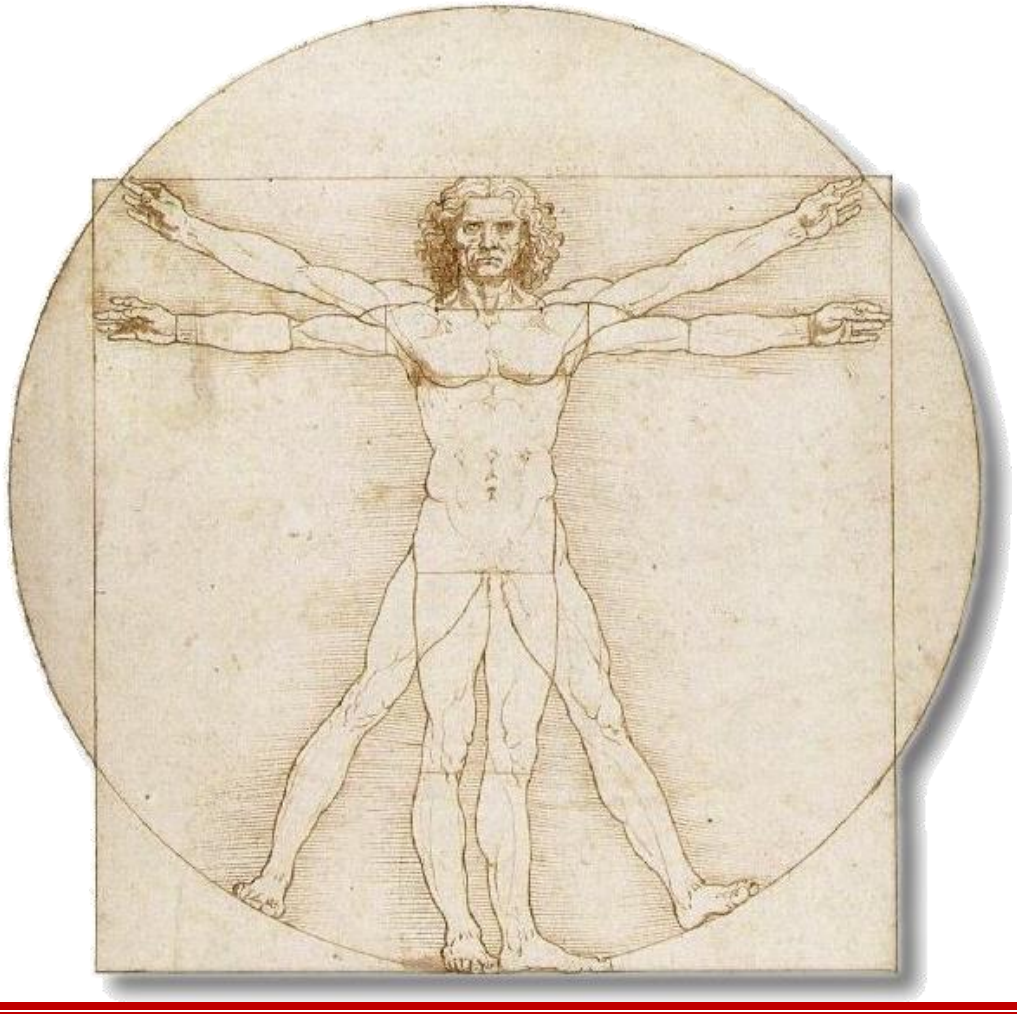
MSJC
MT. SAN JACINTO COLLEGE



Nursing and Allied Health Department
School of Nursing
Student Policy and Procedure Handbook 2017-2018

Revised July 2017

School of Nursing
Student Policy and Procedure Handbook
Acknowledgement of Review

I _____(Print Name) have received, reviewed, and agree to follow the Nursing & Allied Health Unit, Student Policy & Procedure Handbook.

_____ _____
Student Signature Date

During your attendance in the Nursing and Allied Health Department, you will have many questions. It is important to get the correct answer from the most appropriate source. The policies and procedures written in this handbook are designed to assist students as they progress through the program and answer some of the most frequently asked questions. Contents presented in this handbook are in accordance with the Mt. San Jacinto College Catalog, additional student information is also available in the college catalog. Students will be notified about any revision or creation of Policies and Procedures via student email.

It is the students' responsibility to review the Policy and Procedure changes which will be located on the following locations:

- NAHU website www.msjc.edu/alliedhealth
- Course Canvas
- Skills Lab Canvas

The Nursing and Allied Health Unit requires all students to check their assigned MSJC Student Email account daily (Monday-Friday) for important notices and announcements.

You will find current information posted about meetings, educational opportunities, employment opportunities, and scholarships on our website and on the Skills Lab Blackboard.

This handbook should be read carefully, saved, and used as a reference throughout your attendance in the Associate Degree Nursing program.

It is the student's responsibility to notify the Nursing and Allied Health Office in writing of any changes in address/telephone number/name change. If students do not keep the office advised of changes, the Nursing and Allied Health Unit **will not accept responsibility/liability.**

Revised: 5/2017

Mt. San Jacinto College School of Nursing
Consent for Release of Information

Last Name: _____ First: _____ MI __

Last four of SSN: _____ DOB: _____

I, the undersigned, authorize Mt. San Jacinto College Associate Degree Nursing Program to release information regarding myself to the Board of Registered Nursing and all affiliated Clinical/Hospital Sites.

All information will be kept confidential and maintained as part of my records with the Mt. San Jacinto College. Additionally, all information will be used exclusively in the administration or delivery of services.

This release shall remain in effect while accessing any service from Mt. San Jacinto College and throughout my enrollment and follow-up period under the Associate Degree Nursing Program at Mt. San Jacinto College.

_____ _____

Student Signature Date

Mt. San Jacinto College School of Nursing
Picture Release Form

I hereby consent to the use of all images (photographs, videotapes, or film) taken of me and/or recordings made of my voice and/or written extraction, in whole for Mt. San Jacinto College and/or others with its consent, for the purposes of illustration, advertising, or publication in any manner.

Name: _____ Student #:_____

Street Address: _____ City: _____

State: _____ Zip Code: _____Telephone Number: _____

_____ _____

Student Signature Date

Table of Contents

General Information	
Acknowledgement of Review	
Consent to Release Form/ Picture Release Form	
ADN Mission Statement	**1**
ADN Contacts	**2-3**
Communication and Chain of Command	**4**
Philosophy	**5**
Program Core Values	**5**
Program Core Values Definitions	**6**
Program Learning Outcomes (PLO)	**7**
Course Learning Outcomes (CLO)/Student Learning Outcomes (SLO)	**8**
Nursing Department Resources	**9-10**
College Campus Resources	**11-13**
Total Curriculum Plan	**14**
Progression through the program	**15**
Promotion, Enrollment, Admissions, Retention (PEAR)	
Program Dismissal Policy	**17**
Communication of Student Academic Failure/Dismissal Policy	**18**
Exit Interview Summary	**19-20**
Readmission Policy	**21**
Transfer Policy	**22**
Essential Function Policy/Special Needs	**23-24**
CastleBranch	**25**
Position Statement Background Check	**25-26**
Students with Prior Convictions	**26**
CastleBranch Information Sheet	**27**
American Heart Association CPR Certification	**28**
Program Policies & Procedures	
Student Citizenship	**30**
Use of Technology and Social Media Policy	**31**
Code of Ethics	**31**
Alcoholism, Chemical Dependency/Impairment, and Emotional Wellness	**32-33**
Chemical Abuse Policy	**34**
Clinical/Lab Site Injury/Pathogen Exposure Policy	**34-35**
Integrity	**36**
Student Civility Policy	**36-37**
Code of Academic and Clinical Conduct	**37-38**
MSJC Standards of Conduct	**38**
Delivery of Health Care	**39**
Delivery of Health Care to Patients with Communicable Disease	**39**
Standard Precautions	**40-41**
Hand Hygiene	**41-42**
Latex Sensitivity Policy	**42**
Student Injury, Illness or Pregnancy	**43**
Attendance Policy	**44**
Clinical Make-up Assignment	**45**
Classroom and Clinical Expectations	**46**
Academic Dishonesty and Plagiarism	**47**
APA Style Guide	**48-49**

APA Formal Paper Checklist	**50**
Grading Scare	**51**
Weighted Course Grade	**51**
Examination Policy	**52**
Exam Day Guideline Policy	**53**
Absences Related to Examination	**54**
Nursing Pharmacology and Dosage Examination	**55-56**
Rounding Rule	**57**
ATI Integration Policy	**58**
ATI Proctored Exam Schedule	**59-65**
Strategic Plan for Success Policy	**66-69**
Community Service Events and Activities	**70-71**
Nursing Skills Lab	
Nursing Skills Lab	**73**
Skills Check off Policy	**74**
The Ten Critical Behaviors	**75**
Sign-Up Policy	**76**
ATI Ticket to Test	**77**
Guidelines for Laptop/Textbook Check-Out and Use	**78**
Three Prompt Policy	**79**
Cancellation of Skills Check Off Appointment	**80**
Blackboard	**80**
Clinical Policies & Procedures	
Clinical Outcome Policy	**82**
Clinical Paperwork Requirement	**83**
Nursing Clinical- Ten Mandatory Elements	**84**
Criteria for Unsafe Clinical Behavior	**85-86**
Copying or Transmitting Client Records/ HIPAA	**87**
Medication Administration Guidelines	**88-89**
Sentinel Event Policy	**90**
IV Push Policy	**90**
Clinical Evaluation Tool	**91-94**
Assessment Rubric for Clinical Evaluation Tool	**95-97**
Uniform Dress Code	**98-101**
Nursing Student Organization(s)	
South West Associate of Nursing Students (SWANS)	**103**
SWANS Club Charter 2014-2015	**103-110**
Other Organizations	**110**
Peer Tutoring	**110**
Peer Tutoring Guidelines	**111**
Peer Mentor/Mentee Program Guidelines	**112**
Peer Mentor/Mentee Application	**113**
Peer Mentor/Mentee Brochure	**114-115**
Promotion and Completion	
Pinning Ceremony History	**117**
Pinning Ceremony Policy	**117-118**
Pinning Ceremony Dress Code	**119**
Graduation and Candidacy for Licensure	**120-121**
Additional Information Regarding Convictions	**122**
NCLEX Preparation Information	**123**

Mt. San Jacinto College Mission Statement	Associate Degree Nursing Program Mission Statement
MT. SAN JACINTO COLLEGE Mt. San Jacinto College offers accessible, equitable and innovative educational programs and services to students aspiring to achieve their academic, career and personal development goals. We provide students a safe environment in which to pursue basic skills, career and general education pathways. Our programs lead to transfer, associate degrees and certificates which meet workforce development needs in our diverse communities. Our commitment to student success empowers students with the skills and knowledge needed to participate meaningfully in today's complex world. (November 13, 2014)	MT. SAN JACINTO COLLEGE Magna Est Veritas 1988 REGISTERED NURSING PROGRAM The mission of the Mt. San Jacinto College School of Nursing is to prepare entry level registered nurses to function effectively within nursing and related professional disciplines. These graduates will deliver evidence based patient centered care using the nursing process to care for culturally diverse persons across the life span in a variety of healthcare environments. Graduates will use effective communication to be patient advocates. We respect the individuality of students and recognize that each student has different learning styles, diverse cultural and ethnic backgrounds, and unique support systems. The nursing program strives to promote student success in a positive, innovative learning environment. The program outcomes aim to graduate nursing students that develop and demonstrate the following core values: communication, evidence-based practice, nursing process, nursing role/leadership, patient centered care, quality improvement/fiscal responsibility, and safety. (Revised: May 2017)

Adopted 5/17

School of Nursing Contacts

Joyce Johnson, MSN, RN	Dean, Nursing & Allied Health Unit

Faculty

Peter Zografos, PhD, RN	Director, Associate Degree Nursing Program pzografos@msjc.edu
Susan Farrington, MSN, RN	Assistant Director, ADN Faculty sfarrington@msjc.edu
Angela Feeler, MSN, RN	ADN Faculty/Skills Lab Coordinator afeeler@msjc.edu
Nicholas Garcia, MSN, RN	ADN Faculty ngarcia@msjc.edu
Laura Gibson, PhD, RN	ADN Faculty lgibson@msjc.edu
Charlene Le, MSN, RN	ADN Faculty cle@msjc.edu

Associate Faculty

Stephen Anderson, BSN, RN	ADN Associate Faculty/Clinical/Skills Lab standerson@msjc.edu
Cherrie Apostol, BSN, RN	ADN Associate Faculty/Clinical cmanuelapostol@msjc.edu
Connie Duncan Moses, RN	ADN Associate Faculty/Skills Lab
Linda Frazier, MSN, RN	ADN Associate Faculty/Clinical lfrazier@msjc.edu
Leticia Gomez, MSN, RN	ADN Associate Faculty/Clinical lfgomez@msjc.edu
Jennifer Gregg, BSN, RN	ADN Associate Faculty/Clinical
Taci Hamill, RN	ADN Associate Faculty/Clinical thamill@msjc.edu
Christy Howe, BSN, RN	ADN Associate Faculty/Clinical chowe@msjc.edu

Lidia Lopez, BSN, RN	ADN Associate Faculty/Clinical/Skills Lab llopez@msjc.edu
Donna Lundgren, MSN, RN	ADN Associate Faculty/Clinical dlundgren@msjc.edu
Tracy Miller, BSN, RN	ADN Associate Faculty/Clinical
Mary Moore-Hughes, MSN, RN, PHN	ADN Associate Faculty/Clinical mhughes@msjc.edu
Tuan Nguyen, BSN, RN	ADN Associate Faculty/Clinical tunguyen@msjc.edu
Lori Paschall, MSN, RN	ADN Associate Faculty/Clinical lpaschall@msjc.edu
Denise Roberts, MSN-ed, RN, PHN	ADN Associate Faculty/Clinical Coordinator droberts@msjc.edu
Dessia Stokes-Berry, BSN, RN	ADN Associate Faculty/Clinical destokes@msjc.edu
Magdalena Suarez, MSN, RN	ADN Associate Faculty/Clinical msuarez@msjc.edu
Dustin Texeira, MSW, RN	ADN Associate Faculty/Clinical

Support Staff

Main Line	(951) 639-5577
Kristin Rodriguez Gomez	Nursing Student Program Specialist, School of Nursing krodriguezgomez@msjc.edu (951) 639-5578
Julie Baker	Administrative Associate to the Dean (951) 639-5561
Janet Brandenburg	Clerical Assistant IV, Allied Health Programs (951) 639-5557
Hal Edghill	Instructional Aid II (951) 639-5768
Veronica Perez	Clerical Assistant II, Nursing & Allied Health Department (951) 639-5577

Communication and Chain of Command

Students have the opportunity to communicate their ideas, suggestions and/or concerns associated with the Nursing and Allied Health Department by:

1. Speaking directly with the Professor/Clinical Professor
2. Speaking directly with the Program Director
3. Attending Lunch with the Director
4. Attending faculty meetings and having faculty student liaison
5. Speaking directly with the Associate Dean of the Nursing and Allied Health Department

If a student has a concern or a problem with a professor, the student is expected to approach the involved professor and arrange an appointment to discuss the issue. Matters relating to the clinical area should be discussed with that particular Clinical Professor and those matters dealing with a specific lecture should be discussed with the lecturer.

If the problem cannot be resolved, the student is advised to follow the appropriate chain of command which is: Lead Theory Professor, Program Director, Associate Dean of the Nursing and Allied Health Department.

If the problem persists, the student is advised to follow the MSJC Catalog for the Student Complaint Policy and Student Grievance Policy. See College Catalog for Board Policy 5500 and Administrative Procedure 5500.

Philosophy

Philosophy

The philosophy of the Associate Science Degree, Registered Nursing Program focuses on the individual needs of the students and patients, within the context of families, communities and environments who exist on a health continuum. Learning occurs via a dynamic engaged process that prepares the student to function effectively as an entry level registered nurse within nursing and inter-professional teams.

Program Core Values

The Associate Degree Nursing program mission and philosophy statements align with the college mission and philosophy statement. The philosophy, Program Learning Outcomes, Student Learning Outcomes, and Core Values take into consideration the basic concepts of QSEN competencies:

1. Nursing Role/Leadership
2. Nursing Process
3. Patient Centered Care
4. Communication
5. Evidence Based Practice
6. Quality Improvement/Fiscal Responsibility
7. Safety

Program Core Values Definitions

Communication
Implements therapeutic communication skills that foster open communication, mutual respect and shared decision making to achieve quality patient care

Evidence-Based Practice
Integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care

Nursing Process
Uses a systematic approach to assess, diagnose, plan, implement/intervene and evaluate patient care.

Nursing Role/Leadership
Uses the nursing roles of communicator, actively participates in implementing change

Patient-Centered Care
Recognizes the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's references, values and needs

Quality Improvement/Fiscal Responsibility
Uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Recognizes that cost effectiveness is essential for success for the health care organization

Safety
Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.

Quality Safety Education in Nursing accessed June 2014
Reviewed June 2016
Reviewed May 2017

Program Learning Outcomes

- Incorporate ethical, legal and safety standards and professionalism (Nurse Practice Act).
- Develop leadership skills and promote research/evidence based practice
- Design Problem Solving Plans (PSP) using the nursing process to direct and manage care of clients.
- Develop and utilize effective verbal and written communication methods that can be used with clients, family and health care professionals to promote optimum wellness and client advocacy.
- Incorporate principles of environmental, informatics, client and personal safety when using the nursing process to provide care for clients.
- Integrate knowledge of drug classifications used to promote, maintain, and restore optimum wellness.
- Synthesize growth and development concepts for the care of clients of various ages.
- Compare and contrasts the various, physical, social, cultural, and spiritual environments using the nursing process to promote, maintain and restore optimum wellness
- Analysis of physiological needs for clients to promote, maintain and restore optimum wellness
- Prepare student for candidacy to take the National Council Licensure by Examination (NCLEX) and continue lifelong learning.

Course/Student Learning Outcomes

1. Communication
   Implements therapeutic communication skills that foster open communication, mutual respect and shared decision making to achieve quality patient care.

2. Evidence-Based Practice
   Integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

3. Nursing Process
   Uses a systematic approach to assess, diagnose, plan, implement/intervene and evaluate patient care.

4. Nursing Role/Leadership
   Uses the nursing roles of communicator, actively participates in implementing change

5. Patient-Centered Care
   Recognizes the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs

6. Quality Improvement/Fiscal Responsibility
   Uses 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. Recognizes that cost effectiveness is essential for success for the health care organization

7. Safety
   Minimizes risk of harm to patients and providers through both system effectiveness and individual performance

School of Nursing Resources

Nursing and Allied Health Counselor

A dedicated Nursing Counselor is available for nursing students to assist with time management, study skills, Financial Aid, scholarships, transfer information, writing a resume, and other needs with regard to nursing student success. From day one, all nursing students are provided information about the Nursing Counselor and are encouraged to meet with the counselor, who is located in the Nursing and Allied Health Department on the Menifee Valley Campus in Building 500.

ATI Integration Policy

The Comprehensive Assessment and Review Program (CARP) is a learning program offered by Assessment Technology Institute (ATI) that provides students with focused testing utilizing research-validated practice examination questions and remediation tools/activities for each nursing course in the Associate Degree Nursing Program. The CARP offers individual, self-paced, content specific and targeted remediation to increase student success. The CARP is used in the Nursing Program to assist students with the application of theoretical content to actual client-care situations and to facilitate NCLEX-RN Preparation.

Skills Lab

The Skills Lab is separated into four areas in the 500 building-rooms: 513, 514, 515, and 516. Three rooms are simulation rooms and one room is for student to check out computers and study area. The Skills Lab contains and continues to purchase a variety of audiovisual (AV) materials to augment lecture presentations and provides students with opportunities for self-study.

There are a variety of resources available for all nursing students:

1. Skills practice with Professor
2. Skills check-off with Professor
3. Computer learning activities
4. Laptop checkout and use
5. SIM Man simulation activities
6. Computer accessibility for online learning to access ATI Skills Modules and other web based resources
7. Reference Textbooks and Nursing journal articles (located in the Learning Resource Center/Library on the Menifee Valley and online library resources)

South West Association of Nursing Students (SWANS)

The SWANS Organization is a constituent of the National Student Nurses Association and California Student Nurses Association and practices shared governance. SWANS are student nurses uniting together to convey the standards and ethics of the nursing profession to become responsible and accountable members of the nursing profession, to advocate for high quality, research-based, affordable and accessible healthcare to the community to strengthen the efforts of each individual student through mentoring and to develop into students who are prepared to lead the profession of nursing in the future.

Peer Mentoring/Peer Tutoring

Peer mentoring is a subsidiary of the South West Association of Nursing Students (SWANS).
The program is established to provide support and guidance to the nursing students from other nursing students' perspective to achieve success. For more information, please email msjcadnmentoring@gmail.com (funded by the Song Brown Grant).

California Collaborative Model of Nursing Education (CCME)

The California Collaborative Model of Nursing Education provides a streamlined option for ADN students to obtain their BSN degree. This dual enrollment education pathway is a core strategy with statewide impact to advance nursing education. This model is specific to the articulation opportunities of students to attend Cal State San Marcos. The program has a variety of articulation agreements with a number of baccalaureate programs.

College Campus Resources

Counseling

The mission of the Mt. San Jacinto College Counseling Department is to facilitate proactive planning for student success, leadership and life-long learning through academic, career, transfer, personal, and crisis counseling. Counselors and staff advocate, educate, guide, and empower students' intellectual and social development within an educational and multicultural environment.

DSPS

Disabled Students Programs and Services (DSPS) is a program that assists students with disabilities in gaining maximum access to college curriculum and programs while attaining their academic, vocational and personal goals in a mainstreamed setting. Students may be referred to DSPS by professors, counselors, community agencies, high schools, a parent, or by self-referral. Students are eligible for appropriate and reasonable accommodations and support services upon completion of an application, verification of the disability, and an intake interview in DSPS.

Enrollment Services

The Enrollment Services Office provides numerous services to students and members of the community. General information about the college is provided. Petitions to enroll in class after the traditional enrollment dates, transcripts, credit by examination and enrollment verification are all initiated in this office. Student academic records, courses taken, units attempted, units earned, grades, grade points, graduation date and other data are maintained in this office.

EOPS

The Extended Opportunity Programs & Services (EOPS) was established as a result of Assembly Bill 164 passed by the California Legislature in 1969 to increase the enrollment of educationally disadvantaged and low-income students on community college campuses.

Financial Aid

While Mt. San Jacinto College subscribes to and supports the philosophy that primary responsibility for funding college expenses rests with students and their families, the college recognizes that some students and/or their families have limited financial resources and are unable to meet all of the expenses associated with higher education without supplemental assistance.

