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Introduction

Congratulations and welcome to the Ventura College Associate Degree Nursing Program. We are pleased you selected Ventura College and look forward to assisting you with this educational endeavor.

The program has been established for the purpose of preparing you for licensure and practice as a registered nurse. We will provide learning opportunities consistent with the requirements of the California Board of Registered Nursing and in accordance with the philosophy and objectives of our program. Your responsibility as a student is to abide by the policies and procedures herein that have been carefully developed to facilitate your success.

This handbook also offers some helpful information about the nursing program that we feel will make your adjustment easier and more enjoyable. The handbook is revised annually. Students are responsible for adhering to the policies and procedures in the most current issue. Please read it carefully and continue to utilize it as a reference guide.

Ventura College Institutional Student Learning Outcomes

ADN Program Student Learning Outcomes are derived from the Ventura College Mission and Institutional Student Learning Outcomes (ISLOs). Ventura College ISLOs are:

1. Communication - Written, Oral and Visual: Students will write, speak, perform, or create original content that communicates effectively and is facilitated by active listening skills

2. Reasoning - Scientific and Quantitative: Students will locate, identify, collect, and organize data in order to analyze, interpret, or evaluate it using mathematical skills and/or the scientific method.

3. Critical Thinking and Problem Solving: Students will recognize and identify the components of problems or issues, examine them from multiple perspectives and investigate ways to resolve them using reasoned and supportable conclusions while differentiating between facts, influences, opinions, and assumptions.

4. Information Literacy: Students will formulate strategies to locate, evaluate, and apply information from a variety of sources in a variety of formats such as print and/or electronic.

5. Personal/Community Awareness and Academic/Career Responsibilities: Students will examine the ethical responsibilities and the dynamic role of individuals and active citizens in
society. Students will develop skills and employ strategies to self-manage their personal, academic, and career goals and to cooperate, collaborate, and interact successfully within groups and with a variety of cultures, peoples, and situations.

Program Student Learning Outcomes

Graduates of the Ventura College ADN Program will demonstrate the three roles of the nurse: Member within the Discipline of Nursing; Provider of Care and Manager of Care (NLN Roles and Competencies 2000). These three roles are the Program Student Learning Outcomes that have guided the development of the curricular structure, course student learning outcomes, learning experiences and competencies. Evidence that graduates have learned the knowledge, skills and ethical basis for nursing practice is not only reflected in level competencies, but also:

- Performance on the NCLEX licensure examination
- Program completion
- Program satisfaction
- Job placement

The graduate will demonstrate the following Program Student Learning Outcomes:

**ROLE AS A MEMBER WITHIN THE DISCIPLINE OF NURSING:** Demonstrate and foster high standards of nursing practice.

**ROLE AS A PROVIDER OF CARE:** Provide competent and safe care in a variety of settings to an individual, family, group and community of patients with diverse self-care needs across the life span by utilizing the nursing process for knowledgeable decision-making and judgment based critical thinking, clinical competence, collaboration and accountability.

**ROLE AS MANAGER OF CARE:** Demonstrate management skills in providing care to individuals, families, groups and communities/aggregates of patients with diverse needs.
School of Nursing Mission

The mission of the Ventura College School of Nursing is to enhance the health of a diverse community by providing excellence in nursing education to develop professional nurses who represent and serve diverse communities; by creating an environment of closeness and willingness to help others; by utilizing nursing research, fostering a community that supports critical thinking, the acquisition of knowledge and the ability to make sound clinical judgments; by advocating for continuous improvement in the health care system and the profession of nursing.

The School of Nursing responds to the needs of our community in developing the curriculum; and aligns itself with our community service partners in providing educational experiences for the students.

The faculty use diverse teaching strategies to meet the varied learning styles and learning needs of our students. Faculty is committed to assisting all students to achieve their professional goals by providing a supportive environment for learning and personal growth in an accessible learning environment. Student support programs are utilized to assist students in achieving academic success from entry to graduation.
**School of Nursing Philosophy**

The philosophy of the School of Nursing reflects the faculty's shared belief regarding nursing, health, the individual and the environment, the nursing process, teaching and learning, students, and faculty.

The nursing education philosophy recognizes that students have individual learning needs, learning styles, readiness, support systems, and cultural and ethnic backgrounds. Learning is a continuous, life-long process that occurs in the affective, cognitive and psychomotor domain, proceeding from simple to complex and enhanced by an environment that motivates the student to apply the theory to practice using critical thinking, evidence based practice, clinical simulation, experience and the nursing process.

**The Setting**

The setting of the Associate Degree in Nursing program includes the college, the community, the health care system, and the profession. Teaching at Ventura College occurs in varied settings such as the classroom, hospital, clinic, laboratory, seminar, and community. Ventura College is committed to the principle that the educational process is most effectively carried out in the context of the creation of new knowledge, and therefore Ventura College puts a premium on scholarship and on professional credentials of its faculty.

**The Person**

The faculty believes the person is a complex, ever changing, physical-psycho-socio-cultural-spiritual being with innate worth, dignity and the right to self-determination. S/he is viewed within the context of his/her dynamic environment as s/he progresses from conception through the end of life (lifespan). The individual has the right to make decisions regarding well-being, health and illness. S/he has the capacity for self-care, can be an active participant in health care, and will use various teaching/learning approaches to facilitate this participation. *Self-care* is the practice of activities that individuals personally initiate and perform on their own behalf in maintaining life, health and well-being. The extent of nursing care (nursing agency) required is determined by the capability of the patient and/or family to provide self-care.

**Environment**

The environment is an open and evolving system consisting of internal and external factors, such as physical, psychological, social, cultural and spiritual influences that affect the life and survival of a person or community. The person constantly interacts and communicates with the environment. Indeed, physical, psychological, socio-cultural and spiritual dimensions create a dynamic relationship between the changing environment and health. The nurse achieves patient outcomes by providing a safe and effective health care environment in order to protect patients, families, significant others, groups, communities, and other health care personnel. Environmental
conditions can be altered in light of a person’s special needs, age related needs, and the changes being sought in the person’s health state or manner of living. Environmental conditions contribute to personal growth when sufficient resources are available.

**Health-Illness Continuum**

Health is a continually evolving and changing process which the individual defines and in which he/she must participate. Health is subjectively experienced, a perceived condition of well-being, and exists experientially on a continuum with illness as its antithesis. Health is a state of balance, an equilibrium that an individual has established within himself and between himself and his social and physical environment. The patient defines health, the structural and functional integrity of the individual, in relation to basic conditioning factors, such as patient cultural values, beliefs, education, socioeconomic status, age, gender, and ability to meet self-care requisites or health deviations.

Illness is a disruption in perceived integrity or wholeness of developed structure and function of the body and/or mind; it is an absence of health. Illness may produce a difficulty with functioning, normal growth and development and preventing or controlling disease and disability and their effects. Illness is an objective dysfunction which can be diagnosed and treated by health care providers.

The nurse promotes physical health and wellness by:

- Providing assistance with activities of daily living;
- Safely administering medications and parenteral therapies, for example, Pharmacological Therapeutics;
- Reducing patient risk for the development of complications related to health problems, treatments, or procedures;
- Managing the care of patients with acute, chronic, and/or life threatening health conditions;
- Incorporating the principles of growth and development into patient care; and by
- Promoting health through the use of prevention and early detection health programs.

**Nursing**

- Is an art and applied science;
- Applies principles from the physical, social and behavioral sciences, nursing research, nursing theory and past nursing experiences;
- Is a dynamic profession which is an integral part of health care services in the community;
- Values integrity, ethical practice, diversity, life-long learning, service and quality;
• Includes caring, which is a state of mind of an individual characterized by concerns for, interest in, and solicitude for another;
• Adheres to standards of professional practice and practices within legal, ethical and regulatory frameworks;
• Effectively utilizes human, physical, financial/cost effective and technological resources to meet patient needs, provide safe, quality patient care, and support organizational outcomes;
• Utilizes the nursing process for knowledgeable decision making and judgment based on critical thinking, clinical competence, collaboration, accountability and evidenced-based practice;
• Determines the relationship between self-care demand and self-care ability;
• Designs systems to compensate for a person's total inability to engage in self-care, assists in performance of some self-care activities, and/or provides education and support to increase a patient's self-care abilities;
• Acts as a patient advocate by initiating needed changes to improve outcomes and providing the patient with the opportunity to make informed decisions;
• Develops goals towards health promotion which empower individuals toward self-care;
• Involves an interpersonal relationship between the nurse and patient which establishes a social contract to provide care characterized by caring and communication;
• Operates within roles that are Provider of Patient-Centered Care, Manager of care and Member of the Nursing Profession;
• Promotes the attainment of optimal outcomes and the highest level of health and wellness of individuals, families, groups, and communities throughout the developmental lifespan;
• Includes collaboration with the patient, significant support person(s), peers, other members of the health care team and community agencies;
• Has at its core primary, secondary, and tertiary prevention of illness or the response to illness;
• Roles such as clinician, advocate, manager, teacher, counselor, coach, health policy creator and promoter, quality controller and assuror, and protector are perpetuated by the nursing process.

**Nursing Process (Nursing)**
The nursing process provides a systematic platform for critical thinking in nursing practice which guides nursing actions and involves assessing, diagnosing, planning, implementing, and evaluating through:

• Ongoing assessment of the patient’s universal and developmental self-care demands and health deviations, utilizing multiple resources;
• Identification of the patient’s self-care deficits (nursing diagnoses);
• Establishment of patient outcomes to prevent illness, meet the patient’s self-care demand, restore health, move the patient toward independent self-care, adaptation to self-care
interruptions/declines, or transfer responsibility to family or significant others within a variety of health care settings;

- Identifies and implements nursing measures; defined as action, guidance, support, teaching and providing a developmental environment through the use of nursing technologies defined by Orem as preventive (educative-supportive) or restorative (wholly/partially compensatory).
- Evaluates outcomes with modification of nursing actions as appropriate

The individual, family, group, and community collaborate throughout each step of the nursing process ensuring that the plan and implementation of care is unique to their health needs.

**Critical Thinking (Nursing)**

Critical thinking prepares practitioners capable of the autonomy and level of thinking required in an increasingly complex health care environment. Critical thinkers make independent professional decisions as they think for themselves, on their own, and in collaboration with other members of the healthcare team. Critical thinking leads away from naïve acceptance of authority and towards independent professional decision-making. Critical thinking is about learning to learn. The faculty at Ventura College School of Nursing defines critical thinking as:

“Critical thinking is that mode of thinking--- about any subject, content, or problem--- in which the thinker improves the quality of his or her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them. Critical thinking is, in short, self-directed, self-disciplined, self-monitored, and self-corrective thinking. It presupposes assent to rigorous standards of excellence and mindful command of their use. It entails effective communication and problem solving abilities and commitment to overcome our native egocentrism and socio-centrism” (Paul, 1999).

“Critical thinking is a rational investigation of ideas, inferences, assumptions, principles, arguments, conclusions, issues, statements, beliefs, and actions that covers scientific reasoning and includes the nursing process, decision making and reasoning in controversial issues” (Bandman & Bandman, 1995). Critical thinking is the ability to analyze, prioritize, and synthesize information.

Paul (1999) and Watson & Glaser (2000) define “A well cultivated critical thinker (as one who):

- Raises vital questions and problems, formulating them clearly and precisely;
- Gathers and assesses relevant information, using abstractions to interpret it effectively;
- Comes to well-reasoned conclusions and solutions, testing them against relevant criteria and standards;
- Thinks open-mindedly within alternative systems of thought, recognizing and assessing, as need be, their assumptions, implications, and practical consequences;
• Communicates effectively with others in figuring out solutions to complex problems; and
• Evaluates whether certain conclusions necessarily follow from the Information in given
  statements or premises” (Paul, 1999; and Watson & Glaser, 2000).

Evidence Based Practice (Nursing)
Nurses use evidence-based practice (EBP) to guide their critical thinking. Evidence-based practice is the conscientious, explicit and judicious use of the current best evidence possible in making clinical decisions about the care of individual patients. Evidence-based practice values, enhances and builds on clinical expertise, knowledge of disease mechanisms, pathophysiology, and best available evidence. It involves complex and conscientious decision-making based not only on the available evidence but also on patient characteristics, situations, preferences and values. It recognizes that health care is individualized and ever changing and involves uncertainties and probabilities. Ultimately evidence-based practice is the formalization of the care process that the best clinicians have practiced for generations. (Adapted from: McKibbon (1998). Bulletin of the Medical Library Association 86 (3): 396-401). "EBP improves student knowledge, skills and behavior, such as: asking questions, searching for evidence, and applying critical appraisal techniques that influence and direct nursing practice” (Stevens & Cassidy, 1999; Cheever, 2010).

