of the use of controlled substances, alcohol, or any intoxicant.
- Violation of HIPAA

The following patterns of behavior as determined by the professional judgment of faculty, **may result** in a safety violation and academic failure of the course without opportunity for reinstatement.

These behaviors include, but are not limited to:

- Failure to follow clinical instructor recommendations or directions.
- Insubordinate attitude or profane language or behavior with the intent to disrupt, malign, harm, or discredit program faculty or staff
- Entering patient care areas without faculty approval.
- Unable to effectively communicate with the health care team or patient in the English language.
- Failure to comply with the chain of command.
- Falsification of clinical paperwork.
- Violation of the ANA Code of Ethics.
- Behavior incompatible with the role of the professional Nurse.
- Unsafe performance of previously learned skills.
- Medical error in which the student is at fault as evidenced by circumventing safety guards, not applying basic learned skills, or neglect.
- Academic Dishonesty. (Ex: cheating, lying, stealing, plagiarism either within the semester or throughout the program)
- Violation of program policies and/or college policies.
- Recording an instructor without permission.

- Recording exam review sessions.
- Unauthorized consumption/possession of alcoholic beverages or illicit drugs on campus, off campus clinical/learning sites, when representing the college, or wearing the school uniform.
- Failure, after a warning, to wear adequate clothing and footwear while attending classes or participating in campus laboratory activities, and at clinical practicums.
- Physical or verbal disruption of instructional activity or administrative procedures in the classroom, clinical facility, or faculty offices.
- Unauthorized visits or phone calls to off campus sites as a representative of the Nursing program. Students must not wear the PVC uniform/patch anywhere other than the clinical site or a sanctioned off campus activity.
- Theft, vandalism, or non-accidental damage to property of the college or its employees, patients, or the community at large.
- Habitual or excessive tardiness or absences (see Attendance/Absence/Tardiness).
- Repeated failure to notify assigned area, faculty and/or school Nursing office of impending absence or tardiness from class or clinical requirements.

## **Withdrawal Policy**

A student may need to exit PVC Nursing program for a variety of reasons. All students leaving the college at any time after registration must formally withdraw from the college via PVC Services on the computer. Failure to withdraw from the course will result in a failing grade for each course. **Students must schedule an exit interview with the program director/coordinator within one week of leaving the program to develop an SSC for remediation and reinstatement.**

## **Re-Entry and Reinstatement**

### **Policy For Readmission Per Palo Verde College Requirements**

A student may **re-enter** the PVC Nursing Program only one time after failing, dropping a nursing course, or withdrawing from the program. If the student wishes to be placed on the waitlist for program re-entry, the student applying for reinstatement must submit a Petitions for Reinstatement to the Vice President of Instruction and Student Services and the program Director. The request shall explain what circumstances or conditions would justify reinstatement. Refer to the College Catalog Reinstatement Policy for additional directions prior to reinstatement. After two failures or withdrawals, a student may not petition for reinstatement to the program.

Students who re-enter the program will be subject to all current nursing program policies as defined by the Nursing Student Handbook, PVC catalog, and must fulfill all entrance requirements including a repeated background check and 10-panel drug screen.

In addition, completion of an individualized SSC is required. **Failure to complete the SSC by the specified deadline will disqualify a student from re-entering the program.**

Re-entry students will be admitted on a space available basis only and may only return within 2 years of the failure of the course and/or withdrawing from the program.

The Associate Degree Nursing Program has a duty to develop policies that provide and safeguard the student's freedom to learn as well as their interaction with others in the program. Students need to be informed of their responsibilities as a student in the RN program. A signature will be required of the student when accepted into the program, verifying they have read and understand the expectations and responsibilities while enrolled in the program.

## **PVC RN Program Reinstatement Process**

### Information

A student has only one opportunity to be reinstated into the nursing program. Reinstatement is required if the student does not successfully complete a course in the scheduled timeline, for any reason. Reinstatement may result from withdrawal from the course, being dropped for any reason, or unsuccessful completion of the course. Because the size of each class is limited, reinstatement to the program is subject to available space. If there is no room, a student may have to wait until there is space available. Reinstatement must occur within 2 years of the unsuccessful completion of a course or the student will have to reapply for the nursing program and start with Fundamentals if reaccepted into the program.

### Policy

1. Any student seeking reinstatement must complete and submit a Request for Reinstatement Form. The Request for Reinstatement Form is available on the PVC RN Program Nursing website.
2. Deadlines for Request for Reinstatement Forms:
  - a. If the student has been out for one semester or more, the reinstatement request must be received by 5:00 p.m. two weeks prior to the final week of the current semester.
  - b. If a student is applying during the current semester, the reinstatement request must be received by 5:00 p.m. on the Friday before the final exam of the current semester.
3. Requests for Reinstatement will not be accepted or considered if the student did not complete the required exit interview as noted in the PVC RN Program Student Handbook.
4. A Request for Reinstatement Form is required each semester until reinstatement is granted.
5. Reinstatement is defined as being accepted into the course following the semester that was last successfully completed.
6. Students submitting a Request for Reinstatement Form are prioritized based on a point system outlined in the Criteria for Student Reinstatement Placement Form which is completed by the student's requested reinstatement course faculty member.
7. Students who withdraw from the program due to severe medical circumstances (i.e. hospitalization or life-threatening illness) and can provide substantial documentation verifying their reason for withdrawal, may upon vetted review by faculty, be permitted an additional reinstatement.
8. All reinstated students are placed in the program on a space-available basis.
9. Students who have not been reinstated into the program within two (2) years of the last successfully completed course will need to reapply to the program.
10. Students reinstated into the program will be given a remediation plan on an SSC to assist in their success.
  - a. The SSC will be communicated to the student at least four (4) weeks prior to the start of the intended semester of reinstatement.
  - b. SSC's may include meetings with a counselor, simulation, and/or other activities deemed necessary by faculty.
11. Qualified reinstatement is contingent upon the completion of all parts of the mandatory SSC.

12. Reinstated students will be assigned to a clinical group by the faculty based on the program's determination of the best student success strategies.
13. Students must exhaust reinstatement options before seeking re-entry into the PVC RN Nursing Programs as a new student.
14. A student who exits the program will be considered ineligible for reinstatement into the nursing program for:
  - a. Unsafe clinical performance as determined by a faculty member based on the clinical evaluation tool.
  - b. Acts of dishonesty or unethical behavior
  - c. Violation of the nursing programs professional conduct standards.
15. Reinstated students will be required to fulfill all requirements implemented for their incoming term including new onboarding, new student orientation, background, etc.

### **Semester Specific Reinstatement Policy**

#### NUR 251 and 252

A maximum of 10% of the total class may be composed of reinstated students.

These spaces are available to NUR 251 and 252 and Advanced Placement students who did not complete their respective semesters

#### NUR 255-267

Reinstatement placed based on space available.

Nursing Transfer, 30-unit option, and international students will be prioritized based on submitted documents.

### **Request for Reinstatement Form**

*Please complete the form and submit to the Director of Nursing at a minimum of 6 weeks prior to the start of the semester in which you are requesting reinstatement for.*

Student Information	
Student Name:	Student ID #:
Phone Number:	Email Address:
Requested Reinstatement Courses (check one Theory and one Clinical course only)	Student Request
NUR251 - Fundamentals in Nursing	
NUR252 - Clinical practice for NUR 251	
NUR255 - Medical-Surgical Nursing I	
NUR256 - Clinical Practice for NUR 255	
NUR258 - Psychiatric/Mental Health Nursing	
NUR259 - Clinical Practice for NUR 258	
NUR260 - Family-Child Nursing	
NUR261 - Clinical Practice for NUR 260	
NUR262 - Maternal-Newborn Nursing	
NUR263 - Clinical Practice for NUR 262	
NUR264 - Advanced Medical-Surgical Nursing	
NUR265 - Clinical Practice for NUR 264	
NUR266 - Leadership	
NUR267 - Clinical Practice for NUR 266	
Requested Academic Term	Student Request
Fall	
Spring	
Year of Requested Academic Term (please write in an answer, ex: 2023)	

<b>Last Academic Term Completed in the PVC RN Program (please write in answer, ex: Fall 2023)</b>	
<b>Last PVC RN Program Course completed with a passing grade (Choose One)</b>	<b>Student Request</b>
Not Applicable (Choose only if did not complete any PVC RN Programs successfully)	
NUR251 - Fundamentals in Nursing	
NUR252 - Clinical practice for NUR 251	
NUR255 - Medical-Surgical Nursing I	
NUR256 - Clinical Practice for NUR 255	
NUR258 - Psychiatric/Mental Health Nursing	
NUR259 - Clinical Practice for NUR 258	
NUR260 - Family-Child Nursing	
NUR261 - Clinical Practice for NUR 260	
NUR262 - Maternal-Newborn Nursing	
NUR263 - Clinical Practice for NUR 262	
NUR264 - Advanced Medical-Surgical Nursing	
NUR265 - Clinical Practice for NUR 264	
NUR266 - Leadership	
NUR267 - Clinical Practice for NUR 266	
<i>By signing the Request for Reinstatement form I understand that reinstatement is subject to available space and my score on the reinstatement criteria. I also understand that the prioritization of the reinstatement request is explained/defined in the PVC RN Program Student Handbook.</i>	
<b>Print Student Full Name:</b>	
<b>Signature:</b>	<b>Date:</b>