Scholarships

Scholarship Title	Application Information	Deadline
COADN Leadership Scholarship	Application Flyer Website	Review COADN website for updates
Discover Nursing Scholarship Search	Website	Use website to search for scholarships
Flo's Cookie Jar (NSNA)	Website	Review website
Health Professions Education Foundation	Website	Multiple Scholarships, Review website
Health Professionals Scholarship Program	HPSP Fact Sheet Website	Review website for more information
Hemet Sunset Rotary Club	TBA	TBA
Hispanic Scholarship Fund	Website	Multiple Scholarships, Review website
Japanese American Citizens League	Website	Varies based on eligibility
NSNA Scholarship	Website	Multiple Scholarships, Review website
Sharps Compliance Essay Contest	Fact Sheet Website	Review Website
Tylenol Future Care Scholarship	Website	Application Period April 15-June 15
United Negro College Fund	Website	Multiple Scholarships, Review website

For additional scholarships, visit the MSJC Scholarship page located on the Financial Aid webpage.

Puente Project

Puente is an academic, counseling, and leadership program that prepares students to succeed in the university environment. The course curriculum and content is multi-cultural, emphasizing Mexican-American/Latino experiences and literature. The students visit university and college campuses. The program starts every fall and runs through the spring semester.

Veterans Services

Mt. San Jacinto College is fully approved for the training of students under the various government educational programs for veterans and eligible dependents of deceased or disabled veterans. After filing an application for admission, a veteran wishing to receive one of the VA Educational Benefits should contact the VA representative on the campus of their choice (SJC/MVC).

Matriculation services were mandated in 1986 with the passage of AB3, a bill created to address the high dropout rate of community college students by offering services to assist students in completion of their educational goals.

Job Location Development Program (JLDP) is set-up to assure that students are successful in their education and work-related activities while they remain in the program. Job Placement Services offers several important services:

- Job Opportunities
- Job Skills/Knowledge
- Internship Referrals
- Portfolio Development
- Resume Building
- Employment Resources
- Workshops

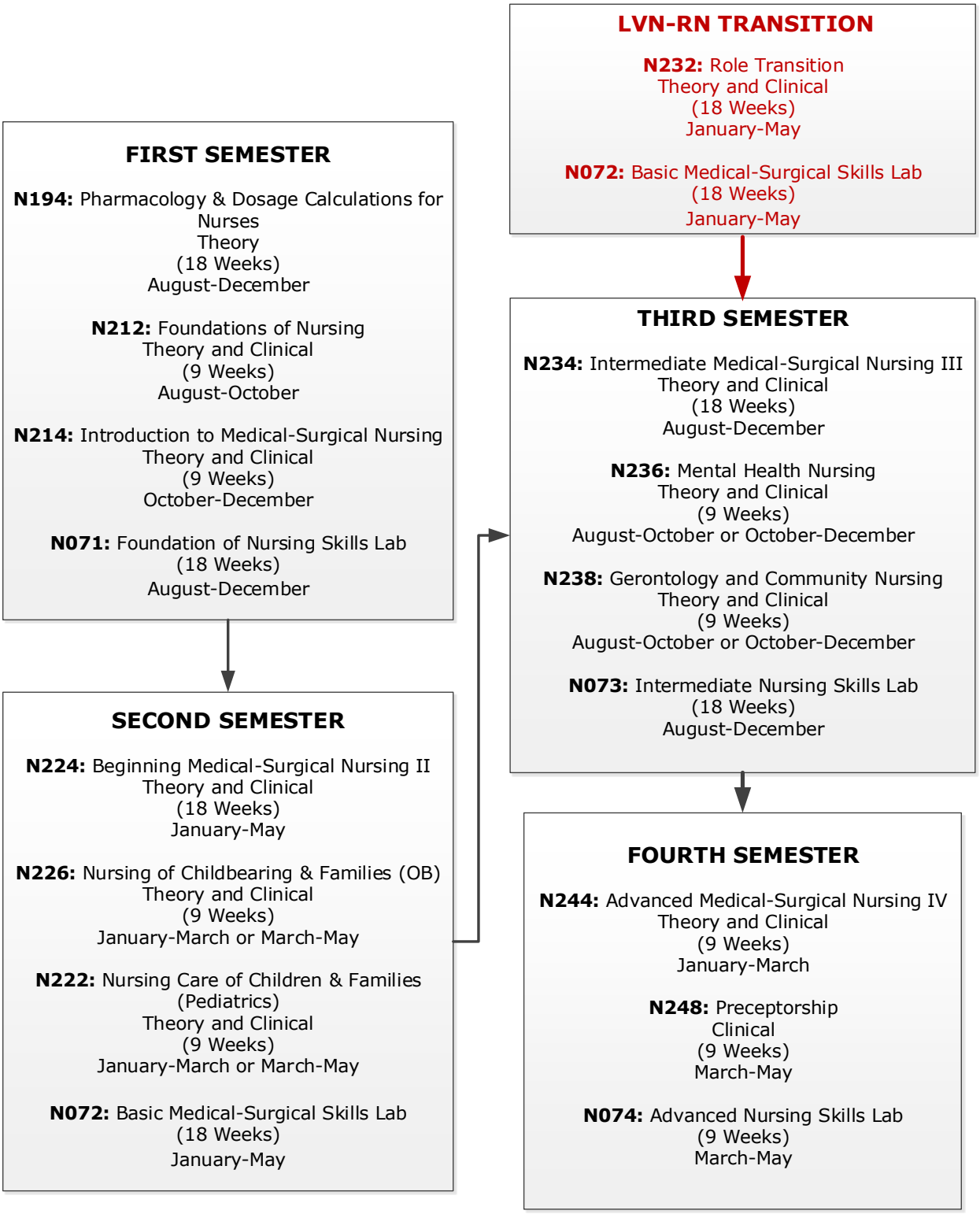
The office maintains a wide variety of job listings in all areas, which are posted daily. Students may also do a job search via the Internet using Cal JOBS and other websites. A large number of resources to assist students are available on careers, interviewing techniques, resume writing and job market projection. These include computer programs, videos, books, and other written materials. Helpful staffs are always available to get students started on their career exploration job search.

Mt. San Jacinto College Associate of Science Degree
TOTAL CURRICULUM PLAN

NOTE: All courses must be completed with a grade of "C" or higher

COURSE NUMBER	COURSE TITLE	UNITS	THEORY HOURS	CLINICAL HOURS
FIRST SEMESTER				
Nursing 194 (18 weeks)	Pharmacology and Dosage Calculations for Nurses	3.5	63	0
Nursing 212 (9 weeks)	Foundations of Nursing	4	36	108
Nursing 214 (9 weeks)	Introduction to Medical-Surgical Nursing I	4	36	108
Nursing 071 (18 weeks)	Foundations of Nursing Skills Lab	0.5	0	27
SECOND SEMESTER				
Nursing 222 (9 weeks)	Nursing Care of Children and Families	3.5	36	81
Nursing 224 (18 weeks)	Beginning Medical-Surgical Nursing II	5	45	135
Nursing 226 (9 weeks)	Nursing Care of Childbearing Families	3.5	36	81
Nursing 072 (18 weeks)	Basic Medical Surgical Nursing Skills Lab	0.5	0	27
THIRD SEMESTER				
Nursing 234 (18 weeks)	Intermediate Medical-Surgical Nursing III	5	45	135
Nursing 236 (9 weeks)	Mental Health Nursing	3	27	81
Nursing 238 (9 weeks)	Gerontology and Community Nursing	2	18	54
Nursing 073 (18 weeks)	Intermediate Nursing Skills Lab	0.5	0	27
FOURTH SEMESTER				
Nursing 244 (9 weeks)	Advanced Medical-Surgical Nursing IV	4	36	108
Nursing 248 (9 weeks)	Preceptorship	2.5	0	135
Nursing 074 (18 weeks)	Advanced Nursing Skills Lab	0.5	0	27
LVN-RN ROLE TRANSITION				
Nursing 232 (18 weeks)	LVN-RN Role Transition	3	36	54
Nursing 072 (18 weeks)	Basic Medical Surgical Nursing Skills Lab	0.5	0	27

Progression Through The Associate Degree Nursing Program



Promotion, Enrollment, Admission, Retention (PEAR)

Program Dismissal Policy

All students that exit the program are responsible for dropping all nursing courses through Eagle Advisor. **The following causes shall be sufficient for immediate dismissal:**

1. **Professionalism**
   a. Documented and counseled consistent account of poor personal hygiene.
   b. Documented and observed cheating or plagiarism in the classroom and/or clinical practice settings.
   c. Insubordinate attitude or comments to faculty and/or staff.
   d. Noncompliance with program policies, procedures, and/or strategic plans.
   e. Unethical or inappropriate conduct/incivility in the classroom and/or clinical practice settings.
   f. Documentation of behavior consistent with substance abuse.
   g. Use of alcohol or abuse of drugs.
   h. Verbal or physical assault/abuse.
   i. Documented and observed bullying or cyberbullying.
   j. Refusal or timely compliance with random drug testing requirement.

2. **Clinical Performance**
   a. Unsafe performance in the classroom and/or clinical practice settings.
      (See UNSAFE CLINICAL BEHAVIOR CHART WITH EXAMPLES)
   b. Inconsistent performance in delivering patient care.
   c. Unsatisfactory/inappropriate recording and reporting and inaccurate documentation.
   d. At any point in the semester, failure to complete clinical objectives.
   e. Insubordination or incivility to clinical professors other students, or clinical faculty, and hospital staff.

3. **Attendance**
   a. Illness, mental or physical, deemed sufficient to interfere with the student's ability to complete objectives.
   b. Excessive absence or tardiness, as defined by the Attendance Policy.

4. **Any other reason enumerated in the student conduct section of the college catalog.**

Communication of Student Academic Failure/Dismissal Policy

Course exam grades will be posted at the discretion of the faculty member. If a student fails a course, the professor is expected to follow these procedures:

- Contact the Director with the name of the students that have failed.
- Director or Assistant Director reviews the exams and Scantrons to verify and pronounce the failure (checking for erasures, statistical data, etc.)
- Contact the student about meeting face-to-face to review the exam and to communicate the course failure.
- After the face-to-face meeting with the Professor, advise the student to make an exit interview appointment with the Director or designee by emailing msjcadnprogram@msjc.edu.
- Exit interviews are scheduled 3 days after the communication of the course failure.

All students that exit the program are responsible for dropping the program through Eagle Advisor.

Student Name:	
Exit Interviewer:	
Date:	**Course:**
Eligible for Readmission: **Yes / No**	
Readmission App due date:	
TEAS Results:	Composite Score: _____
Math: _____	Science: _____
English: _____	Reading: _____
Discussion:	
Additional Notes From Lecture Faculty:	
Additional Notes From Clinical Faculty:	

Readmission Application Procedures:

1. Complete the Readmission Application (given during exit interview) and submit by:
2. Complete a Transcript Evaluation Request.
3. Complete all Exit Interview Requirements listed below.
4. Check emails beginning:

Exit Interview Requirements:

Student will submit all work by due dates above to the School of Nursing by the stipulated deadlines in order to be considered for Readmission.

Student Signature: _____Date: _____

Director Signature: _____ Date: _____

Readmission Policy

1. A student exiting the nursing program for any reason must complete an Exit Interview Form with the Director or designee to qualify for readmission. The Exit Interview Form must include the breakdown of points the student received on the application to the program. Students who have been readmitted to the nursing program and have been absent from the program for two academic semesters must complete a new background check, drug screen and physical.

2. Readmission is not guaranteed. A student may be granted only ONE readmission if the student meets readmission eligibility criteria including:
    a. Space availability
    b. No previous admissions granted or requested
    c. Current admission criteria is met including but, not limited to:
        - Repeat academic courses
        - Work experience
        - Remediation Classes
        - Counseling
        - Activities to promote program completion and student success.
    d. Compliance with the Exit Interview readmission requirements, including assignments, remediation requirements, referrals, and the completion of the Exit Interview Form
    e. Leaving in good standing
    f. Approval of the School of Nursing Program Director

3. If the student is requesting readmission after exiting the program during or upon completion of the first or second semester and the student is unable to accept an offer of readmission for the next academic year in accordance with program matriculation timeline requirements, the student must complete a new ADN program application. Upon acceptance for readmission, the student will return to the MSJC program as a new first semester student.

4. If the readmission request occurs after exiting the program during or upon completion of the third or fourth semester, the student will be required to complete a readmission application packet and enter the program in the third semester. The student must meet all current admission requirements. The final determination for readmission is made by the Nursing Program Director.

5. The Nursing Program Director and/or designee may specify certain criteria necessary for readmission. The Nursing Program Director and/or designee reserves the right to deny a request for readmission if the student was dismissed for issues relating to academic integrity, unsafe patient care, inappropriate conduct, or other serious violation of professional standards/ethics.

6. The Nursing Program Director and/or designee the Admission/Selection Committee reserves the right to approve an admission or readmission for a student in good standing who has to defer or withdraw for an unexpected personal life event, including but not limited to: illness/injury, and/or military deployment.

Transfer Policy

Transferring to the Mt. San Jacinto College Associate Degree Nursing Program is based upon space availability. All applicants seeking to transfer into the program must apply during the February application filing period. The program director or designee will evaluate previous coursework to determine course equivalency with the required program prerequisite and mandatory nursing curriculum. The applicant must also meet with the Nursing Counselor for further assistance regarding the process.

Prospective nursing students seeking transfer must have a course grade of a 'B or better' and 'safe clinical standing' in required Board of Registered Nursing courses. A letter of recommendation/letter of support is required from the previous nursing program director. Students seeking transfer to the MSJC ADN Program with a previous nursing course/clinical failure grade will **not be considered** for admission. Application for transfer must be received by the MSJC Nursing and Allied Health Unit.

The transfer admission procedures are as follows:

Applications are accepted once per year for Program Admission	
Transcript Evaluation for equivalency due:	December 1
Application filing period Due:	February 1-28
TEAS:	March/April (by invitation only; check MSJC student email)
Skill Assessment Check-off:	April
Final Selection:	May (check your MSJC student email)
Note: Final Selection and admission is pending the ability for students to meet mandatory guidelines, meet required immunizations, physical, and background checks. No exception to deadlines and requirements are made.	
New Student Orientation:	Online Mandatory participation
Student Success Academy:	August (the week prior to the start of the academic semester) Mandatory attendance
1st and 3rd Semester admission begins:	August
2nd and 4th Semester admission begins:	January

(Reviewed 5/2017)

Essential Function Policy/Special Needs

The nursing candidate/student must be able to possess/perform specific essential functions to qualify for admission into the nursing program. Possession/ performance of essential functions are a requirement for every nursing content course as a requirement for course completion and graduation from the designated nursing program. Reasonable accommodation will be provided to the student, unless the accommodation still limits the student's ability to meet the objectives or the competencies of the program, and is not consistent with employment standards or meets the minimum competencies outlined by the Board of Registered Nursing. The nursing faculty grants accommodations in the classroom setting, but these same accommodations cannot be given in the clinical performance setting. Every nursing course is comprised of both a theory and a clinical portion. Each student must meet the objectives/competencies of both these facets of the required courses in the respective programs.

PLEASE NOTE: THE LICENSING BOARDS IN CALIFORNIA DO NOT PERMIT LIMITED LICENSURE.

The following are considered to be essential functions for program entry, progression, and completion of any of the nursing programs.

In compliance with the American Disability Act, students admitted to the nursing programs must be, with reasonable accommodations, physically and mentally capable of performing the essential functions of the program in the classroom, skills lab, and clinical setting.

The essential functions listed are not intended as a complete listing; but, a sample of the types of abilities needed by the nursing student, in order to meet the program objectives and requirements.

Please refer to the College Catalog for further information on the ADA policy.

Statement related to students with special needs

Students with documented disabilities are required to submit the documentation to the MSJC College Disabled Students Services Department in order for the Nursing and Allied Health Unit to provide accommodations.

Students with disabilities who may need accommodations should discuss options with their professor during the first two weeks of class.

Should a student feel that there has been an inappropriate restriction of access to employment or educational opportunities for one or more qualified persons with one or more disabilities, students may follow the procedures outlined by the MSJC College Catalog written under: "Americans with Disabilities Act"

Physical Demands:

- Possess the ability for extremely heavy effort (lift/carry 50 lbs. or more).
- Perform prolonged, extensive, or considerable standing/walking, lifting, positioning, pushing, and/or transferring patients
- Perform considerable reaching, stooping, bending, kneeling, and crouching
- Possess the ability to perform fine motor movements with hands and fingers

Sensory Demands:

- Distance vision: ability to see clearly 20 feet or more*
- Near vision: ability to see clearly 20 inches or less*
- Depth perception: ability to judge distance and space relationships*
- Color vision: ability to distinguish and identify colors.
- Hearing: able to recognize a full range of tones*
- (*may be corrected with adaptive devices)

Cognitive Demands:

- Transfer knowledge from one situation to another
- Process information
- Problem solve
- Prioritize tasks
- Utilize long and short-term memory
- Identify cause and effect relationships
- Sequence information

Mental Demands:

- Ability to function in a busy environment with shifting and evolving priorities
- Subject to varying and unpredictable situations
- Occasional pressure, due to multiple calls and inquiries
- Subject to many interruptions
- Handles emergency or crisis situation(s)
- Ability to continuously communicate verbally and mentally
- Stable emotional makeup required in fast-paced environments with frequent interruptions

Working Conditions:

- May be exposed to infectious and contagious diseases, without prior notification
- Regularly exposed to the risk of blood borne diseases
- Exposed to hazardous agents, body fluids, and wastes
- Exposed to odorous chemicals and specimens
- Subject to hazards of flammable, explosive gases
- Subject to burns and cuts
- Contact with patients having different religious, culture, ethnicity, race, sexual orientation, psychological, and physical disabilities, and under a wide variety of circumstances
- Handle emergency or crisis situations.
- Subject to many interruptions
- Requires judgment/action sufficient to prevent harm, injury, or death of a patient
- Exposed to products containing latex

English Language Skills:

Although proficiency in English is not a criteria for admission into the nursing program, students must be able to speak, receive, write, comprehend, and read English to satisfactorily complete classes and to ensure safety of themselves and others.

Learning Disabilities:

If any student has been diagnosed and documented with a disability, faculty must be notified through DSPS. The Nursing and Allied Health Unit is willing to meet any reasonable request for accommodation. However, the responsibility remains with the student to provide relevant and recent written documentation from the DSPS, that such a disability exists, as well as all recommendations by the DSPS for helping the student.

CastleBranch

CastleBranch will check the following information:

- Background checks (on admission)
- Immunizations (every semester)
- Drug Screening (on admission and randomly throughout the two years)

Students who are readmitted to the program will be asked to complete all items above prior to reentry to the program.

Position Statement Background Check

Background checks will minimally include the following:

- Seven year history
- Address verification
- Sex offender database search
- Two names (current legal and one other name)
- Three counties
- OIG search
- Social Security Number verification

Students will be unable to attend clinical facilities for the following convictions:

- Murder
- Felony assault
- Sexual offenses/sexual assault
- Felony possession and furnishing (without certificate of rehabilitation)
- Felony drug and alcohol offenses (without certificate of rehabilitation)
- Other felonies involving weapons and/or violent crimes
- Class B and Class A misdemeanor theft
- Felony theft
- Fraud

To comply with The Joint Commission (TJC), state and local regulations regarding background checks for healthcare providers, the Faculty of Mt. San Jacinto College Nursing and Allied Health Department has implemented this position statement to be effective Fall 2005. Students who have been readmitted to the nursing program and have been absent from the program for two academic semesters must complete a new Background Check.

Policy:

- Students are required to complete a background check through CASTLEBRANCH by the specified Associate Degree Nursing Program deadlines for the Fall and Spring semesters.
- The background check is not a prerequisite for application or acceptance to the nursing programs; but, must be completed after an invitation for admission is received.
- The background check information will be maintained by the respective Program Director and designated program faculty.
- The background check cost is assumed by the student. The cost is subject to change.
- Background check results with infractions will be shared with the Human Resources specialist at the student's assigned hospital. Convictions listed above may render students ineligible to attend clinical.
- Students may be denied access to clinical facilities based on offenses appearing on the criminal record which may have occurred more than seven years ago.
- Students will be required to provide documentation regarding clearance of background check infractions. Failure to provide sufficient proof of rehabilitation to the Boards may result in denial of licensure
- Students who are determined to be ineligible for clinical placement will be unable to meet clinical objectives of the nursing program curriculum and therefore will not be allowed to continue in the nursing program.
- The background check is done as a requirement for the program or course participation in clinical learning may not be used for licensure purposes.
- Credit checks are not performed on students.
- A one-time fee must be paid to Certified Background before full acceptance into the program will be granted. With a one-time payment all students will have unlimited access to Certified Background while in the program.
- **Students may be randomly drug tested at any time during the nursing program.**

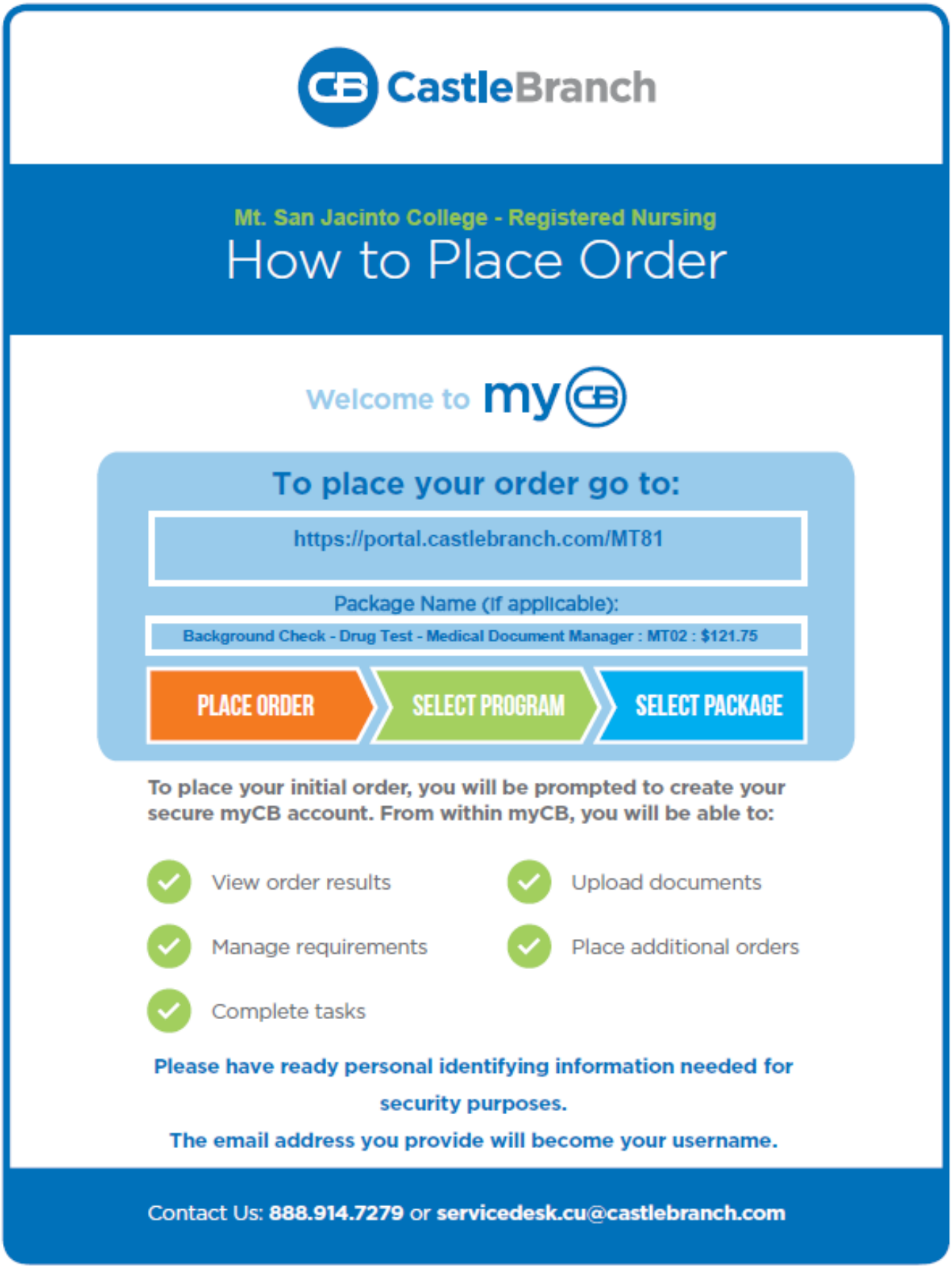
Students with Prior Convictions

All applicants are advised that they will be required under law to report all misdemeanor and/or felony convictions to the California Board of Registered Nursing. Failure to provide sufficient proof of rehabilitation to the BRN may result in denial of licensure. One requirement to qualify for the licensing examination is the submission of a completed Live-Scan form. These are evaluated by the California Department of Justice and the FBI. **EVEN IF STUDENTS HAVE HAD PRIOR FINGERPRINTING, EACH REGULATORY BOARD REQUIRES NEW FINGERPRINT INFORMATION.**

If students have any questions regarding their arrest and conviction record, they are strongly urged to check with the California Board of Registered Nursing.