Nurses use EBP to solve problems by:
• Identifying the problem based on analysis of current nursing knowledge and practice, that
  is, learning how to ask clinical questions that can be addressed by existing literature and
  developing skills in finding and critically appraising the evidence;

• Searching the literature for relevant information to this setting including best practices,
  research, and standards of care;

• Reviewing the evidence using clinical reasoning resulting in evidence based knowledge
  regarding the problem and nursing practice. The various issues that must be considered in
  the use of evidence-based practice include:
  o Patient population characteristics including culture, socioeconomic status, and the
    existence of other health and social issues that may complicate service delivery
    (e.g. pregnancy, incarceration, disabilities);
  o Staff attitudes and skills required by EBP;
  o Facilities and resources required by EBP;
  o Agency policies and administrative procedures needed to support EBP;
  o Interagency linkages or networks to provide needed additional services (e.g.
    vocational, educational, housing assistance, etc.);
- State and local regulations;
- Reimbursement for the specific services to be provided under EBP.

- Transforming knowledge into practice by:
  - Specifying expected outcomes;
  - Choosing interventions;
  - Justifying the selection with evidence; and
  - Evaluating outcomes and modifying nursing practice (Stevens & Cassidy, 1999; Tanner, 2008; Cheever, 2010).

Target Population (Person)
The target population of Ventura College School of Nursing consists of individuals, families, groups, and communities in Ventura County. Ventura is a county composed of an ethnically, economically and demographically diverse population. Refugees, immigrants, and homeless live in this community. The school serves this diverse community of patients who present with health care needs occurring across the life span and in all stages of human development. Utilization of the surrounding health care facilities provides a rich environment for nursing practice as nurses address the health care problems indigenous to the area. Health care services are available at public and private facilities. Major challenges facing this community include access to affordable health care and high mortality rates for certain populations such as infants and the elderly, substance abusers and the psychiatrically ill without support services.

The family is a group of individuals with a continuing legal, genetic and/or emotional relationship. Society relies on the family group to provide for the economic and protective needs of individuals, especially children and the elderly. (American Association of Family Physicians, 2003) Traditionally, family structure was either nuclear or extended, but now the definition of family has changed to include single-parent families, blended families, binuclear, communal, and gay/lesbian family structures. Nurses must be able to meet the needs of children from many diverse family structures and home situations (Hockenberry & Wilson, 2009), and be able to meet the health care needs of patient groups. Groups are a collection of individuals with structural characteristics defined by composition, location, size, group norms, role relationships, and social systems (Hunt, 2001). Nurses use knowledge about these characteristics to explain the way individuals interact with each other, and work as an interactive group of professionals on tasks requiring problem solving and a great deal of teamwork (Shortell & Kaluzny, 1997).

Nursing Practice
Nursing practice is a scientific, community-based, dynamic profession, which places value on caring, integrity, ethical practice, diversity, life-long learning, and service and quality. Relevant
knowledge from the physical, social, and behavioral sciences; evidence-based practice; research; and nursing theory enhance students' knowledge base, and assists them in planning the care for a diverse population of patients. Nurses adhere to professional standards of practice within legal, ethical, and regulatory guidelines. Nurses utilize the nursing process for diagnostic reasoning and monitoring, clinical judgments and decision making based on critical thinking, clinical competence, collaboration and teamwork, and evidence-based practice. Nurses develop goals towards the prevention of illness and the restoration and maintenance of health and wellness of individuals, families, groups, and communities across the developmental continuum. Nurses design systems to compensate for a person's inability to engage in self-care, utilizing a variety of resources. Acting as a patient advocate the nurse develops an interpersonal relationship with the patient characterized by caring and communication, and provides the patient with the ability for informed decision-making regarding their health care. Nurses operate within the roles of Provider of Patient-Centered Care, Manager of Care, and Member of the Nursing Profession.

**Provider of Patient-Centered Care (Nursing)**

The professional nurse provides nursing care to individuals, families, groups, and communities along a continuum of health and illness in multiple settings through the nursing process, nursing skill proficiencies, and nursing interventions. Using the nursing process, the nurse is concerned with assessing health, illness, and the response to disease as well as the relationships among these three. The nursing process is a problem solving process based on the scientific method. It serves as an organizational framework for the practice of professional nursing in the areas of health maintenance and promotion, acute illness intervention, and rehabilitation, and chronic care management. The five important phases of the nursing process are: (1) assessment (2) diagnosis (3) planning (4) implementation, and (5) evaluation. These phases are interrelated and dependent upon one another. Application requires a strong knowledge base in physical, behavioral and social sciences.

Nursing interventions require a commitment to caring. They focus on preventing illnesses, promoting health, and maximizing physical, functional, and psychosocial status. These interventions require clinical judgment skills; diagnostic and monitoring skills; and helping, coaching, teaching, and counseling skills. This nursing judgment helps the nurse make practice decisions based on observation and interpretation of evidence, but also considers patient preferences, values and needs and engages patients as active participants in promoting health, safety, well-being and self care management. Therefore, nurses develop a spirit of inquiry that informs their nursing practice, allows them to question and offer new ideas to improve the quality of care. The nurse collaborates with the health team and the patient in planning, decision making, problem solving, goal setting and assumption of responsibilities in an effort to work cooperatively together to achieve quality patient centered care and advocate for the patient's ongoing growth (human flourishing).
Member of the Profession (Nursing)
The nurse develops an understanding of the professional role (Professional Identity) that reflects integrity, responsibility for patients, health team members and the health care organization, ethical practices, and a commitment to evidence based practice. The nurse as a member of a profession is responsible and accountable for quality patient care in the clinical setting. The nurse substantiates clinical decision making (nursing judgment) with knowledge and research findings using critical thinking and evidence based practice to the changing health care environment. Nurses are aware of ethical and legal standards of professional practice, and contribute to the profession through membership in professional organizations. The professional nurse is committed towards developing an expert practice base and remains current through knowledge of the issues and trends affecting the nursing role and health care delivery. As a member of the profession, the nurse collaborates and negotiates change with other team members. The nurse serves as a patient advocate. The nurse establishes goals for professional development and accepts responsibility for life-long learning (a spirit of inquiry) that lays the foundation for a practice based on evidence, best practices and patient values. The goal is to achieve self fulfillment and self-actualization (human flourishing).

Manager of Care (Nursing)
The nurse is involved in organizing and facilitating the delivery of comprehensive, efficient and appropriate service to individuals, families, groups, and communities. The coordinator of care is aware of the complexity of human and material resource allocation as she/he collaborates with patients, their support systems, and a variety of providers to support and monitor organizational outcomes using skilled communication and information technology. The nurse manager learns to value technologies and information management systems that support effective clinical decision making (nursing judgment), error prevention and care coordination. For near misses and errors the nurse participates in root cause analysis rather than blame to reduce risk of harm to patients and providers. While planning and coordinating care the nurse addresses the total continuing health needs of the patient and the impact of legal and ethical aspects of care. Delivery of care is based on staffing models, and on the use of principles of delegation to improve efficiency and productivity. Nurses seek information about outcomes of care and use quality improvement processes and tools to provide safe patient care and improve the quality and safety of the health care system through collaborative nursing and inter-professional teams. Nurse managers build a culture where teamwork is valued for its positive impact on safety, quality of care, recognition of team member contributions, and resolution of conflict and disagreement. Nurse leaders manage change and uncertainty in complex health care environments and learn to influence health care policy through professional role commitment and participation. Planning, organizing, direction, coordinating and controlling skills, thought fundamental to nursing, require ongoing practice and experience. Therefore, nurses promote self-actualization and self fulfillment as a nurse manager/coordinator of care (human flourishing) while making management decisions based on critical thinking and integration of best evidence into the management role.
**Students (Person)**

Student nurses:

- Have individual learning needs, learning styles, readiness, support systems, cultural and ethnic backgrounds;
- Assume accountability/responsibility to fulfill learning objectives utilizing a variety of resources with the assistance of the faculty;
- Are adult learners who will be able to utilize the process of self-evaluation as a tool in moving from dependence to independence, and;
- Develop professional behaviors that benefit other students and the community.

**Conceptual Framework**

The conceptual framework of the Ventura College Associate Degree Nursing Program is derived from statements in the program philosophy relating to four interdependent conceptual constructs: nursing, the person, the environment, and health. Sub concepts are deduced from the four concepts and serve to organize the process and the content of the nursing curriculum (Figure 2). The conceptual framework integrates Orem's Self-Care Theory, the nursing process, and the three main roles of the associate degree nurse as provider of patient centered care, manager of care, and member within the profession. The philosophy and organizing framework guide the establishment of program student learning outcomes (PSLOs), course student learning outcomes (CSLOs), educational outcomes, and sequencing of course content.

Curricular concepts including values are integrated into course content as curriculum threads. The nursing program and curriculum content within courses progress from simple to complex, each course building on the previous ones while introducing new and more complex knowledge. Together, the major concepts, subconcepts, and curricular threads form an interactive unified curriculum.

**Orem’s Self-care Theory**

Primary components of Orem's Self-Care Theory include: (1) individual capacity and responsibility for self-care, (2) universal needs, (3) developmental needs, (4) health deviation self-care requisites, and (5) basic conditioning factors.

Self-Care Theory also includes five fundamental premises: (1) self-care is a learned activity that is natural to adults; (2) individualization of care will promote patient involvement in care; (3) the evaluation phase of the nursing process and individualized care will give the patient feedback as to progress; (4) individualized care can be delivered in the patient's home or a variety of settings; and, (5) patient care can be customized to his/her individual situation by means of a thorough assessment.
Self-Care
Self-care is the practice of activities that individuals personally initiate and perform on their own behalf in maintaining life, health, and well-being. The individual has capacity for self care, and self care is an adult's personal, continuous contribution to his own health and well-being. When an individual is unable to meet therapeutic self-care demands, a self-care deficit ensues. This self-care deficit can result from a developmental need for total care (illness, injury, disability). The identification of nursing diagnoses by the nurse results from assessment of universal, developmental and self-care requisites. The extent of nursing care (nursing agency) required is determined by the capability of the patient and/or family to provide self-care. Nursing utilizes the nurse to balance the inequality between self-care demand and self-care agency. The relationship between the nursing process and Orem's self-care framework can be seen in Figure 1.

Revised May 2012
Figure 1

Orem’s Self-Care Theory / Nursing Process

Nurse Interacts With Individual

Basic Conditioning Factors (BCF’s)

Universal + Health Deviation + Developmental = Therapeutic
S-CR S-CR Self-Care Demand(s)

Orem’s Theory

Self-Care

Inadequate

Adequate

Self-Care Deficit

No Need for Nursing

Nursing

Identify Nursing Diagnosis

Determine:
* Goals
* Outcomes
* Deadlines
* Intervention

Nursing Methods
(Provider of Care, Manger of Care, Member within the Profession)

Nursing Agency:
(Wholly Compensatory, Partially Compensatory, Supportive-Education)

Adapted from UOP Conceptual Framework
Figure 2
Conceptual Framework Diagram

HEALTH

HEALTH - ILLNESS / DISEASE

<table>
<thead>
<tr>
<th>NS40</th>
<th>EVALUATE</th>
<th>COORDINATION OF CARE TEAM</th>
<th>LEADERSHIP</th>
<th>GROUPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>NS30</td>
<td>PLAN IMPLEMENT ADVANCED SKILLS</td>
<td>DELEGATION &amp; CASE MANAGEMENT</td>
<td>ROLE COMMITMENT &amp; PARTICIPATION</td>
<td>COMMUNITY</td>
</tr>
<tr>
<td>NS20</td>
<td>PLAN IMPLEMENT INTERMEDIATE SKILLS</td>
<td>CLIENT CARE</td>
<td>ROLE COMMITMENT &amp; PARTICIPATION</td>
<td>INDIVIDUAL FAMILY</td>
</tr>
<tr>
<td>NS10</td>
<td>ASSESS DIAGNOSE BASIC SKILLS</td>
<td>CLIENT CARE</td>
<td>ROLE IDENTIFICATION &amp; PROFESSIONALISM</td>
<td>INDIVIDUAL</td>
</tr>
<tr>
<td>STUDENT LEVEL</td>
<td>PROVIDER OF CARE</td>
<td>MANAGER OF CARE</td>
<td>MEMBER OF PROFESSION</td>
<td>TARGET POPULATION</td>
</tr>
</tbody>
</table>