### Criteria for Student Reinstatement Placement

**Directions: Assign the appropriate score for each criterion. Only one score per section should be listed.**

<b>Student Name:</b>	<b>Date:</b>		
<b>Last Successful Completed RN Program Course:</b>	<b>Academic Term:</b>		
<b>Requested RN Program Course Reinstatement:</b>	<b>Requested Academic Term Start:</b>		
<b>Choose One Criterion</b>	<b>Section I PVC RN Program Course Completion</b>	<b>Points Possible</b>	<b>Student Points</b>
	Student assigned an "incomplete" for a semester.	<b>100</b>	
	Student initiated voluntary withdrawal, in good standing maintaining a minimum theory score of at least 75% and meeting all clinical objectives at the time of withdrawal.	<b>85</b>	
	Involuntary withdrawal is related to unsatisfactory theory performance throughout or at end of the course. The theory score is less than 75% but greater than 72%.	<b>15</b>	
	Involuntary withdrawal is related to unsatisfactory theory performance throughout or at end of the course. The theory score is less than 72% but greater than 70%.	<b>10</b>	
	Involuntary withdrawal is related to unsatisfactory theory performance throughout or at end of the course. The theory score is less than 70%	<b>5</b>	
	Involuntary withdrawal is related to unsatisfactory clinical performance throughout or at end of the course.	<b>5</b>	
<b>Choose Criterion if applicable</b>	<b>Section II Resilience</b>	<b>Points Possible</b>	<b>Student Points</b>
	Received a passing grade (75% or >) on the comprehensive exam	<b>5</b>	
<b>Choose Criterion if applicable</b>	<b>Section III Determination</b>	<b>Points Possible</b>	<b>Student Points</b>
	Completed all course work assigned to date	<b>5</b>	
<b>Choose One Criterion</b>	<b>Section IV Clinical Performance</b>	<b>Points Possible</b>	<b>Student Points</b>
	Completed clinical objectives without a Performance Evaluation Form (PEF)	<b>10</b>	
	Met clinical objectives after meeting criteria in PEF	<b>5</b>	
	Did not successfully meet all clinical objectives	<b>0</b>	

Choose One Criterion	Section V Professional Behavior	Points Possible	Student Points
	No PEF or SSC for unprofessional conduct	10	
	One PEF and/or SSC for unprofessional conduct with sustained correction of issue	5	
	Two or more PEFs and/or SSC for unprofessional conduct	0	
Choose One Criterion	Section V Attendance	Points Possible	Student Points
	No missed clinical or theory classes	10	
	Only one Absence in theory or Clinical	5	
	Met minimum standard of the program attendance policy	2	
	Absences exceeded minimum standard of the program attendance policy	0	
Choose Criterion if applicable	Section VI Resource Utilization	Points Possible	Student Points
	Took initiative to use resources and followed up on faculty recommendations from PEFs/SSCs /other at the time of exit	5	
<b>THIS SECTION IS COMPLETED ONLY IF THE STUDENT HAS NOT BEEN REINSTATED THE NEXT CONSECUTIVE ACADEMIC TERM</b>			
Choose Criterion if applicable	Section VII Other	Points Possible	Student Points
	Demonstrates evidence of remediation plan completion, e.g., taking a pharmacology class, dosage calculations, personal counseling, tutoring, etc.	5	
	Student was denied previous acceptance due to unavailability of space. Students will be given additional 5 pts for each semester denied. <b>Maximum Points 15</b>	5	

Faculty Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Program Exit

If the student exits before the end of the semester, it is the student's responsibility to officially withdraw from the course by contacting Admissions and Records. The student will then need to complete the two-step Exit Interview procedure, including meeting with the faculty member first and then follow through with an appointment with the Program Director and Associate Dean of Nursing and Allied Health. All facility badges must be returned to faculty.

**Students must schedule an exit interview with the program director and Associate Dean of Nursing and Allied Health within one week of leaving the program to develop an SSC for remediation and reinstatement.**

## Section V Theory Policy and Procedures

### Class Guidelines

The classroom can, and should, be a training ground for students as they prepare to enter the professional workforce (Keaton, 2018). Therefore, we expect Nursing students to demonstrate professionalism in the classroom environment in both their actions and their attire.

In classrooms designed for lectures, ONLY, long pants, capris or knee length shorts, scrubs, or jeans (with NO holes, rips, or tears) and a t-shirt/polo shirt with PVC Vocational Nursing or PVC logo can be worn to class. Pants cannot be baggy and worn anywhere but the waist or so tight a student is unable to move about freely in them. Shirts may have Nursing related words/art that are appropriate on them if the PVC logo or PCV Registered Nursing logo is also on the shirt. Faculty may send any student home to change



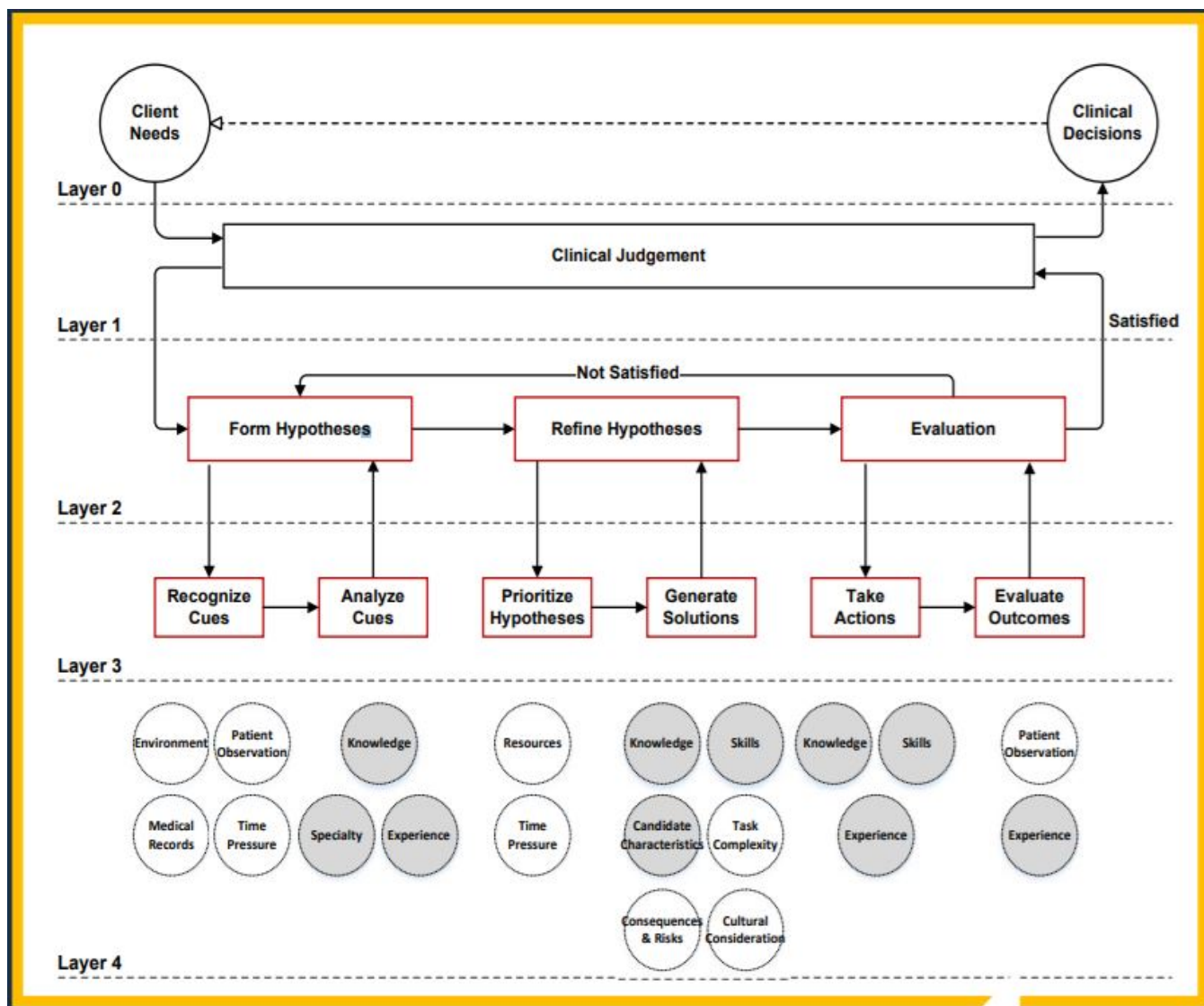
into the approved attire if pants/jeans and/or shirts are inappropriate for the classroom. Inappropriate is determined by the faculty. Once a student has been required to change class attire to clinical attire, the student loses the right to wear anything but the clinical attire per Dress Code Policy to class the remainder of the program. Clinical Attire must be worn for all laboratory and clinical portions of the program.

- Absences must be limited to two (2) days of the total semester days.
  - 2nd absence: student will receive a PEF (APPENDIX C) and SSC and be required to meet with the Instructor, RN Director, and the Associate Dean of Nursing and Allied Health to formalize the plan of correction.
  - 3rd absence: student may be withdrawn from the RN Program.
- A no-call-no-show for lecture counts as two (2) lecture absences. One more absence after a no-call-no-show, the student is withdrawn from the ADN/RN Program-No exceptions.
- Make-up course work for lectures missed due to absenteeism is permitted and credit is given. Makeup work does not remove the number of absences. Students are responsible for contacting the instructor to arrange time with the instructor to make up missed work and exams. The make-up assignment will be at the discretion of the instructor. Make-up assignments are due the Monday following the absence.