Board of Registered Nursing
P.O. Box 944210 Sacramento, CA 94244-2100
www.rn.ca.gov (916) 322-3350

Student may be denied access to clinical facilities based on offenses appearing on the criminal record, which may have occurred more than seven years ago. Students must provide the ADN Program with information allowing the school access to the background check. If the student's record is not clear, the student will be responsible for obtaining documents and having the record corrected. If this is not possible, the student will be unable to attend clinical rotations. Clinical rotations are a mandatory part of nursing education; therefore the student will be ineligible to meet course objectives and will not be allowed to continue in the Nursing Program.


CastleBranch
Mt. San Jacinto College - Registered Nursing
How to Place Order
Welcome to myCB
To place your order go to:
https://portal.castlebranch.com/MT81
Package Name (if applicable):
Background Check - Drug Test - Medical Document Manager : MT02 : $121.75
PLACE ORDER
SELECT PROGRAM
SELECT PACKAGE
To place your initial order, you will be prompted to create your secure myCB account. From within myCB, you will be able to:
View order results
Upload documents
Manage requirements
Place additional orders
Complete tasks
Please have ready personal identifying information needed for security purposes.
The email address you provide will become your username.
Contact Us: 888.914.7279 or servicedesk.cu@castlebranch.com

American Heart Association CPR Certification
Basic Life Support for Health Care Providers

Evidence of current certification in Basic Life Support (BLS) CPR techniques will be required for all students before the first clinical session each semester. No student may enter the clinical area without a current CPR card**. The CPR card is considered to be a Basic Life Support (BLS) for Healthcare Providers from the American Heart Association (hands-on adult, child and infant). No on-line course certification will be accepted.**

New students will be informed of the requirement for current CPR certification at the time they are notified of admission to the program. On-going certification will be checked each semester. Students unable to be certified because of disability will be referred to the Program Director/Dean, Nursing & Allied Health. The student has the responsibility to keep this card current. If a CPR card has expired, the student must submit a renewal card. Failure to do so will prevent the student from entering a clinical setting.

Every student in the registered nursing program is responsible for being aware of the policy for "Cardiopulmonary Arrest" in the facility to which they are assigned. If a respiratory or cardiac arrest appears to have occurred, and no hospital staff member is present, we expect the MSJC student to initiate the appropriate basic life support measures, or follow the policy of the clinical site.

Program
Policies and Procedures

Student Citizenship

The Federal Personal Responsibility and Work Opportunity Reconciliation Act requires government agencies to eliminate "public benefits" to persons who cannot provide proof of their legal status in the United States. "Public benefit" has been interpreted to include a license issued by the state. This statement means that all applicants for licensure as vocational/registered nurses and certification as nurse assistants or home health aides will be required to submit verification of citizenship or legal residence status in the United States to the Boards of Nursing. A license will not be issued until legal status in the United States has been confirmed by the United States Citizenship and Immigration Services (USCIS).

Use of Technology and Social Media

Courses in the Nursing and Allied Health programs use online resources as a learning and communication tool between professors and students. Professional behavior and proper technology etiquette is expected of all students both inside and outside the classroom and during clinical activities. Students are expected to follow all hospital or other clinical sites policies and procedures at all times.

- All students are required to check student email daily (Monday through Friday).
- Personal use of electronic devices is not permitted. They must be turned off at all times.
- Students may use devices only when authorized by faculty or hospital personnel.
- Electronic devices can only be used in designated areas of the clinical sites.
- No photos may be taken by students in the clinical agency or lab environments unless authorized by faculty for a course assignment.
- Confidential information related to individuals or agencies must be kept in confidence.
- All students are expected to follow HIPAA guidelines at all times.
- Information concerning clients, clinical rotations, clinical partners and their staff cannot be posted on any online forum or webpage.
- Students are legally responsible for anything that may be posted in social media forums.
- Students must use **only** their MSJC student email account when corresponding with faculty and staff of the School of Nursing. Setting up and maintenance of this account is the students' responsibility.
- If authorized by faculty to record lectures (Voice Recording) it will only be utilized for student studying purposes. It cannot be sold or published/provided under any circumstances.

If a student violates the Use of Technology and Social Media Policy:

- The student must meet with the Nursing and Allied Health Department faculty to determine disciplinary actions and further eligibility in the program.
- The student is also subject to disciplinary actions by the clinical site.

Note: Nursing students are preparing for a profession which provides services to the public and expects high standards of behavior and professional communication. Students should remember that their online presence reflects them as a professional. Many recruiters routinely search the social networks when considering candidates for hire.

National Student Nurses Association Code of Ethics

The Code of Ethics is:

1. Know the scope of the Program of Study attended and function within this scope.

2. Recognize and respect cultural backgrounds, spiritual needs and the religious beliefs of individual patients.

3. Safeguard the confidential information acquired from any source about the patient. Follow the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

4. Refuse to give endorsement to the sale and promotion of commercial products or services.

5. Uphold the highest standards in personal appearance, language, dress and demeanor.

6. Follow college, Nursing Unit, and hospital/facilities policies and procedures.

All Students are expected to:

1. Be prepared (mentally and physically) for <u>all</u> assignments. Perform only those procedures that have been previously taught and practiced.

2. Consider all information obtained regarding the patient's status as strictly confidential, and not to be discussed with anyone except the professors, peers and appropriate hospital personnel.

   (Learning experiences in the clinical area are to be shared during pre and post-conferences <u>only</u>.)

3. If circumstances, regarding the patient, will prevent giving effective care (e.g., personal friend), consult with the professor.

4. Maintain a professional and courteous attitude at all times.

5. Channel any criticism of any agency or individual through the Director of Nursing and Allied Health.

6. Recognize, as in other professional fields, ethics are essential.

Alcoholism, Chemical Dependency/Impairment, and Emotional Wellness

The nursing student must be emotionally and mentally healthy and free of any illegal drugs and/or alcohol in all MSJC associate degree nursing classes, laboratories, and clinical rotations, as outlined with **MSJCCD Board Policy/Administrative Procedure 3560**. Additionally, students may not be impaired by any medications while attending any school function. As noted on page 39, student may be randomly drug tested at any time during their time in the nursing program.

The nursing program abides by all clinical facilities policies/procedures related to alcoholism, drug abuse, and emotional wellness. All hospital clinical facility policies/procedures may supersede this policy/procedure. Students are expected to provide full disclosure of medications throughout enrollment in the nursing program to ensure safe care of the patients we serve. Medications including but not limited to: antianxiety, anticonvulsants, opioids, antiepileptic, and antidepressants.

Nursing faculty of Mt. San Jacinto College concurs with the **California Board of Registered Nursing** statements regarding alcoholism, drug abuse and emotional illness and recognizes that:

1. These are diseases and should be treated as such:
2. Personal and health problems involving these diseases can affect one's academic and clinical performance, and that the impaired nursing student is a danger to self and the grave danger of the patients in his or her care:
3. Nursing students who develop these diseases can be helped to recover:
4. It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment of any suspected illnesses.
5. Students are required to report any changes in health status and provide clearance to participate in unrestricted activities essential to nursing practice.
6. Confidential handling of the diagnosis and treatment of these diseases is essential.
7. Student performance must be free of any evidence of impairment.
8. Patient safety is always the number one priority.

In compliance with the guidelines from the **California Board of Registered Nursing** regarding students suspected to be impaired by alcoholism, drug abuse and emotional illness, the nursing faculty will:

1. Offer appropriate assistance, either directly or by referral.
2. Have the responsibility and authority to take immediate correction action with regards to students conduct and performance in the clinical setting.
3. Inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed to practice nursing in the state of California; and on admission to the program, distribute the policy to students and have each student sign a consent form for their file.
4. May require, **at students expense**, random drug testing.

Emotional wellness requires that students are prepared to give the best possible care to their patients. Students who are working excessive hours (nightshift followed by dayshift clinical) are not prepared and alert to care for patients. Students who have a dayshift clinical assignment, should not work the nightshift before their clinical assignment.

Procedure for dealing with students who disclose drug abuse, mental illness, or inappropriate use of alcohol while in the program.

1. Conference with the student, Dean/Director and semester faculty to identify the "Strategic Plan for Success."
2. Referral to the Student Success Counselor and other community referrals.

Procedure for Dealing with Impaired Students

If a student is exhibiting behavior that suggests impairment by alcohol, drugs, and/or emotional/mental illness, the nursing faculty, maintaining confidentiality at all times, will:

1. Remove the student from patient care immediately and report off to staff.
2. Identify problem and physiologic signs with the student and allow student an opportunity to explain behavior and provide additional relevant information. Problem behaviors may include, but are not limited to, the following:

Physiologic	*Behavioral*
• Slurred or rapid speech • Trembling hands • Persistent rhinorrhea • Altered pupil dilation • Flushed face • Red eyes • Odor of alcohol • Tachycardia • Unsteady gait • Declining health	• Irritability and mood swings • Isolation or avoidance of group work • Patterns of absenteeism and tardiness • Decreased clinical and academic productivity • Change in dress and appearance • Inappropriate or delayed responses • Decreases alertness/falling asleep in class/clinical • Elaborate excuses for behavior • Inappropriate joking about drug and alcohol use (Keltner, et al, 2013; Varcarolis, et al, 2014)

3. Voluntarily agree to blood and/or urine testing in an approved lab immediately at student expense. Voluntarily agreeing to the blood and/or urine testing allows the department to assess whether the student can provide safe patient care, while not jeopardizing consumer safety.
4. Notify the Dean/Director. The nursing office staff will notify the students emergency contact person to take the student home after blood and/or urine testing has been completed. In a facility without a lab on-site, the student will be sent by taxi (at student's expense) to a clinic for testing.
5. If voluntary testing is refused, the student will be sent home by taxi (at student's expense).
6. Inform the student, prior to leaving the facility, that he/she may not return to class or clinical until he/she has met with the semester level faculty, Dean/Director to discuss the incident, test results, and follow up.
7. Document the incident on a Strategic Plan for Success and refer to the Alcohol and Drug Free School College Policy.

Chemical Abuse Policy

The Nursing and Allied Health Unit is in accordance with the Mt. San Jacinto College ALCOHOL/DRUG FREE SCHOOL POLICY found in the MSJC Catalog.

Students attending classes at any location of the MSJC District may be expelled, suspended, placed on probation or given lesser sanction for sale, possession or use of chemical/alcohol substances.

Additionally, the faculty has adopted the California Board of Registered Nursing guidelines for Mt. San Jacinto College District schools regarding drug abuse among the students in nursing programs.

Chemical/Alcoholic substances may not be taken while in class/clinical or within twelve hours of reporting for clinical assignments on campus or in the hospital.

Clinical/Lab Site Injury/Pathogen Exposure Policy

The paperwork for reporting an injury/pathogen exposure can be found on the MSJC Nursing Website and the back of the Student Policy and Procedure Handbook (Appendix A). The following is the protocol for students or faculty who experience a needle-stick, mucous membrane exposure, airborne exposure, or other method of blood-borne contamination.

In the Acute Care Setting:

- The student must IMMEDIATELY inform the clinical professor of the exposure.
- Provide emergency treatment per facility protocol.
- Report to the Emergency Department of the hospital.
- Notify employee health department of the hospital.
- Complete student injury report in the Policy and Procedure Manual and return to the College Risk Management Office.
- Request that the patient's admitting physician be contacted to obtain an order for a stat HIV, Hep B, Hep C, and TB blood test.
- Notify the Director of the Associate Degree Nursing Program
- Complete the incident report form of the hospital and the **Work Place Injury Forms** found on the MSJC Nursing Website.

In the non-acute care setting, off campus

- Provide emergency treatment per facility protocol
- Notify the Director of the Associate Degree Nursing Program
- Proceed directly to the nearest Emergency Department, Urgent Care, or your primary care physician
- Complete injury report in the Policy and Procedure Manual and return to the nursing department.
- Complete the incident report for the facility

On Campus (skills lab):

A. Minor Injury (broken skin, bruise, needle-stick from practice syringe)

- Injury reported to the Professor
- First aid is performed as needed
- Professor has student fill out injury report in the Policy and
- Procedure Manual and return to the nursing department.

B. Serious Injury requiring 911
C. Provide first aid and manage crowds
D. Call 911
E. Notify the front office and the Director
F. Complete the incident report form

**Students will need to provide a note from their physician indicating that they can return to the classroom and clinical setting without limitations.

Integrity

Integrity may be defined as an uncompromising adherence to a code of moral, artistic, or other personal/professional values. Integrity is also viewed as absolute sincerity, honesty, candor, and the avoidance of deception (Webster's 3rd New International Dictionary).

The faculty and staff of Mt. San Jacinto College Nursing and Allied Health Department believe that integrity is one of the core values for academic and professional nursing and allied health communities. The faculty ascribes to a mission that teaches all students to develop and demonstrate ethics, values, and professional behavior.

Academic Integrity
Prohibit "selling, publishing, or providing lectures (Power Points), voice recordings, papers, essays, discussion questions, assignments or any part of the college curriculum to online, commercial websites.

Student Civility Policy

According to the American Nurses Association, "incivility" is described as:
"Incivility may be exhibited through behaviors such as rudeness, open disdain, passive aggressiveness, bullying, psychological abuse, or deliberate undermining of activities. These types of incivility may lead to a non-supportive organizational climate in which students feel pressured by peers to look the other way, and thus fail to support the person experiencing such incivility."

Article four, of the California Nurse Practice Act from the Board of Registered Nursing, "Grounds for Discipline, Disciplinary Proceedings, and Rehabilitation" states:

§1444 Substantial Relationship Criteria: A conviction or act shall be considered to be substantially related to the qualifications, functions or duties of a registered nurse if to a substantial degree it evidences the present or potential unfitness of a registered nurse to practice in a manner consistent with the public health, safety, or welfare. Such convictions or acts shall include but not limited to the following:

- Assaultive behavior
- Failure to comply with mandatory reporting requirements
- Theft, dishonesty, fraud, or deceit
- Bullying or cyberbullying
- Any conviction or act subject to an order of registration into Section 290 of the Penal Code

Students in the Nursing and Allied Health Department at Mt. San Jacinto College are expected to be civil in their actions towards each other, college faculty, and staff. Civility entails being polite, courteous, and showing regards for others. Such actions may be demonstrated in both verbal and non-verbal behaviors.

Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the MSJC Nursing and Allied Health community. This requires the demonstration of mutual respect and civility in academic and professional discourse. An institute of higher education, such as MSJC, is a place of where ideas are openly shared. In the search for truth, it is essential

that freedom exists for contrary ideas to be expressed. Accordingly, students are expected to respect the rights and privileges of others and to foster an environment conducive to learning. Students are accountable for their actions and are required to work independently, as well as collaboratively with teams, in achieving learning goals and objectives.

Conduct, either on or off-campus, that is determined to impair, interfere, or obstruct the opportunities of others to learn or that disrupts the mission, processes, or orderly functions of the MSJC Nursing and Allied Health unit will be deemed misconduct and shall be subject to appropriate disciplinary action, which includes dismissal from the program.

Please refer to the MSJC Student Code of Conduct Policy for disciplinary actions should incivility occur within the Nursing and Allied Health Student Handbook.

National Student Nurses Association Code of Academic and Clinical Conduct

Preamble

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in them. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A Code for Nursing Students

As students are involved in the clinical and academic environments, we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all clients.
2. Maintain client confidentiality.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate, and professional manner.
5. Communicate client care in a truthful, timely, and accurate manner.
6. Actively promote the highest level of moral and ethical principles, and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.

8. Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization is obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

MSJC Standards of Conduct

See College Catalog for Board Policy 5500 and Administrative Procedure 5500

Delivery of Health Care

The Board of Registered Nursing supports the right of all consumers to receive dignified and competent health care consistent with the law and prevailing standards of care, including the right to participate in and make decisions regarding their health care. The Boards also supports the right of the nurse to know the patient's diagnosis/suspected diagnosis in a timely fashion in order to make an appropriate nursing care plan.

The implementation of infection control procedures known as standard precautions is basic in all health care. Standard precautions are regarded by the Boards as a common standard of nursing practice necessary to protect both patients and health care workers from disease transmission

Although the nurse is not expected to take life-threatening risks in caring for clients, it is not acceptable to abandon any patient, nor is it acceptable to refuse to treat any person on the basis of age, religion, sex, national origin, sexual orientation, or disability. Decisions regarding the degree of risk involved in patient care should be based on current scientific knowledge. Information on issues related to communicable disease is available from the U.S. Centers for Disease Control and from agencies in the State Department of Health Services and County and City Health Agencies.

Delivery of Health Care to Patients with Communicable Disease

The American Hospital Association has adopted the Patient Bill of Rights. This document is presented in all entry level nursing courses. Exam questions assess the student's level of understanding of this document. The Patient's Bill of Rights states, "The client has the right to considerate and respectful care." Additionally, the Mt. San Jacinto College Nursing programs support the right of all consumers to receive dignified and competent health care, as outlined in Section 1443.5 of the Administrative Code.

Failure to care for a client, based on the client's disease process violates this right. Nurses and student nurses do not have the right to refuse treatment of a client; because, of the client's disease process. Failure to accept a client assignment as a student nurse may be interpreted as insubordination and grounds for immediate dismissal from the nursing program.

Students are not expected to take life-threatening risks in caring for clients. Decisions regarding the degree of risk involved in client care should be based on current scientific knowledge. Students, in the role of health care provider, have a right to take any and all necessary precautions to minimize the risk of contracting or spreading disease. In the event that inconsistent implementation of necessary precautions present a risk for the student or faculty person, the clinical professor and the student will carefully evaluate the benefit versus the risk of the assignment.

Standard Precautions

Medical history and examination cannot reliably identify all clients infected with viral or other blood-borne pathogens. Therefore, blood and body-fluid precautions should be consistently used for **all** patients. This approach is referred to as "universal blood and body-fluid precautions" or "standard precautions," and is recommended by the MSJC nursing program faculty in conjunction with the Centers for Disease Control (CDC).

1. All health care students and faculty should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any client is anticipated.

2. Gloves should be worn when touching blood, blood products, mucous membranes, and body fluids (urine, feces, saliva, and wound drainage). For your convenience, it is recommended that you carry a pair of gloves in your uniform pocket at all times.

3. Gloves should be changed after contact with each client.

4. Hands should be washed prior to and immediately after every client contact, even when gloves are worn. Hands or other skin surfaces should be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands must also be washed before and after practicing each procedure involving another person as a client.

5. As there is increasing evidence from the CDC that artificial nails are more likely than natural nails to harbor pathogens that can lead to nosocomial infections, artificial nails and nail extenders may not be worn in the clinical area.

6. Masks and protective eyewear or face-shields must be worn during procedures that are likely to generate droplets of blood or other body fluids to protect exposure of mucous membranes of the mouth, nose, and eyes

7. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids. Contaminated gowns are to be discarded per hospital policy.

8. Disposable articles contaminated with blood, blood products, wound drainage or body secretions/excretions should be disposed of per hospital policy.

9. All health care students and faculty should take precautions to prevent injuries caused by needles, scalpels, and other sharp instruments or devices during procedures; when cleansing used instruments; during disposal of used needles; when handling sharp instruments after procedures.

10. To prevent needle-stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes, or otherwise manipulated by hand.

11. After they are used, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal. Large-bore reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.

12. Health-care students or faculty who have open lesions or weeping dermatitis may be required to utilize appropriate protective measures (such as double gloving) or, depending on the extent and location of lesions, refrain from all direct client care and from handling equipment until the condition resolves.

13. Although saliva has not been implicated in HIV transmission, minimize the need for emergency mouth-to-mouth resuscitation by making resuscitation bags, mouthpieces and ventilation devices available in client care areas where the need for resuscitation is predictable.

14. Although pregnancy is not known to create a greater risk of contracting HIV infection, health-care providers who develop HIV infection during pregnancy may place the infant at risk of infection resulting from perinatal transmission. Additionally, several of the opportunistic diseases associated with HIV infection may be hazardous to the unborn fetus. For these reasons students and faculty who are pregnant should refrain from direct care of patients with known HIV infection.

Hand Hygiene Policy

Improved adherence to hand hygiene (i.e. hand washing or use of alcohol-based hand rubs) has been shown to terminate outbreaks in health care facilities, to reduce transmission of antimicrobial resistant organisms (e.g. methicillin resistant staphylococcus aureus) and reduce overall infection rates.

In addition to traditional hand washing with soap and water, The Centers for Disease Control (CDC) recommends the use of alcohol-based hand rubs by health care personnel for patient care because they address some of the obstacles that health care professionals face when taking care of patients. Hand washing with soap and water remains a sensible strategy for hand hygiene in non-health care settings and is recommended by CDC and other experts.