PHYSICAL-PSYCHO-SOCIO-CULTURAL-SPRITUAL INFLUENCES

ENVIRONMENT
## Conceptual Framework – Curricular Threads

<table>
<thead>
<tr>
<th>PERSON</th>
<th>ENVIRONMENT</th>
<th>NURSING</th>
<th>HEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-CARE</td>
<td>PHYS-PSYCH-SOCI-CULT-SPIR-INFL</td>
<td>CRITICAL THINKING</td>
<td>HEALTH-ILLNESS</td>
</tr>
<tr>
<td>• Target population</td>
<td>• Cultural diversity</td>
<td>• Manager of care</td>
<td>• Health promotion</td>
</tr>
<tr>
<td>o Individuals</td>
<td>• Human sexuality</td>
<td>o Delegation</td>
<td>• Health maintenance</td>
</tr>
<tr>
<td>o Families</td>
<td>• End of life</td>
<td>o Case management</td>
<td>• Health restoration</td>
</tr>
<tr>
<td>o Groups</td>
<td>• Nutrition</td>
<td>o Coordinator of care team</td>
<td>• Prevent illness</td>
</tr>
<tr>
<td>o Communities</td>
<td>• Pharmacology</td>
<td>o Information technology</td>
<td>o Primary</td>
</tr>
<tr>
<td></td>
<td>• Dosage calculation</td>
<td>o Health policy</td>
<td>o Secondary</td>
</tr>
<tr>
<td></td>
<td>• Physical and behavioral and social sciences</td>
<td>• Member of profession</td>
<td>o Tertiary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Role identification and professionalism</td>
<td>• Lifespan development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Role commitment and participation</td>
<td>• Community health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Collaboration</td>
<td>• Provider of care</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Leadership</td>
<td>o Clinician with clinical competence</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Evidence based practice</td>
<td>• Caring</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Ethical and legal standards</td>
<td>• Helping</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Patient advocacy</td>
<td>• Coaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>o Accountability</td>
<td>• Teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Counseling</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>o Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Clinical judgment and decision making</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Diagnostic and motoring skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Nursing process</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Assess/diagnose</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Plan/implement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Evaluate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Safe and effective care</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Skills: Basic, intermediate and advanced</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Independence</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Communication</td>
</tr>
</tbody>
</table>
COMPETENCY: Competencies are knowledge and skills which are distinct, measurable, and essential for the practice of nursing. They are developed by faculty and students to meet established program outcomes. These competencies increase in complexity both in content and practice during the program of study. They are applicable in varying degrees across all clinical courses and practice settings. Competencies structure and clarify course expectations and content. They are the foundation for clinical performance and validation of nursing practice essential for patient safety and quality of care.

<table>
<thead>
<tr>
<th>LEVEL 1 COMPETENCIES</th>
<th>LEVEL 2 COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of Level 1, the student will demonstrate the following competencies:</td>
<td>Upon completion of Level 2 the student will demonstrate the following competencies:</td>
</tr>
<tr>
<td>3. Recognize and maintain patient / organizational professional confidentiality</td>
<td>3. Maintain and protect patient, organizational and professional confidentiality into an increasing complex practice environment.</td>
</tr>
<tr>
<td>4. Work collaboratively with the co-assigned RN to plan and implement nursing care while learning the nursing role.</td>
<td>4. Independently employ increasingly complex behaviors of the nursing role in various practice environments to improve patient and organizational outcomes.</td>
</tr>
<tr>
<td>5. Access evidence based findings that may be applicable to clinical practice.</td>
<td>5. Integrate evidence based information with clinical knowledge, and patient and family preferences and values, to support decision making for delivery of optimal health care.</td>
</tr>
<tr>
<td>ROLE AS A PROVIDER OF CARE: Provide competent, caring, and safe care in a variety of settings to an individual, family, group and community of patients with diverse self-care needs across the life span by utilizing the nursing process for knowledgeable decision-making and judgment based on critical thinking, clinical competence, collaboration and accountability.</td>
<td>ROLE AS A PROVIDER OF CARE: Provide competent and safe care in a variety of settings to an individual, family, group and community of patients with diverse self-care needs across the life span by utilizing the nursing process for knowledgeable decision-making and judgment based on critical thinking, clinical competence, collaboration and accountability.</td>
</tr>
<tr>
<td>1. Contribute pertinent data to pre-existing database through systematic assessment of the patient, family and other sources to determine the patient’s response to actual or potential health problems</td>
<td>1. Independently create and modify the patient data base through systematic assessment of the patient, family and other sources to determine the patient’s response to actual or potential health problems</td>
</tr>
<tr>
<td>2. Assess and monitor for changes in health status that affect the patient’s self-care agency.</td>
<td>2. Consistently assess and anticipate changes in health status that affect the patient’s self-care agency.</td>
</tr>
<tr>
<td>DIAGNOSIS</td>
<td>DIAGNOSIS</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>3. Formulate and prioritize individualized nursing diagnoses based on analysis and interpretation of data.</td>
<td>3. Validate applicability of nursing diagnoses to the interdisciplinary care plan based on analysis and interpretation of data for complex patients.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLANNING</th>
<th>PLANNING</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Participate with the patient, family, and significant others as full partners with the health care team to establish patient-centered goals and interventions directed toward restoring the patient’s optimum state of health, promoting wellness, preventing illness, and providing rehabilitation.</td>
<td>4. Collaborate with the patient, family, and significant others as full partners with the health care team to establish patient-centered goals and interventions directed toward restoring the patient’s optimum state of health, promoting wellness, preventing illness, and providing rehabilitation in increasingly complex health care environments.</td>
</tr>
<tr>
<td>5. Design an individualized care plan that moves toward patient self-care, incorporating data related to the patient’s cultural and spiritual beliefs and physiological, psychosocial and developmental needs and strengths across the lifespan.</td>
<td>5. Integrate multidisciplinary concepts to the development of an individualized care plan that moves toward self-care, incorporating data related to the patient’s cultural and spiritual beliefs and physiological, psychosocial and developmental needs and strengths across the lifespan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPLEMENTATION</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Utilize communication skills and communication technology with individuals of all developmental ages, families and health team members.</td>
<td>6. Adapt communication skills and communication technology to coordinate the care of individuals of all developmental ages, significant support systems, groups and communities within the health care system.</td>
</tr>
<tr>
<td>7. Question the basis for nursing actions considering evidence and offer new, creative insights to improve the quality of care for individuals and families.</td>
<td>7. Base nursing practice on clinical decision making, critical thinking and best evidence that integrates nursing science in the delivery of safe, quality care promoting the health of individuals, families and groups.</td>
</tr>
<tr>
<td>8. Implement the prescribed plan of care (nursing &amp; medical) within the legal, ethical and regulatory framework of nursing practice according to priority of patient goals, and adjusts priorities as changes in health status occur.</td>
<td>8. Manage and coordinate the prescribed plan of care within the legal, ethical and regulatory framework of nursing practice according to priority of goals, and adjust priorities as changes in health status occur.</td>
</tr>
<tr>
<td>9. Provide a safe physical and psychosocial environment for the patient to achieve optimum comfort and functioning in diverse settings.</td>
<td>9. Provide a safe physical and psychosocial environment that minimizes risk of harm to patients and providers through both systems effectiveness and individual performance.</td>
</tr>
<tr>
<td>10. Perform nursing actions competently in an organized and timely manner, to assist the patient to achieve optimum comfort and functioning with instructor oversight.</td>
<td>10. Perform nursing actions competently in an organized and timely manner, to assist the patient to achieve optimum comfort and functioning.</td>
</tr>
<tr>
<td>11. Demonstrate fundamental and intermediate skills essential for nursing practice to meet patient outcomes safely.</td>
<td>11. Practice increasingly advanced / complex core skills across all nursing practice setting to meet patient outcomes effectively.</td>
</tr>
<tr>
<td>12. Act as a patient advocate with the health care team by educating the patient, family and / or significant others, and giving the patient the opportunity to make informed decisions about health care promoting patient integrity and ongoing growth as a human being.</td>
<td>12. Coordinate patient advocacy with the health care team by giving the patient the opportunity to make informed decisions about health care.</td>
</tr>
<tr>
<td>13. Identify resources for referral of patients with self-care deficits.</td>
<td>13. Initiate a discharge plan including resources for referral of patients with self-care deficits.</td>
</tr>
</tbody>
</table>

<p>| EVALUATION | EVALUATION |</p>
<table>
<thead>
<tr>
<th>14. Utilize evaluation to adjust effectiveness of care toward achievement of outcomes in collaboration with 1 to 2 patients, support persons, and members of the health care team.</th>
<th>14. Monitor effectiveness of care toward achievement of outcomes provided by health care team and adjusts plan of care accordingly for a group of patients.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ROLE AS MANAGER OF CARE:</strong> Demonstrate management skills in providing care to individuals, families, groups and communities/aggregates of patients with diverse needs.</td>
<td><strong>ROLE AS MANAGER OF CARE:</strong> Demonstrate management skills in providing care to individuals, families, groups and communities/aggregates of patients with diverse needs.</td>
</tr>
<tr>
<td>1. Prioritize patient care for 1-2 patients and reprioritize appropriately to achieve positive patient outcomes in collaboration with health care team.</td>
<td>1. Coordinate the health care team based on principles of delegation, leadership and management to achieve patient and organizational outcomes.</td>
</tr>
<tr>
<td>2. Facilitate the continuity of care within and across changing health care settings and management systems.</td>
<td>2. Function effectively as a member of the interdisciplinary team by fostering open communication, mutual respect, and shared decision making to achieve quality patient care.</td>
</tr>
<tr>
<td>3. Demonstrate accountability for nursing care given by self and others.</td>
<td>3. Assume responsibility for nursing care given by self or delegated to others within their scope of practice, educational preparation, and skill level using principles of supervision.</td>
</tr>
<tr>
<td>4. Interact creatively, openly and in a collegial manner with others to solve problems related to achieving patient outcomes.</td>
<td>4. Interact creatively, openly and in a collegial manner with others to manage conflict and solve problems related to achieving patient and organizational outcomes.</td>
</tr>
<tr>
<td>5. Utilize informatics technology to provide and communicate the planning and provision of patient care.</td>
<td>5. Utilize informatics technology to manage patient care and minimize risk of harm to patients, populations and providers.</td>
</tr>
<tr>
<td>6. Identify Quality Improvement and risk management issues in order to improve quality and safety of patient care and to enhance the effectiveness of the health care system.</td>
<td>6. Utilize Quality Improvement and risk management data to improve the quality and safety of patient care and to enhance the effectiveness of the health care system.</td>
</tr>
</tbody>
</table>

Partially adapted from:

- NLN Educational Outcomes of Associate Degree Nursing Programs: Roles and Competencies (2000)
- QSEN
- BRN Standards of Nursing Practice
- ANA Nursing Standards

Revised 3-2012
Professional And Ethical Standards

As you enter this program with the goal of becoming a professional nurse, you not only accept the responsibilities and trust accrued to nursing but also the obligation to adhere to the profession's code of conduct and relationships for ethical practice.

The American Nurses Association's CODE FOR NURSES identifies the fundamental moral and ethical values necessary in the practice of nursing. This code serves as the basis for evaluation of the personal qualities that students are expected to develop throughout the program. Additionally, as a student of Ventura College, you are expected to conduct yourself in accordance with the standards of the college as outlined in the college catalog Appendix I Student Conduct Code. Information indicating that such standards are not maintained is subject to review by the nursing department faculty.

ANA Code For Nurses

Preamble
The code for nurses is based on beliefs about the nature of individuals, nursing, health and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities, and whose values and circumstances command respect at all times. Nursing encompasses the promotion and restoration of health, the prevention of illness, and the alleviation of suffering. The statements of the Code, and their interpretation, provide guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care.

1. The nurse provides services with respect for human dignity and the uniqueness of the client, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse safeguards the client's right to privacy by judiciously protecting the information of a confidential nature.
3. The nurse acts to safeguard the client and the public when health care and safety are affected by the incompetent, unethical or illegal practice of any person.
4. The nurse assumes responsibility and accountability for individual nursing judgments and actions.
5. The nurse maintains competence in nursing.
6. The nurse exercises informed judgment and uses individual competence and qualifications as criteria in seeking consultation, accepting responsibilities, and delegating nursing activities to others.
7. The nurse participates in activities that contribute to the ongoing development of the profession's body of knowledge.
8. The nurse participates in the profession's efforts to implement and improve standards of nursing.
9. The nurse participates in the profession's efforts to establish and maintain conditions of employment conducive to high quality nursing care.

10. The nurse participates in the profession's effort to protect the public from misinformation and misrepresentation and to maintain the integrity of nursing.

11. The nurse collaborates with members of the health professions and other citizens in promoting community and national efforts to meet the health needs of the public.