## **Testing**

PVC Nursing faculty believe in testing practices that are fair, valid, and support the most recent evidence. Testing is designed to measure student's ability to apply clinical judgement to recognize and analyze cues; generate and prioritize solutions; and evaluate outcomes. Standardization in testing practice is done to improve student performance and expose students to similar testing formats as set forth by the National Council of State Boards of Nursing (NCSBN) for the NCLEX-RN. These guidelines serve as an outline for faculty to reference when creating, evaluating, and administering exams, tests, and quizzes.

## NextGen NCSBN Clinical Judgement Model



### Examinations and Quizzes

- Exams and quizzes are not limited to only multiple-choice and include Next Gen NCLEX style questions.
- Exams are given in class according to the course calendar.
- Students are expected to notify the Nursing Office (760-921-5504) if they expect to be late or absent. Class will start as scheduled.
- Missed examinations due to a lecture day absence must be taken on the first day back following the absence. An alternate exam may be administered. If the student is tardy on the day of the scheduled exam, the student must take the exam following theory on the same day. **Only one missed examination will be allowed for make-up per semester.** An alternate exam may be given as a make-up exam. Any make-up exam will be given a penalty of 10% from the earned score. For example, a

make-up exam score of 85% will result in a loss of 8.5% for a final score of 76.5% (85% - 8.5% = 76.5%).

- Students may be assigned seating during exams and quizzes.
- A scantron may be required. Students are responsible for providing their own scantron which may be purchased at the PVC bookstore.
- Faculty reserve the right to video record students during examinations.
- Discussion of information about test items, answers, or questions is a violation of academic integrity and may lead to removal from the program.
- Students may not engage in disruptive behavior at any time during the exam.
- If a student needs the instructor's attention for any reason, the student must raise their hand.
- Students are required to have all sign-on codes/passwords and be computer literate before coming in the testing room.
- Tampering with the operation of the computer or attempting to use it for any function other than taking an exam will result in a zero on the exam and academic dishonesty procedures implemented.
- Once finished with the exam, students must leave the testing room immediately.
- Only approved four-function calculators may be utilized in taking exams and/or quizzes and will be provided by the instructor.
- RN students are allowed 90 seconds per question in the first year of the program; 75 seconds per question in the second year of the program.
- Time limits will be strictly observed.
- A student will receive a grade of "0" with no opportunity for make ups and may result in disciplinary action as described if the student:
  - Writes a crib/cheat sheet (answers to questions written on anything before, during, or after the exam)
  - Removes the exam from the classroom at any time
  - Records any discussion of test questions or answers.
  - Receives answers from other students
  - Utilizes any unapproved resources
  - Takes any copies or digital copies/photos of any exam
- Phones must be powered down and stored in backpack or other personal belonging.
- Students must place all personal belongings at the front or side of the classroom, as designated by the instructor.
- Personal items will not be permitted at the student desk. Personal items include, but are not limited to:
  - Any electronic device
  - Bags/purses/wallets
  - Books/study material
  - Cameras of any kind
  - Coats/hats/scarves/gloves
  - Food
  - Smartwatches
  - Lip Balm
- Final examinations are given during final exam week.
- Final examinations may not be taken early or made up

### Make-up Examinations

- Students who are ill or have an emergency that prevents their attendance at a scheduled examination must call the instructor prior to the scheduled examination.
- Make-up examinations are administered at the discretion of the instructor. The instructor may require documentation.
- Make-up examinations will not be given later than one week from the scheduled exam unless an unusual or extenuating circumstance exists.
- The instructor may choose to administer an alternate exam.
- Ten percent (10%) will be deducted from the final exam score.

### Exam Review

- It is each individual instructor's decision as to whether or how an exam review will be given.
- No exam review or exam results will be given until all students have completed the examination.
- Any question concerning an exam score must be brought to the attention of the instructor within one (1) week of the examination date.
- It is not program policy/philosophy to discard test questions solely on the basis of student arguments.
- Students are encouraged to review each exam within two (2) weeks of the exam. Analysis of test-taking and study skills can be discussed with the instructor at this time.
- Exams may be reviewed only one time.
- Review of final exams is against program policy.

## **Medication Competency Safety Assessment (MCA)**

Prior to administering medications in the clinical setting, students must first pass an MCA with a score of 90% or better. This assessment covers material previously taught. If need be, students may repeat this assessment. No student may pass medications until this assessment is successfully completed with a score of 90% or better on attempt one, 100% on retakes. Not administering medications in the clinical area will result in the student's inability to meet the clinical objectives.

Each semester a medication competency assessment will be administered. It is important that this assessment is done with all students in the classroom setting. The Disabled Students Programs and Services (DSPS) does not administer MCA. Students will be reminded of consequences for not achieving a score of 90% or above on this assessment prior to the day that the MCA is administered.

### **MCA Requirements**

- There will be 25 questions per MCA in ALL semesters.
- MCA will be administered online in the classroom using Dosage Calculation (Latest Version) Proctored Assessments.
- Students will have 2 minutes per question.
- A passing score on the first attempt is a 90%, the assessment may be retaken once.
- A required passing score of 100% will be required on retake.

- Students will be required to complete remediation assignments before attempting MCA retake. (See below)
- A student may not pass medication until this assessment is mastered successfully.
  - Not administering medication in the clinical area will result in the student's inability to meet their clinical objectives and will therefore result in clinical failure.
- Formatting for the MCA will use a physician order sheet, pictures of medication labels, syringes, Intravenous bags, intravenous tubing packaging, etc.

### MCA Remediation Process

Students will be required to complete a remediation plan outlined on an SSC if they do not achieve a 90% score on their MCA. This remediation aims to ensure the student has resources and learning aids to ensure success.

1. Students will acquire the Topics to Review report from ATI Dosage Calculation Exam results which will be used to identify learning opportunities.
2. Students will use the Topics to Review report to review identified topics using ATI Dosage Calculation and Safe Medication Administration.
  - a. Students will have one week to complete this step.
3. Students will be instructed to complete a Practice Exam that includes questions based on the Topics to Review report.
  - a. Students will complete the exam within the timeframe designated by Instructor
4. If a student receives 90% or better on the ATI Dosage Calculation Practice exam, they will be instructed on the timeframe to retake MCA.
5. If a student does not achieve a 90% or better on the ATI Dosage Calculation Practice exam, the student will meet with Theory Instructor, and a second SSC and new PEF will be created outlining the remediation process for the student to achieve success.
6. If a student does not achieve a 90% or better a second time on the Practice Exam the student will retake the MCA with no further remediation opportunities.
7. If students do not achieve a score of 100% on the MCA retake, they are unable to pass medication and meet clinical objectives, therefore they will fail the Clinical course and subsequent Theory course.
8. Students that fail their MCA are eligible for reinstatement as long as they follow the reinstatement process.

## **Integrated Testing**

Integrated Testing is an online, comprehensive testing and review program in which all RN and VN students participate. The assessment exams are designed to provide students with various learning tools and written feedback to help guide them in course content review, for identifying strengths and challenges pertaining to specific content areas, to improve test-taking abilities, and ultimately, to successfully pass the NCLEX® examination for professional licensure. The assessment evaluates knowledge in relation to the Nursing judgment process, critical thinking, therapeutic intervention, communication, and competency skills and are written from the NCLEX® blueprint at the analysis level.

Students will be involved in taking proctored exams and will have access to numerous non-proctored exams for NCLEX® preparation.

## Assignments

- All assigned papers are due by the assigned due date at the beginning of class.
- Assignments must be uploaded to Canvas if applicable before the start of class. All work must be turned in to complete the objectives of the course.
- All approved group assignments must include the names of all contributors.
- All nursing program assignments must be cited, according to current editions of American Psychological Association (APA).
- Written assignments will be evaluated on format as well as content. They should:
  - Be in APA format (current edition).
  - Be on standard-sized paper (8-1/2" x 11")
  - Have a proper title page.
  - Be typed, or computer-generated.
  - Be written on one side of the paper only.
  - Have correct spelling, grammar, and sentence structure.
  - Have all documentation in a standard format.
  - Follow guidelines provided for the assignment.
  - Have pages fastened/stapled together prior to submission to instructor or office personnel.
  - 3-ring binders or any other type of presentation binder that is larger than 8.75" x 11.5" are not allowed to be used for turning in assignments to instructors.
- Nursing Plans of Care are completed on the forms provided.
- Students are expected to follow specific guidelines provided in each syllabus regarding all assignments.

## Section VI Clinical Policy and Procedure

### Clinical Placement

Experience is provided in a variety of health care facilities including hospitals, nursing homes, and clinics. Palo Verde College has an affiliation agreement with each of the facilities where students are placed. Students and faculty are subject to the general policies of each institution. It is recommended that students rotate through all clinical facilities throughout the program if possible. Students should anticipate the need to occasionally change clinical schedules in order to meet clinical objectives. For students working in local facilities, they may not complete clinical assignments on their work unit.

Clinical assignments will be scheduled over a variety of hours and days of the week to accommodate the needs of a large group of students and not over burden any particular healthcare facility. Faculty input will guide student placement in clinical sections. Students will be expected to accept whatever clinical sections are available and should be prepared to schedule their private lives to accommodate classes that occur at least four days a week.

## Clinical Rotations

The ratio for clinical will not exceed 10 students per instructor. Students must report to the clinical areas at the time designated by their instructor. Students are expected to be fully prepared for their clinical assignment. For the safety of the patient, unprepared students will be given appropriate assignments to overcome identified deficiencies or sent home, thereby earning a clinical absence. Any clinical absence will require makeup of hours, as determined by the instructor. Professional relationships must be maintained with patients. Assigned patients may be visited (other than hours of clinical assignment) only when approved by the instructor.