When health care personnel's hands are visibly soiled, they should wash with soap and water. The use of gloves does not eliminate the need for hand hygiene. Likewise, the use of hand hygiene does not eliminate the need for gloves. Gloves reduce hand contamination by 70 percent to 90 percent, prevent cross-contamination and protect patients and health care personnel from infection. Hand rubs should be used before and after each patient just as gloves

should be changed before and after each patient.
When using an alcohol-based hand rub, apply product to palm of one hand and rub hands together, covering all surfaces of hands and fingers, until hands are dry. Note that the volume needed to reduce the number of bacteria on hands varies by product. Alcohol-based hand rubs significantly reduce the number of microorganisms on skin, are fast acting and cause less skin irritation.

Health care personnel may not wear artificial nails or nail polish and must keep natural nails less than one quarter of an inch long.

Latex Sensitivity Policy

Latex-sensitive students must have a letter from a physician documenting the latex sensitivity and the treatment that will be required in the event of an adverse reaction prior to engaging in any clinical or laboratory practicum in the first semester of the Nursing Program. The student must keep the emergency medications with them at all times when involved with school related functions or school related activities throughout the entire nursing program.

Latex-sensitive students will use only non-latex supplies. Latex free gloves must be provided by the student during the on-campus laboratory practicum. During clinical, students may use hospital latex-free gloves supplied by the hospital.

All students with evidence of latex sensitivity will be responsible for obtaining and wearing a medical alert bracelet, carrying non-latex gloves and emergency medical instructions, including emergency medications if applicable.

Student Injury, Illness or Pregnancy

Injury is defined as any act, event, or condition that results in a physical or physiological change or renders the student unable to complete the nursing care requirements/activities.

The appropriate Program Director and the Associate Dean of Nursing & Allied Heath, shall be informed of any injury by the appropriate professor. For the protection of students, clients, clinical personnel and faculty, the following policies must be adhered to:

1. 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, but are not limited to: conditions requiring casts, canes, crutches, slings, elastic bandages, skin rashes, sore throats and draining wounds.

2. Students who are pregnant must notify the Director of Nursing Education as soon as pregnancy is confirmed and submit a letter from their physician stating any restrictions on their activities and estimated date of delivery on their facility's letterhead or a prescription sheet.

3. Letters from physicians regarding student illness, surgery, injury or pregnancy must be on a prescription or letterhead paper. The letter must include specific limitations or restrictions as well as a statement defining classroom and clinical activities allowed (See Essential Functions Policy). Any exclusion must be followed up by a written release from the physician before returning to full activity.

4. In any or all clinical situations, alternative assignments and/or rotation to specialty units is up to the discretion of the professor.

5. In all circumstances, students **must** be able to meet learning objectives, with consideration of the restrictions stipulated by the physician, to remain in good standing in the Nursing Program.

6. Please Note: The faculty of the Nursing Education Department may require an additional written medical clearance to ensure student and client safety.

7. **Returning to School**

   Any injury or illness necessitating any absence is considered excessive and will require a physician or nurse practitioner's release to return to school (See Attendance Policy). A standardized form **will not** be accepted.

   The physician or nurse practitioner must state these exact words: "(Student Name) "may resume any and all duties of a student nurse, including lifting and moving, with no restrictions." This release statement must be on an **official prescription pad or physician's or nurse practitioner's letterhead stationery.** Students are not able to participate in clinical activities while wearing splints, casts, braces, or bandages.

Attendance Policy

The Attendance Policy for the Mt. San Jacinto College Associate Degree Nursing Program practices professionalism and is in compliance with the California Board of Registered Nursing Total Curriculum Plan and pertains to both CLINICAL and THEORY. The Board of Registered Nursing provides guidelines for required theory and clinical hours attended by the pre-licensure nursing students in order to be granted NCLEX Candidacy. This policy applies to each course of the MSJC Associate Degree Nursing Programs.

Communication for reporting an absence

- Student must contact their clinical professors if it is a clinical absence.
- Student must contact their course/theory professors if it is a theory and/or clinical absence.
- Student must also contact the Nursing Program if it is a theory and/or clinical absence by calling (951) 639-5578 and/or emailing MSJCADNprogram@msjc.edu.

Tardiness

- Students are expected to arrive on time to theory and clinical.
- **Two (2)** tardies in theory will be counted as one (1) absence.
- Students who are tardy to clinical will be placed on a Student Plan for Success and assigned make-up work at the discretion of the professor.

Absences

- Students must notify professors a minimum of **two hours** before the scheduled time of class or clinical if they will be absent.
- **Unexcused absences are defined as:**
    - If the absence is not excused (no call no show) the student is subject to disciplinary actions and will be required to meet with professor course professor and placed on a Student Success Plan.
- **Excused absences are defined as:**
    - **Student illness or critical illness/death in the immediate family**- only illnesses or injuries that prohibit students from participating in class/clinical are excused. Immediate family is defined as spouse/life partner, child, parent, legal guardian, sibling, grandparent or grandchild.
    - **Short-Term Military Obligation**
    - **Jury Duty or Subpoena for Court Appearance**- students should make arrangements to post-pone or schedule all court activities during times that do not conflict with nursing classes and clinical activities (Documentation Required).
- If a student leaves theory/clinical class early, he/she will be counted as absent for that day (See Clinical Make-up Assignment).
- After **one (1)** unexcused absence in theory or clinical, the student will receive a deficiency notice and will be required to meet with their lead and clinical professors.
- **Two (2)** absences in theory and clinical combined are considered excessive. The student will meet with the Nursing and Allied Health Unit faculty to determine the student's eligibility to remain in the program.
- A note from the healthcare provider does not negate the absences, the student is still considered absent as per the timeframe designated by the faculty member.

Theory and Clinical Make-Up

- The student has the responsibility to make up missed lecture content.
- Individual professors may require make-up for missed lecture.
- Students must notify their professors and the School of Nursing before they miss any exam. See the exam absence policy.

Adopted by the MSJC ADN Program Faculty 5/2011
Revised 5/2017

Clinical Make-up Assignment

Course: _____

In order to meet BRN clinical hourly requirement for a missed 12 hour clinical day, the following assignments must be completed within one week of meeting the faculty member to ensure compliance (COMPLETE ALL THAT APPLY):

A. Coordinate with the Lead Professor to complete the following Assignments/ATI Remediation.

1.

2.

3.

B. Complete **_____ (list amounts) SIM Case scenario (as determined by faculty)** and have a faculty member sign off on this.

c. Other:

_____
_____
_____
_____
_____

Once you have completed the requirements above, have the faculty member in the Skills Lab sign-off the following below:

Student Name: _____ Date: _____

SIM Assignment completed on: _____ Lab Faculty signature: _____

Other Assignment completed on: _____ Lab Faculty signature: _____

Makeup Assignment due by: _____

Once completed, submit to lead faculty of your course.

Classroom and Clinical Expectations

Students in the Nursing and Allied Health Unit at Mt. San Jacinto College are expected to be civil in their actions towards each other, college faculty, and staff. Civility entails being polite, courteous, and showing regards for others. Such actions may be demonstrated in both verbal and non-verbal behaviors.

Students are expected to conduct themselves ethically, honestly, and with integrity as responsible members of the MSJC Nursing and Allied Health community. This requires the demonstration of mutual respect and civility in academic and professional discourse. An institute of higher education, such as MSJC, is a place of where ideas are openly shared. In the search for truth, it is essential that freedom exists for contrary ideas to be expressed. Accordingly, students are expected to respect the rights and privileges of others and to foster an environment conducive to learning. Students are accountable for their actions and are required to work independently, as well as collaboratively with teams, in achieving learning goals and objectives.

1. Students must ask permission prior to recording lectures – See Academic Integrity
2. Upon granting of permission to record, all electronic recording devices (phone, computers, laptops) must be placed at the front of the classroom.
3. Gum chewing is not allowed in the classroom or the clinical setting.
4. If you are late (excluding exam days), please enter the classroom quietly, and take a seat in the rear of the classroom.
5. Sleeping in class is not tolerated. If sleeping occurs, the student will be asked to leave, and marked absent.
6. **Electronic devices must be silenced in classroom or clinical settings and completely turned off during examinations.**
7. During class, no text messaging or exchanging electronic information is permitted.
8. The student will need to comply with additional conduct requirements contained in course syllabi.
9. Eating and drinking in the classroom will be at the Professor's discretion.
10. Each Professor may also have additional restrictions on the use of electronic devices. Please refer to the course syllabus for further information on the expectations of each Professor.
11. On exam day, student must clear their desks and place their bags at either the front or back of the classroom, as directed by faculty.

Academic Dishonesty and Plagiarism

Plagiarism:
The term "plagiarism" includes, but is not limited to: the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. (College Catalog)

Cheating:

"The term "cheating" includes, but is not limited to:

1. Use of any unauthorized assistance in taking quizzes, test, or examinations;
2. Use of the aid of sources beyond those authorized by the professor in writing papers, preparing reports, solving problems, or carrying out other assignments; or
3. The acquisition, without permission, of tests or other academic material belonging to a member of the College faculty or staff.
4. **Collaboration with other students that results in a shared intellectual product without the express permission of the professor of record."** (College Catalog)

Collusion:

Any student who knowingly or intentionally helps another student to perform any of the above acts of cheating or plagiarism is subject to disciplinary action for academic dishonesty. There is no difference between students who cheat and plagiarize and those who willingly allow it to occur. Some professors permit group work of collaboration between students; all students should write up their work independently of one another, unless the professor has given explicit approval for a common write-up. If there are any questions about collaboration, students are strongly urged to ask their professor about the appropriate procedures for the course.

According to the **PROGRAM WITHDRAWAL/DISMISSAL POLICY,** the following causes shall be sufficient for immediate dismissal:

Professionalism

a. Documented and counseled consistent account of poor personal hygiene.
b. Documented and observed cheating or plagiarism in the classroom and/or clinical practice settings.
c. Insubordinate attitude or comments to faculty and/or staff
d. Refusal to sign a prepared Strategic Plan for Success.
e. Noncompliance with program policies, procedures, and/or strategic plans.
f. Unethical or inappropriate conduct/incivility in the classroom and/or clinical practice settings.
g. Documentation of behavior consistent with substance abuse.
h. Use of alcohol or abuse of drugs.
i. Verbal or physical assault/abuse.

The Associate Degree Nursing Program Professors utilize the **Plagiarism Services Software** to review all assignments for plagiarism.

APA Style Guide for References and COMMON Errors

The Associate Degree Nursing Program Professors utilize the **Plagiarism Services Software** to review all assignments for plagiarism.

Information is from the Publication Manual of the American Psychological Association, 6th edition

General Guidelines/Hints

Remember to use 2 spaces after each period.

Do not use slang in a formal/ paper.

Do not begin a sentence with a conjunction ("And", "But", "Yet", "So", etc…)

Do not say between 5-8 years old, spell it out, and say between five and eight years old.

Use the word the before a noun. Omitting the word the makes the paper choppy. NOT: Child went to the emergency department for treatment. Use: The child went to the emergency….

In general, numbers under ten are spelled out (nine) and numbers over ten are listed as numbers (24).

The 1st time you use an abbreviation, you must spell it out first. Subsequently, you may use the abbreviation. First use: Riverside County Regional Medical Center (RCRMC). Subsequent use: RCRMC.

When writing, use third person (student nurse saw a 3 year- old child…). Do not say "I saw a 3 year- old child".

When writing, use the same tense for your verbs. Do not flip back and forth, saying the patient used (past tense) a set of paints, and loved (past tense) it. She is using (present tense) the paint with a straw to exercise her lungs, by blowing the paint around on the paper.

Use page headings and level headings (level one heading, level two heading, etc.). The words: "Running head" should be placed on title page only, then followed by UPPERCASE TITLE OF PAPER.

Top left hand corner of each page should have the header in capital letters.

The right upper side should have page numbers for the paper.

References Guide:

Examples are from the APA 6th edition.

APA requires a hanging indent and double spacing throughout the reference list.

Arrange titles in alphabetical order according to the last name of the 1st author.

The author's names should be consistent in the body of the paper and the references. Make sure you use the correct order of the authors. If the book is by Kozier and Erb, and it is listed that way

in the book, keep it that way. Do not switch the names around because E (from Erb) comes before K (Kozier) in the alphabet.

Examples

Book:

Author Last Name, Initials. (Publication year). *Title of the book.* Location of publication with city and state: Publisher.

Hockenberry, A. I., & Wilson, B. C. (2014*). The guide to writing* (2nd ed.). Berkley, CA: University Press.

Edited book:

Hockeberry, A. I. (Eds.). (1992*) How to edit: Writing with style.* New York: Pratter.

eBook:

Bornn, M. D. (1999*). Development of the child: A closer look* (4th ed.). Manhattan, NJ: Laurel Scott.

Retrieved from http://www.Ebscott.com

Website:

When a document is on multiple pages, link to the home page first for the document.

Author Last Name, Initials. (Publication date/year). *Title of document*. Retrieved from URL

National Library Service. (2009, February, 11). *Using computers in the library.* Retrieved from

http://www.nps.gov.asti/

Example: http://owl.english.purdue.edu/owl/resource/560/10/

Journal Article:

Author Last Name, Initials, additional authors in the same format. (Year). Title of article. *Title of Journal, Volume number* (issue if available), page numbers.

Curry, L. & Gibson, L. (1996). A recurring nightmare: Enuresis. *Pediatric Nurse Practitioner, 54*(3), 344-347.

Personal Communication (e-mail, interview, phone conversation)

DO NOT include in the references. Cite the source of the information in the body of the paper.

D. Oliveri (personal communication, February 11, 2012)

APA Formal Paper Checklist

MAJOR

- 12 Pt. font, Times New Roman
- Title is on second page
- Proper use of headings
- Correct use of citations
- More than 3 different types of errors on reference page
- Follows assignment criteria on current references
- Except for personal Communication, all references are on Reference page
- Paraphrases without plagiarism

MINOR

- Margins are 1 inch, except on the bottom of the page
- Do not use the word "Introduction"
- Proper use of abbreviations
- Title page is centered on page
- Has a header and page number 1 with correct spacing
- Has all identifying information
- All references are in alphabetical order
- All references are double spaced
- All references have a hanging indent
- Cites information appropriately

The Associate Degree Nursing Program Professors utilize the **Plagiarism Services Software** to review all assignments for plagiarism.

Grading Scale

Students in the Nursing Programs are graded in two areas. The theoretical and clinical will be assessed and evaluated using one letter grade.

The Universal Grading Policy for all Nursing courses will be:

PERCENT GRADE	LETTER GRADE
91 - 100	A
83 - 90	B
75 - 82	C
74 or Less	F

Weighted Course Grade

80% of the course grade is a cumulative weighted score of 75% on all course examinations and quizzes prior to the inclusion and contribution of written assignments (i.e. assignments and presentations)

20% of the course grade is based upon Clinical outcomes.

Examination Policy

Introduction: Every Nursing and Allied Health Professor will construct exam questions from only their course content and according to the components of the NCLEX Test Plans. *(Board of Registered Nursing, 2016).* After surveying nursing programs in California, the nursing faculty of Mt. San Jacinto College has decided to initiate the following policies.

With the exception of the Dosage Examination, the student must have an average of 75% on course theory examinations and quizzes as well as satisfactory clinical performance to advance to the next course level of the program. A cumulative weighted score of 75% must be achieved on all course examinations and quizzes prior to the inclusion and contribution of written assignments (i.e. presentations) to the final course grade. Evaluation is the appraisal of the student's attainment of the identified course learning outcomes of each course. The student is expected to be present for theory and clinical laboratory on the day of the scheduled exam. Each professor has the ultimate responsibility to determine if a student has met/achieved the required course objectives.

Exams:

A. Each professor measures the quality of learning by means of written exams, projects, reports, papers, return demonstrations, etc. The final course grade is a composite grade of all evaluation methods used.
B. Each program course will include no less than two exams and one comprehensive final. The comprehensive final may include but is not limited to one or more modules of new material.
C. A cumulative weighted score of 75% must be achieved on **all course examinations (including the comprehensive final exam) and quizzes** prior to the inclusion and contribution of written assignments (i.e. presentations) to the final course grade.
D. Students are required to provide their own answer sheets/Scantrons that are available in the MSJC Bookstore.
E. All electronic devices must be turned **off completely** during examinations and not on the student's person. Violation of this policy will be addressed and student will be asked to leave.
F. Calculators will be provided.
G. All electronic devices must be placed in bag which will them be placed at either the back or front of the classroom, as directed by the faculty member.

Rationale:

Unit exams provide for formative and summative evaluation of subject material learned throughout the nursing program. Students must have a comprehensive understanding of the concepts and scientific nursing theory contained within the nursing curricula. Nursing is a practice discipline where subsequent material is based on previously learned knowledge. Falling below 75% on any given test places the student at risk for progression in the program and constitutes the creation of an SPS plan.

Adopted February 24 2014
Revised 6/1/2016

Exam Day Guideline Policy

To ensure all students' results are earned under comparable conditions and are representative of fair and accurate measurement, it is necessary to maintain a standardized testing environment. Students, who fail to adhere to the policy or the instructions from their faculty/proctor, will be asked to leave and will not be able to complete the exam.

1. Throughout the program, if a student removes an exam from the test area, the maximum score earned will be 75%. The second offense will result in a zero grade; the third offense will result in program dismissal.
2. Faculty/proctor will monitor the room during testing.
3. If students are found with the listed items on their person, they will be asked to leave the test area as this constitutes cheating or plagiarism (Per program and MSJC College policy).
4. Personal items are not allowed in the testing area. Personal items include, but are not limited to:
    a. Cellular/mobile/smart phones/PDA/Smart Watches
    b. Any electronic device
    c. Bags/Purses/Wallets/ Watches/Keys
    d. Books/Study materials
    e. Medical Aids/devices
    f. Cameras of any kind Pagers/Hand-held computers
    g. Coats/Hats/Scarves/Sweat Shirts/ Gloves (per MSJC College policy)
    h. Food or Drink
    i. Lip Balm
    j. Weapons of any kind

5. All personal items must be placed at either the back or front of the classroom, as directed by the faculty members.
6. Students are required to have a Scantron and writing materials.

These rules have been adopted from the *National Council of State Boards of Nursing*. Your signature below indicates that you will abide by the above rules.

Print Name: _____

Signature:_____ Date: _____

Absences Related to Examinations

Students are expected to be present for all examinations. If a student is going to be late or absent from a scheduled exam, the nursing department and course/theory professor must be notified at least 2 hours prior to the scheduled exam time.

If a student misses an exam and has called in to report the absence, the student will contact the professor to schedule a time to take the exam. The maximum score attainable on the retake will be 75%. However, if the student does not call in the absence, or if the absence is an unexcused absence, he/she will not be permitted to take the exam and the score for that exam will be recorded as a **zero**. Extenuating circumstances causing absences will be evaluated on an individual basis by the faculty teaching that course.

Voluntary withdrawals may be allowed, as stated in the Mt. San Jacinto College Nursing and Allied Health Unit Policy and Procedures. If the deadline for withdrawal has passed, the student will receive an "F" for the course.

Nursing Pharmacology and Dosage Examination

The Nursing faculty strongly believes that knowledge of **pharmacology and dosage calculations** is imperative in order to ensure safety in the clinical area while administering medications to clients.

1. Pharmacology Assessment

All students' knowledge of pharmacology can be assessed in the following manner:

a. A percentage of each applicable unit exam in the course the student is taking will be composed of pharmacology questions.
b. Questions will assess the students' knowledge of pharmacology at the application level or higher. Question contents can include: Use(s) of medication, nursing interventions, actions, effects and side effects, dosage/IV calculations, dosage range, and generic/trade name).
c. Questions will assess the student's knowledge of pharmacology from the previous semesters

2. Dosage Exam

All nursing students will be given a dosage calculations exam consisting of **no more than 20 questions** during the first two weeks of each course. Students must achieve a minimum score of **90%** in order to pass this exam. If students fail to pass the initial exam, **only one re-take** examination will be allowed. Individual recommendations for remediation will be made by the faculty. The re-take examination will be of equal difficulty to the first, and must be completed within one week of the failed exam. Should the student fail to achieve a minimum score of **90%** on the re-take, they will not be permitted to pass medications (hence, be unable to meet course objectives) and the student will withdraw from the course, or receive a failing grade. The student will need to reapply to the Nursing Program and will be readmitted on a space available basis.

In order to ensure safety in the clinical area while administering medications, dosage calculation skill is required. Until this basic skill is demonstrated, students will not be able to administer medications.

Course	Content (including and not limited to)	Required to Pass with 100% on Dosage Exam	Retake Required
NURS 194	Basic math: conversions, decimals, fractions, medication label reading	NO	NO
NURS 212	Basic math: conversions, decimals, fractions, medication label reading	NO	NO
NURS 214	Basic math: conversions, decimals, fractions, medication label reading	YES	YES
NURS 222	Basic math: conversions, decimals, fractions, weight based calculations, medication label reading	YES	YES
NURS 224	Basic math: conversions, decimals, fractions, weight based calculations, IV drip factor and milliliters per hour, medication label reading	YES	YES
NURS 226	Basic math: conversions, decimals, fractions, weight based calculations, medication label reading	YES	YES
NURS 232 Transition	Basic math: conversions, decimals, fractions, weight based calculations, IV drip factor and milliliters per hour, medication label reading	YES	YES
NURS 234	Basic math: conversions, decimals, fractions, weight based calculations, IV drip factor and milliliters per hour, medication label reading	YES	YES
NURS 236	Basic math: conversions, decimals, fractions, medication label reading	NO	NO
NURS 238	Basic math: conversions, decimals, fractions, medication label reading	NO	NO
NURS 244	Basic math: conversions, decimals, fractions, weight based calculations, IV drip factor and milliliters per hour, medication label reading	YES	YES
NURS 248	Basic math: conversions, decimals, fractions, weight based calculations, IV drip factor and milliliters per hour, medication label reading (all adult based calculations)	YES	YES

Available Resources:

Skills lab coordinator remediation, ATI focused review, Pharmacology book, recommended dosage calculation book, Black Board practice problems, LRC Math Center, Student Success Symposium Workshop, and Peer Tutoring.

The professors will provide a calculator for the dosage calculation examinations.