*American Nurses Association

**Professional Conduct and Etiquette**

As a student of this program you will now enjoy many of the privileges and the respect associated with the nursing profession. This benefit carries with it inherent responsibilities. In order to maintain the high standards of the profession, your appearance, attitude, manner and conduct must be exemplary at all times.
Professional Behavior Expectations

Print Name:__________________________________________________________________

Address:_________________________________________________ Zip:________________

Primary phone number:________________________________________________________

I realize the following expectations are required of me in order to be successful in this class and become a quality professional in the nursing profession. I realize if I choose not to carry out these expectations; I could possibly fail or be removed from this class.

1. This classroom is for learning.
   
   As I enter the classroom/lab/on-site training, I will secure my phone, sit down, and begin to review material that will help me understand and perform skills using the content. I will have all external communications completed before entering the classroom.

2. Follow all safety guidelines.

3. Have all materials and be in professional attire.
   
   I understand that I am trusted to use my laptop or tablet for the use of classroom material only. I understand that if I go to a personal site (email or social media) during class time, that I will lose the privilege of using my technology in class.

4. Respect.
   
   I will show respect to my instructor, peers, myself, my program/institution, and the hospital where I do on-site training. This respect will be displayed at all times in and outside the classroom (this includes all social media venues).

5. Protect the classroom/skills lab.
   
   I will take care of equipment and protect the materials used for learning. I realize this classroom/skills lab is open for me to study and learn. It is my responsibility to make sure all materials stay clean and in excellent shape.

6. Open mind.
   
   I will not let fear of trying new ways to learn or perform skills keep me from success.

7. Class is dismissed by the instructor.
   
   I understand that the instructor will dismiss the class and not the clock. I understand that I am to work 100% until the class is dismissed and not quit early.

Sign name:______________________________________________________________
The California Board of Registered Nursing protects the public by screening applicants for licensure in order to identify potentially unsafe practitioners. Statutory authority for denial of licensure is set out in Business and Professions Code Sections 480-487, 492, 493, 496, 810, 820-828, 2750-2765, and 2795-2797.

The law provides for denial of licensure for crimes or acts which are substantially related to nursing qualifications, functions, or duties. A crime or act meets this criterion if, to a substantial degree, it evidences present or potential unfitness to perform nursing functions in a manner consistent with the public health, safety, or welfare (California Code of Regulations, Section 1444).

The Board may deny licensure on the basis of:
- Conviction of a crime substantially related to the practice of nursing.
- Any act involving dishonesty, fraud, or deceit with intent to substantially benefit self or another or to substantially injure another.
- Any act which is grounds for revocation of a license.
- Making a false statement on the application for license.
- Breach of examination security.

Convictions
The Board considers most convictions involving sex crimes, drug crimes, and crimes of violence to be substantially related to nursing practice. Board regulations list examples of such crimes or acts to include, but not be limited to:
- Conviction of child abuse.
- Violation of Nursing Practice Act.
- Conviction as a mentally disordered sex offender.
- Crime or act involving narcotics, dangerous drugs, or dangerous devices.
- Conviction of assault and/or battery.

Rehabilitation
If the Board determines that an act or crime is substantially related to the practice of nursing, then it is the responsibility of the applicant to present sufficient evidence of rehabilitation. When considering denial of license, the Board takes into account the following criteria to evaluate the rehabilitation of the applicant. (California Code of Regulations, Section 1445.)

1. Nature and severity of the acts or crimes.
2. Additional subsequent acts.
3. Recency of acts or crimes.
4. Compliance with terms of parole, probation, restitution, or other sanctions.
5. Evidence of rehabilitation submitted by applicant.

The Board has developed the following list of suggested evidence of rehabilitation for applicants whose licensure is in question.

It should be noted that the Board applies the same denial criteria for applicants for interim permits and temporary licenses as it uses for permanent licensure.

In summary, the Board of Registered Nursing screens applications fairly but cautiously, applying the above criteria. Schools of nursing are encouraged when counseling prospective nursing students to make them aware that there could be potential licensure problems due to serious acts or convictions as described above. In this manner, students have the opportunity to explore other career options prior to investing substantial time in a nursing program if it appears that a prior serious act or conviction may jeopardize licensure due to its substantial relationship to the practice of nursing.

**Evidence of Rehabilitation**

At the time of application for licensure, the burden of proof lies with the applicant to demonstrate sufficient competent evidence of rehabilitation to establish fitness to perform nursing functions in a manner consistent with public health, safety, and welfare. The following list itemizes types of evidence which the applicant should consider providing to the Board. All items should be mailed directly to the Board by the individual or agency that is providing information about the applicant.

1. Copies of court documents pertinent to conviction, including documents specifying conviction and sanctions, and proof of completion of sanction.
2. Letter from applicant describing underlying circumstances of arrest and conviction record as well as any rehabilitation efforts or changes in life since that time to prevent future problems.
3. Letters of reference from nursing program instructors concerning attendance, participation and performance in nursing program.
4. Letters of reference from past and/or current employers.
5. Letters from recognized recovery programs attesting to current sobriety and length of time of sobriety if there has been a history of alcohol or drug abuse.
6. A current mental status examination by a clinical psychologist or psychiatrist. The evaluation should address the likelihood of similar acts or convictions in the future, and should speak to the suitability of the registered nursing profession for the applicant.
7. Letters of reference from other knowledgeable professionals, such as probation or parole officers.
8. Copy of Certificate of Rehabilitation or evidence of expungement proceedings.
9. Evidence of compliance with and completion of terms of probation, parole, restitution, or any other sanctions.
10. For endorsement applicants, copies of
   a. Formal accusation and determination of other state
   b. Copies of evidence presented to other state in order to obtain reinstatement of license or reduction of penalty
   c. Terms of probation and evidence of current compliance if currently on probation in another state.

Adopted by Board of Registered Nursing December 1995.

**NOTE:**

It must be noted that records that an individual has been assured are "sealed" may, in fact, be available to the BRN. If you are concerned that you may have a past conviction or record that may affect your ability to be licensed, please make an appointment to speak with the program director or call the Board directly. The most important advice is that you be entirely honest with the BRN. It may be advisable to discuss your situation with a representative of the BRN before or immediately after entering the program. This can be done anonymously on the telephone.

Students who plan to request a letter of recommendation from the program director to the Board attesting to their character must meet with the director during the first semester and every semester thereafter so that a personal reference can be written. The program director will not write a letter of reference for a student who has not made this contact.

Rev. 20 July 2013


**Academic Integrity Policy**

**Definitions**

**Academic honesty or integrity:** Academic integrity is the pursuit of knowledge, understanding, and truth in an honest manner. Honest academic conduct forms the basis for professional practice and truth in an honest manner. Honest academic conduct forms the basis for an expectation that each student's grade will reflect only that student's achievement. However, the meaning of this term includes more than student grades. It encompasses all faculty and student activities that are necessary for continuing intellectual and professional growth in an academic setting.

**Academic dishonesty:** Academic dishonesty is participation in deceptive practices regarding one's academic work or the work of another. Dishonest behaviors include acts such as lying, cheating, and plagiarism, alteration of records, forgery, false representation, and knowingly assisting another person in dishonest acts.

**Cheating:** Cheating may be defined as using unauthorized materials or giving or receiving unauthorized assistance during an examination or other academic exercise. Examples of cheating may include but are not limited to:

- copying or looking at the work of another student during an examination or other academic exercise, or permitting another student to copy one's work.
- taking an examination for another student, or allowing another student to take one's examination;
- possessing unauthorized notes, study sheets, or other materials during an examination or other academic exercise;
- collaborating with another student during an academic exercise without the instructor's consent;
- utilization of pens, pencils or recording devices of any kind during test review;
- any violation of an instructor's test review policy stated in the syllabus;
- falsifying examination results.

**Plagiarism:** Plagiarism may be defined as the use of another's ideas or words without acknowledgement. Students are required to sign a statement regarding plagiarism upon entry into the program.

Examples of plagiarism may include:

- failing to use quotation marks when quoting from a source;
- failing to document distinctive ideas from a source; and
• fabricating or inventing sources
• claiming / submitting documents created by another student as one's own work.

**Unauthorized Possession or Disposition of Academic Materials:** Unauthorized possession or disposition of academic materials may include:
• selling or purchasing examinations or other academic work;
• taking another student's academic work without permission;
• possessing examinations or other assignments not formally released by an instructor; and
• submitting the same paper for two different classes without specific authorization.

**Referral to Disciplinary Action:** The faculty reserves the right to refer a nursing student for disciplinary action who does not meet the educational and ethical standards of the school. Recommendation for dismissal may be made for the following reasons: unprofessional, unethical conduct unsafe performance in the clinical area

**Sanctions:** Breaches of academic honesty will result in disciplinary measures that may include:
• a failing grade for a particular course; and/or
• suspension for various lengths of time or permanent expulsion from the school of nursing.
Conflict Resolution Procedure

Students, at times, have personal academic or clinical concerns with faculty or peers that need to be addressed. This procedure has been developed by the nursing faculty in the Health Sciences Department to assist you in resolving problems within the School of Nursing. Faculty encourages students to address any of their concerns.

Informal Process
Initially, students should contact the faculty member or peer to resolve the concern by informal means, either verbally or in writing. If this is not a comfortable approach for students, they should contact a counselor, their faculty mentor or the course coordinator to discuss the issue and/or ask her to act as a mediator. Students should follow the chain of command within the program if the issue is an academic or clinical concern. Begin by contacting the instructor, followed by the Lead Instructor, Program Director, and Dean. If these steps are unsuccessful, the student should discuss the problem with the executive Vice President of Student Learning.

Formal Process
If the student believes that the informal consultation processes have failed, the procedures and rules described in Appendix II Student Grievance in the Ventura College Catalog must be followed by both the student and the college. It is important for the student to note that a formal grievance must be filed with the Executive Vice president of Student learning or designee within 90 calendar days of the final event in a sequence of events, if any. The 90-day period shall commence on the day of the event or on the day of first knowledge of the event by the complaining party. For further information on the process of disputed academic evaluation, please refer to the Ventura College Catalog.
Policies and Guidelines

Attendance Policy and Procedures
The faculty strongly believes that consistent attendance in both the theory and lab classes is essential to receive the maximum benefit from these learning experiences. Since the amount of material to be learned is substantial, it is recommended that students not be absent. Absence for any reason does not relieve the student of responsibility for completing all of the course requirements.

- If the student is to be absent, the faculty (clinical) and/or clinical site must be notified prior to the absence, when possible.
- Since regular attendance is the student's responsibility, the instructor determines whether absences are interfering with the student's achievement and/or ability to meet course objectives and communicates this to the student, verbally and in writing, and may take whatever reasonable action he/she deems necessary.
- When a student’s absence from lecture/lab exceeds in number 1/9 of the total class contact hours for the session (e.g., absence from a semester-long class equal to twice the number of hours the class meets in one week), the instructor may recommend to the Registrar and/or Executive Vice President that said student be dropped from the class. The grade recorded is in accordance with the withdrawal from class policy as stated in the college catalog.
- In the event of an excused clinical absence, with appropriate documentation, a student may be given the opportunity to make up one clinical day. This is based on space availability, faculty consent, and if the student is oriented to the facility.

Excused Absence
Excused absence is defined as one in which the student has notified the clinical instructor prior to the absence and constitutes either:
- Illness of self or immediate family
- Death in the family
- Court subpoena
- Recognized religious observance

Make-up Exam for Excused Absence
If a student must be absent from a scheduled examination, the student is responsible for personally contacting and discussing the absence with the instructor prior to the start of the exam. The student may make up the examination if the absence is excused. The exam will be scheduled at the classroom instructor's convenience.
**Unexcused Absence**
If the absence is unexcused, the student may not make up the examination. The student will receive no points for the missed exam.

**General Policies and Procedures**
1. The student is expected to attend and be punctual for all scheduled lecture and lab classes.
2. Three tardies equal one absence. Tardy is defined as being one minute late either on the hour or the half hour.
3. An absence resulting from tardies in clinical cannot be made up.
4. Students are required to attend hospital orientation day. Important information, skill training, and computer documentation training to function safely in the hospital are provided. Students may be suspended or dropped from a class at any time when absences result in missing necessary safety instruction when such instruction is routinely given.
5. Failure of a student to appear at the first regular meeting of a class may result in exclusion if the class has reached its assigned enrollment limit.
6. In case of a clinical absence, a makeup will be at the discretion of the team and based on faculty consent, space availability, and if the student is oriented to the facility.
7. An absence(s) may result in the student’s inability to have sufficient clinical experiences to enable him/her to meet course expectations and clinical student learning outcomes. Consequences for absence(s) will be based on Ventura College absence policy.
8. In the event of clinical absence, the student must make a reasonable effort to notify the clinical facility and instructor at least one hour in advance of the scheduled class time.
9. If the absence is unexcused, the student may not make up the examination. The student will receive no points for the missed examination.
10. The student must have faculty approval to leave the clinical facility during clinical lab classes. Leaving the clinical facility for lunch or dinner breaks is not approved.
11. The only occasion when the student is permitted to be in the clinical area without a designated instructor is to check client assignments and review client records. No client contact is permitted at these times. The student must be in full uniform.