## Clinical Absence

1. Clinical absences must be made up hour for hour and completed prior to the beginning of the next semester. Absences must be limited to one (1) day of the total semester days. For the first absence, the student will receive a PEF (APPENDIX C) and SSC and be required to meet with the Instructor, RN Director, and the Associate Dean of Nursing and Allied Health to formalize the plan of correction. If a second absence occurs, the student may be withdrawn from the RN Program. The student will complete the Clinical Make-Up Attendance Sheet, including date, time in and out, and the facility. Clinical make-up dates and times are at the date and time convenient for the instructor assigned to the make-up shift. An alternate clinical site may be used for make-up rotation if clinical objectives for the day of absence can be met. Clinical make-up sites will be determined by the instructor.
2. If a student anticipates an unavoidable absence, they must notify the instructor as early as possible and plan for make-up objectives that will be missed. Clinical make up hours are mandatory and will be planned accordingly to meet the objectives and content missed during clinical. Clinical experiences may be scheduled on weekends and evenings, and an evaluation in skills lab or the SIM Lab may be required.
3. A clinical absence requires notification of the Nursing Office no less than one (1) hour prior to report time, no less than one (1) hour notification of the faculty for the make-up clinical practicum is being performed. A voice mail may be left in the Nursing office only if no one answers the call. No voice mail, text, written correspondence, or email will be accepted when calling clinical faculty at the clinical make-up site.

## Health Teaching Guidelines

The Nursing Program recognizes client and family health teaching as an important part of the student's experience and an integral portion of the curriculum. Health teaching needs are to be identified by the student and reviewed with the instructor *prior* to implementation. Any new data should be discussed with the instructor before the initiation of the teaching.

## **Invasive Procedures**

Students must notify the clinical instructor prior to performing a procedure or a treatment unless prior arrangements were made with the instructor. If a student performs a procedure or treatment without prior approval of the instructor, this may constitute **grounds for dismissal from the program**.

Invasive procedures are defined as: a medical procedure that invades the body by puncturing the skin or inserting instruments into body cavities (indwelling catheter insertion, IV catheter insertion, nasogastric/orogastric tube insertion, etc).

## **Medication Administration**

Medication Administration is defined as the administration of a prescribed medication to a patient. For the safety of the public, medication administration will be conducted in a distraction free environment as much as can be provided in the facilities with a licensed nurse present during the entire medication administration process.

## **Patients with Infectious Diseases**

All students will be assigned to care for patients with infectious diseases. Exemptions may be made for those students with medical verification of a health condition which would preclude contact with infectious patients. Standard precautions will be implemented in the care of all patients. All students will wear face protectors including masks, shields, and goggles in situations where contact with body fluids is a possibility. Students will maintain current immunization status during program entirety.

## **HIPAA**

Students are involved with the complete personal care of clients in many facilities. Communication (verbal, electronic, or written) about clients and/or clinical experience that reveals any Patient Health Information (PHI) is a direct violation of privacy and confidentiality regulations and client rights. Any documents containing PHI may not leave the clinical facility. Removal of documents from facilities will result in a safety violation and removal from the program. Students will comply with all privacy standards as accorded by the Health Insurance Portability and Accountability Act (HIPAA) of 1996. For further information about HIPAA Guidelines visit the [Human Health Services](https://www.hhs.gov/hipaa/for-professionals/index.html) website.  
<https://www.hhs.gov/hipaa/for-professionals/index.html>

## **Photo Identification**

Facility photo ID badges will be worn by all current nursing students when they attend clinical. Students must have their facility photo ID badge clipped to their uniform and cannot be below the waist, or on a lanyard type device.

## **CPR Certification**

Students are required to have a current American Heart Association Basic Life Support (BLS) for *Health Care Providers* ecard. A copy of the CPR ecard must be submitted to the Nursing Office. CPR certification must be maintained while a student is in the Nursing program. It is the student's responsibility to submit



copies of their CPR ecard renewal to the Nursing department. The student cannot practice in the clinical setting without a current American Heart Association BLS for Health Care Providers ecard on file. This will be strictly enforced. If CPR card will expire while the semester is in session students will need to renew their CPR prior to semester start.

- *For example: CPR expires March 13 which is during the semester. CPR will need to be renewed prior to Spring semester start.*

## **Malpractice Insurance**

Students must be covered by liability insurance during their enrollment in the registered Nursing program to be able to attend clinical rotations. Students can purchase malpractice insurance at the PVC Business Office.

## **Background Screening**

Students are required to undergo a background check before starting the Nursing program or being placed at a clinical site. The cost of the background check is assumed by the student. If the student does not complete the background check, they are not allowed at the clinical site, and the student must withdraw as they would be unable to complete the required hours set forth by the California Board of Registered Nursing.

### **Background Checks**

If a student is charged with a misdemeanor or felony prior to or while enrolled in the program, the student may not be permitted to attend clinicals. The organizations in which students attend clinicals have the right to decline student placement based on the background check to ensure protection of the residents, clients, and patients they care for. If the student is not allowed at the clinical site and no alternate site is available to meet clinical objectives, the student must withdraw from the program due to inability to meet course objectives. If a clinical site requests additional background checks, it will be the financial responsibility of the student.

### **Misdemeanor or Felony Convictions**

In accordance with state law, the California Board of Registered Nursing may delay or deny licensure for crimes related to the practice of nursing. This includes convictions involving sex crimes, drug crimes (including DUI), theft, and abuse, violence (including domestic violence). As part of the application process, graduates are required to submit background checks (fingerprints or LiveScan). Questions that students may have related to possible denials should be referred to:

#### **Mailing Address:**

**Board of Registered Nursing  
PO Box 944210  
Sacramento, CA 94244-2100**

#### **Physical Address**

**Board of Registered Nursing  
1747 N. Market Blvd., Suite 150  
Sacramento, CA 95834-1924**

**(916) 322-3350**

**<https://rn.ca.gov/contact.shtml>**

## Drug Screening

All facilities require a Urine Drug Screen (UDS) completed by students prior to their rotation. Some facilities may require an updated UDS before starting a rotation. All expenses for UDS testing are assumed by the student.

PVC is a drug-free campus. By enrolling in the Associate Degree Nursing program, the student agrees to the drug screening policy, including testing. If the instructor or clinical facility personnel suspect that the student may be impaired, such testing will be at the student's expense. There is a zero-tolerance policy for drug and alcohol abuse. Any student who is impaired in class or clinical and/or has a positive drug screening may be dismissed from the program.

### Random Drug Testing Policy

The student agrees to on-the-spot or random drug testing at their own expense if any impairment is suspected in the classroom or clinical setting. If a student refuses to submit to testing and impairment is suspected, the student will be dismissed from the campus and/or clinical facility and subject to dismissal from the program.

### Social Security Number

While Social Security Numbers are not required to take nursing coursework, the facilities used for clinical rotations do require them. Social Security Numbers are also required for NCLEX examinations at the completion of the various healthcare programs. Any student who does not have a Social Security Number Identification card needs to contact the PVC Nursing Program office for further instruction.

## Onboarding Requirements

<b>Required Documents</b>
<b>Physical Exam/Health Clearance</b>
<b>TB 2 Step, <u>OR</u> TB QuantiFERON Gold, <u>OR</u> CXR (if positive TB test in the past)</b>
<b>Annual Influenza Vaccine</b>
<b>Proof of COVID Vaccination and Boosters as needed Provide proof of two doses of Moderna or Pfizer, or one dose of Janssen.</b>
<b>Tdap</b>
<b>Drug Screening - 10 Panel via Englander ONLY</b>
<b>Hepatitis B Core Titer</b>
<b>Hepatitis B Surface Antibody Titer</b>
<b>Hepatitis B Surface Antigen Titer</b>
<b>Hepatitis C Titer</b>
<b>Mumps Titer</b>
<b>Rubella Titer</b>

<b>Rubeola Titer</b>
<b>Varicella Titer</b>
<b><u>American Heart Association</u> BLS for Healthcare Provider Certification</b>
<b>Background Check</b>
<b>Copy of State Issued ID: (Colored copy of Front &amp; Back)</b>
<b>Badge Photo</b> (This will be scheduled by PVC and students will be notified of date and time)
<b>Attend Hospital Orientation if Required by Facility</b>

### **Health Clearance**

A health clearance is required by the clinical facilities prior to entering the clinical setting. The purpose of the health clearance is to determine if a student is physically fit to withstand the physical and emotional demands of the nursing program. The health clearance is based on job functions and physical requirements. Facilities have different systems for “on-boarding,” and it is the student’s responsibility to comply with the facility’s requirements.

### **Immunizations and Titters**

All clinical facilities require evidence of a student’s immunity (by documentation in immunization records or lab titers) for the following diseases:

- Measles (Rubeola)
- Mumps
- Rubella
- Varicella
- DTaP- (Diphtheria, Tetanus, and Pertussis) Proof of Immunization within the last 10 years
- Hepatitis B
- Hepatitis C

### **Flu Vaccination**

Flu vaccination is encouraged by the clinical facilities and the Nursing and Allied Health Department of PVC. Students should receive the vaccine if they are placed in a clinical facility during the months of October through April. Some healthcare organizations require the flu vaccination prior to attending clinicals during flu season. If that is the case, students are expected to have documentation of receiving the flu vaccination uploaded into eValue by the deadline the facility sets.