Rounding Rules (Adults)

Basic Rounding	Remember
• <u>If the number is ≥5 – round up</u> **Examples: 1.57 = 1.6 1.45 = 1.5** **0.686 = 0.69** • <u>If the number is <5 – round down</u> **Examples: 0.543 = 0.54**	• Round at the end of the problem • The exception to this rule is when you are converting pounds to kgs. Always convert and round to the nearest 10th, then complete the problem.
Pounds/Kilogram Conversion	**Drops (gtt) and units**
• Round to the nearest 10th **Examples:** **120 pounds = 54.54 = 54.6 kg** • All kg weight for NURS 222 (Pediatics) must be rounded to the Hundredths.	• Drops and units are too small to divide into parts. • Always round to the nearest whole number. **Examples: 89.5 = 90 89.4 = 89**
mL	**Tablet**
• If the answer is <1mL – round to the nearest 100th **Example: 0.376 mL = 0.38 mL** • If the answer is >1mL then round to the nearest 10th **Example: 1.57 mL = 1.6 mL**	• Tablets, as a rule, can only be given whole or broken in half. Round to the nearest half (0.5) **Example: 1.45 = 1.5 tablets** **1.2 = 1 tablet**
IV Calculations	
• Intravenous infusions can be calculated in drops per minute (gtt/min) or milliliters per hour (mL/h). (Please note: cc's per hour is no longer used) **<u>For College of Nursing Testing Purposes</u>:** • When calculating intravenous infusion rate, round the answers to the nearest 10th **Examples: 62.53 = 63.5 mL/h 33.31 = 33.3 mL/h 83.68 = 83.7 mL/h**	

Adopted: 2/24/14

ATI Integration Policy

The Comprehensive Assessment and Review Program (CARP) is a learning program offered by Assessment Technology Institute (ATI) that provides students with focused testing utilizing research-validated practice examination questions and remediation tools/activities for each nursing course in the Associate Degree Nursing Program.

The CARP offers individual, self-paced, content specific and targeted remediation to increase student success. The CARP is used in the Nursing Program to assist students with the application of theoretical content to actual client-care situations and to facilitate NCLEX-RN Preparation.

Students must achieve an average of 75% cumulative passing score on course examinations prior to receiving the extra percentage points on proctored ATI exams. Extra percentage points will be applied to the course final grade.

NON-PROCTORED EXAMS

The non-proctored exams are practice exams that students can use at home or anywhere there is computer on-line accessibility. Students find it helpful to review for course exams and learning the course content. Rationales for the correct answers are provided after taking the non-proctored exams.

PROCTORED EXAMS

Proctored exams will be scheduled during the second half of the identified courses (Refer to the ATI schedule). The professor will administer the timed proctored exams in a controlled environment to mimic the NCLEX. The proctored exams are measured by three levels of proficiency. Proctored exams also provide students with comprehensive results that can be used for remediation of course content and focused study review.

ATI Proctored Exam Schedule

The following must be completed prior to the start of the program:

- Self-Assessment Inventory
- Critical Thinking Assessment: Entrance

1st Semester

No proctored ATI Exams

2nd Semester

NURS 222
RN Nursing Care of Children

NURS 226
RN Maternal Newborn

NURS 224
Fundamentals &
RN Pharmacology B

3rd Semester

NURS 234
RN Adult
Medical/Surgical

NURS 236
RN Mental Health

4th Semester

NURS 244
RN Pharmacology A

NURS 248
Critical Thinking Assessment: Exit
Comprehensive Predictor

Retakes:
RN Nursing Care of Children,
RN Maternal Newborn, or
Pharmacology

ATI Proctored Exam Schedule

ATI – Proctored Assessment- Not including retake

Level of Proficiency	Addition of percentage points to Final Grade
1	0% points
2	1.5% points
3	3% points

ATI Levels of Proficiency

Level 1: Is expected to just meet NCLEX-RN® standards in this content area. Student should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content. Student should meet the absolute minimum expectations for performance in this content area.

Level 2: Is expected to **readily** meet NCLEX-RN® standards in this content area. Student should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content. Student should exceed minimum expectations for performance in this content area.

Level 3: Is expected to **exceed** NCLEX-RN® standards in this content area. Students should demonstrate a high level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content. Student should exceed most expectations for performance in this content area.

ATI: Non-Proctored and Proctored Assessment Schedule

9 Week Courses

Week 3: Non-Proctored Practice Assessment A and Remediation (Active Learning) • Three hours Focused Review • Three critical points to remember for each question topic to review-handwritten suggested.
Week 5: Non-Proctored Practice Assessment B and Remediation (Active Learning) • Three hours Focused Review • Three Critical points to remember for each question topic to review-handwritten suggested.
Week 8: Proctored Assessment
Week 9: Proctored Assessment Retake

Proctored Assessment - If you scored:			
Level 3	Level 2	Level 1	Below Level 1
You will complete:	**You will complete:**	**You will complete:**	**You will complete:**
1 hour Focused Review and Three critical points to remember for each question topic to review	**2 hours Focused Review and** Three critical points to remember for each question topic to review	**3 hours Focused Review and** Three critical points to remember for each question topic to review	**4 hours Focused Review and** Three critical points to remember for each question topic to review
Proctored Assessment Retake*			
No Retake (Optional)	No Retake (Optional)	Retake Recommended	Retake Recommended

18 Week Courses

Week 5: Non-Proctored Practice Assessment A and Remediation (Active Learning) • Three hours Focused Review • Three critical points to remember for each question topic to review-handwritten suggested.
Week 11: Non-Proctored Practice Assessment B and Remediation (Active Learning) • Three hours Focused Review • Three Critical points to remember for each question topic to review-handwritten suggested.
Week 16: Proctored Assessment
Week 17: Proctored Assessment Retake

Proctored Assessment - If you scored:			
Level 3	**Level 2**	**Level 1**	**Below Level 1**
1 hour Focused Review Three critical points to remember for each question topic to review	**2 hours Focused Review** Three critical points to remember for each question topic to review	**3 hours Focused Review** Three critical points to remember for each question topic to review	**4 hours Focused Review** Three critical points to remember for each question topic to review
Proctored Assessment Retake*			
No Retake (optional)	**No Retake (optional)**	**Retake Recommended**	**Retake Recommended**

PROCTORED EXAM RETAKES DURING N248

Students are provided the opportunity to retake any ATI Proctored exams in the N248 Preceptorship Course. No points will be assigned to any voluntary retakes of the Proctored exams in the N248 Course.

COMPREHENSIVE PREDICTOR EXAM

The Comprehensive Predictor Exam is administered in the N244 Course of the fourth semester.

This 180-item test offers an assessment of the student's basic comprehension and mastery of basic principles including fundamentals of nursing; pharmacology; adult medical-surgical nursing; maternal newborn care; mental health nursing; nursing care of children; nutrition; leadership and community health nursing. The percentage of questions from all major NCLEX® client need categories (management of care, safety and infection control, health promotion and maintenance, psychosocial integrity, basic care and comfort, pharmacological therapies and parenteral therapies, reduction of risk potential and physiological adaptation) will be similar to the percentage of questions on the NCLEX-RN®,. This test will generate the following data: Individual Score (% Correct), Predicted Probability to Pass NCLEX-RN®, National and Program Means, Individual Scores (% Correct) within Content Topic Categories, Topics to Review and Individual Scores (% Correct) within an Outcome (Thinking Skills, Nursing Process, Priority Setting, NCLEX-RN® Client Need Categories, Clinical Topics). The student has 180 min (3 hours) to complete this assessment.

RN Content Mastery Series® 2013
Proficiency Levels

ATI RECOMMENDED CUT SCORES

RN CMS 2013 PROCTORED ASSESSMENTS	LEVEL 1 CUT SCORE	LEVEL 2 CUT SCORE	LEVEL 3 CUT SCORE
Adult Medical Surgical (90 items)	56.7% – 67.8%	68.9% – 80.0%	81.1% – 100.0%
Community Health (50 items)	58.0% – 72.0%	74.0% – 82.0%	84.0% – 100.0%
Fundamentals (60 items)	51.7% – 61.7%	63.3% – 76.7%	78.3% – 100.0%
Leadership (60 items)	61.7% – 75.0%	76.7% – 86.7%	88.3% – 100.0%
Maternal Newborn (60 items)	55.0% – 65.0%	66.7% – 78.3%	80.0% – 100.0%
Mental Health (60 items)	56.7% – 65.0%	66.7% – 83.3%	85.0% – 100.0%
Nursing Care of Children (60 items)	53.3% – 61.7%	63.3% – 76.7%	78.3% – 100.0%
Nutrition (60 items)	46.7% – 65.0%	66.7% – 80.0%	81.7% – 100.0%
Pharmacology (60 items)	56.7% – 70.0%	71.7% – 83.3%	85.0% – 100.0%

RN CONTENT MASTERY SERIES 2013 PROFICIENCY LEVEL DEFINITIONS*

LEVEL 1

A student meeting the criterion for Proficiency Level 1:

- is expected to just meet NCLEX-RN® standards in this content area.
- should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content.
- should meet the absolute minimum expectations for performance in this content area.

LEVEL 2

A student meeting the criterion for Proficiency Level 2:

- is expected to readily meet NCLEX-RN standards in this content area.
- should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content.
- should exceed minimum expectations for performance in this content area.

LEVEL 3

A student meeting the criterion for Proficiency Level 3:

- is expected to exceed NCLEX-RN standards in this content area.
- should demonstrate a high level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content.
- should exceed most expectations for performance in this content area.

**Note that these definitions were based on expertise of the nurse educators who participated in the cut score study. No empirical study was conducted relating NCLEX-RN performance to performance on the Content Mastery Series, nor was any study conducted demonstrating a statistical relationship between Content Mastery Series performance and actual job performance. These Proficiency Level definitions were used by cut score study participants for the purpose of making their empirical ratings of item difficulty.*

YOU MAY BEGIN.

© 2014 Assessment Technologies Institute®, Inc.

RN Comprehensive Predictor® 2013
Probability of Passing Expectancy Table

RN COMPREHENSIVE PREDICTOR 2013 INDIVIDUAL SCORE	PREDICTED PROBABILITY OF PASSING THE NCLEX-RN®
80.0% – 100.0%	99%
79.3%	98%
78.7%	98%
78.0%	98%
77.3%	98%
76.7%	97%
76.0%	97%
75.3%	97%
74.7%	96%
74.0%	96%
73.3%	95%
72.7%	95%
72.0%	94%
71.3%	93%
70.7%	92%
70.0%	91%
69.3%	90%
68.7%	89%
68.0%	87%
67.3%	86%
66.7%	84%
66.0%	82%
65.3%	80%
64.7%	78%
64.0%	76%
63.3%	73%
62.7%	71%
62.0%	68%
61.3%	65%
60.7%	62%
60.0%	59%
59.3%	56%
58.7%	53%

RN COMPREHENSIVE PREDICTOR 2013 INDIVIDUAL SCORE	PREDICTED PROBABILITY OF PASSING THE NCLEX-RN®
58.0%	49%
57.3%	46%
56.7%	43%
56.0%	40%
55.3%	37%
54.7%	34%
54.0%	31%
53.3%	28%
52.7%	25%
52.0%	23%
51.3%	21%
50.7%	19%
50.0%	17%
49.3%	15%
48.7%	13%
48.0%	12%
47.3%	11%
46.7%	9%
46.0%	8%
45.3%	7%
44.7%	7%
44.0%	6%
43.3%	5%
42.7%	5%
42.0%	4%
41.3%	4%
40.7%	3%
40.0%	3%
39.3%	2%
38.7%	2%
38.0%	2%
37.3%	2%
0.0% – 36.7%	1%

YOU MAY BEGIN.

© 2013 Assessment Technologies Institute®, Inc.

Strategic Plan for Success Policy

The faculty of Mt. San Jacinto Nursing and Allied Health Unit is committed to assisting students to achieve their maximum potential. However, there are times when certain factors prohibit/prevent students from achieving their goal. In the event that any of the behaviors described below are observed, a Strategic Plan for Success will be initiated. In order to afford the student due process and time for remediation and improvement, the described sequence of events and recommendations will be followed.

1. Your professor will develop an SPS, identify areas needing improvement, and then provide recommendations. The professor will also contact the Nursing Program Director.
2. A meeting will be scheduled with the appropriate faculty and student. The student may be suspended from the clinical setting as determined by the professor to allow time for further verification of information.
3. The SPS will be developed within five (5) work days and meeting with the student will be within five (5) work days from identified area of improvement and must be signed at this time.
4. The student will complete the required remediation by the date identified. After completion, the student and faculty will meet to discuss progress. Failure to sign may lead to dismissal.
5. If required or recommended by the SPS, the student will meet with the Nursing and Allied Health Counselor.
    a. To schedule an appointment with the Nursing and Allied Health Counselor, call (951) 639-5577.
    b. Appointments will only be scheduled after the student has met with their professor.

If the student has not satisfied the terms of the SPS, within three (3) working days, a meeting will be scheduled to determine the student's eligibility to continue in the course/program. The student will be suspended from the clinical portion of the course at this time. During the meeting, the student may respond in writing regarding the reasons having not satisfied the terms of the SPS. The final meeting will include, but not limited to the faculty, the Director, and the student. The student may have a maximum of two (2) student peers present on his/her behalf. A decision will be provided to the student, in writing, within five (5) working days.

1. If the issue is still unresolved, the student may request a meeting with the Dean, Nursing/Allied Health, to review the findings and student input.
2. The Associate Dean of Nursing & Allied Health after consideration of the circumstances may recommend the issues be brought to MSJC mediation. This mediation team will include the Associate Dean of Nursing/Allied Health and a trained co-mediator member of the MSJC faculty, the student, and faculty.
3. Students are expected to follow the guidelines identified in the student complaint and student grievance policies in accordance with the MSJC Catalog.

Below is a contract for success between the student and faculty. The student agrees to complete the required remediation by the deadline or could face dismissal from the program.

School of Nursing
Strategic Plan for Success (SPS) Form

Student:_____ ID Number:_____

Faculty:_____ Course:_____

Start Date:_____ End Date:_____

Nature of Concern

Academic/Clinical/Unprofessional Behavior

☐ Exam Failure

☐ Unsatisfactory Plan of Patient Care

☐ Did not complete research

☐ Did not demonstrate mastery of basic skills, competencies and previously learned concepts

☐ Unable to calculate medication dosages in a timely manner

☐ Unsafe Clinical Practice

☐ Violated patient confidentiality

☐ Demonstrates irresponsible behavior

☐ Did not comply with deadlines

☐ Absenteeism

☐ Tardiness

☐ Unprepared for Clinical

☐ Noncompliance with dress code

☐ Did not follow faculty recommendations

☐ Lacking in professional demeanor/ civility

☐ Lacking accountability and accepting feedback

☐ Does not communicate effectively/therapeutically with patient, family, faculty and staff

_____

_____

_____

Provide any other recommendations/requirements not described above

Highly Recommended:

☐ Meet with Nursing Counselor

☐ Improve academic/clinical preparation

☐ Seek counseling/DSPS for personal or academic concerns

☐ Reduce outside work hours if possible

☐ Improve written/verbal communication skills

☐ Attend Peer Tutoring/Acquire a Peer Mentor

☐ Improve psychomotor skills

Required Remediation:

☐ Meet with Nursing Skills Lab Coordinator
Must complete by: _____

☐ Practice in Skills Lab with Faculty
Must complete by: _____

☐ Communicate/Meet with faculty on a frequent basis:
_____

Utilize ATI resources defined as:
_____

☐ Visit the Math/Writing Center for additional support in basic math skills and writing

Provide any other recommendations/requirements not described above.
Plan of action:

Student Comments

THE STUDENT ACKNOWLEDGES THE RECEIPT AND UNDERSTANDING OF THE CONTRACT.
Student signature does not imply agreement with this contract.

Counselor Notes

Student:_____ Date:_____

Professor:_____ Date:_____

Professor:_____ Date:_____

Assistant Director:_____ Date:_____

Other: _____ Date: _____

DATE COMPLETE RECOMMENDATIONS/REQUIREMENTS: _____

Student:_____ Date:_____

Professor:_____ Date:_____

Professor:_____ Date:_____

Assistant Director:_____ Date:_____

Other: _____ Date: _____

SBAR ADDENDUM ATTACHED: YES/NO

**Failure to complete the listed requirements as noted in this plan will result in dismissal from the program.

Community Service Events and Activities

The student nurse will complete pre-approved mandatory community service hours for each semester.

1st Semester
- N212: One (1) SWANS meetings and one (1) community service hour
- N214: Three (3) community service hours

2nd Semester
- N224: Five (5) community service hours

3rd Semester
- N234: Five (5) community service hours

4th Semester
- N244: Five (5) community service hours

LVN-RN Transition
- N232: One (1) SWANS meeting and four (4) community service hours

A list of pre-approved community service activities are posted in the skills lab. If there is an activity that the student nurse would like to attend but does not see posted, it must be discussed with the lead faculty member one week prior to the scheduled event. Each service hour is worth one (1) point for a total of five (5) points which will equal 2% of the clinical grade.

Pre-Approved Community Service Events
- Menifee Birthday Bash
- SWANS Meetings
- Peer Tutoring
- Temecula Christmas Parade
- College Fair
- MSJC Eagle Career Day
- Valley Restart
- Advisory Meeting
- Lead for SART Bra Drive
- Lead for Mary S. Roberts Drive
- Lead for Project Touch
- Welcome Back BBQ
- Hemet Valley Medical Center Health Fair
- Menifee Valley Medical Center Health Fair

Dress Code:

An MSJC nursing name badge must be worn and clearly visible during all community service activities. Attire will be determined based on the scheduled event, consisting of either the Nursing Uniform or MSJC Nursing T-shirt.

Mt. San Jacinto College
School of Nursing
COMMUNITY SERVICE HOURS REPORT

"Volunteers aren't paid, not because they are worthless, but because they are priceless." – Anonymous

Student Name: _____ Semester: 1st 2nd 3rd 4th LVN-RN

Please complete each section of this form as fully as possible.

SWANS Meetings

SWANS Meeting Dates (List each meeting separately)	Total Hours of Each Meeting

Community Service Events

Date	Community Service Event Name/ Description	Location	Total Hours	Leader/Supervisor's Name (Please Print)	Leader/Supervisor's Phone Number

Total Hours:_____

Estimate how many hours you spent participating in events hosted or sponsored by SWANS. If need be: Attach several reports to this form and turn it in at the end of the semester. All events must be preapproved by appropriate faculty member.

I verify that this log is a true and accurate record of my Community Service Events and SWANS meetings.

Student Signature:_____ Date:_____

Nursing Skills Lab

Nursing Skills Lab

NURS 071 Foundation of Nursing Skills Lab	Corequisite: N212
NURS 072 Basic Medical Surgical Skills Lab	Corequisite: N222, N224, N226
NURS 073 Intermediate Nursing Skills Lab	Corequisite: N234, N236, N238
NURS 074 Advanced Nursing Skills Lab	Corequisite: N244

Skills Check Off Policy

Appointments are **required** for skills check-offs, and recommended at all other times. **Please call the lab if you are not able to make your appointment (951) 639-5575, so that others may utilize the time slot for practice sessions.** If a student is more than 7 minutes late to their scheduled appointment, the appointment will be forfeited unless there was a phone call made to the skills lab professor on duty**.**

Students must finish the ATI module for the particular skill they wish to check off. Students will be provided a "student verification Check list" from their theory professors and informed as to which skills they will be responsible for checking off in the skills lab. The professors will also notify the students as to what date the skills check off should be completed by. The student will have completed a pretest and posttest for the ATI module and have a copy of the posttest when they come in to the lab to do a check off. The posttest must show a score of 90% or better. The post test will be their "ticket to test". Along with the ATI module and pre and posttest the student is required to do at least 2 of the following prior to making an appointment for skills check off:

1. Review the skill in your book
2. Watched the video, or viewed a pertinent CD/ROM
3. Practiced "hands on" in the lab
4. Had a fellow student or lab professor critique the skill/ practice session with professor

Students may sign up for **check off OR practice** for up to **2 time slots per day.** Students may not do a back-to-back sign up. Students must allow a 30 minute time period lapsing between sign ups.

A skill may not be checked off the same day if the skill was practiced with a professor. The student that has practiced the skill with a professor needs to sign up for the next day or a future date to get checked off. If the skill was practiced with a peer/fellow student without professor supervision, then it is okay to sign up for a check off.

Students that are unsuccessful during check-offs will be required to make another appointment to retest. A 24- hour time period must lapse before retesting on the same skill.

STUDENTS MAY NOT WATCH ANOTHER STUDENT CHECK OFF and then CHECK OFF ON THE SAME SKILL.

*** Students must check with the Skills Lab Professor on duty about signing up for check off on more than one skill.

If the student does not list the skill(s) that they are being checked off on in the skills lab appointment system, then they will not be checked off and the appointment will be cancelled, automatically.

The Ten Critical Behaviors

The MSJC nursing student is strongly encouraged to commit the following preparatory and safety measures to memory and practice. The 10 behaviors were designed and compiled in order to keep the student and patient safe.

10 CRITICAL BEHAVIORS PRIOR TO EVERY PROCEDURE

1. Check the Physician's prescription
2. Wash hands before and after the procedure. Assemble equipment
3. Identify your client by checking the ID BAND and/or chart picture, and ask the patient to state his or her name and date of birth.
4. Introduce yourself to the patient
5. Provide for privacy and HIPPA confidentiality
6. Explain the procedure to the patient using developmentally appropriate language and technique. Be sensitive to cultural differences.
7. Use standard precautions at all times
8. Use proper body mechanics at all times
9. Refer to the textbook and skills checklists for the steps of the skill you are performing, maintaining safety considerations at all times
10. Report your abnormal findings to your professor, the primary nurse assigned to the patient. Document the procedure and the patient's response

When prompted by the faculty member. The student must be able to readily recall these critical elements/behaviors.

Nursing Skills Lab
Sign-up Policy

Students that are signing up to practice a skill or check off a skill must first have submitted an e-mail request at least two working days prior to the date being requested. A skills check off appointment request template can be found on the nursing communication portion of blackboard under "course announcements". The e-mail will be sent to skillslab@msjc.edu.

-No More than Two Skills Per Day- The student will only be allowed two appointments per day regardless of the amount of requests submitted for an appointment.

-Maximum Time- Students may sign up to "practice/check off" for up to 2 slots per day. Each appointment is 30 minutes in duration. The student is highly encouraged to prepare their materials and mannequins before their skills appointment begins. By doing this the student will ensure adequate time to review, chart the activities done and ask any and all questions regarding the skill.

-NO Back-To-Back Sign Ups- Students **may not** do a back-to-back sign up.

Students must allow a 30 minute time period lapse between sign ups.

-**Skill Performed-** Students must write out on the e-mail request the skill they will be practicing or checking off.

-**Empty slots-**When there are empty appointments slots on the calendar of events under "Nursing Communication" "Calendar", students may use this time to ask for the lab professor on duty to critique and assist with **practicing** a skill only. Students may ensure a practice time slot by indicating "Practice" on the sign-up sheet.

-NO SHOWS- 2 or more missed appointments for Professor "practice and/or check-offs" will result in a ***Deficiency Notice/ Remediation Plan.*** Nursing students are being held to a higher standard and are expected to call and notify the Skills Lab Professor on duty or leave a message if you are unable to make an appointment (951) 639-5575.

-If there is no skill listed during the time the student has made an appointment. Then the appointment is automatically cancelled and the student will need to reschedule, using the skills lab appointment system appropriately.