**Patient Abandonment**
When the student accepts the patient assignment and establishes a nurse-patient relationship, leaving that assignment without permission and with no arrangement for continuation of nursing care is considered "patient abandonment". Patient abandonment jeopardizes the patient's safety and is grounds for dismissal.
**Evaluation**

Evaluation is an assessment of your attainment of the course objectives. Each instructor has the responsibility to determine if the student has achieved the designated course objectives.

1. **Course Evaluation**
   a. Each instructor measures the quality of learning by means of written tests, projects, reports, term papers, return demonstrations, etc. The final grade is a composite grade of all evaluation devices used, but the student must receive an average of 75% (total points earned on exams divided by the total exam points possible) **on exams to pass the course**.
   b. All examinations must be taken as specified by the instructor.
   c. Make-up tests, if permitted, are to be taken within the time period specified by the instructor.
   d. Scantrons and examinations are the property of the college.
   e. National League for Nursing (NLN) achievement and comprehensive tests may be administered during the program.

2. **Clinical Evaluation**
   a. Evaluations of clinical nursing performance are based on instructor assessment and observation of student performance related to clinical objectives.
   b. The nursing faculty has identified those essential behaviors that must be practiced correctly to ensure the well-being and/or safety of a client and to ensure development of skills necessary to practice as a registered nurse. These behaviors have been incorporated into the written clinical evaluation tool of each nursing science course. These tools are utilized to evaluate student performance throughout the nursing science program. Clinical evaluation tools reflect the expected progression of performance through the nursing science courses. They should be used as guides for clinical preparation and self-evaluation. Appropriate clinical evaluation tools are included in each nursing science syllabus.
   c. Evaluations are discussed with the student in scheduled conferences.
   d. Clinical performance evaluation is rated on a scale of 1-5. A failing clinical evaluation supersedes the theory grade and constitutes a grade of F in the course.
   e. The student is expected to participate in the evaluation process by assessing his/her strengths and weaknesses in meeting clinical objectives.

3. **Grades**
   a. Letter grades are used in recording the final course grade. A grade of C or higher (CR when applicable) is required in order to progress in the nursing program.
   b. The meaning of the letter grades is as follows:
      - A = Excellent (90 - 100%)
      - B = Good (80 – 89%)
      - C = Satisfactory (75 – 79%)
      - F = Failure (<75%)
CR = credit
NC = no credit

* Please note that no grades will be rounded up.

c. Students who do not call in advance to make arrangements regarding illness or absence during a course examination will receive a 0% on that exam.

4. Personal Qualities
The A.N.A. Code for Professional Nurses identifies the fundamental moral and ethical values necessary in the practice of nursing. This code, in conjunction with relevant objectives for the clinical evaluation tool, serves as the basis for evaluating those personal qualities the student is expected to develop and maintain throughout the nursing program.

5. Confidentiality
Confidentiality is a critical aspect of providing nursing care. The student will exercise respect and strict confidentiality in all related matters. This means that in no way can any information identifying a client be communicated to anyone who is not involved in providing client care. This includes even acknowledging that a person is, in fact, a client in a particular facility. A hospitalization is considered a confidential matter. Conversations regarding clients will be conducted only at appropriate times and places with appropriate persons, and will be shared without fully identifying the client and for learning purposes only.

6. HIPAA regulations have been mandated legislatively.
Please be certain you know what constitutes a HIPAA violation. (For example, xeroxing any part of a patient chart and taking it home to work on your care plan is a violation.) Because of strict regulations, students in violation of HIPAA policies may be dismissed from the ADN program and readmission may be denied.

Promotion
Promotion from one module to another is based upon the successful completion of all course requirements within the previous module.

1. A student must meet the educational and school standards in order to be promoted. These are:
   a. cumulative grade point average of 2.0
   b. grade of "C" or better in all required coursework
   c. a satisfactory rating on all clinical nursing performance evaluations
   d. satisfactory attendance record
   e. personal qualities that meet the standard for professional conduct

2. A student should be aware of his/her status throughout the entire program and in each course and should take responsibility for discussing his/her progress with faculty on a regular basis. If given a referral to available college resources, a student should take the necessary steps to avail his / herself of these services. A student may also self-refer to these resources. (Refer to Ventura College Student Support Services & Where to Go for Help on Campus located elsewhere in Student Handbook).
3. The faculty has the responsibility to provide the student with feedback about his/her level of performance in nursing courses by mid-term. The student whose performance or behavior is unsatisfactory (academically, clinically, or professionally) will be advised of this deficient status verbally and in writing by the instructor.

**Graduation**
Graduation is a certification that the program standards and curriculum requirements have been met and that, to our knowledge, the student has committed no act which, if committed by a licensee, would be grounds for disciplinary action.

The requirements for graduation are:

1. All nursing courses and required science and general education courses have been completed with a grade of C or better.
2. All clinical performance evaluations are satisfactory.
3. Cumulative grade point average is 2.0 or above.
4. All curriculum requirements have been completed.

**Notice of Unsatisfactory Performance / Behavior**
If it is determined that the student is not meeting the objectives of the course or his/her behavior or performance is unsatisfactory, the student will be notified verbally and in writing by a variety of possible methods; any one of the following can constitute written notification for unsatisfactory performance/behavior.

a. Clinical anecdotal note
b. Deficiency notice and/or clinical contract
c. Mid-term/final evaluation
d. Grades/scores on examinations and written assignments

**Unsatisfactory notices may be given when the student does not meet the following objectives:**

a. Academic, e.g., earns less than the minimum grade of "C" in a required nursing course.
b. Clinical, e.g., demonstrates unsafe/unsatisfactory performance in clinical.
c. Professional, e.g. fails to maintain confidentiality, demonstrates unprofessional or unethical conduct (behavior/attitudes)

When an unsatisfactory notice and/or unsatisfactory evaluation is given to a student, signatures of the instructor and student serve to document that the student is aware of the contents of the written notice. Signed copies of these notices will then be distributed to the student, the instructor, and filed in the student's file in the Health Sciences Division.
**Suspension**
If, at any time, the student is evaluated by the instructor to be unsafe in administering client care, the student may be suspended immediately from the clinical area in accordance with the Educational Code, Article 3:76031, 76032, and 76033.

The instructor may suspend the student for up to 2 days, and, during this period of suspension, the student shall not return to the class/es.

The purpose of the suspension is to remove a potential threat to the wellbeing of patients while allowing sufficient time to fully evaluate the incident/situation. The faculty reserves the right to recommend dismissal for unsafe and/or unethical nursing behavior that represents a potential threat to the well-being of clients.

Each student is entitled to due process. The student is advised to review the Student Conduct Code and the Student Grievance Procedure, in the Ventura College Catalog, for possible courses of disciplinary action that can result from a suspension and options for student recourse.

**Dismissal**
The faculty reserves the right to recommend dismissal for a student who does not meet the educational and ethical standards of the school. Any student who is dismissed from the nursing program shall be provided verbal or written justification of such dismissal by the instructor or program director or her designee within 72 hours of notice of dismissal. Contact with the program director or the department dean prior to the end of the 72-hour justification period is not encouraged since all support documentation may not be filed.

**Readmission**
1. **Policy:** Under normal circumstances students will have a maximum of one initial admission and one re-admission into the nursing program. Initial admission usually occurs in NS V10, but may also occur in NS V20 for advanced placement students. Once admitted into the program, and having attended any official nursing classes (theory OR clinical), the student may have only one lapse in continuous progressive enrollment, related to failure to pass a nursing course (either theory or clinical). Such students will be permitted to repeat the nursing course(s) a maximum of one time only, and will be required to take the corresponding nursing support course for the course needing to be repeated.

In the event of documented extraordinary life circumstances, such as the death of an immediate family member, students may request a leave of absence IF they are currently passing both clinical and theory (with a grade of greater than or equal to 75%). A lapse in continuous progressive enrollment due to a leave of absence must be officially documented at the time of student withdrawal from the program, and may not occur
Students requesting and being granted readmission following an approved leave of absence could potentially exceed the maximum of one readmission into the nursing program.

All requests for readmission are subject to review by the nursing science faculty. Re-entry is not guaranteed and is always on a space-available basis. Any student whose overall record indicates serious deficiencies such that the faculty consider him/her a risk to patients and/or others, or whose overall record makes it unlikely that he/she can successfully complete the program, may be denied readmission. Students requesting readmission may be required to remediate and/or do course or skills work prior to or in conjunction with readmission. This determination will be considered by faculty on a case-by-case basis.

**Procedure:** In order to facilitate a more timely reentry into the Nursing program, the School of Nursing has instituted the following procedure for students who seek reentry into the program after withdrawing or failing from NS V10.

1. Student must submit Request for Reentry to the School of Nursing Director.

2. The Request for Reentry application will be reviewed by the nursing faculty. The student must receive reentry approval from the ADN faculty which may include completing remediation.

3. Student has a choice of options for readmission. The student is required to sign the following form indicating what option the student is choosing. **Only one option can be selected. The student cannot be on both lists.**

   Option 1: Student opts to stay on NS V10 reentry side list – students are accepted back into NS V10 on a per space availability basis (no guarantee can be made when the student is likely to reenter NS V10). Student must maintain all admissions requirements in effect at that time.

   OR

   Option 2: Student opts to reapply as a new student to the School of Nursing and get back on the waitlist. Student must meet all new admissions requirements in effect at that time. The prior entry into the program does count as one admission.

Candidate’s previously assigned waiting list numbers have priority for the next scheduled classes over students requesting reentry. Any student applying for NS V10 for a second time must receive reentry approval from the ADN faculty before being assigned a place on the reentry side list.

A student who fails or withdraws from NS V20 or higher course must submit a written Request for Reentry to the ADN faculty seeking readmission into the non-completed course. Once
approved for readmission, his/her name is placed on the waiting list for re-entry into that course on a space-available basis. Upon re-entry, students are expected to adhere to the policies and procedures of the current Student Handbook. A student awaiting re-entry is expected to have the following upon reentry:

- Current CPR certification for health care provider or professional rescuer (see guidelines)
- Annual TB skin clearance
- Physical exam if out of the program more than one year
- Current tetanus immunization
- Completion of hepatitis B vaccine series or proof of positive antibody titer, or signed declination
- Current drug and alcohol screening
- Current Criminal Background screening and clearance

2. Prioritization of Reentry: In the event that there are more candidates for a particular course than openings, priority will be based on the following:

1st Priority: VC student who withdrew due to documented extraordinary life circumstances, who was passing both theory and clinical at the time of withdrawal from the program (as discussed in paragraph 2 within this policy).
2nd Priority: VC student who failed the theory or clinical component of the course
3rd Priority: Career ladder or transfer student
4th Priority: Student licensed in another country who has received a letter from the California Board of Registered Nursing that indicated required coursework, such as psychiatric or obstetric nursing.

In the event that there is more than one candidate with the same priority requesting reentry into a course, priority will be based on date of receipt of the following:

- Request for Reentry or Advanced Placement Application
- Support materials for reentry or advanced placement
- Completion of remedial plan suggested by nursing faculty or Educational Assistance Center
- Written identification of appropriate, specific strategies to ensure future success
- Physical examination, CPR, and lab test results

Additional Considerations:

- Students may be required to take a remediation course prior to readmission or be evaluated in the skills lab.
- At the conclusion of each semester, the waiting lists will be prioritized and students will be notified when there is space available for them to reenter.
• Enrollment or admission into NS V10 is defined as accepting a position and completing the registration forms, unless the School of Nursing and Allied Health is notified one month prior to the first day of class of the need to defer entry.
• Enrollment in Nursing Science V20, V30, V31, V40 or V41 is defined as accepting a space unless the School of Nursing & Allied Health is notified one month prior to the first day of class.

Test Review Policy
No item other than approved test materials (test booklet, Scantron form, pencil, and calculator) is permitted at the student's desk. PDAs including palm pilots are not allowed. Cheating may be defined as using unauthorized materials or giving or receiving unauthorized assistance during an examination or other academic exercise. Refer to the "Academic Integrity Policy" in this handbook.