Students may not attend clinical practicum with a fever and must be symptom free for a minimum of 24 hours before returning to the clinical practicum. Some facilities may require a negative COVID PCR Test prior to returning to the clinical site.

### **Covid-19 Vaccination**

It is a federal requirement of all healthcare workers working in facilities that receive funding from Medicaid or Medicare to be vaccinated against Covid-19. This includes students scheduled for clinical rotations. Therefore, proof of vaccination against Covid-19 must be submitted and completed prior to attending clinical rotations.

## Tuberculosis (TB) Screening

1. All Nursing students must have a 2 step Tuberculin Skin Test (TST) before entry into the nursing program. Once the 2 step TST is completed. Students can get the one step TST annually while in the ADN Program.
2. If the student has evidence of TST within the past 12 months, the 2-step TST is waived and a 1 step TST can be completed.
3. Students are required to undergo an annual TST.
4. Positive TST must have a chest X-ray negative for TB. A chest x-ray report must be provided, and results uploaded into the electronic student health record.
  - a. Facilities may require a copy of positive TST result submitted with copy of chest x-ray.
  - b. Chest X-ray must be completed within the last year.
5. QuantiFERON Gold testing may be accepted dependent on the policies of clinical facilities.

### Possible Results for Titers and Other Requirements

Vaccine	Required	Low Immunity or Equivocal Result Requires
<b>Hepatitis C</b>	Verification by a laboratory blood testing affirming serological evidence of immunity.	
<b>Hepatitis B Surface Antibody</b>	Verification of the disease by a laboratory blood testing affirming serological evidence of immunity. ➤ <i>NOTE- Some people do not gain immunity to HepB even after vaccination. But facilities require evidence of inability to gain immunity.</i>	<b><u>3 doses (2 dose Heplisav-B )</u></b> #1 Dose #2 -minimum 4 weeks after #1 dose #3 -minimum 8 weeks after #2 dose(#3 must be separated from #1 by at least 16 weeks)
<b>Measles Mumps Rubella (MMR)</b>	Verification by a laboratory blood testing affirming serological evidence of immunity.	Rubella 1 dose Measles and Mumps 2 doses (minimum 4 weeks apart)
<b>Varicella (Chicken Pox)</b>	Verification by a laboratory blood testing affirming serological evidence of immunity.	2 doses (minimum 4 weeks apart)
<b>Tetanus/Diphtheria/ Pertussis (Tdap)</b>	1 Written Document Dose with lot number and expiration date (MUST be within the last 10 years)	
<b>Flu</b>	Written Document must include lot number and expiration date	
<b>TB</b>	2 Step TB <b><u>OR</u></b> TB QuantiFERON Gold <b><u>OR</u></b> Chest X-Ray w/Positive TB result	

## Clinical Guidelines

Clinical sites may have additional dress Code requirements which may require students to adapt accordingly. The Nursing Program reserves the right to modify the Dress Code accordingly.

1. The Approved school uniform is required. General appearance must be neat and groomed. The Registered Nursing/ADN program uniform is light blue scrub pants, light blue scrub top (patch pockets are encouraged but not mandatory) and PVC RN patch on left upper arm of the uniform sleeve at the shoulder. If students are required to complete clinicals at Ironwood State Prison, they will be responsible for ordering a second uniform, black in color, and a second uniform patch to be adhered to the uniform in the same fashion as mentioned with the light blue uniform.
  - a. Uniforms will be appropriately fitting, neither too tight nor too baggy. Pants must be hemmed OFF the ground.
  - b. Pants are to be pulled up to the waistline, no sagging pants or visible underwear.
  - c. Uniforms must be clean, well-kept, and unwrinkled.
  - d. PVC RN patch MUST be permanently attached to the left sleeve at the shoulder. Pinning the patch on the sleeve or tacking the patch loosely is not acceptable.
    - i. Any student in which the PVC RN patch is not on correctly will be asked to fix the problem, be sent home to change, and/or given an absence, at the discretion of the clinical instructor.
2. **Appropriate undergarments:** undergarments must not be visible. It is recommended that students wear white- or flesh-colored undergarments to prevent visibility of them. It is also recommended that students ensure that they can bend, stretch, raise their arms, and squat in their uniform prior to attending clinicals or labs to ensure proper fitting and ensure that undergarments cannot be seen.
3. **Garments with the uniform:** White or light-blue sweater, warm up jacket, or white lab coats are the only acceptable garments. White or light blue undershirt or tee shirt with short or 3/4 sleeves may be worn under the scrub shirt.
  - a. An all-white or all light blue long or short sleeve shirt may be worn under the uniform shirt during the winter cold months (or for those individuals who are chronically cold).
4. **Shoes** must be nurse work shoes, black or white in color, with NO logos showing.
  - a. The heel and toes must be fully enclosed.
  - b. Shoes and laces must be clean and tied.
  - c. Shoes must be Vinyl or Leather and non-permeable.
  - d. Inappropriate shoes will result in student dismissal from the clinical site. A clinical absence will be earned by the student.
5. **Hair:** must be pulled back from the face. All hair must be off the collar. No loose hair. Hair must be clean and neat.
  - a. Items to secure hair must be plain, with no decorative embellishments.
  - b. No head covering, cap, hat or hood may be worn, unless it is for religious/cultural reasons. Permission from the clinical instructor is required PRIOR to the first clinical practicum, NOT the morning of the clinical practicum at the site.
6. **Nails:** short (trimmed to fingertips) and clean. Clear polish ONLY. No acrylic nails, tips, gels, or

decorations.

7. **Make-up:** modest, minimally applied. False eyelashes are not allowed.
8. **Beards, Moustaches, Goatees** neatly trimmed and groomed, or students must be cleanshaven. No beard stubble or new beard growth.
9. **Jewelry** will be kept to a minimum in the clinical area.
  - a. The only acceptable ring is a flat wedding band, no raised stones.
  - b. A wristwatch with a second hand or digital seconds is **MANDATORY** at each clinical experience.
  - c. Electronic watches with internet capability are forbidden during clinical hours and exams.
  - d. Only one pair of pierced earrings may be worn, ONE on each earlobe only. The earrings must be small studs with no dangling parts.
  - e. No facial piercings, tongue piercings, eyebrow piercings, nose piercings or other body parts that are visible besides the earlobes shall have piercings.
    - i. Jewelry, not approved in this handbook, may not be worn in the clinical area. This includes, but is not limited to, necklaces, arm bracelets, ankle bracelets, and pins or broches on the uniform. Any jewelry worn for religious/cultural reasons, must be approved by the clinical instructor PRIOR to the first clinical practicum, NOT at the clinical practicum site.
  - f. Students asked to remove inappropriate jewelry (first time) will receive a verbal warning. The second time the student will receive a PEF (APPENDIX C) and if a third incident occurs, the student will be dismissed from the program.
10. **Tattoos** are at the discretion of the clinical instructor, RN director, Dean of Nursing and Allied Health, and/or the clinical facilities where students are completing assigned rotations.
  - a. If a tattoo is deemed to be inappropriate by the instructor, RN director, Dean of Nursing and Allied Health, or the clinical facility, the student will be asked to cover it at all times.
11. **Sunglasses** cannot be worn indoors or outdoors while performing patient care.
12. **Odors:** Students must be free of odors, including but not limited to: fragrances, lotions, shampoos, soaps, deodorants, perfume, smoke, fabric softeners, or body odor.
13. Clinical uniforms must be worn to laboratory classes and simulation labs at PVC. Clinical uniforms are worn to any community events, professional ceremonies, and all events in which the student represents the Nursing Program for PVC. The Dress Code Policy always applies unless the faculty attending has permitted a change.

# Section VII Student Rights and Conduct

## Student Rights

Students have the right to an atmosphere of academic freedom. The Associate Degree Nursing Program has a duty to develop policies that provide and safeguard the student's freedom to learn.

- Students have the right to develop the capacity for critical thinking and to engage in a sustained and independent search for truth.
- Students have the right to take reasoned exception to the data or view offered in any course of study and to reserve judgment about matters of opinion.
- Students have the right to examine and discuss all questions of interest to them, and to express opinions publicly and privately using a sense of professional ethics.
- Students have the right to receive academic counseling from the faculty with referral when additional assistance is required.
- Students have the right to reasonable input in the determination of the curriculum.
- Students have the right to representative participation in the formulation and application of policies, affecting academic and student affairs.
- Students have the right to review the grading systems with faculty members for better understanding.
- Students have the right to protection through orderly procedures against prejudiced or capricious academic evaluations.
- Students have the right to submit appeals to the President of PVC and, if dissatisfied with the final college level disposition, to the Board of Trustees.
- Students have the right to review the performance of their instructors using evaluation forms reflecting course objectives.
- Students have the right to a safe environment in which to learn, work and live.
- Students have the right to equal standing under the policies of the school without regard to age, gender, marital status, race, creed, color, national origin, culture, and physical handicap.
- Students have the right to expect clear standards of behavior which are considered essential to PVC and its community life.

## Student Conduct

A person preparing to enter the nursing profession must possess integrity, determination, sense of self, and a curious mind. Once in the nursing program, students will be taught concepts that utilize these attributes to be successful, professional, compassionate, and competent in their nursing practice. Developing a professional image through dress and behavior in clinical facilities, the classroom, and the residence of others, is a part of the educational process. Each student always represents the school; therefore, students are expected to conduct themselves in a way that will reflect favorably of themselves, the Department of Nursing, and PVC. Acceptable conduct is based on high moral standards, consideration for the rights of others, and self-respect.