ATI Ticket to Test

Before the student can test out on a particular skill they must have completed their ATI training module for the particular skill they are attempting to check off. The student must have spent adequate time on the module as evidenced by a 90% or better passing score on their ATI module posttest. They must bring this completed posttest with them on the date of the skills lab check off and present it to the skills lab professor. Remember that the skills lab professor can see how much time was spent on the module and how many times they've taken the test and how much time they took in between the tests to review. The ATI modules offer rationale for each right or wrong answer so it would behoove the student to go over right and wrong answers alike to gain a better understanding of the concepts and foundations of the skills they want to perform.

There are also other beneficial features on the ATI modules such as the frequently asked questions, procedures checklists and other activities that challenge the student in gaining a better understanding of the skill. The faculty encourages each student to explore and utilize the tools ATI has available as it uses live people and real life situations to bridge together the theory concepts learned in class and the hands on practice emphasized in skills lab to the eventual hands on nursing care performed in the clinical setting.

Please note that although the student is assigned a text book that may have procedures in it, if the skills are found in the ATI module than that will be the standard by which the student will be tested on in skills lab. The theory professor will enforce this and all lab professors will be versed on the ATI standard in order to offer the student a consistent and uniformed standard.

To access ATI ticket to test follow the below instructions:

1. Go to atitesting.com
2. Type in your user name and password.
3. On the tab bar found at the top of the screen click on "My E Learning"
4. The next screen will generate three tabs: Practice, Proctored, and Tutorials. Click on the "tutorials" tab.
5. Here you will find the skills modules. Choose the skills module that correlates with the skill you wish to learn and eventually perform.
6. Do the pretest and then view the entire module and all of its components. Take the post-test and review the right and wrong answers.
7. Lastly, print the post test or be able to reproduce the post test on your electronic device. This will be your ticket to test. Remember that you must have received a 90% or better in order to complete your skills check off appointment.

After the student has completed the skill, the post test (ticket-to-test) will be maintained in their personal folder in the skills lab.

Guidelines for Laptop/Textbook Check-Out and Use

The nursing skills lab has purchased 25 new laptops for nursing student use. This effort has been made to provide the MSJC nursing student with the most up to date technology and to further edify an environment that most emulates the most recent nursing practice. The Laptops can be checked out by ADN students of any semester. The Laptops are maintained in the storage cage in a charging dock. Students are FORBIDDEN from entering this area. The charging dock ensures that the laptop's battery is always charged thus eliminating the need for power chords that students may potentially trip on. **The laptops are for use in the 500 building only. They are not to leave the 500 building.**

Uses for the laptops:

- Accessing web based learning tools
- Playing instructional DVD's or CD-ROM software.
- Utilizing the ATI Functions and Modules.
- Writing Papers or working on concept maps, projects etc.
- Editing YouTube video assignment
- Checking MSJC student e-mail

Like most of the equipment in the nursing skills lab, the laptops are high dollar items and accountability is of the utmost importance in order to maintain the equipment in good working order. This will ensure that future students will have quality materials and tools that will maximize their learning experience and growth as a nursing student.

Reference/ Textbook Check out Policy:

Textbooks and Reference books are housed in the LRC for more accessibility. Please visit the MSJC Menifee Valley Campus website for updated library hours.

Three Prompts Policy

The student will use the ATI skills module as their "ticket to test" when getting signed off by their professor.

Prior to initiating the skill, students must recite and demonstrate competence in the "10 Critical Behaviors Prior to Every procedure".

The student will be allowed up to 3 prompts. Professor will be asking students some critical thinking questions before, during, or after the skill.

The 3-Prompt technique allows the student to have some redirection during a skill. The redirection allows the student to progress and refocus within safety boundaries. It allows the professor to fully assess whether the student is competent and safely performing the skill. It is crucial that the Professor inform the student that they may be stopping them and redirecting them during the skill. Finally, prior to starting, ask the student if they have any questions about the 3 prompts.

Introductory Dialogue with Student- *"Before you start, I want you to know that I will be giving you up to 3 prompts. This means that if I have to stop you to redirect you or warn you about being unsafe, or for any other reason, this will count as 1 prompt. I will let you know each time I have to give you a prompt. I may also be asking you some critical thinking questions during the before, during, or after the skill. Do you have any questions before we get started?"*

Scenario- A student is crossing over sterile technique during Foley catheter insertion.

Professor Feedback- *"Stop right there and look at your body placement. What do you think is happening?" " Okay, this is a prompt, go ahead and continue"*

Scenario-A student forgot to hyperoxygenate prior to trach suctioning.

Professor Feedback- *"Stop, before you suction, is there something you want to do? Let's say your client has a saturation of 89%.... What's going to happen if you go ahead and suction?" "This is a prompt"*

Scenario-The student forgets to tell the patient to swallow during NG insertion.

Professor Feedback- *"Stop, what can you say to the client to help out with insertion?" "This is a prompt"*

Cancellation of Skills Check Off Appointment Policy

The profession of nursing emphasizes the importance of accountability and professionalism. When students choose to sign up for a "check off" or "practice" with a Professor, the 30 minute time frame is held for them. Students are expected to show up to the appointment on time and prepared.
When a student does not show up for their scheduled appointment, and does not call, Professors wait for students to arrive, and the time slot is wasted on waiting for the student. If a nurse does not show up for work without calling their employer, this is referred to a No Call-No Show. No Call-No Show events result in corrective action at all places of employment.

In the Nursing Skills Lab, two or more missed appointments for Professor "practice and/or check-offs" will result in a ***Deficiency Notice/ Remediation Plan.*** Nursing students are being held to a higher standard and are expected to call and notify the Skills Lab Professor on duty or leave a message if you are unable to make an appointment (951) 639-5575.

Canvas

The Skills Lab has a Canvas on-line component available for students to view a calendar schedule at any time and request an appointment for check off or practicing of skills with a professor. The Skills Lab is open Monday through Thursday and checks off appointments are scheduled from the opening of the Skills Lab until it closes. There are adequate time slots for skills check-offs. Students are required to e-mail the Skills Lab with their requested date and times according to the available dates on the Canvas Skills Lab Communication Calendar. The Skills Lab Canvas communication shell displays communication of the Skills Lab hours of operation and includes a component for the National Student Nurses Association. It also has informational tabs that contain information for announcement updates, course information and materials, syllabi, student success, and SWANS. Canvas contains special assignments such as a YouTube Video assignments and tutorials to augment student learning. Skills videos have been previewed by faculty and uploaded for students to view at any time.

This online component is accessible anywhere the student has internet accessibility. To access this component log onto the official MSJC website at msjc.edu > Click on the "My MSJC" tab and sign in using your user name and password > once logged on, the classes that you are enrolled in will populate on the right hand side of the screen under the "My Courses" banner > find the "Skills Lab Communication" link and click on it.

Clinical Policies & Procedures

Clinical Outcome Policy

1. For Nursing Courses, 20% of the course grade is based upon Clinical outcomes/assignments and 80% is based upon Lecture assignments/exams.
2. Satisfactory performance of at least 75% is needed on graded problem solving plans/concept maps and satisfactory performance of critical elements are required to pass the course.
3. A clinical grade of unsatisfactory or unsafe critical element(s) and practice will result in an "F" grade for the course with no possible readmission to the MSJC RN program.
4. Evaluations of clinical nursing performance are based on professor assessments/expertise and observations of student performance. Evaluations are based on evidence of student's progress in achieving course learning outcomes of the nursing experience. Evaluations are correlated to the nationally approved and recognized QSEN competencies (QSEN.org).
5. Evaluations are discussed formally with the student in scheduled conferences. Assessment of the student's progress will also be done informally throughout the course. Weekly progress reports are encouraged and mandated for students who have been identified as having clinical outcome deficits.
6. Clinical performance evaluation is rated as one of the following "Objectives Met, Objectives Not Met, or Not Applicable".
7. Whenever the nursing student is not performing at a satisfactory level in the clinical area, the nursing professor will meet with the student to discuss the areas that need improvement and a Student Success Plan may be initiated.
8. Clinical performance exams may be given.
9. If progression toward satisfactory clinical outcomes is not achieved, the student will need to withdraw from the course (W), if they are within the schools drop course time frame. If the drop date has passed, the student will receive an "F" on their transcript.

Clinical Paperwork Requirement

In Preparation for Clinical Rotation:

Prior the start of any clinical rotation, students will be required to complete paperwork specific to their assigned clinical site. The paperwork for each clinical facility is available for download and located on the MSJC Nursing Program Website. Students are expected to have the paperwork for their clinical site completed as per the guidelines set forth by their theory and clinical faculty. There are some facilities that require the paperwork one or two weeks before the start of each semester while other facilities do not require the paperwork until the first day of class. This information (including due dates) will be passed along to students by the lead faculty for each course.

In addition, many facilities are now requiring that electronic medical record training be completed prior to the start of a clinical rotation. **This mandatory training often occurs one to two weeks before the start of class. Students are expected to adjust their schedule accordingly in order to attend this training**. Dates for the mandatory training of each clinical site will be posted on the MSJC Nursing Program Website. An email will also be sent out by the nursing department listing student names, dates, time, and location of training sites. Students are required to wear their designated uniform with appropriate ID badges to the mandatory electronic medical record training. Exceptions are only made with prior approval from the professor.

Not having the required paperwork or mandatory electronic medical record training completed by the assigned due dates can lead to the student being unable to attend that clinical site, and as a consequence being unable to meet clinical objectives and being dismissed from the program.

Nursing Clinical - Ten Mandatory Elements

Action	Rationale
1. Check the physician's prescription	1. Many of the skills presented are interdependent functions of nursing and require a physician's order; The physician's order may give guidance or identify limitations for carrying out the skills
2. Wash hands before and after the procedure	2. Hand washing is the single most effective measure to decrease the transmission of microorganisms from one person to another; Assemble equipment before entering the client's room in order to perform the skill in an efficient and organized matter
3. Identify the client by checking the arm band and bed tag, and by asking the client to state his or her name	3. Prevents the error of performing the skill on the wrong client
4. Introduce yourself to the client	4. Identifies you to the client and helps to establish rapport with the client
5. Provide for privacy needs and confidentiality	5. Demonstrates respect for the individual; Demonstrates legal and ethical responsibility
6. Explain the procedure to the client using developmentally appropriate language and technique. Be sensitive to cultural differences	6. Prepares the client for the procedure, decreases client anxiety, and elicits client cooperation and assistance
7. Use standard/universal precautions at all times	7. Standard/universal precautions protect you from contact with blood or body fluids
8. Use proper body mechanics at all times	8. Protects the nurse and client from injury
9. Refer to the textbook and skills checklists to accompany textbook for the steps of the skill you are performing, maintaining safety considerations at all times	9. Promotes safe/optimal care for the client
10. If abnormal responses are noted, notify your professor and the staff nurse assigned to the client. Document the skill and client response	10. Abnormal responses may warrant further nursing or medical intervention, or both; documentation provides a way to communicate with other members of the health care team and provides a legal record of care given to the client

Criteria for Unsafe Clinical Behavior

May include, but are not limited to the following:

Safety (S)	**Examples**
A. Violates or threatens the physical safety of the client	Comes unprepared to clinical; injures a client; fails to properly position client; does not appropriately utilize side rails/restraints; functions under the influence of substances affecting performance
B. Violates or threatens the psychosocial safety of the client	Repeatedly uses non-therapeutic techniques; attacks/degrades the individual's beliefs or values
C. Violates or threatens the microbiological safety of the client	Fails to recognize and correct violations of medical asepsis technique/sterile technique; does not wash hands appropriately when caring for clients; does not maintain standard precautions
D. Violates or threatens the chemical safety of the client	Violates any of the 7 rights of medication administration; fails to accurately prepare, calculate, and monitor IV infusions
E. Violates or threatens the thermal safety of the client	Fails to observe safety precautions during 0_2 therapy; injures client with hot or cold applications
Nursing Process (NP)	**Examples**
Inadequately and/or inaccurately: A. assesses the client. B. plans the care for the client. C. implements therapeutic interventions. D. evaluates client care.	Unable to identify basic human needs; fails to observe/report/chart critical client data; uses poor judgment and/or makes decisions resulting in ineffective nursing care

Skills (SK)	**Examples**
A. Unable to perform expected clinical performance objectives and/or skills	First semester student fails to obtain accurate vital signs; second semester student fails to maintain sterile technique; unable to verbalize key information previously covered in lab and/or class; third or fourth semester student unable to manage and/or prioritize multiple client assignment
Decision Making (DM)	**Examples**
A. Assumes inappropriate independence in action or decisions	Performs procedures not yet evaluated; fails to appropriately seek assistance
B. Fails to recognize own limitations, incompetence and/or legal responsibilities	Refuses to admit error; fails to complete assigned nursing responsibilities, cannot identify own legal responsibility in specific nursing situations

Professional Accountability (PA)	**Examples**
A. Fails to accept ethical and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the ANA Code for Nurses, NSNA Code of Academic and Clinical Conduct, and the Nurse Practice Act	Fails to conduct self in professional manner; falsifies records; does not follow school/hospital policies and procedures; participates in cheating and/or plagiarism
B. Violates client confidentiality	Removes printed client data from the facility; shares client information with individuals outside the health team

Copying or Transmitting Client Records/ HIPAA

The Patient Bill of Rights identifies the clients' right to confidentiality. The Mt. San Jacinto College Student Policy and Procedure Manual addresses safeguarding the confidential information acquired from any source regarding clients and considering all information obtained. The client's status is strictly confidential, and is not to be discussed with anyone except professors, student peers, and significant hospital personnel in the appropriate settings.

The Health Insurance Portability and Accountability Act (HIPAA) privacy rules are designed to protect the way client information is stored, conveyed, and revealed.

Hospital guidelines exist to safeguard the security of client data that is electronically transferred (e-mail, fax, etc.). Specific clinical facility policies and procedures on a need to know basis is discussed.

To assure compliance with HIPAA and facility regulations, students in the nursing programs at Mt. San Jacinto College **will not be permitted to Xerox any portion of a patient's medical record in any clinical setting**.

Students will not electronically transmit any portion of a client's medical record.

Failure to abide by this policy will result in dismissal from a nursing program, without benefit of a Strategic Plan for Success.

A copy of the article, "How HIPAA Will Change Your Practice" is available in the Skills lab. All students are required to read the article.

Medication Administration Guidelines

NEVER independently administer medications without prior approval from Professor!

Utilizing drug reference: be prepared to independently review the following information on each drug prior to administration:

- Medication name, both brand and generic
- Pharmacokinetics and pharmadynamics
- Reason for use in this patient's case
- Verify safe dosage range
- Major side effects
- Nursing implications and special instructions for administration
- Evaluation – was the medication effective

Students are expected to check the appropriate lab values associated with specific drugs, for example:

**Heparin/Coumadin	(P.T.T., P.T./INR)
**Insulin	(FBS)
Gentamicin/Tobramycin	(Gentamicin level/Creatinine BUN)
Digoxin	(Dig Level)
Furosemide	(K+ level)
Potassium	(K+ level)
Theophylline/Aminophylline	(Serum Theo/Aminophylline level)
Thyroid	(T3, TSH, T_4)
Dilantin	(Dilantin level)
Phenobarbital	(Phenobarbital Level)

** Before administration, Heparin, Insulin, and Coumadin orders, must be checked with the chart each time before being given, and must ask 2 licensed nurses from the facility to verify dosage.

Sliding scale insulin coverage must also be checked by the Professor prior to administration. The student has the responsibility to check the blood glucose and notify the Professor of the need for sliding scale coverage.

Clearly communicate to the nurse/preceptor, the meds you are administering. **Please Note: If the professor is unavailable and the medication administration is going to be late, greater than 45 minutes, inform the nurse/preceptor to give the medication.**

1. Before administering any meds, carefully check all meds with the MAR and Physicians handwritten orders.

2. Check all medications for renewal dates and expirations dates before administration. Insure renewal orders are updated, inform staff buddy of any expired meds that you will be holding.

3. All meds given by the student must contain the complete and correct information (patient's name, MR number, name of drug, dose, route, time intervals, and expiration date). Students may not give meds to patients without an I.D. band. In alternate clinical sites, students must follow the agency/institution policy.

4. The student must ask 2 licensed nurses from the facility to verify the dosage of Insulin, Heparin, Coumadin, TPN, PCA, and/or Blood. Leave the needle and syringe in the vial. The nurse needs to check the vial medication name and concentration as well as calculate the dosage (Kozier & Erb, Fundamentals Textbook)

5. Prior to administration of any medication, treatment, therapy, or procedure, students will identify a client using two identifiers. The identifiers to be used are the client's wristband and another validation. Make sure allergy information is appropriately identified on chart, med profile, MAR and patient I.D. band. Students are <u>never</u> to administer a drug to the patient who has a stated allergy.

6. All meds must be checked by the Professor and/or Nurse prior to administration.

7. Students may never give a medication that is being administered out of abnormal therapeutic range of dosage or frequency indicated to be safe by the PDR and or hospital pharmacist.

8. Professor and student must check all generic equivalencies with the hospital formulary, drug book or pharmacist before giving.

9. Check the charts and physicians orders hourly to address any change in status such as NPO or new meds.

10. If a patient requests pain medication, the student will perform a thorough pain assessment. Check the med profile to see when the last pain medication was given. Student will document and evaluate the patients' response to the pain medication within the allotted protocol timeframe for their respective facility.

11. Students must chart all meds immediately after administration. Before administration, all controlled drugs must be signed out immediately after removal from the narcotic drawer, before being given to the patient.

12. Before giving pre-op meds, be sure the surgical consent has been signed and the pre-op checklist has been completed. <u>Never</u> give a pre-op medication until the checklist has been fully completed and the surgical consent is signed.

13. Each student's skill at administering IM, SQ, Z-track will be evaluated by the Professor. Students are expected to be able to identify correct anatomical landmarks for all injection sites.

14. Students giving meds through an N/G or any feeding tubes will follow Institution policy regarding placement and patency of the tube each time meds are administered.

Sentinel Event Policy

Definition of Key Terms

Term	Definition
Patient Safety	Freedom from accidental injury due to medical care or errors, includes acts of omission and commission.
Breach	A gap on defensive barriers that could lead to potential injury.
Near Miss	An event that has potential to harm a patient but does not because chance prevention or mitigation. (Error was discovered)
Adverse Event	Harm to patient (injury, disability or death) that prolongs length of stay (LOS) at least one day or produces disability evident.
Adverse Reaction	An untoward event that is unrelated to error.
Hazardous Condition	Circumstances that significantly increase the likelihood of a serious adverse outcome.

1. Alert the following individuals: staff nurse and clinical professor.
2. Review the hospital's process for responding to a sentinel event.
3. Clinical professor is responsible for communicating the event with the Director within 24 hours and complete a Student Plan for Success (SPS) if appropriate.
4. A Mt. San Jacinto College incident report form must be made out for any med errors requiring notification of the physician or a hospital sentinel event. The Director and Professor will collaborate to complete the MSJC incident report.
5. Student is responsible for meeting with the clinical professor and course lead professor regarding the SPS.

IV Push Policy

Student in 3rd and 4th semester may administer IV push medications under the following circumstances:

1. Under the direct supervision of the nursing professor, staff buddy, or preceptor.
2. All medication administration must follow Mt. San Jacinto College's policy for medication administration.
3. All IV pushes must meet each clinical facility and/or unit's policy and procedures.
4. Following a complete nursing assessment, prior to, and within ten minutes of administration, students must trend client assessment data.

Under **no circumstances** are students allowed to administer any IV push medication:

1. During any Code or resuscitative efforts including conscious sedation.
2. Any drug classified as a chemotherapeutic agent, or given as part of an oncology chemotherapy regime.
3. Any drug or procedure that requires State and/or hospital certification.
4. Any drug or procedure that violates any unit/hospital specific policy, procedure, or protocol.