The nursing science faculty has adopted the following policies and procedures regarding test review.
1. Individual faculty members will choose whether or not a test review will be offered in their classes and which test will be reviewed.
2. When test review is held, the following procedures will be followed:
   - Students are to remove all materials from their desks prior to review. No written recording of test review will be allowed. No taped or any other means of storage of information reviewed will be allowed. Students are not to have pen, pencil, tape recorder or other device in their possession at the time of test review. Individual faculty members may impose further restrictions, such as no student talking during test review.
3. Possession of a copy of any exam or exam question not distributed by the instructor will be considered grounds for dismissal from the nursing program.

Extended Testing Time Protocol
To receive extended testing time, a student must present an Educational Assistance Center (EAC) form to each seminar instructor during the first week of class granting them learning disability accommodations. These include:
• Students who come on the first day of class with forms from EAC approving extra testing time for examinations. Students who think they need extra testing time due to possible learning disabilities
• Students identified by faculty as needing learning disability testing

Faculty will refer students to EAC if a potential learning disability is identified. The EAC will triage the student and make community referrals for learning disability testing as needed.
Any student identified as needing LD testing later in the semester by faculty or self-report must complete the LD process as outlined above within four weeks and may receive courtesy accommodations during that one-month period of initial identification. If the student fails to complete the above requirements, LD accommodations will be rescinded. The student must present paper work from the LD specialist to the lecture instructor 72 business hours before the next examination verifying that testing is complete and that the student qualifies for LD accommodations.

**Uniforms**

The complete regulation student uniform is to be worn in clinical areas, when attending any class in a clinical setting, or when obtaining clinical assignments prior to clinical experience. Both the uniform top and pants are to be purchased from On Duty Uniforms. Pants are to be no less than 1.5 inches above the floor. When an exception to the student uniform is indicated, this information will be provided by the instructor. Students should be aware that they are representatives of a professional group; therefore, clothing and grooming should be appropriate for the occasion. Chewing gum does not present a professional image and must be avoided.

In order to maintain a professional appearance, an appropriate hair style is required. Hair should be worn in a style that keeps it contained and off the front collar (i.e., braid). Unusual hair styles and colors (not genetically possible) are not appropriate. Fingernails should be kept short and clean. Acrylic or other artificial nails are not permitted in the clinical facilities. Conservative nail polish is permitted. Conservative use of cosmetics is acceptable. The use of perfume while in a clinical area is discouraged as it aggravates nausea in many patients.

Jewelry in the clinical area should be limited to small stud earrings (one per ear and no hoops), wedding rings, and a watch. Hospital policies and our contracts with those facilities require that no visible body piercing or tattoos be permitted. Hair bows, large barrettes, handkerchiefs, flowers, pins, nasal and tongue studs, necklaces, etc. should not be worn with the uniform. It is expected that the student will conform to the uniform policy with 100% compliance at all times.

The student nurse uniforms are as follows:

**Female students** - may choose either white uniform specifically delineated for Ventura College nursing students at On Duty Uniforms. There are several options to choose from, but students must choose from these options only. No other style or brand is acceptable. The white jacket is optional. The school patch is required on each top or jacket and should be sewn on the right shoulder. Sweaters, jackets or lab coats may not be worn. A long sleeved, white, crew-neck T-shirt under the uniform is permitted. Incoming students will be given information about ordering the school uniform. There is no school cap.
Either white or flesh tone nylons are permissible. White anklets may also be worn. No tennis socks are permitted. All white leather shoes with enclosed toe are required. White, leather clogs (with no open heel) are acceptable. Cloth tennis shoes are not appropriate. "Duty" shoes should be worn only for clinical experiences.

**Male students** - may choose either white uniform specifically delineated for Ventura College nursing students at On Duty Uniforms. There are several options to choose from, but students must choose from these options only. No other style or brand is acceptable. The white jacket is optional. The school patch is required on each top or jacket and should be sewn on the right shoulder. Sweaters, jackets or lab coats may not be worn. A long sleeved, white, crew-neck T-shirt under the uniform is permitted. Incoming students will be given information about ordering the school uniform.

All white leather shoes with enclosed toe are required. White, leather clogs (with no open heel) are acceptable. Cloth tennis shoes are not appropriate. “Duty” shoes should be worn only for clinical experiences. White socks must be worn with the uniform.

**ALL STUDENTS** - must wear a student identification badge while on duty. Students will be given an authorization form to get photographed in the Student Services office. Badges are paid for by the School of Nursing. Replacement identification badges will be at the student’s expense.

Two uniforms are recommended. Substitutions are not acceptable. Students participating in the pinning ceremony must conform to the same uniform policies. It is advisable to remove the name pin when off duty. Uniforms should be removed as soon as possible after clinical. During the preceptorship, students are to wear regulation white pants and a royal blue scrub top.

A pen, a watch with a second hand, and bandage scissors are considered part of the uniform and must be carried while in the hospital. A stethoscope will be needed; delay purchase until class begins.

During the preceptorship, royal blue scrub tops are worn with the white uniform pants. Details for purchase will be provided at that time.

**Transportation**
Students are responsible for their own transportation to and from classes and clinical assignments.
**CPR Certification**

Each student must have a valid and current CPR (cardiopulmonary resuscitation) card (American Heart Association Health Care Provider or American Red Cross Professional Rescuer) before starting the program. Current certification is required in order to participate in clinical labs. There is **NO GRACE PERIOD**. The department administrative assistant should be provided with documentation.

CPR card cannot expire within the school semester. Please see the form regarding Renewable Requirements in this Handbook. Students are to submit evidence of completion of the above requirement by the date specified to receive a clinical assignment for the coming semester. This requires a copy of the front and back of the CPR card signed by the student. **The responsibility for maintaining currency of these requirements is the student's.** Students will not be able to progress in the semester if their CPR card is not valid for the entire semester. A student who is not able to progress due to a CPR card expiration will need to submit a request for reentry into the nursing program and will be readmitted on a space available basis.

Once a person has completed the initial CPR Course, recertification courses are required annually or biannually (depending on whether your card was issued by the American Heart Association or Red Cross). **THE NURSING PROGRAM REQUIRES THAT ALL CPR CARDS ARE UPDATED ON AN ANNUAL BASIS REGARDLESS OF THE CARD'S EXPIRATION DATE.** Recertification requires that the provider attend a scheduled recertification class and pass both cognitive (written exam) and performance skills in all areas of certification. Performance skills include the following areas:

- **Adult & infant**: one rescuer CPR and obstructed airway (conscious, become unconscious & unconscious)
- **Adult**: two rescuers CPR
- **Child**: two rescuers CPR
- **Child**: One rescuer CPR and obstructed airway
- Mouth-to-mask ventilation
- **AED**

Some confusion has existed regarding the need for recertification of CPR by students who have received a two-year provider card. Contracts with the various facilities in which we place students absolutely require that annual proficiency be demonstrated. Joint Commission for the Accreditation of Healthcare Organizations requires that anyone providing direct patient care in the acute setting must demonstrate annual proficiency through a renewal course.

**To Obtain and Verify Annual Proficiency**

Attend a scheduled class at one of the hospitals or other community facility. Obtain written verification of annual proficiency from the instructor. Present this documentation to the administrative assistant.
**Malpractice Insurance**
Malpractice insurance is arranged by the Ventura Community College District at no cost to the student and covers students while in the assigned student role.

**Gifts and Gratuities**
Students are strongly discouraged from giving gifts, gratuities, etc. to the instructors. Cards and letters of appreciation are appropriate but not necessary. Acceptance of gratuities or gifts from patients is strongly discouraged.

**Employment**
The nursing faculty strongly recommends that students work no more than 20 hours weekly while enrolled in nursing courses. The ADN program is a rigorous course of study and students are encouraged not to work if at all possible. Although a few students have done so and have been successful in the program, many students working more than 20 hours weekly are not successful.

In addition, the California Board of Registered Nursing recently published results of a focus group study of NCLEX-RN scores that indicted that students who worked more than 20 hours weekly while in nursing school were less likely to pass the licensure examination.

**Cellular Telephones & Pagers**
Cellular Telephones & Pagers are disruptive in clinical, classroom, and skills lab settings and are a potential source of HIPPA violations. The cell phone and texting policy is as follows:

- Cell phones may be used in clinical if approved by the clinical instructor.
- No personal phone calls or personal texting are permitted in patient care areas.
- The camera function can **never** be used in clinical.
- The instructor will set guidelines re: their response time to text messages.
- Students may text instructors but will not include any patient information whatsoever.
- Cell phones will be set on vibrate mode in the classroom and clinical setting and during pre and post conference discussions if approved by instructor.
- If the student has a pending family issue that may need their attention (emergency issue), they will discuss this with the instructor ahead of time to determine how this situation can best be handled.

**Computer Skills & Access**
A computer with internet access and Microsoft Word is required for the nursing program. In addition, the nursing applicant will be accomplished in the following technological skills: word
processing, printing, faxing, scanning, online searches, database searches, internet searches, uploading, downloading, email, spell-check, grammar-check, and Desire 2Learn (D2L).

Students in the nursing program are required to access course information and interact with the instructor and classmates through the D2L format. Computers are available in the Learning Resource Center (LRC) if needed. Computer skills are expected to be demonstrated at program entry.

**Printing Documents from Client Record**
Students are permitted to print approved documents (see below) for use on the day of patient care only. No other documents from the patient records are to be printed. Any document printed must be shredded before leaving the hospital on the day of patient care. **No documents may be printed for use in preparation of nursing care plans, including lab results.** Because of HIPAA regulations, students who do not follow this procedure with 100% compliance will be subject to disciplinary action, including dismissal from the nursing program.

The documents approved for printing are:
CMH - kardex
VCMC - kardex
Social Network Policy

Social networks and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people, but this exchange does not come without risk. Nurses and nursing students have an obligation to understand the nature, benefits, and consequences of participation in social networking of all types. Online content and behavior has the potential to enhance or undermine not only the individual nurse’s career, but also the nursing profession.

ANA’s PRINCIPLES FOR SOCIAL NETWORKING

1. Nurses and nursing students must not transmit or place online individually identifiable patient information.
2. Nurses and nursing students must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses and nursing students understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses and nursing students take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses and nursing students bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses and nursing students participate in developing institutional policies governing online content.

TO AVOID PROBLEMS

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs the boundary.
4. Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.
7. Never take photos even with permission while testing in the skills lab. Always seek permission of all involved when taking photos during practice time in the skills lab.

The American Nurses Association’s CODE FOR NURSES identifies the fundamental moral and ethical values necessary in the practice of nursing. This code serves as the basis for evaluation of personal qualities that students are expected to develop throughout the program. Additionally, as a student of Ventura College, you are expected to conduct yourself in accordance with the
standards of the college as outlined in the college catalog Appendix I Student Code of Conduct. Information indicating that such standards are not maintained is subject to review by the nursing department faculty. The faculty reserves the right to refer a nursing student for disciplinary action who does not meet the educational and ethical standards of the school.

References:


Financial Information

The Financial Aid office helps academically capable students by offering grants, loans, and work-study employment to those with demonstrated financial need. Financial need is determined by comparing student resources (family contribution, student assets and student earnings) with the cost of attendance. Due to limitations in funding, financial assistance is not always able to fulfill all student needs, but efforts are made to help eligible students. Students may receive an enrollment fee waiver from the Board of Governors (BOGW). Grants are awarded when exceptional financial need is demonstrated. They do not have to be repaid as long as the student fulfills requirements for eligibility. Loans allow students to defer costs by borrowing money and repaying it with interest after graduating or withdrawing from college. Work-study enables students to earn a portion of their financial aid through part-time employment. Scholarships are also available. They are specific gifts of money that do not need to be repaid. At the beginning of each year, the Financial Aid Office takes applications for grants, scholarships, and loans for the following year. Please contact the Financial Aid Officer for specific information regarding application for funds.

Occasionally, additional applications for scholarships for Health Sciences students can be obtained from the Health Sciences Division. Most of the funds are awarded on the basis of student need, grade point average and faculty recommendations. A student is eligible to apply for the funds after successful completion of Nursing Science V10. The applications are processed one semester and awards distributed the following semester.

A limited amount of funds may be available for an unforeseen emergency. Please speak with a nursing counselor, a nursing instructor or the program director for information.

Student Health and Psychological Services Center

The School maintains a health program for all students to promote health, prevent disease, and to provide care for acute illnesses. The student is to assume responsibility for maintaining good health practices. Student health services are available when school is in session. Any illness or
injury occurring when school is not in session is the responsibility of the student. If hospitalization, diagnostic tests, medication or referrals are required, any expense incurred will be the responsibility of the student, parent or spouse. Students, parents or spouses are encouraged to maintain private medical insurance.