## **Code of Ethics for Student Conduct**

Students enrolled in PVC's Nursing Program are expected to adhere to the American Nurse Association Code of Ethics for Nurses and the appropriate Standards of Clinical Nursing Practice. Cheating, plagiarism, forgery, or other forms of academic misconduct will not be tolerated. It is the responsibility of each student to ensure their study and participation in the academic process is conducted so there can be no question concerning their integrity. The Nursing and Allied Health Department has zero tolerance for unethical conduct.

The following behaviors and examples of professionalism are expected from students during their enrollment in the Palo Verde Nursing Program:

- Display professionalism and medical ethics at all times.
- Recognize and support the diversity of clients, visitors, staff, peers, and administrative personnel.
- Integrate the concepts of QSEN into nursing practice to provide safe, comprehensive, and compassionate client-centered care, grounded in evidence-based practice and the nursing process.
- Perform medication administration safely using the six rights of medication administration and the annual Joint Commission National Patient Safety Goals.
- Practice ethical, caring, legal and compassionate client care utilizing learned leadership and management skills to guide staff, patients, visitors, and members of the interprofessional team decision-making process.
- Utilize present and future information technology with integrity and respect for confidential information, patient requests and accurate, truthful, and complete documentation.
- Give precedence to quality improvement, collegiality, diversity, and life-long learning when seeking to improve the profession of nursing and implement evidence-based practice.

As a student in a professional nursing program, it is the responsibility of each student to report the unethical behavior of a fellow student or colleague to the faculty member in order to protect the safety of the public and ensure the integrity of the program and profession.

### **Professional Conduct**

The Nursing and Allied Health programs have a responsibility to maintain high professional standards. Professional behavior is an essential competency of the healthcare provider role. A student's performance, behavior, and professional conduct will be evaluated by the faculty and may result in academic failure of the course if deficiencies are present, and remediation is inappropriate or does not correct the problems. Additionally, students are held to the Code of Ethics for Student Conduct as outlined in the current PVC Catalog. Students may not represent themselves as a PVC student without faculty consent in a healthcare facility. Please remember that your conduct as a student reflects upon you as an individual, on the healthcare programs, and PVC.

## **Student Records**

### **Family Education Rights and Privacy Act (FERPA)**



Pursuant to the Family Education Rights and Privacy Act of 1974, family rights regarding student records were developed. The rights apply to all students and to the parents or legal guardians of students that are financially dependent upon them (financial dependency must be documented). Students may request an opportunity to inspect all official school records, files, and data related to them. If the information in the file is inaccurate, misleading, or inappropriate, the student may request that the information be removed or, if denied, include a statement disputing the material which was challenged.

Other provisions of the federal law restrict access to information in student records. School personnel with legitimate educational interest, schools of intended enrollment, specified federal and state educational administrators, or those who provide financial aid are entitled to access without student consent. Access may also be obtained without student consent pursuant to a court order.

The law designates certain information related to students as “Directory Information” and gives the college the right to disclose such information to anyone inquiring without having to ask students for permission. PVC has designated “Directory Information” to include name, address, telephone number and electronic mail address, date of birth, dates of attendance, enrollment status, and degrees and awards received. “Directory Information” may be released at the discretion of the college unless a student has notified the college in writing that such information shall not be released. The “Request to Prevent Disclosure of Directory Information” forms are available on the college website or in the Admission and Records Office.

When Admissions and Records Office receives a student’s request to prevent the disclosure of “Directory Information”, no further disclosures are made without the student’s written consent (except to parties who have legal access to student records without written consent). Rescinding this action can be done by the student submitting the request in writing to the Admissions and Records Office.

Degrees and awards received are published to recognize individual scholastic achievements. If a student has denied release of “Directory Information,” recognition for all scholastic achievements will also be withheld. PVC will honor the student’s request to withhold all the categories listed but cannot assume responsibility to contact them for subsequent permission to release certain information. Regardless of the effect upon the student, PVC assumes no liability for honoring your instructions that such information may be withheld.

Currently enrolled or former students may examine their academic records which are maintained in the Admissions and Records Office.

## **Student Representation on Committees**

Students are encouraged to participate in the college governance structure and take part in the student legislature. In addition, students are asked to select representatives for the nursing program faculty meetings where they will have the opportunity to address student concerns. Student participation at these meetings is critical to the implementation of a nursing program that is responsive to student needs.

# Section VIII: Financial

## Enrollment Fees

<b>Registered Nursing Program Estimated Program Cost</b>	
<i>Tuition will vary each semester due to variation in course units. The cost of tuition is the same as other college courses, \$46.00 per unit.</i>	
<b>Semester One</b>	<b>Estimated Cost (Subject to Change)</b>
Tuition	\$483.00 (10.5 units x \$46.00*)
For Arizona and Nevada residents	\$ 1449.00 (10.5 units x \$138.00*)
Textbooks	\$300.00
Assessment Technologies Institute (ATI)	\$631.25
Physical Exam	\$45.00-\$90.00
Malpractice Insurance	\$13.00
Photo ID Badge	\$12.00
Background Check/Drug Screening	\$87.50 + 100
Instructional Nursing Packs	\$200.00
Uniforms	\$200.00*
Student's Arm Patch	\$3.50 each
Watch with Second Hand or Digital Seconds	\$20.00*
BLS/CPR (AHA) Health Care Provider	(0\$) (Fees may change)
Hotel, Traveling and Meals	\$375.00* (Class fundraisers help cover cost)
<b>Semester Two</b>	<b>Estimated Cost (Subject to Change)</b>
Tuition	\$460.00 (10 units x \$46.00*)
For Arizona and Nevada Residents	\$1380.00 (10 units x \$138.00*)
Textbooks	\$0
ATI	\$631.25*
Hotel, Traveling and Meals	\$750.00* (Class fundraisers help cover cost)
<b>Semester Three</b>	<b>Estimated Cost (Subject to Change)</b>
Tuition	\$402.50 (8.75 units x \$46.00*)
For Arizona and Nevada Residents	\$1207.50 (8.75 units x \$138.00*)
Textbooks	\$200.00
ATI	\$631.25*
Hotel, Traveling and Meals	\$750.00* (Class fundraisers help cover cost)
Graduation Cap & Pin	\$97.00
White uniform/tie/lab jacket	\$100.00
<b>Semester Four</b>	<b>Estimated Cost (Subject to Change)</b>
Tuition	\$310.50 (6.75 units x \$46.00*)
For Arizona and Nevada Residents	\$931.50 (6.75 units x \$138.00*)
Textbooks	\$0
ATI	\$631.25*
Hotel, Traveling and Meals	\$750.00* (Class fundraisers help cover cost)
Graduation Cap & Pin	\$97.00
White uniform/tie/lab jacket	\$100.00
Fingerprinting by Live Scan	\$64.00
Application for NCLEX Exam	\$300

NCLEX Exam Fee	Paid by PVC Foundation (if exam is taken within 3 months after graduation date with 1st time pass )
NCLEX License	\$200.00+
<b>Total Program Cost</b>	
Cost Approximately	<b>CA \$8515.00</b>
Cost Approximately	<b>AZ/NV \$11827.00</b>
All students must provide for their own expenses including motel, meals, and transportation to and from the college and the various clinical sites, therefore the student must have reliable transportation to these sites and should budget for these expenses (Students can carpool to clinical sites). Contact the financial aid office for assistance, such as student loans, grants, and scholarships, and traveling to other facilities is an absolute necessity	

### **Financial Assistance**

Financial aid for a college education is available from Federal and State programs, as well as private sources. The types of aid offered are scholarships, grants and work-study.

#### **Scholarships and Grants**

Scholarships and grants are usually awarded based upon demonstrated financial need. Factors such as financial need or academic excellence are the primary basis for scholarships. Students do not need to repay scholarships or grants so these types of aid are highly recommended.

#### **Work-Study**

Under the Federal and State Work-Study Programs, the college helps arrange a job for you as part of your Financial Aid Award.

### **Veterans Services**

Palo Verde College is approved for the training of veterans, dependents and reservists leading to a certificate, associate degree, or transfer to a four-year institution.

Veteran services assist eligible veterans, dependents, and reservists in obtaining their VA educational benefits and achieving their educational goals. The Veteran Services Office provides information on veteran's benefits and services; assists with completing applications and forms necessary to receive VA educational benefits; and assists with referrals to other agencies and resources.

Veteran Services are available through the Financial Aid Office, located in the Student Services Building.

Office Hours

Monday-Thursday: 8:00 a.m. - 5:00 p.m.

Friday: 8:00 a.m. - 12:00 p.m.

Contact:

De La Pena, German

Acting Director of Financial Aid

Phone: 760-921-5448

[german.delapena@paloverde.edu](mailto:german.delapena@paloverde.edu)

### **Associated Student Government Membership Fee**

The goal of the Associated Student Government (ASG) is to improve and expand services to students. In addition to other privileges, ASG membership entitles students to free or reduced-price admission to various activities and discounts for various food and merchandise with local merchants. ASG membership is required for students to take part in student government and to hold office. Cards may

be purchased at the time of registration or at any time during the semester. ASG cards may be purchased in the Business Office for: \$10.00 for the semester and \$18.00 for the academic year.

**For more information contact:**

Staci Lee (Manager of Student Life & Development)

(760) 921-5512 / [staci.lee@paloverde.edu](mailto:staci.lee@paloverde.edu)

ASG Office: (760) 921-5519

## **Textbooks and Supplies**

Program orientation is mandatory and will provide more specific costs. Students furnish their own textbooks and supplies. A virtual bookstore and other online resources are available to students for purchasing textbooks. Financial assistance may be available through EOPS and/or the Financial Aid Office to assist students.