Associate Degree Nursing Program
EXAMPLE: Clinical Evaluation Tool
Nursing XXX

Date: _____ **Student's Name:** _____

Dates: From _____ **to** _____ **Day of Week: M T W TH F S SU**

OM = Objectives Met (Student demonstrates and meets **all criteria** without unsatisfactory)
ONM = Objectives Not Met (Student rarely and/or does not meet criteria 50% of the time without unsatisfactory)
NA= Not applicable

OM	ONM	NA	
			Nursing Role/Leadership **Uses the nursing roles of communicator, actively participates in implementing change**
			a. Adheres to all school and facility policy and procedures **(Per Student Handbook)**
			b. Consistently demonstrates professional behavior by role modeling and being part of the inter-professional team (See Handbook)
			c. Possesses needed supplies/equipment to deliver patient care (student identification badge, stethoscope, penlight, watch with ability to display seconds, scissors, pen, check-off sheet)
			d. Examines sources of information to prepare and deliver appropriate patient care [medical record (electronic and/or paper), Kardex, MAR]
			e. Actively listens to nursing report (name, room diagnosis, allergy, code status, MD, etc.)
			f. Uses time efficiently to maximize learning (i.e. text books, lecture notes, drug reference books, clinically related research)
			g. Utilizes appropriate verbal and nonverbal communication when interacting with patients, families, significant other(s) and healthcare team
			h. Exemplifies professional behavior at all times, takes responsibility and accountability for actions
			i. Seeks out learning opportunities to meet educational objectives
			j. Demonstrates ethical and legal behaviors (HIPAA)
			k. Seeks feedback and accepts constructive criticism and strives to modify behavior
OM	**ONM**	**NA**	**Nursing Process** **Uses a systematic approach to assess, diagnose, plan, implement/intervene and evaluate patient care.**
			a. Demonstrate appropriate assessments (Head to toe, body system, vital signs, lab and diagnostic data, medication side effects)
			b. Formulates and prioritizes 3 nursing diagnoses (including long term and short term goals for each diagnosis) and 3 interventions per diagnosis based on patient assessment
			c. Plans and implements patient-centered care based on patient developmental, cultural and spiritual needs

			d. Evaluates and revises nursing goals and interventions (Specific to patient diagnosis)
			e. Revises plan of care based on patient outcomes/responses to care/nursing process in a timely, coordinated, and accurate manner
OM	**ONM**	**NA**	**Patient-Centered Care** **Recognizes the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs**
			a. Organizes care and sets priorities (Vital signs, bed making, ADL's etc.)
			b. Anticipates and meets patient's needs (Feeding, ambulation, ADL's, positioning, safety etc.)
			c. Maintains patient safety at all times (Bed rails up as needed, bed in low position, call light within reach, phone within reach, patient identification bands, allergy band, code status band)
			d. Observes Standard Precautions at all times (hand washing, isolation precautions)
			e. Applies theoretical principles learned in theory (weekly CLO to practice)
			f. Educates patient, family, and significant other(s) prior to performing any procedures/actions/interventions etc.
			g. Performs procedures following essential functions (See Handbook)
			h. Completes assignments in a timely manner (Per clinical instructor time frame)
			i. Protects confidentiality of health information in electronic health records as well as paper medical records
OM	**ONM**	**NA**	**Communication** **Implements therapeutic communication skills that foster open communication, mutual respect and shared decision making to achieve quality patient care**
			a. Accurately and consistently communicate patient values, preferences and expressed needs to other members of health care team using SBAR
			b. Provide patient-centered care with sensitivity and respect for the diversity of human experience/culture of client
			c. Elicit expectations of patient & family for relief of pain, discomfort, or suffering
			d. Communicate care provided and needed at each transition in care
			e. Identify and demonstrates use of correct terminology, grammar and spelling in documentation
			f. Properly document legible relevant information in medical record (ex: vital signs, I & O, ADL's, procedures)
			g. Identify, describe and demonstrate use of verbal and nonverbal communication
			h. Consistently keeps instructor and staff buddy informed of patient care needs
			i. Relates plan of care to instructor, nurse, patient, and family member/significant other (s) in a timely and accurate manner
OM	**ONM**	**NA**	**Evidence-Based Practice** **Integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care**
			a. Actively involved in appropriate data collection and other research activities

			b. Develop, modifies, and implements individualized care plan on patient values, clinical expertise and evidence on two patients
			c. Consults with members of the intra-professional team before deciding to deviate from evidence-based protocols
			d. Examine an discusses original EBP clinical research article and relate to area of practice
OM	**ONM**	**NA**	**Quality Improvement/Fiscal Responsibility** **Uses 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. Recognizes that cost effectiveness is essential for success for the health care organization**
			a. Organizes and delivers care based on Standard Precautions (hand washing, PPE, infection control standards)
			b. Practices aligning the aims, measures and changes involved in improving care
			c. Complies with agency policy and procedures
			d. Uses hospital resources effectively and in a cost effective manner
OM	**ONM**	**NA**	**Safety** **Minimizes risk of harm to patients and providers through both system effectiveness and individual performance**
			a. Maintains a safe environment at all times
			b. Recognizes unsafe situations and intervenes appropriately
			c. Performs three checks and seven rights for medication administration process
			d. Ensures patient and significant other(s) receive appropriate education regarding safe care practices and medication administration
			e. Calculates medication doses accurately and in a timely, organized and accurate manner
			f. Examines patients to determine responses to medications effectiveness/side effects
			g. Performs procedures as instructed in a timely, coordinated and accurate manner
			Evaluation
			Overall performance for the week

NOTE:
Attach narrative for detailed documentation

NURSING XXX
EXAMPLE: CLINICAL EVALUATION TOOL
Professors Narrative Summary

Clinical Performance

☐ Satisfactory ☐ Unsatisfactory

NARRATIVE:

Professor's Signature _____ Date: _____

Student's Signature _____ Date: _____

EXAMPLE: Assessment Rubric for Clinical Evaluation Tool

Program Threads	**Objectives Met** (meets all criteria)	**Objectives Not Met** (meets less than 50% of criteria)
Communication	-Uses appropriate verbal and nonverbal communication with patient/family/healthcare team and faculty -Keeps instructor/nurse and staff buddy well informed regarding patient care -Uses SBAR format when communicating -Documents patient care accurately and completely and within a timely manner	-Rarely and/or Does Not use appropriate verbal and/or nonverbal communication with patient/family/healthcare team and faculty -Rarely and/or Does Not keep instructor, nurse, or staff buddy informed regarding patient care -Rarely and/or Does Not use SBAR format when communicating -Rarely and/or Does Not document patient care accurately and completely and within a timely manner
Evidence-based Practice	-Applies theoretical principles to clinical -Checks appropriate sources for information -Formulates questions in response to consequences related to clinical decision making and problem-solving processes	-Rarely and/or Does Not apply theoretical principles to clinical -Rarely and/or Does Not check appropriate sources for information or checks sources for information that may not be appropriate - Rarely and/or Does Not formulate questions in response to consequences related to clinical decision making and problem-solving processes
Nursing Process	-Performs priority assessments -States appropriate cues -Formulates and prioritizes nursing diagnoses -Plans and implements patient-centered care -Evaluates and revises nursing interventions -Critiques problem-solving and critical thinking skills related to patient care	-Rarely and/or Does Not make appropriate assessments or does not make appropriate assessments -Rarely and/or Does Not state appropriate cues or does not make appropriate cues -Rarely and/or Does Not plan or implement patient centered care -Rarely and/or Does Not evaluate or revise nursing interventions -Rarely and/or Does Not critique problem-solving and critical thinking skills related to patient care
Nursing Role /Leadership	-Adheres to all school and facility policies -Uses time wisely -Seeks out new learning opportunities -Practices ethical and legal behaviors -Role-models professional behaviors -Advocates for patients /families	-Rarely and/or Does Not adhere to all school and facility policies -Rarely and/or Does Not use time wisely -Rarely and/or Does Not seek out new learning opportunities -Rarely and/or Does Not practice ethical and legal behaviors -Rarely and/or Does Not role-model professional behaviors

	-Analyzes qualities and behaviors of effective nurse leaders	-Rarely and/or Does Not advocate for patients /families -Rarely and/or Does Not analyze qualities and behaviors of effective nurse leaders
Patient-Centered Care	-Organizes care and sets priorities -Meets patients' needs -Maintains safety -Observes standard precautions -Performs procedures utilizing essential functions -Completes assignments on time -Examines holistic perspectives related to patient care -Examines strategies for improving systems that support collaboration and team functioning	-Rarely and/or Does Not organize or set priorities -Rarely and/or Does Not met patients' needs -Rarely and/or Does Not maintain safety -Rarely and/or Does Not observe standard precautions -Rarely and/or Does Not perform procedures utilizing essential functions -Rarely and/or Does Not complete assignments on time - Rarely and/or Does Not examine holistic perspectives related to patient care -Rarely and/or Does Not examine strategies for improving systems that support collaboration and team functioning
Quality Improvement/Fiscal Responsibility	-Identifies gaps between clinical practice and best practices to improve care -Identifies measures and changes involved in improving care -Seeks information about quality improvement projects in the care setting	-Rarely and/or Does Not identify gaps between clinical practice and best practices -Rarely and/or Does Not identify measures and changes involved in improving care -Rarely and/or Does Not seek information about quality improvement projects in the care setting
Safety	-Performs 3 checks for medication administration process -Performs 7 rights for medication administration process -Performs procedures as instructed -Calculates dosages accurately -Relates the appropriate medication interventions regarding patient care -Determines unsafe situations and consistently intervenes as deemed appropriate	-Rarely and/or Does Not perform 3 checks for medication administration process -Rarely and/or Does Not perform 7 rights for medication administration process -Rarely and/or Does Not perform procedures as instructed -Rarely and/or Does Not calculate dosages accurately -Rarely and/or Does Not relate the appropriate medication interventions regarding patient care -Rarely and/or Does Not determine unsafe situations and rarely intervenes as deemed appropriate

Faculty Comments:

Student Comments:

Faculty Signature: _____

Student Signature: _____

Uniform Dress Code

A student may be dismissed from the program and receive a failing grade in the course based on noncompliance with the uniform dress code. Students are expected to wear their uniform with a MSJC nursing student name badge any time on campus or at a School of Nursing event.

Clinical/On-Campus	Uniform Type	Shoe Type
N222 Peds	Per Instructor	Solid White
N226 OB	Per Instructor	Solid White
N236 Mental Health	Per Instructor	Solid White
Hospital Clinical	Dove Uniform	Solid White
On-Campus Clinical	Dove Uniform	Solid White
Skills Lab/Skills Lab Check Off	Dove Uniform	Solid White
Theory Class	Dove Uniform	Solid White

The student is expected to maintain a professional appearance while in the clinical setting. No gum chewing, excesses in makeup, perfume/cologne or jewelry, hairstyles which compromise the sterile environment, and the wearing of ill-fitting uniforms, may make it difficult for the student to be regarded by others as a professional. Ultimately, the decision concerning a student's professional appearance will rest with the clinical professor/ lab professor.

Professionalism

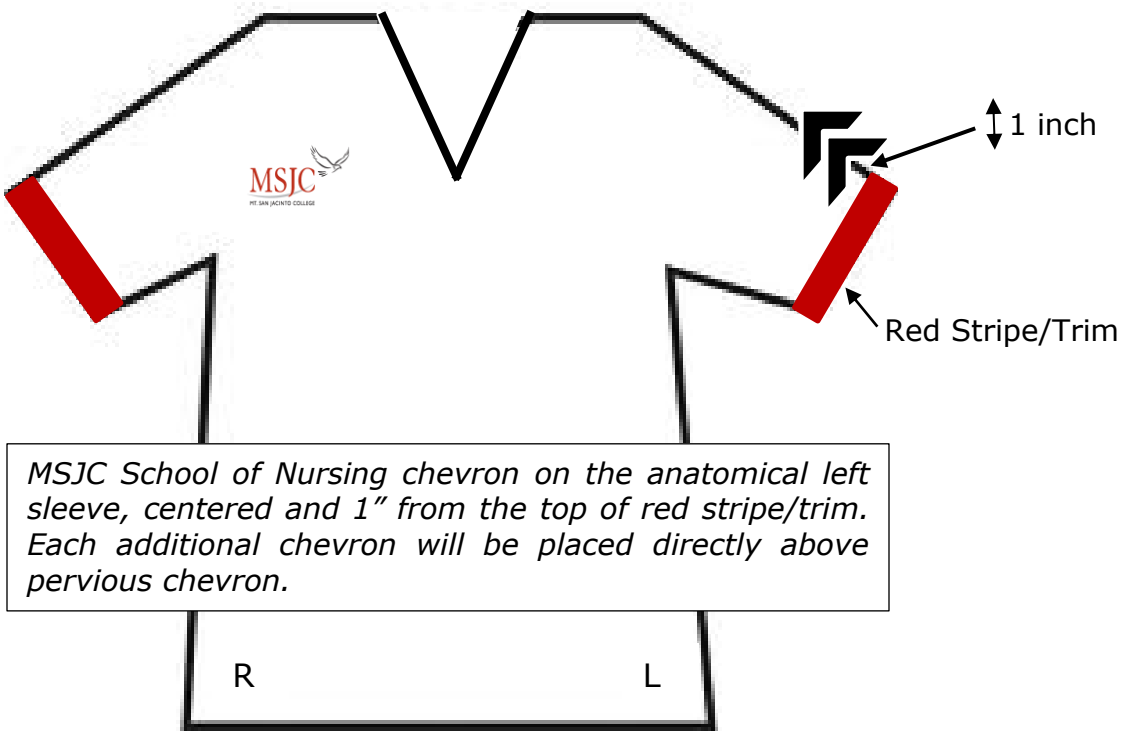
All students who wear the MSJC School of Nursing uniform represent the profession, the school, the faculty, and themselves. Wearing the uniform is an honor and should be treated as such. You must abide by all the expectations of a professional nurse, including acting in a professional manner. In your role, you must be aware of your surroundings and refrain from behaviors and actions that tarnish the uniform. Watch your communication and do not engage in foul language or actions that impact yourself, the school, or the profession.

Uniforms
School-specified clean uniform. Only plain white short and or long sleeve T-shirts may be worn under uniform (no logos, writing or pictures allowed). Uniforms must be washed at least once a week. Undergarments must be worn at all times and cannot be visible. Uniforms **may not be worn outside of school sanctioned clinical activities**. Safe guarding the community from communicable diseases is priority. Please refrain from wearing the MSJC Nursing uniforms in public places.

Undergarments
Long sleeve undergarments must be made of flat, smooth materials (no waffle weave or patterned materials allowed). Undergarments unless long sleeve, must not be visible under uniforms.

Chevron
The Mt. San Jacinto College School of Nursing chevrons must be professionally sewn/affixed to the anatomical left sleeve. The chevron should be approximately one inch from the top portion of the red stripe/trim. Each semester you will have an additional chevron professionally sewn above the previous chevron.

1st Semester = 1 Chevron
2nd Semester = 2 Chevrons
3rd Semester = 3 Chevrons
4th Semester = 4 Chevrons



MSJC School of Nursing chevron on the anatomical left sleeve, centered and 1" from the top of red stripe/trim. Each additional chevron will be placed directly above pervious chevron.

ID Badge
Enrollment Services will provide ID Badges. The picture identification name badge must be worn and clearly visible during all clinical/skill lab activities. Badge clips and holders are to be plain and simple, and free of decorative adornments. To keep in compliance with National Patient Safety Goals, facilities will require students to be sent home if ID badge is not evident.

Shoes
Clean white leather oxfords or all-leather white athletic shoes are acceptable (brand name lettering must be in white only). Clogs must have strap around the heel. **Canvas tennis shoes are not acceptable.** All shoes must be closed toe to protect the feet at all times. White athletic socks must be worn at all times to protect feet and ankles.

Equipment
Watch with a sweep second hand or digital second indicator, calculator, stethoscope, pen light, and ballpoint pen with black ink are required at all times in the clinical area. Optional items include pocket organizer, hemostat, and back support. For infection control purposes, no ornaments or sleeves allowed on stethoscope.

Personal Hygiene

Bathing
A daily bath or shower and use of a body deodorant are required prior to clinical. Students will maintain personal hygiene including oral care.

Scents
The use of perfumes, scented lotions, colognes, or aftershave is not allowed due to possible client sensitivity or allergy. The students will be free of offensive body order and/or cigarette smell.

Hair
Hair color must fall within naturally occurring shades, be neat, clean, and up off the collar or secured back. Facial hair must be shaved or clean and neatly trimmed. No hair ornaments/accessories may be worn while in uniform. Hair color bobby pins are permitted.

Nails
Fingernails must be clean, neat, and fingertip length only. No gel, nail polish, or fake nails.

Makeup
May be worn in moderation.

Jewelry
Only wedding rings or plain, simple rings are permitted
(maximum – one ring per hand).

Piercing
No piercing or jewelry/hardware may be evident except for one small (2.0 to 3.8 mm) stud earring in each ear. No nose or lip piercings. No objects of any type may be worn in the tongue or on the face.

2.0 to 3.8 mm size

Tattoos
Tattoos must be covered at all times.

Smoking
No smoking is permitted any time the MSJC Nursing uniform is worn.

Nursing Student Organization(s)

South **W**est **A**ssociation of **N**ursing **S**tudents (**SWANS**)

The SWANS Organization is a constituent of the National Student Nurses Association and California Student Nurses Association and practices shared governance. SWANS are student nurses uniting together to convey the standards and ethics of the nursing profession, to become responsible and accountable members of the nursing profession, to advocate for high quality, research-based, affordable and accessible healthcare to the community, to strengthen the efforts of each individual student through mentoring, and to develop into students who are prepared to lead the profession of nursing in the future.

South **W**est **A**ssociation of **N**ursing **S**tudents (**SWANS**)
Club Charter 2014-2015

Section I: SWANS MISSION and PURPOSE

The SWANS Organization is a constituent of the National Student Nurses Association and California Student Nurses Association and practices shared governance. SWANS are student nurses uniting together to convey the standards and ethics of the nursing profession, to become responsible and accountable members of the nursing profession, to advocate for high quality, research-based, affordable and accessible healthcare to the community, to strengthen the efforts of each individual student through mentoring, and to develop into students who are prepared to lead the profession of nursing in the future.

Section II: MEMBERSHIP

Who and How to become a member:

There are two categories of SWANS membership: active and associate. Only active members have privileges of membership and the right to vote on any policies, procedures, and bylaws of the SWANS Organization.

ACTIVE MEMBERSHIP is open to students who are enrolled in the Registered Nursing (RN) program at Mount San Jacinto College:

INDIVIDUAL MEMBERS are LVNs, CNAs, and pre-nursing students (enrolled at Mt. San Jacinto College who are taking the prerequisite courses designed as preparation for entrance into the nursing programs at MSJC). Individual members have all the privileges of membership, but they cannot hold office on the SWANS executive board.

How to become a SWANS member:
RN students qualify to become members by logging onto www.NSNA.ORG. The annual NSNA dues for active and associate members shall be $30 per member SWANS CLUB CHARTER 2014 for one year. A two-year sign up for NSNA membership costs $70. A renewal membership costs $40. Students that sign up on the NSNA website will become members of the National Student Nurses Association which will automatically qualify the student to be a part of three organizations:
1. South West Association of Nursing Students
2. California Nursing Students' Association
3. National Student Nurses Association

WHY JOIN SWANS?
SWANS members experience the following values of membership:
1. Gives nursing students the opportunity to meet and exchange ideas with other nursing students from around the country through National and State Conferences
2. Increases nursing students' awareness of issues confronting the nursing profession today
3. Provides information about changing political and career trends in nursing
4. Prepares students for entry into the profession by providing access to state board reviews, study tools while still in school, mentoring, involvement in Community Health, and community service.
5. Discounts on books, conferences, uniforms and other related nursing school products and services.

Section III: OFFICERS (BOARD OF DIRECTORS)

The SWANS executive board of directors consists of currently enrolled nursing students, in good academic and professional standing. Students that are required to repeat a course due to academic or for unprofessional behavior may not hold a board position. If at any time, during the nursing program a student becomes unable to hold the elected board position, he/she will resign.

The SWANS executive board includes ten directors:
1. President
2. Vice President
3. Secretary
4. Treasurer
5. Historian
6. Breakthrough to Nursing / Director of Community Outreach
7. Director of Mentor and Mentee Program
8. ICC Representative
9. Faculty Liaison
10. Fundraiser SWANS CLUB CHARTER 2014-2015

The President shall:
1. Serve as the principal officer of the association and preside at all SWANS meetings and the SWANS Executive Board of Directors meetings
2. Shall be responsible for soliciting and obtaining agenda items for meetings
3. Create and publish a projected calendar of events for the semester including all SWANS meetings to be shared with SWANS Board Members
4. Send out a meeting agenda to board members 3 days prior to the scheduled meeting via email or hardcopy
5. Shall run all meetings in the manner of a NSNA organizational meeting
6. President will send/email agenda and approved minutes to faculty advisor 24 hours in advanced and responsible for bringing the agenda and approved minutes to the meeting.
7. President shall be responsible for reserving the bi-weekly SWANS meeting room with the nursing office one week prior to the planned SWANS meeting.
8. Once the president has received the minutes from the secretary the president and the advisor. Once approval has been completed, the minutes will be posted on blackboard within 3 days.
9. Responsible for sending out mass emails reminding members of meeting dates and events in advanced. (Minimum of 3 days).

The Vice President shall:
1. Assume the duties of the president in the absence or disability of the president
2. Accede to the office of president in case of vacancy in the office
3. Perform other duties assigned by the president
4. Oversee collaboration of all interactions between the ICC rep, secretary and, treasurer.
5. Will ensure submission of event planning forms from ICC (ie. tables, popups, and chairs). Submit forms to faculty advisor allowing faculty advisors 1 week notice to complete and sign the form. (ICC/Department approval takes a minimum of two weeks)

The Secretary shall:
1. Circulate the attendance list of those present at meetings. (Bring sign in sheet to ALL SWANS meetings).
2. Call roll
3. Take minutes at each meeting, submit to the President and Advisor for approval within 4 days of meeting, and email copies to SWANS members once approved by the President/Faculty Advisor, Vice President, Treasurer, or Historian in this order. (Members will approve minutes online via blackboard).
4. Save all minutes via blackboard and refer all request for copies to the blackboard SWANS page (located in the skills lab communications page).
5. Keep track of time and maintain time limitations for meetings to last within the time frame of one hour.
6. Keep an updated list of all members contact information.
7. Will create minutes to give to ICC rep for ASB/ICC approval of activities.

8. Collaborate with Vice President, Treasurer. ICC rep, and Advisor in regards to ICC meetings.

The Treasurer shall:

1. Act as custodian of SWANS funds and see that an annual financial report is prepared and shared with the Executive Board of Directors prior to leaving office or upon request of a Board member
2. Work with the SWANS Advisor to create and submit all ASB Purchase Requisitions for ASB approval
3. Responsible for providing monthly financial reports regarding all SWANS funds, at SWANS meetings.
4. Collaborate with Vice President, Secretary, ICC rep, and advisor in regards to ICC meetings.
5. Will fill out ALL purchase request forms and attach ALL appropriate receipts and give to ICC rep before ICC meetings.

The Historian shall:

1. Be present at all fundraising and community events to take pictures
2. Be responsible for updating the SWANS bulletin boards in the front office and in the Skills Lab
3. Keep an album intact with the SWANS events
4. Be the graduation liaison representing SWANS at all graduation meetings.
5. In the event that the historian is unable to attend graduation meetings a 24 hour notice must be given to the president. President will delegate another SWANS member to attend.

Break through to Nursing/ Director of Community Outreach:

1. Responsible for promoting the development of the skills needed to be responsible, accountable members of the nursing profession who respects the differences and similarities between people.
2. Will advocate for high quality care, utilizing the principles of transcultural nursing
3. Facilitate the development of peer support systems, which enhance recruitment and retention within the nursing profession.
4. All meeting will be arranged through local junior and senior high school counselors, churches, boys and girls clubs, and other community contacts as per Student Success Counselor.
5. Information provided to junior and senior high school student should include:
    a. What nursing is really about?
    b. Career opportunities in nursing?
    c. The academic prerequisites and grades required for nursing school admission.
    d. Personal attributes needed for professional nursing.
6. Suggestion is to create a power point to present to schools, and other community events.
7. Work with enrollment Advisor for all career fairs and classroom presentations.

8. Coordinate all SWANS community activities
9. Update advisor about ALL events planned.

Director of the Mentor and Mentee Program:
1. Coordinates partnerships between beginnings and advanced nursing students and facilitates communications between both parties. When ineffective partnerships are brought to the attention of the Director, the mentee will be reassigned promptly to another willing mentor.
2. Evaluates effectiveness of partnerships via surveys conducted during the final week of the semester. Shares results, best practices and concerns with incoming Director and suggests improvements for subsequent semesters.
3. Responsible for presenting at the faculty meet and greet for new incoming students and coordinating the SWANS meet and greet meeting.
4. Responsible for following up with mentor and first semester mentees at the end of the first month of classes. Responsible for follow up with all partnerships via email 1 week prior to finals (twice during semester).
5. Coordinates the Peer Tutoring Program as directed according to policy. Actively enlists students to become peer tutors.

Inter Club Council (ICC) Representative:
1. Shall be responsible for attending weekly ICC meetings.
2. Shall report back to SWANS Board Members and Advisor after ICC meetings via email within 24-48 hours and present report at monthly SWANS meetings.
3. Collaborate with Vice President, Secretary, Treasure, and Advisor in regards to ALL ICC meetings.
4. Refer to section IV (1-3) of bylaws for further detail about financial account**.**
5. Keep count of SWANS total membership each semester

Faculty Liaison:
1. Attend 80% of faculty meetings or have a representative present to take notes on and contribute to student nursing related topics.
2. Report back to SWANS, class representatives and student body on current and relevant matters discussed in faculty meetings.
3. Assist the faculty and nursing department in planning, developing and managing student related programs, and curriculum development.