Injuries which occur in class/clinical are to be reported immediately to the instructor. All accidents/injuries require immediate completion of written reports by the student and instructor.

**Student Health Physical**
Students are expected to perform health teaching and should, therefore, maintain optimal personal health.

Students are expected to pass a physical examination consistent with the policies of the teaching hospitals or agencies to which they are assigned for clinical experience. This MUST be completed prior to placement in any clinical agency. The examination must demonstrate that the student is physically fit and free from and/or immunized against communicable diseases.

All Nursing Science students must have rubella, rubeola and varicella titers or proof of current immunization, and a negative tuberculin test (annually) or chest x-ray (every four years).

Tuberculin skin tests must be PPD and not tine. Although not required, students are strongly advised to get the Hepatitis B vaccine series. Students opting not to get this series must sign a waiver before attending clinical.

TB screening cannot expire within the school semester. Considering this, students will be required to be screened for TB in late December or June/July. The preferred time is June/July since availability of TB screening in late December may be limited because of the holidays and the TB screen will cover both semesters. (Please see form regarding Renewable Requirements). During the week prior to the start of clinical, the student is to submit evidence of completion of the TB requirement. This includes a photocopy of a negative reading of a tuberculin skin test or a negative chest x-ray and a negative system review performed by the Student Health Center or private physician. **The responsibility for maintaining currency of these requirements is the student's.** Students will not be allowed to progress in the semester if the TB testing expires within the semester. This will require that the student submit a request for reentry into the nursing program and be readmitted on a space available basis.

**Pregnancy**
A student who becomes pregnant must have a medical release from her physician indicating the advisability of continuing in the program and stating that she may participate in all clinical activities **without restriction.** It is the student's responsibility to obtain this statement and notify
the nursing faculty of her pregnancy. The student who elects to continue in the nursing program accepts full responsibility for any risks to herself and fetus.

In an effort to reduce potential hazards, pregnant students will not be assigned to specific known risk areas in medical/surgical hospitals and psychiatric agencies. In the event that these restrictions interfere with the student meeting the clinical objectives of the nursing program, it shall be necessary for the student to withdraw from the program temporarily and request readmission after delivery.

**Illness/Injury**
A student who becomes ill, injured, or impaired and is absent from class/clinical for a prolonged period of time (greater than 1/9 of the course content) may not be able to make up the lecture/clinical time. In the event the absences interfere with the student meeting the clinical objectives of the nursing program, it may be necessary for the student to withdraw from the program and request readmission at a later time.

If an injury occurs and is serious, the student should be seen in the emergency room. Both the instructor AND student must complete the Workmen's Compensation form and Supervisor's Report of Injury or Illness that are available in the department office. **This must be done within 24 hours.** Call the administrative assistant at 289-6342 for information/questions. Be very specific in describing the incident so safety precautions may be designed to reduce such injuries in the future.

**Post Body Substance Exposure Policy**
This policy and procedure is to be used by all faculty and students in the event of a needle puncture or other exposure to client's blood or body fluids that occurs while providing care during a clinical rotation or in a lab situation. Every effort must be made to accomplish each of the following steps in an urgent manner since time is of the essence. Medications may need to be started within 2 hours of exposure.

In the event of an injury the student must:
1. Notify the clinical instructor and assigned staff nurse IMMEDIATELY

The instructor will
1. Inform the client of the exposure
2. Immediately excuse the student from the clinical area to obtain post exposure care
3. Check the client's chart for the following information
   - Current medical diagnosis
   - Risk factors
- Previous blood work completed – looking for Hepatic Panel and HIV test

Source Client Risk Profile

Drug use / Tattoos
Transfusions - before 1986 increase the risk
Homosexual / Bisexual
Multiple sex partners
Male less than age 35 and single

Lab Work Assessment

<table>
<thead>
<tr>
<th>Test</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency virus</td>
</tr>
<tr>
<td>HCAB</td>
<td>Hepatitis C antibody</td>
</tr>
<tr>
<td>HbsAB</td>
<td>Hepatitis B surface antibody</td>
</tr>
<tr>
<td>HbcAB</td>
<td>Hepatitis B core antibody</td>
</tr>
<tr>
<td>HBsAG</td>
<td>Hepatitis B surface antigen</td>
</tr>
</tbody>
</table>

4. Ask staff to contact the client's attending physician to obtain order for the above lab work--to be drawn immediately. If the client is perceived as high risk, ask for a STAT order for the results. Inform the physician that you will contact him/her later to obtain the client's results.

5. Have client sign consent for HIV testing -- Make sure that the blood is drawn –

6. Send student to the ER for
   - blood draw for all of the above lab tests
   - counseling
   - information on risks
   - medication needs assessment
   - hepatitis B vaccine if necessary
     - Diagnosis “Industrial Injury: Body substance exposure”
     - Obtain the following information from the student: hepatitis immunizations / titer results
     - Contact nursing program for billing information (Workman Compensation information)
7. Instruct student to make an appointment for follow-up care and consultation with an Infectious Disease MD (if not referred by the ER MD.).
8. Contact the facility's Employee Health Department for possible literature that they have available.
9. Complete an incident report (facility and college) regarding the injury. Include the following on the college report: equipment that was used, follow-up recommendations, etc.
10. Discuss opportunity for free psychiatric counseling through Ventura College Student Health.

**Latex Allergy** is a very serious problem for healthcare workers. If you have a latex allergy please inform your instructor immediately.

**Alcoholism, Drug Abuse and Emotional Illness**
In accordance with the California Board of Registered Nursing, the Ventura College School of Nursing & Allied Health recognizes:
1. That these are diseases and should be treated as such.
2. That 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 a grave danger to the clients in his or her care.
   - The student must abstain from alcohol for 12 hours prior to clinical assignment.
   - The student will not attend clinical when taking medication that impairs ability to provide safe and effective clinical care.
3. That nursing students who develop these diseases can be helped to recover.
4. That it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment of any impaired illness.
5. That confidential handling of the diagnosis and treatment of these diseases is essential.

In compliance with the guidelines from the California Board of Registered Nursing, the faculty will:
1. Offer appropriate assistance, either directly or by referral.
2. Have the responsibility and authority to take immediate corrective action with regard to the student's 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.
4. Provide factual material to incoming students regarding this policy on drug and alcohol abuse and mental illness among nursing students.
Procedure
If a student is experiencing alcohol and/or drug abuse and/or emotional difficulties, the faculty will:

1. Maintain confidentiality.
2. Encourage voluntary requests for assistance in diagnosis, treatment and referral.
3. Make every effort to assist the student to maintain his/her academic and clinical standing in the program, insofar as the impairment does not interfere with the student's performance to the extent that any of the following is compromised:
   a. Therapeutic communication and care
   b. Client safety
   c. The well-being of others
   d. The clinical/classroom learning environment
4. Immediately dismiss the impaired student from the clinical or classroom setting if any of the above areas is compromised.
5. Require that the impaired student meet the criteria set by the faculty before returning to the clinical or classroom setting.
6. Require that the student receive and maintain treatment until recovery is documented by a therapist.

If a student does not voluntarily seek assistance, and is suspected of alcohol or drug abuse and/or emotional illness, the faculty will:

1. Counsel with the student to determine the extent of the problem.
2. Offer appropriate assistance, either directly or by referral.
3. Immediately dismiss an impaired student from the clinical and/or classroom setting.
4. Require that the impaired student meet the criteria set by the faculty before returning to the clinical setting.
5. Require that the student receive and maintain treatment until recovery is documented by a therapist.

Criminal Background Checks
A criminal background check is required of all entering students. The fee is currently $60.00 for this service. The investigation is done at the time of admission to the program and is conducted by a licensed private investigator. Please be aware that previous convictions may disqualify you for assignment to a clinical facility and may prevent licensure as a registered nurse. To receive a clinical assignment, a student must be without misdemeanor or felony convictions within the past seven years. Please see a nursing counselor or the director of the nursing program for additional information.
Core Skill Sets
Ventura College has identified core skill sets a student should be able to demonstrate after completing the requirements for an associate degree at Ventura College. These core skill sets are embedded in established pattern of general education, in more advanced major preparation courses, and in student service learning experiences that Ventura College provides over the span of a student's enrollment at the college. This course speaks to the core skill sets of Communication, Information Competency, Critical Thinking and Problem Solving, Creative Expression, Civic Responsibility and Social Interaction and Life Skills. Refer to nursing program website for further clarification.

Intellectual Property Statement
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Learning Assistance Program
In light of the challenging and rigorous nature of nursing education programs and the barriers that may interfere with some students' successful academic performance, the faculty of the School of Nursing and Allied Health at Ventura College has developed a Learning Assistance Program to support the academic success of students from entry to graduation.

Program Goals
1. To identify, recruit and enroll "at risk" students into the Learning Assistance Program.
2. To implement a student counseling, tutoring, and support program designed to facilitate "at risk" students from entry to graduation.
3. To utilize faculty coaches to develop learning plans and support student utilization of learning strategies, motivational tools and self-management skills.
4. To track at risk students' academic and vocational success from entry through graduation and 5 year outcomes.

Components of the Learning Assistance Program
- Retention and Progression Committee
• Early identification of "at risk" student with the Test of Essential Academic Skills (TEAS V), and the Learning and Study Strategies Inventory (LASSI) testing
• Referrals to college and nursing program resources
• Tracking of student progress, graduation, NCLEX-RN pass rates, and vocational success
• Counseling and support services:
  o Early academic counseling through the counseling department
  o Educational Assistance Center counseling, study skills courses, and support services
  o Nursing Readiness Course
  o Mandatory monthly faculty coaching for at risk students in NS V10
  o Success Workshops on learning strategies, study skills and dosage calculation
  o Peer tutoring and study group components
  o Supplemental instruction classes for high risk courses: NS V84 A, B, C, and D

Retention and Progression Committee Members
• Learning Disability Specialist
• Counselor
• Faculty Coach
• Chair, Retention and Progression Committee
• Coordinator of Case Management & Retention
• Assistant Director, School of Nursing & Allied Health

Transfer/Challenge Policies

Students with previous education and/or experience electing to pursue coursework at Ventura College leading to eligibility for licensure as a registered nurse are encouraged to meet with a nursing counselor early in their planning process. The following procedure applies to applicants transferring from an accredited program educating individuals for licensure as registered nurses, applicants transferring from an accredited program educating licensed vocational nurses or applicants currently licensed as vocational nurses in the State of California.

1. A student may be given a maximum of 21 units (theory and clinical combination) of transfer credit (first year) for their nursing coursework.
2. Each applicant will be evaluated on an individual basis.
3. Challenge testing to demonstrate theory/clinical competency will be required. The applicant will receive an outline of the objectives to be tested. (Refer to Advanced Placement Challenge Options).
4. All prerequisite coursework identified in the college catalog must be completed with a minimum grade of C before transfer credit will be considered.
5. A minimum grade of C will be required in all nursing coursework in order to be considered for transfer credit.
6. An overall GPA of 2.5 is required for admission.
7. A science GPA of 2.5 in anatomy, physiology and microbiology with no more than one W, D or F in these courses is required for admission.
8. A success score on the Test of Essential Academic Skills (TEAS) is required for admission after successful completion of the challenge exam and prior to admission to the nursing program. The current success score for TEAS V is 62% but is subject to change. Applicants not meeting the established “Success score” will be required to remediate identified deficiencies and successfully retest before entry. A maximum of two TEAS tests are allowed.
9. Official high school and college transcripts and two letters of recommendation (nursing school program director and one clinical faculty member) will be required.
10. A physical examination, CPR certification, criminal background check, and alcohol and drug screening will be required prior to admission. Students with misdemeanor or felony convictions within the past seven years will not be able to enter the program because of inability to be assigned for clinical experience.
11. All application materials must be completed one month prior to the admitting semester.
12. Advanced placement admission is on a space available basis only.

An LVN candidate seeking advanced placement as a 30-unit option candidate may receive a maximum of 21 units of transfer credit (first year) for nursing coursework. CANDIDATES WHO ENTER THE PROGRAM IN THE 30-UNIT OPTION CANNOT CHANGE TO THE ADN OPTION.

1. Each 30-unit option applicant will be evaluated on an individual basis.
2. Testing to demonstrate theory / clinical competency will not be required
3. An overall GPA of 2.5 is required for admission.
4. A science GPA of 2.5 in physiology and microbiology with no more than one W, D or F in these courses is required for admission.
5. Official high school and college transcripts will be required.
6. A physical examination, CPR certification, criminal background check, and alcohol and drug screening will be required prior to admission. Students with misdemeanor or felony convictions within the past seven years will not be able to enter the program because of inability to be assigned for clinical experience.
7. All application materials must be completed one month prior to the admitting semester.
8. Advanced placement admission is on a space available basis only.