## **Tuition Cost**

Tuition will vary each semester because each semester has a different number of units. The cost of tuition is the same as other college courses at PVC, forty-six dollars (\$46.00) per unit\*

## **Uniforms Expense**

The cost of uniforms is the responsibility of the student. Students in the nursing programs at PVC wear a designated uniform. Students will purchase the most current approved uniform through the nursing program. Information on the uniform is provided during program orientation.

## **Onboarding Expenses**

The cost of onboarding requirements is the responsibility of the student. Onboarding requirements are set by the facilities, not PVC.

## **Other Required Expenses**

All students must provide for their own expenses including motel, meals, and transportation to and from the District and the various clinical sites, therefore **the student must have reliable transportation** to these sites and should budget for these expenses. Contact the financial aid office for assistances, such as student loans, grants, and scholarships. **Traveling to various locations and facilities is mandatory to complete the RN Program.**

## **NCLEX**

The California Board of Registered Nursing tracks all RN students the FIRST time the students take the NCLEX-RN exam. Schools are credited with a percentage of students who pass on the FIRST try of the licensure exam. Any student failing the exam the FIRST time can retake but it counts against the RN Program's School.

# Section IX Resources

## Campus Resources

### Tutoring

Tutoring is free for all enrolled students at PVC. More Information is available in the Library/Student Learning Center. In addition to the Learning Center, the DSPS and EOPS programs offer tutoring for students enrolled in these programs.

### Transfer Center

The Transfer Center is designed to assist the student in educational pursuits and transfer to a four-year university. PVC has counselors who are dedicated professionals and can answer education and career related concerns either online or on-campus.

### Career Services

Career Services are designed to empower and equip students to discover their interests, values, and abilities to transition into meaningful life work. Assistance in resume writing and interviewing skills are provided.

### Counseling Service

Counseling Center Services include a variety of services such as individual and group counseling, crisis intervention, training and educational workshops.

### Health Center

The Health Center provides convenient care for students requiring diagnosis, and campus emergencies. An agreement with a local urgent care clinic makes it available to students for on-site injury or illness during regular campus hours.

### Pirates Chest (Food Pantry)

According to Abraham Maslow's hierarchy of needs, hungry, homeless, or unsafe students, fail to reach their optimal potential. Studies show that students who are hungry are less likely to complete their academic goals. PVC's Food Insecurity Advisory Committee vows to provide Palo Verde College students with resources, in addition to food, to help combat food insecurity on campus.

- Located in the Pirates Den (College Services Building - Temporarily at the Blythe Emergency Food Pantry), this service will provide food items to current Palo Verde College students. It is open the 3rd Friday of each month from 9:30 AM - 11:45 PM.

The Food Advisory Committee meets monthly on the 4th Wednesday of the month in CL 101 at 11 AM.

#### **Pirate's Chest Vision Statement:**

"Supporting Student Success by Ending PVC Hunger"

Pirate's Chest partners: Blythe Emergency Food Pantry, [PVC CalFresh](#), FIND Food Bank, Mechanics Bank, PVC Foundation, PVC employees, [NextEra](#)

# Section X Simulation Lab

## Simulation Lab Experience

Simulation (SIM) is an interactive tool to teach students concepts that are required to provide safe, competent, holistic care, at the bedside. Students can learn how to interact with a patient to build trusting relationships and practice clinical judgement, that can be implemented at the bedside. PVC nursing follows the International Nursing Association for Clinical Simulation and Learning (INACSL) design standards for creation of simulation activities.

INACSL Standards Committee (2016) discusses how purposeful simulation design promotes essential structure, process, and outcomes that are consistent with programmatic goals and/or institutional mission (pg. S5). Students are encouraged to utilize SIM to provide care as the primary nurse and learn how to engage with patients to build rapport, complete skills, administer medication, and assess for changes in condition. Simulation is a learning experience that provides students with a unique opportunity to provide realistic nursing care in a safe environment.

Instructors will provide a debrief period, after the SIM, where the SIM experience will be discussed, and opportunities defined. The debriefing period is also utilized to provide meaningful, positive, reflection and feedback and identify opportunities to learn from, and gain experience to help students achieve success in their profession. INACSL Standards Committee (2016) discusses how using a planned debriefing or feedback session can enrich learning and contribute to the consistency of the simulation-based experiences for participants and facilitators (pg. S8). Debriefing and feedback are different, but both are critical elements that should be structured using best practices (INACSL Standards Committee, pg. S8, 2016).

PVC RN Program uses Debrief as a Learning Conversation created by Dr. Davis and Dr. Denning. Adults are by nature independent learners and generally choose to learn what they feel is relevant to them, they construct their learning on what they read, see and do and the degree of retention depends on their perception of what is useful (Norris & Bullock, 2017). Such self-organized learning creates meaning from experience (actual and simulated) and feedback is fundamental to reflective practice and the supervision of learners (Knowles, et al, 2005). There has been a paradigm shift in recent years such that feedback is thought to be as important as simulation practice itself in terms of learning, it not only encourages reflection but offers processes to improve. (Issenberg et al 2005).

6 Ideas guide the debriefing conversation.

- Make opening gambit (phrases),
- Jointly explore any issues that emerge,
- Include impressions/suggestions from rest of group,
- Share your thoughts using advocacy with inquiry,
- Check whether anyone has any other issues that they want to discuss,
- Summarize

Instructors will also request feedback, using the DASH Tool, from the students to assess if the objectives were met and if the design of the simulation met student learning needs. The INACSL Standards Committee (2016) recommends adopting an evaluation framework to ensure assessment of results

provides valid and reliable data to measure expected student learning outcomes. It is very important students provide honest, respectful feedback so SIM experiences can be enriched and modified as needed.

There are some rules that must be followed to ensure equipment remains functional and all students have an enriching experience. No students are permitted in the SIM Lab without nursing faculty present. The manikins are advanced electronic devices that require specialized training to use.

- No students are permitted in the Control Center AT ANY TIME.
- The main doors to CL 210 and CL 211 should always remain closed. Doors are **NOT** to be propped open.
- Professional and courteous conduct is always expected in the SIM Lab. Failure to do so will result in dismissal from the SIM Lab and a PEF (APPENDIX C).
- There is NO sitting on SIM Lab beds. Only manikins are permitted in/on the beds.
- NO equipment or supplies are to be removed from the SIM Lab or Control Room.
- Any damage to equipment or supplies should be reported to the Nursing Office or the Director IMMEDIATELY.
  - Students are NOT permitted to touch any equipment in the SIM Lab except for equipment that they are directly working with. Misuse of any equipment or supplies by any student(s) will result in immediate dismissal of the student(s) from the SIM Lab. A second offense will result in permanent dismissal from the SIM Lab and, thus, from the RN Program.
- Students will be held responsible for damage to any equipment as a result of not following SIM Lab policies and procedures and will be dismissed from the SIM Lab.
  - Two dismissals from the SIM Lab, for any reason(s), will result in permanent dismissal from the SIM Lab, thus, permanent dismissal from the RN Program.
- Students are required to sign a video/audio consent form (See Appendix E) and Simulation Fiction Contract (See Appendix D), at the beginning of each SIM Lab experience, regarding the performance of other students in the SIM Lab, the scenarios used in the SIM Lab and all actions and information occurring in the SIM Lab. Any breach of confidentiality will result in immediate RN Course failure.

## **Policies for the Simulation Lab**

### Proper Attire

- White or black shoes
- PVC Clinical uniform
- Hair pulled back and off the neck
- Facial hair neatly trimmed according to student handbook
- No nail polish
- Bring equipment bag

### Expected Behavior

- Arrive on time with pre-assignment completed, if applicable.
- Treat the simulators as if they are real patients.
- Wash hands and wear gloves when caring for simulators.

- Handle equipment carefully.
- Be respectful and polite to peers and instructor.
- Clean and put away any equipment.
- Make all beds of patients upon leaving.
- No food or drink in the lab (this includes water).
- No cell phone use in lab.
- No drawing or marking on the simulators.
- All spills are to be cleaned appropriately according to the MSDS.

### Student Rights

- Practice in a safe, judgment free environment.
- Receive an orientation that includes information about the simulator being used, the fidelity of the simulation, and nursing skills necessary to be successful in the scenario.
- Be informed of the objectives of the lesson.
- Ask for help at any time (in a manner that will not interfere with the outcome of the simulation experience).
- Have adequate debriefing time to have an enhanced learning experience and create new knowledge.
- Learn about the pathology behind the scenario before performing a simulation.
- Ask for extra help or open lab time to practice skills.
- Inform the instructor of any obstacles that would interfere with learning.
- Participate in a simulation that is relevant to the chosen program or course.

### Instructor Responsibilities

- Inform the simulation lab staff of any malfunctions, shortages, or other difficulties in the lab.
- Provide an orientation in collaboration with the simulation staff to the students prior to conducting a simulation. Schedule the session with the simulation lab coordinator.
- Provide a safe and effective learning environment for the students.
- Ensure that all equipment and simulators are clean and put away after use.
- Ensure students consistently adhere to the rules of the simulation lab.
- Be properly trained in equipment and simulators before operating them.
- Provide instruction that is relevant to the program or current course.
- Ensure a debriefing process that is of appropriate time (at least half the time of the simulation experience or longer) and has appropriate discussion (most verbalization is from the students, not the instructor).