Fundraiser:
1. Will facilitate communication with ICC for needed approval of on campus events
2. Will keep inventory of SWANS products such as t-shirts, license plate frames, etc. and will coordinate with skills lab for storage and safety of products.
3. Responsible for coordinating fundraising events and prospective ideas.
4. Insures that fundraising events are on the minutes and are approved by ICC.

SECTION IV:

ELECTIONS, TERM OF OFFICE, ABSENCES, and FILLING VACANCIES:

Executive Board members can hold an office for one academic semester/for the Fall or Spring semester. Elections shall be by email or at the last meeting of the semester. Nominations of candidacy will take place during a scheduled SWANS meeting. Voting will take place within 1 day after the aforementioned meeting. Candidates must email his or her position statement or speak at the meeting for office to the election committee. A plurality vote shall be elect. A tie vote shall be decided first by re-vote and necessary then by casting a lot. The elections committee that will tally the votes will consist of Executive Members that are graduating from the nursing program. The current Executive Board of Directors shall fill vacancy on the Executive Board of Directors. The President or Vice President may reassign duties from the vacancy to current Executive Board of Director members. Any resignation from a position on the Executive Board of Directors shall be in writing and shall be effective immediately upon receipt.

Members of the Executive Board of Directors who have missed more than two regularly scheduled meetings of any current term semester without prior notification to the Board of Directors and who offer no valid reason for such absences may be removed from office by a plurality vote of the current members present at the next scheduled meeting. In the occurrence of an absence an email must be sent 24 hours prior to ALL board members stating the reason for the absence. An officer may also be removed from office by a plurality vote of the members of the Executive Board of Directors present at a meeting called for that purpose if that officer is deemed negligent in the functions of that office as stated by the NSNA bylaws. The SWANS executive board of directors must always remain in good academic and professional standing. If at any time, during the nursing program a student becomes unable to hold the elected board position, he/she will resign. Prior notification of 14 days shall be given to the individual in question for due process and a special Executive Board of Directors meeting shall be held to review the circumstances. This will take place with the Student Advisor(s) present.

SECTION V: RECORDS

SWANS ACCOUNT ACCESS

1. ALL MONIES REQUESTED MUST HAVE ICC & ASB APPROVAL. ICC & SGA APPROVAL: Contact the SGA Vice President about placing the chosen fundraiser on the ICC agenda. Agenda items must be submitted at the meetings. Our SWANS representative needs to attend the ICC and SGA meetings (on MONDAY on the MVC campus) After ICC approval it then goes to SGA for approval. ICC Rep will engage SWANS activities and announcements during the representative reports of the agenda.

2. An SGA PURCHASE REQUISITION CAN THEN BE BROUGHT TO THE ICC and SGA for approval- Swans minutes approving the t-shirt sale and amount requested need to be attached to the SGA PR.
(SHORTCUT) Place the Purchase Requisition on the agenda for immediate approval. Bring the PR to the ICC Meeting with SWANS approved minutes attached to the PR.

3. Primary Contact Person on the San Jacinto Campus: Sandi Uhrig@ ext. 3041 (business services person that process Purchase Requisitions for all active MSJC student clubs), Nathan Brais Co-Advisor @ 487-3380 SGA office SJC and 639-5380 SGA office MVC. (processes Purchase Requisitions on the Menifee Valley Campus before sending it off to Martha Hall. Chris Hesley ext. 5321 is the administrative assistant to Dean JoAnna Quejada, she can assist with questions.

4. TO WITHDRAW MONIES FOR REIMBURSEMENT: The account number that needs to be placed on all Purchase Requisitions for reimbursement is Account # 054 (This is the assigned number for the SGA SWANS ACCOUNT ACCESS)

5. TO DEPOSIT MONIES: Obtain a green and white bag from the Menifee Cashiers Office. The account number #054 needs to be placed on the green and white plastic bags, with the following information written on the bag itself: ASB SWANS #054
DEPOSIT INTO ACCOUNT #0301014701 (deposit # for account)
THE DATE_____
THE TOTAL AMOUNT_____
THE WAY THE MONEY WAS RAISED: (Example: Money raised from sales of T-shirts, opportunity baskets)

6. CONFERENCE REQUEST: For reimbursement from SWANS funds, a Conference Request Form needs to be filled out for each student attending with the original conference attached to the form. Hotel rooms need to be placed on a separate purchase requisition with all the details attached to the back of the PR.

SECTION VI: Minutes of the SWANS Meetings

Minutes shall include the following:
1. Type of meeting: executive board, fundraising, membership, election, etc.
2. Name of attendants during roll call or sign in sheet.
3. Approval of minutes of the previous meeting
4. All main motions and summary of discussion around the motion

EXAMPLE OF NSNA MINUTES:
Every SWANS Meeting needs to follow the guidelines below:
a. Call to Order: "The meeting is now called to order"
b. Introduction: "I am Tom the President....; this is Betty the VP...."
c. Roll Call: "I now call upon the Secretary Ashley to call roll...."

d. Approving Last Meeting Minutes: "The next business in order is the reading and approval of last meeting. Are there any additions or deletions please state so now. If there are none, the minutes stand approved" (must have copies printed for ALL BOARD MEMBERS/minutes are posted on Skills Blackboard)
e. Refer to Agenda (copies must be printed for ALL BOARD MEMBERS)
f. Vote on any bylaws, fundraisers, community service, etc. (must have quorum of at least 5 Board Members present in order to have a resolution)
g. Other Business: "If there is any other business to come before the group, it can be done now.
h. Announcements: "Are there any announcements?"
i. Next Meeting: State date, time, and place of next meeting
j. Adjournment

SECTION VII: MEETINGS (How often and who calls meetings)

The President and/or Faculty Advisor will call meetings. Meetings occur on a bi-monthly based on the agreed upon date by the Executive Board Members and Faculty Advisor.

SECTION VIII: QUORUM

A quorum will be used for valid transaction of business. There must be five or more Executive Board Members present for a vote via email, telephone, or face to face, and/ or 75% (3/4) vote of all present during a SWANS meeting for any main motions, policies, procedures, or resolutions. When utilizing email for communication ensures ALL boards members receive emails by using the "REPLY ALL" option (include Faculty advisor).
The above statements were adopted from the "National Student Nurses Association". Copyright 2010. www.nsna.org

This Charter was revised January 2014.

Other Student Organizations

All nursing students are encouraged to become involved in their campus and community. To find information about the different campus organizations, please visit the Student Government Association website.

Peer Tutoring

Feeling overwhelmed? Wish you had the opportunity to learn from another student? Need someone to assist you with study skills? Come to a Peer Tutoring Session

Peer Tutoring Guidelines

Requirements

- Peer tutors are required to maintain an overall nursing GPA of no less than 3.0.
- Peer tutors are allowed only one tutoring session per semester unless there are no other peer tutors available.
- A sign in sheet for students interested in peer tutoring will be passed out during the first class day of the beginning of the semester.
- Shortly after signing up for peer tutoring, an e-mail will be sent out outlining each student's date, time, and location of the tutoring session they will be conducting. There will also be an updated schedule posted on Blackboard under the Peer Mentor/Mentee tab. Any further questions about scheduling preferences should be directed to the peer mentor board members.

Sessions

- There will be no more than three peer tutors per session.
- Before the start of the session, peer tutors must obtain a sign-in sheet and surveys.
- The lead peer tutor is responsible for ensuring that all tutors and students sign in and encouraging students to complete the short surveys before they leave the session.
- Sign-in sheets, as well as all other pertinent forms, can be found in the peer mentoring binder located at the front desk of the Nursing Department and should be completed and turned in no later than two days after the session was conducted (to include the student surveys).
- Tutoring sessions are given a two hour time frame and are scheduled in conjunction with the associated course's schedule by the peer mentor board members. These sessions are always subject to change, but notice will be given if the situation arises.

Responsibilities

Peer tutors are expected to…

- Assist students with understanding concepts related to specific content outlined in the associated syllabus.
- Provide study tips, resources, or other helpful outside sources to assist with content comprehension.
- Meet with professors of the corresponding course to obtain focus points for the tutoring session

Peer tutors must not…

- Hint towards or verbalize test questions.

Benefits of Peer Tutoring

- Each attendee will receive normal lab hours equivalent to the hours of attendance at the tutoring session
- Each peer tutor will receive double lab hours for each session. (Sessions should be no more than two hours, so a maximum of four lab hours may be obtained)

Peer tutoring helps students…

- Increase their own understanding of the subject matter they tutor students in/on, which boosts confidence and reinforces prior knowledge.
- Have opportunities to develop their own leadership skills.

Peer Mentor/Mentee Program Guidelines

Mission

The peer mentor program is committed to student success and learning within a rigorous nursing program. We strive to provide our incoming and continuing nursing students with the access of a compassionate, knowledgeable and experienced peer to ease the transition into nursing school and provide the resources necessary to reach their potential. Our goal is to build positive relationships amongst our peers, the educational institution and our diverse community. In addition, we will offer the tools necessary for the development of leadership and communication skills along with the support for lifelong learning which will lay the foundation for a successful nursing career.

Created August 2013
Reviewed 6/2016

Mentor Guidelines and Goals

- Assist first semester students with the transition, challenges and progression of nursing school.
- Assist first semester students with the roles and responsibilities of a professional student nurse.
- Disclose resources available to nursing students.
- Assist in the development of academic and life skills.
- Develop better listening and communication skills.
- Identify and develop leadership skills as well as role model such skills to your Mentee and build your resume.
- Reach out to your Mentee a minimum of three times throughout each semester offering support and meeting opportunities.

Mentee Goals and Expectations

- Take responsibility of your learning by gaining access to the skills, knowledge, advice, experience and resources a mentor can offer.
- Gain awareness of opportunities and activities that can broaden your educational experience.
- Improve and gain confidence in decision making skills and your role as a student nurse.
- Obtain feedback on papers and projects.
- Develop better listening and communication skills.
- Learn skills used to handle difficult or unique situations.
- Gain insight to clinical sites and expectations of a student nurse.
- Respond and reach out to your Mentor a minimum of three times throughout each semester to get support and schedule meeting times.

MSJC
MT. SAN JACINTO COLLEGE

"You are a true mentor when you have been the mentee and have the knowledge, experience and professionalism to bring forward the potential of a peer that perhaps even the individual did not know they needed or could achieve, always remember…you can learn something from anyone and there is nothing at the top, but more room to grow." ~anonymous student

Associate Degree Nursing Program

Peer Mentor/Mentee Program Application

Student Name:_____ **Age:**____ **School Email:**_____@student.msjc.edu
Semester: 1 2 3 4 **Gender:** *M:*_____*F:*_____ **Phone Number** *(not required)*:_____

Mentor/Mentee Information: *(Please answer these few questions so we can best pair you with a mentor/mentee. All applications and its contents will remain confidential.)*

How do you learn best (may select more than one):
By listening *(auditory)*:_____ By viewing *(visual)*:_____ Hands on *(tactile)*: _____
Combination *(Please Elaborate)*:_____

Are you bilingual? No: _____ Yes *(please elaborate)*:_____

What is your home situation:
Married:_____ Single:_____ Other:_____
Children: No:_____ Yes *(how many)*:_____ Ages:_____

What city do you live in? _____

Are you currently employed?
Yes *(please elaborate)*:_____ Part Time:____ Full Time:_____
No:_____ Interested in obtaining CNA/working during program: Yes_____ No:_____

Areas of interest in Nursing *(ER/OB/OR/Med-Surg, etc…)*:_____
_____

Contact Preference:
Email:_____ Phone:_____
Combination *(please elaborate)*:_____

Are you signing up to be a Peer: Mentor:____ Mentee:____ Both:____
Will you accept more than one Mentee? No:___ Yes:____ If yes, how many students:____
Request of a Current Student as your peer mentor:
Name: _____ Semester: 1 2 3 4 Email:_____@student.msjc.edu

THE STUDENT ACKNOWLEDGES AND UNDERSTANDS THE COMMITMENT OF BECOMING A PEER MENTOR/MENTEE

Signature:_____ Date:_____

Special concerns/comments/questions: _____

Maximize your Experience

during the first step on the journey to your nursing career...

Mentor Benefits

- Identify, develop and improve leadership skills
- Build your resume with leadership skills
- Sharing your knowledge and experience to benefit another
- Build your confidence and achieve satisfaction by assisting another
- Networking and experience for your future career.
- Broaden you educational experience

Mentee Benefits

- Access to individualized support
- Gain the experience of others
- Gain networking skills for your future nursing career
- Obtain resources known by others
- Ease transition into the first semester of nursing school
- Broaden your educational experience

"You are a true mentor when you have been the mentee and have the knowledge, experience and professionalism to bring forward the potential of a peer that perhaps even the individual did not know they needed or could achieve, always remember…you can learn something from anyone and there is nothing at the top, but more room to grow."

~anonymous student

Discover the benefits of Peer Mentoring today...

Menifee Campus, 500 Building
28237 La Piedra Rd.
Menifee Ca 92584
Phone: (951) 639 - 5577

Fall & Spring Hours of Operation:
Monday-Thursday 8:00 am - 5:00 pm
Friday 8:00 am - 12:00 pm
Summer Hours of Operation:
Monday-Thursday 8:00 am - 5:00 pm
Closed Friday

MSJC
MT. SAN JACINTO COLLEGE

Peer Mentor Program

Soar during your journey through Nursing School with the Peer MentorProgram at MSJC

Mission

The peer mentor program is committed to student success and learning within a rigorous nursing program. We strive to provide our incoming and continuing nursing students with the access of a compassionate, knowledgeable and experienced peer to ease the transition into nursing school and provide the resources necessary to reach their potential. Our goal is to build positive relationships amongst our peers, the educational institution and our diverse community. In addition, we will offer the tools necessary for the development of leadership and communication skills along with the support for lifelong learning which will lay the foundation for a successful nursing career.

Created August 2013

Improve your nursing skills

Mentor Guidelines and Goals

- Assist first semester students with the transition, challenges and progression of nursing school.
- Assist first semester students with the roles and responsibilities of a professional student nurse.
- Disclose resources available to nursing students.
- Assist in the development of academic and life skills.
- Identify and develop leadership skills as well as role model such skills to your Mentee and build your resume.
- Reach out to your Mentee a minimum of three times through-out each semester offering support and meeting opportunities.

Mentee Goals and Expectations

- Take responsibility of your learning by gaining access to the skills, knowledge, advice, experience and resources a mentor can offer.
- Gain awareness of opportunities and activities that can broaden your educational experience.
- Improve and gain confidence in decision making skills and your role as a student nurse.
- Obtain feedback on papers and projects.
- Develop better listening and communication skills.
- Learn skills used to handle difficult or unique situations.
- Gain insight to clinical sites and expectations of a student nurse.
- Respond and reach out to your Mentor a minimum of three Times throughout each semester to get support and schedule meeting times.

Nursing school is hard!! The transition into the professional program of nursing is difficult. Succeed during nursing school at MSJC by taking advantage of every resource you have available! The networking you will achieve and friendships you will make are lifelong... please inquire today!

Promotion & Completion

Pinning Ceremony History

Historical background regarding the pinning process:
A **pinning ceremony** is a symbolic welcoming of newly graduated nurses into the nursing profession. The new graduates are presented with nursing pins by the faculty of the nursing school. Often the nurses recite the Nightingale Pledge.

The first official nurses' training program, the Nightingale School for Nurses, opened in 1860. The mission of the school was to train nurses to work in hospitals, work with the poor, and to teach. This intended that students cared for people in their homes, an appreciation that is still advancing in reputation and professional opportunity for nurses today.

Florence Nightingale's lasting contribution has been her role in founding the modern nursing profession. She set an example of compassion, commitment to patient care, and diligent and thoughtful hospital administration.

Pinning Ceremony Policy

The pinning ceremony is designed to celebrate the accomplishments of completing the Associate Degree Nursing Program and the transition into professional practice. Family and friends, the School of Nursing faculty and staff, clinical partners and other college members join together to honor the graduating students. The ceremony is held at the MSJC Gymnasium on the SJC campus. Students from the 4th semester class volunteer to serve on the Pinning Committee to work with the Faculty Advisor to plan the event. Students from other semesters also volunteer to assist with picking up flowers, decorating and other errands for the ceremony.

Each graduating student receives tickets for family and friends to invite to the ceremony. Students who do not need all of their tickets should submit their unused tickets to the Student Success Coordinator. Students who need more tickets should submit their names to the Student Success Coordinator. The Student Success Coordinator formulates a list of students who will be in need of extra tickets and is the responsible person to allocate those tickets to students who have submitted their names to her. The Student Success Counselor will distribute tickets to students based on need and availability of tickets.

Mandatory rehearsal and gown fitting dates and times are mutually set by the Faculty Advisor and the Pinning Committee. All participating students must attend rehearsal and gown fitting appointments.

Graduates are required to present a 3x5 index card with their first and last name (phonetically if needed) along with a maximum of 50 word typed message to the Faculty Advisor at least two weeks prior to the pinning ceremony. The message on the card will be read by a selected faculty member to the audience as the student's name is called for pinning.

Graduating students vote as a class on the following:

- Photographer
- Reception/Catering
- Pins, caps, fundraising events
- 2 or 3 student speakers
- Faculty who will read the index cards
- Faculty who will present the roses to the graduates

The Faculty Advisor is responsible for the following:

- Collaborating with the Pinning Committee regarding entrance, exit and reception music and PowerPoint slide presentations
- Approving music for the pre-ceremony, ceremony, post ceremony and reception; and PowerPoint slide presentations

After approval from the Faculty Advisor; the Pinning Committee will present the recommendations to the graduating class

Pinning Ceremony Dress Code

Each student is expected to maintain professional appearance for the entire duration of the pinning ceremony-including pre and post ceremony. Ultimately, the decision concerning students' professional appearance will be evaluated by the Faculty Advisor. Nonadherence with the dress code will prevent the graduate from participating in the ceremony until the graduate dons professional attire.

Checklist:

1. White graduation gowns will be supplied to each student. Each student participating in this event will wear the white graduation gown and return the gown after the ceremony.

2. Undergarments will be visible beneath the white graduation gowns and as such should be appropriate.
    a. Clean pressed white uniform pants will be worn under the gown
    b. Clear white stockings/socks will be worn
    c. Clean white uniform shoes will be worn (Refer to the uniform policy)

3. Pins/Caps can be purchased from the bookstore only. (Optional items)

4. Red ribbons with or without the school pin are used to pin students.

5. Only the SWANs' board members sash and the NSNA cords are permitted to be worn with the white gown. NO other cords or decorative attire is permitted.

6. Jewelry should be simple and worn according to the dress code policy:
    a. Ear cuffs are not permitted
    b. One pair of stud earrings (one stud in each ear lobe)
    c. Lip, nose, eyebrow piercings or studs are not permitted
    d. Bracelets or decorative pins are not permitted
    e. Hair adornments are not permitted
    f. Tiaras are not permitted
    g. Visible tattoos are to be covered

7. Unconventional or unnatural hair colors are not permitted.

8. Make-up may be worn in moderation.

Graduation and Candidacy for Licensure

Graduation check should be initiated early. Students must submit all transcripts from other colleges on file with the Admissions/Records/Enrollment Office. Paperwork for the NCLEX-RN needs to be submitted to the Board of Registered Nursing at least one month prior to the student's expected graduation date. Forms and instructions are available on line at: **http://www.rn.ca.gov/**

Select **Applicants**

Licensure by Examination: If you wish to apply for RN licensure by examination and are a first-time candidate.

Reapply for Examination: If you have previously taken the National Council Licensure Examination (NCLEX-RN) in California and did not pass.

Licensure by Endorsement: If you are already a licensed RN in another state or U.S. territory and wish to obtain licensure in California.

Reinstatement of a Lapsed RN License: For information on reinstatement of a California RN license that has been lapsed eight (8) years or longer.

Fingerprint Information

Advanced Practice Certification: If you are already licensed as an RN in California, and wish to be certified in an advanced practice certification.

Application Fees
Applicant Name/Address Changes
Applicant Frequently Asked Questions
Financial Aid Information

Admission to the Associate Degree Nursing Program does guarantee students from graduating from the college. Graduation from Mt. San Jacinto College is not the sole criterion for obtaining Candidacy for Licensure status. Licensing requirements are the exclusive responsibility of the Board of Registered Nursing and satisfaction of those requirements is independent of fulfillment of any requirements for graduation from the college.

The Board of Registered Nursing may deny any license application if the applicant has been found guilty of fraud or acts which deceive the public, a felony, or addiction to habit-forming drugs, etc. Questions regarding further limitations related to Candidacy for Licensure should contact the Board of Registered Nursing.

Important Notice Regarding Your Application

Please refrain from calling to follow up on your application.

Although we are making every effort to process cases as quickly as possible, if you have previous criminal conviction(s) and/or discipline on another health license it will take longer to review your application. Applicants can assist in the enforcement review by submitting the following so that a letter does not have to be mailed out requesting these items.

- Letter of explanation
- Certified arrest and court records or out of state discipline documents
- Letters of reference
- Current work performance evaluation

A final decision regarding an enforcement case file cannot be made without these documents.

Additional Information Regarding Convictions

Documents for Applicants with Convictions

(Please Note: These documents will speed up the board's ability to evaluate the incident/arrest/conviction.)

Certified *Arrest/Incident* Reports: (including vehicle code violations over $1,000.00, i.e. Red Light, Speeding, etc.)

NOTE: The certified court documents **DO NOT** include the arrest report and **MUST** be requested separately.

- Contact the arresting agency for this report. The arresting agency is the agency that conducted the arrest and/or issued the citation (ex. Highway Patrol, Police Department, Sheriff's Office). If the arrest documents are purged or unavailable, please provide a letter or proof from the arresting agency which confirms that information.

- If the arrest is for **DUI** be sure to request that the Blood/Breath Alcohol Content (BAC) is included with the report.

Evidence of Rehabilitation:

- Can include completion certificates of court ordered/voluntary rehabilitation.

Reference Letters for Alcohol or Drug Related Convictions:

- Recent letters from professionals in the community; for example, AA/NA Sponsor, counselor, probation officer, employer, instructor, etc. who can address an awareness of your past misconduct and current rehabilitation; for example, use/non-use of alcohol/drugs. The letters must be signed by the author and dated within the last year.

Reference Letters for all other Convictions:

- Recent letters from professionals in the community; for example, counselor, probation officer, employer, instructor, etc. who can address an awareness of your past misconduct and current rehabilitation; honesty/integrity, management of anger/stress. The letters must be signed by the author and be dated within the last year.

(These letters can be faxed or e-mailed, please submit a hard copy for the file.)

Work Performance:

- Submit a copy of your most recent work evaluation or review. For Exam applicants, the evaluation does not have to be from a health related agency.

NCLEX Preparation

To help prepare for the NCLEX, visit some of the websites below.

http://www.nclexexamquestions.com/

https://www.atitesting.com/Solutions.aspx

http://www.hurstreview.com/index.php

http://www.kaptest.com/NCLEX/NCLEX-RN-Prep/nclex-classroom.html