## **Orientation Process**

Students will receive an orientation in courses that require simulation that includes information on:

- What is simulation?
- Purpose of simulation according to their program outcomes.
- Rules and regulations for simulation.
- Expectations and examples of possible roles.
- Overview of equipment and documentation equipment.



- Overview of the simulator to be used in the simulation experience.
- Explanation that the simulation may be recorded so that the data will be available for debriefing.

At the beginning of each simulation experience, students will be allowed 10 minutes for a brief overview of the patient. Roles will be assigned after the 10 minutes are completed and before the simulation experience begins.

### **Debriefing Process**

- After completion of a simulation scenario, the students will have a reflective debriefing discussion that may be accompanied by a video of their performance.
- The debriefing process should last at least the length or half as long as the simulation itself to allow for an effective reflection process.
- The instructor should have a minimal role in the debriefing process, the students should lead the discussion.
- The instructor should maintain a safe and therapeutic learning environment during the debriefing process.
- Students should use debriefing time to discuss feelings during and after the simulation experience, what went well, what needs work, nursing diagnoses, nursing interventions, and how this experience applies to their academics and nursing practice.

### **DASH Tool (Simon & Rudolph, 2010)**

- All students will be required to complete the DASH Tool anonymously. The form will be provided at the SIM, and the completed tool must be returned prior to leaving the campus on assigned SIM Day.

### **Simulation Contract**

All students are required to bring a signed Simulation Fiction Contract to each SIM experience to verify acknowledgement of expected behaviors and participation.

*See Appendix D for Simulation Fiction Contract*

## **Section XI Clinical Facilities**

### **Clinical Facilities**

- Each clinical facility has specific requests for completion of paperwork prior to admission. This will be provided to the student when the clinical placement and been approved
- Documentation requested will be provided to the student with a deadline for submission to the clinical coordinator.
- Keep your information up- to date in eValue is vital to this process.

## Facilities

Facility		Facility Address				
Alzheimer's of Coachella Valley		42-600 Cook St. Suite 134, Palm Desert				
Clinicas De Salud Del Pueblo (Innercare)		1415 W Hobsonway, Blythe				
Desert AIDs Project (DAP)		1695 N. Sunrise Way, Palm Springs				
Desert Mountain Care Center		47763 Monroe Avenue, Indio				
Hazelden Betty Ford Foundation d/b/a/ Betty Ford Center		39000 Bob Hope Drive, Rancho Mirage				
Imperial County Behavioral Health Services		202 8 <sup>th</sup> Street, El Centro				
Palo Verde Unified School District		825 Lovekin Blvd, Blythe				
Helping Hands Home Health		132 N. Broadway, Blythe				
Indio Nursing and Rehabilitation		47763 Monroe St, Indio, CA 92201				
Ironwood State Prison		19005 Wiley's Well Road, Blythe, CA 92225				
Eisenhower Health		39000 Bob Hope Dr, Rancho Mirage, CA 92270				
Jackson House - El Centro		2364 2 <sup>nd</sup> St. El Centro				
John F Kennedy Memorial		47111 Monroe St. Indio				
Palo Verde Health Care District		250 N 1st St, Blythe, CA 92225				
San Gorgonio Memorial Hospital Behavioral Health		1751 N. Sunrise Way Suite G, Palm Springs				
Telecare Riverside County Psychiatric Health Facility		47-915 Oasis St. Indio				
Clinical Site	Medical Surgical	Geriatrics	Peds	OB	Psych	
Alzheimer's of Coachella Valley					X	
Clinicas De Salud Del Pueblo (Innercare)	X	X				
Desert Mountain Care Center	X	X				
Eisenhower Health	X	X	X	X		
Helping Hands Home Health	X	X	X	X		
Indio Nursing and Rehabilitation	X	X				
Ironwood State Prison	X				X	
Jackson House - El Centro					x	
John F Kennedy Memorial	X	X	X	X		
Hazelden Betty Ford Foundation					x	
Palo Verde Head Start			x			

Palo Verde Health Care District	x	x	X		
Telecare Riverside County Psychiatric Health Facility				x	
Imperial County Behavioral Health					X
Palo Verde Unified School District			X		
San Geronio Behavioral Health					X

## Section XII References and Appendices

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# Appendix A



## Student Success Contract (SSC)

Learning Contract ( ), Incident Report ( ), Unprofessional Behavior ( )

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Course: \_\_\_\_\_

Student Email: \_\_\_\_\_ Cohort: \_\_\_\_\_ Faculty: \_\_\_\_\_

**Student Opportunity/Behavior/Observation {summary of concern(s)}:**


Has this behavior/incident occurred before: Yes ( ) NO ( ) N/A( )

<i>Faculty Assessment: with plan, goals, objectives, timeline:</i>

Goals met/ not met: Yes ( ) No ( )

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

<i>Explanation of goals not met:</i>

Progress/Evaluation: Date: \_\_\_\_\_

Decision: Progress to next course ( ) Further Remediation ( ) Referred for Faculty Discussion

Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Date: \_\_\_\_\_

# Appendix B



## Student Success Plan (SSP)

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

Please identify factors that have impacted your ability to be successful. For any checked areas please expand on what the issue is and describe the plan of action you will take to guide your future success.

- |   |   |  |                                       |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> Time Management  | <input type="checkbox"/> Work Schedule        | <input type="checkbox"/> Family/Personal Issues      | <input type="checkbox"/> Study Skills |
| <input type="checkbox"/> Financial Issues | <input type="checkbox"/> Communication Issues | <input type="checkbox"/> Insufficient Skill Practice | <input type="checkbox"/> Illness      |

Provide details of factors affecting your ability to be successful.

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What is your plan of action for future success?

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

# Appendix C



## Nursing Program Performance Evaluation Form (PEF (APPENDIX C))

Student Name: \_\_\_\_\_ Course: \_\_\_\_\_ Date: \_\_\_\_\_

**Area of Concern:**

Theory  Clinical  Current Grade: \_\_\_\_\_

**Nature of Concern/Principle Violated:**

Knowledge Deficit  Interpersonal Concern  Safety  
 Skill Performance  Communication  Attendance  
 Professional Behavior

**Detailed Description of Concern(s):**

**Supporting Documentation:**

College Catalog: \_\_\_\_\_ Course Syllabus: \_\_\_\_\_  
Nursing Student Handbook: \_\_\_\_\_ Other: \_\_\_\_\_  
Is Remediation Recommended?  Yes  No

(If "yes" complete the Student Success Contract and Student Success Plan)

**Required:**

Meet with Course Instructor  Nursing Programs Referral  Meet with Academic Support  
 Meet with Nursing Counselor  Student Success Contract  Other

**Suggested:**

Reduce Work Hours  Join Study Group  Develop Concept Maps  
 Make Flash Cards  Engage in Self-Care Activities  Employ Better Time Management

By signing below, I agree to implement this PEF (APPENDIX C) and abide by the plan of remediation by the above date. I understand that failure to successfully meet requirements of this PEF (APPENDIX C) may result in failure of this Nursing course and inability to proceed in the Nursing program.

\_\_\_\_\_  
Faculty Signature Date

\_\_\_\_\_  
Student's Signature Date



# Appendix D



## Simulation Fiction Contract

When participating in simulations the student's role is to assume all aspects of a practicing Nurse. Additionally, when a gap occurs between simulated reality and actual reality, it is expected that students try to understand the goals of the learning session and behave as if the gap did not exist, and carry on with appropriate Nursing care, critical thinking and judgment.

### **Instructor Responsibilities:**

- Create goal-oriented, practical simulations based on measurable learning objectives
- Add enough realism to each simulation so that the learner receives enough clues to identify and solve a problem
- Set and maintain a safe and engaging learning environment
- Provoke interesting and engaging discussions and fosters reflective practice post session
- Identify performance gaps and helps close the gaps

### **Learner Responsibilities:**

- Suspend judgment of realism for any given simulation in exchange for the promise of learning new knowledge and skills
- Maintain a genuine desire to learn even when the suspension of disbelief become difficult
- Treat the simulated patient with the same care and respect due an actual patient
- Request assistance when necessary
- Treat patient according to the scope of practice for your role
- Maintain academic integrity regarding simulation experiences

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**Student's Signature and Date**

---

**Instructor Signature and Date**

# Appendix E



## Palo Verde Community College ADN Program Video Consent and Release Form

Without expectation of compensation or other remuneration, now or in the future, I hereby give my consent to Palo Verde Community College ADN Program its affiliates and agents, to use my image and likeness and/or any interview statements from me in its publications, advertising or other media activities.

This consent includes, but is not limited to: (Initial where applicable)

\_\_\_\_\_ (a) Permission to interview, film, photograph, tape, or otherwise make a video reproduction of me and/or record my voice;

\_\_\_\_\_ (b) Permission to use my name; and

\_\_\_\_\_ (c) Permission to use quotes from the interview(s) (or excerpts of such quotes), the film, photograph(s), tape(s) or reproduction(s) of me, and/or recording of my voice, in part or in whole, in its publications, and for educational and awareness.

This consent is given in perpetuity, and does not require prior approval by me.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

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

\_\_\_\_\_

Date: \_\_\_\_\_

## Appendix F



### Acknowledgement of Receipt and Understanding of Student Handbook

Signing below is acknowledging receipt of the student handbook. I agree to follow all rules and regulations listed within the handbook and will refer to the handbook for policies and procedures as needed.

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**Name**

---

**Date**

---

Signature