Students with educational experience in health care fields analogous to the field of nursing:
1. A student seeking admission into the ADN program who has analogous educational experience may be granted the opportunity to challenge specific nursing coursework as it
relates to their respective educational/experiential background. (i.e., nursing assistants, licensed psychiatric technicians, military corpsman, etc.).

2. Each transfer applicant will be evaluated on an individual basis.
3. Testing to demonstrate theory/clinical competency will be required. The student will receive an outline of the objectives to be tested. (Refer to Advanced Placement Challenge Options)
4. All prerequisite coursework identified in the college catalog must be completed with a minimum grade of C before transfer credit will be considered.
5. A minimum grade of C will be required in all nursing coursework in order to be considered for transfer credit.
6. An overall GPA of 2.5 is required for admission.
7. A science GPA of 2.5 in anatomy, physiology and microbiology with no more than one W, D or F in these courses is required for admission.
8. A success score on the Test of Essential Academic Skills (TEAS) is required for program admission. The current success score is 62% For TEAS version V, but is subject to change. All students are required to take the TEAS V. Applicants not meeting the established "success score" will be required to remediate identified deficiencies and successfully retest before entry. A maximum of two TEAS tests are allowed.
9. Official high school and college transcripts will be required. A physical examination, CPR certification, criminal background check, and alcohol and drug screening will be required prior to admission. Students with misdemeanor or felony convictions within the past seven years will not be able to enter the program because of inability to be assigned for clinical experience.
10. All application materials must be completed one month prior to the admitting semester.
11. Advanced placement admission is on a space available basis only.

Revised 6/24/12
Psychiatric Technician Challenge Procedure
for the Psychiatric Nursing Content of the NS V30 Module

To Challenge the Clinical Portion:

- The student must submit a letter to the director of the School of Nursing & Allied Health requesting to challenge the psychiatric nursing content of the Associate Degree Nursing program. The letter must indicate the date of completion of the psychiatric technician program and experience working in mental health since that time.
- The student must submit a copy of his/her psychiatric technician license to the director of the School of Nursing and Allied Health with the letter requesting challenge.
- The student must prepare a process recording (IPA) and nursing care plan* and must submit it to the lead instructor at least one month prior to the start of the psychiatric / mental health component of the course. Refer to objectives and clinical guides in the NS V30 syllabus to prepare this assignment. All client problems should be identified and two client problems must be discussed in detail on the 6-column form. The student must present a resume of clinical psychiatric experience, including dates, places of employment and job description.

To Challenge the Lecture Portion:

- The student must take a written exam. The earned grade on the exam will be the lecture/theory grade recorded for that portion of the NS V30 course. The minimum passing score is 75%. Contact the program director one month prior to the start of the course to schedule a date to take the exam.

*Student should use client contacts in the psychiatric technician role for process recording and care plan. Forms are available in the course syllabus which can be purchased in the Ventura College Book Store.

Revised 24 June 2012
Advanced Placement Challenge Options

There are several admission options for advanced placement. These vary depending upon the qualifications and needs of the applicant. All advanced placement admissions are on a space available basis and are initiated by filing a Petition for Credit by Examination and Application for Advanced Placement with a nursing counselor. Please call the counseling department at (805) 654-6448 for an appointment.

Qualifying Requirements for Advanced Placement
1. Satisfactory completion of all required ADN prerequisite qualifying requirements described in the Ventura College catalog. This includes: General Microbiology (MICR V01); General Human Anatomy (ANAT V01) and Introduction to Human Physiology (PHSO V01); Human Development (HEC V24) or Introduction to Developmental Psychology (PSY V05).
2. An overall GPA of 2.5 and a 2.5 GPA in the biological sciences (anatomy, physiology & microbiology) with no more than one W, D or F in any of these three science courses.
3. Submission of the completed Application for Advanced Placement to the School of Nursing two months prior to assessment testing for clinical competency.
4. Completion of assessment testing for clinical competency.
5. Submission of Petition for Credit by Examination for each course challenged.
6. Completion of basic skills assessment utilizing the Test of Essential Academic Skills (TEAS V) with the State mandated "success" score. This is currently 62% but is subject to change. Applicants not meeting the established “success score” will be required to remediate identified deficiencies and successfully retest before entry. A maximum of two TEAS tests are allowed.

Competency Testing for Advanced Placement - All objectives, critical behaviors and required forms are included in this packet.

COMPETENCY TESTING #1: DEMONSTRATION OF COMPETENCY FOR NS V10 (Introduction to Professional Nursing).

a. Written comprehensive examination demonstrating competency in applying the nursing process in Introduction to Professional Nursing. Decision score of 75 required on NLN exam.

b. Written nursing care plan for a geriatric client utilizing the nursing process and Orem's Self-Care Deficit Theory of Nursing as the basis. A nursing care plan form and a client chart will be provided. Candidate may bring any texts/reference books.

c. Written medication administration and dosage calculation exam. Passing score of 90% required. You are not allowed to use your own calculator.
d. Clinical skills demonstration. Applicant must demonstrate 100% accuracy in performance of critical behaviors.

**Upon satisfactory completion of all testing, credit will be given for NS V10.**

**COMPETENCY TESTING #2: DEMONSTRATION OF COMPETENCY FOR NS V20 (The Nursing Process Applied to the Client with Health Care Deviations I).**

a. Written comprehensive examination demonstrating competency in applying the nursing process for the medical/surgical client and the nursing process with maternal/infant clients. Decision score of 75 required on NLN exams.

b. Written nursing care plan for the medical/surgical or maternal/infant client utilizing the nursing process and Orem's Self-Care Deficit Theory of Nursing as the basis. Nursing care plan form and client chart will be provided.

c. Written medication administration and dosage calculation exam. Passing score of 90% required. You are not allowed to use your own calculator.

d. Clinical skills demonstration. Applicant must demonstrate 100% accuracy in performance of critical behaviors.

**Upon satisfactory completion of all testing, credit will be given for NS V20.**

**COMPETENCY TESTING #3: DEMONSTRATION OF COMPETENCY FOR NS V30 (The Nursing Process Applied to the Client with Health Care Deviations II).**

a. Written comprehensive examination demonstrating competency in applying the nursing process for the complex medical-surgical client. Decision score of 75 on NLN exam required.

b. Written nursing care plan for the complex medical-surgical client utilizing the nursing process and Orem's Self-Care Deficit Theory of Nursing as the basis. Nursing care plan format and client chart will be provided.

c. Written medication administration and dosage calculation exam. Passing score of 90% required. You are not allowed to use your own calculator.

d. Clinical skills demonstration. Applicant must demonstrate 100% accuracy in performance of critical behaviors.

**Upon satisfactory completion of all testing, credit will be given for NS V30.**

**Options for Advanced Placement Admission**

**OPTION # 1: ADVANCED PLACEMENT ADMISSION INTO NS V20**

a. Satisfactory completion of all qualifying requirements.

b. Satisfactory completion of all assessment testing for COMPETENCY #1 OR current licensure as a vocational nurse in California.
OPTION # 2: ADVANCED PLACEMENT ADMISSION INTO NS V30

a. Satisfactory completion of all qualifying requirements.
b. Satisfactory completion of all assessment testing for COMPETENCY #1 and COMPETENCY #2.

NS V40 Advanced Placement applicants are NOT accepted into the last semester of the nursing program.

OPTION # 3: ADVANCED PLACEMENT ADMISSION AS A 30-UNIT OPTION CANDIDATE

a. Submission of the completed Application for Advanced Placement to the School of Nursing two months prior to assessments for clinical competency.
b. Current licensure as an LVN in the State of California.
c. It is recommended that the candidate be IV certified and have worked a minimum of six months in an acute care agency within the last two years. This will facilitate success in the ADN Program.
d. It is recommended that the candidate complete all assessment testing for Clinical Competency in order to determine areas of strength and weakness. This will facilitate success in the ADN program and success on the state licensing exam.
e. Satisfactory completion of the following coursework:
   1. ANPH V01: Introduction to Human Anatomy and Physiology or PHSO V01: Introduction to Human Physiology (4 - 5 units)
   2. MICR V01: General Microbiology (4 units)
   3. NS V31: The Nursing Process Applied to the Client with Health Care Deviations II (9 units)
   4. NS V41: The Nursing Process Applied to the Client with Health Care Deviations III (9 units)

Upon satisfactory completion of all coursework with a grade of C or better the student is eligible to apply to the California Board of Registered Nursing for licensure as a 30-unit option candidate. IMPORTANT NOTE: Admission as a 30-unit option does not lead to an Associate in Science Degree, and the registered nurse licensed under this option may NOT be eligible for reciprocity of licensure with other states.
CANDIDATES WHO ENTER THE PROGRAM IN THE 30-UNIT OPTION CANNOT CHANGE TO THE ADN OPTION.

Advanced placement admissions are on a space available basis only. If finances prevent application for advanced placement, please contact the student financial aid office at 289-6369.

Students are strongly encouraged to take pharmacology (NS V07 - 3 units).

Revised May 2014
VENTURA COLLEGE SCHOOL OF NURSING

Application For Advanced Placement

NAME: ___________________________ Social Security or Student ID Number: ____________
Street Address: ________________________________________________________________
City, State & Zip Code: __________________________________ Telephone No: ____________
E-mail address: _________________________________________________________________
License Number & Type of License: __________________________ Exp. Date: ____________
School Name: __________________________________ Year of Graduation: ____________
(Where course work for license obtained)

History of health care related experience within the past two years:

_____ I have worked in acute care _____ I have worked in skilled nursing
_____ I have worked in another setting as an LVN _____ I have not worked in health care

Option I
I am seeking advanced placement in the associate degree nursing (ADN) program and am requesting to be scheduled for theory and clinical competency assessment testing. Test #1 must be completed prior to taking #2 and #2 must be completed prior to taking #3. (Please check all that apply.)

_____ Assessment Testing for Clinical Competency #1 (credit for NS V10)
_____ Assessment Testing for Clinical Competency #2 (credit for NS V20)
_____ Assessment Testing for Clinical Competency #3 (credit for NS V30)
_____ I understand I will submit a Petition for Credit by Examination form to a nursing counselor for each course challenged and place a copy on file in the School of Nursing.
_____ I understand I will be charged for the competency examination and required per unit fees for courses challenged.

Option II

_____ I am requesting the 30-unit option. I understand that if admitted to the nursing program as a 30-unit option candidate I may not later become a candidate for the associate degree in nursing. I understand that registered nurses licensed in California under this option may not be recognized in other states.
Option III

_____ I am a licensed vocational nurse requesting admission into NS V20 without challenge testing.
_____ I understand I will submit a Petition for Credit by Examination form to a nursing counselor to receive credit for NS V10 after successful completion of NS V20.
_____ I understand I will be charged the per unit fee associated with NS V10 after successfully completing NS V20.

Overall GPA _____ Science GPA _____ Number of Science Repeats _____

_____ I have satisfactorily completed all required ADN prerequisite coursework identified in the college catalog including Anatomy _______ Physiology _______
   Microbiology _______ Math _______ Human Development _______

_____ I am currently enrolled in Anatomy _______ Physiology _______
   Microbiology _______ Math _______ Human Development _______

_____ I have requested transcripts, letters of recommendation and course outlines from prior college(s).

_____ I am requesting advanced placement admission into the Ventura College ADN program in NS ______ for the ________________ semester, 20____

_____ I will submit a Petition for Credit by Examination form to a nursing counselor for each course being challenged and a copy is on file in the School of Nursing (for Options I and III only).

TEAS results on file at Ventura College _________ or requested ATI to send TEAS results to Ventura College if taken at another site __________ Date taken __________________________

Signature ___________________________________________ Date ______________________

Revised 5/20/14
**Functional Abilities**

Certain functional abilities are essential for the delivery of safe, effective nursing care. These abilities are essential in the sense that they constitute core components of nursing practice, and there is a high probability that negative consequences will result for patient/clients under the care of nurses who fail to demonstrate these abilities. A program preparing students for the practice of nursing must attend to these essential functional abilities in the education and evaluation of its students.

The nursing faculty at Ventura College has identified those functional abilities considered to be essential to the practice of nursing. The Functional Abilities are reflected in course objectives and in clinical evaluation tools, which are the basis for teaching and evaluating all nursing students.

Applicants seeking admission into the nursing program who have questions about the functional abilities and appropriate reasonable accommodations are invited to discuss their questions with one of the nursing program faculty or the program director. Reasonable accommodation will be directed toward providing an equal educational opportunity for students with disabilities while adhering to the standards of nursing practice for all students. Continuing students who are unable to maintain functional abilities with reasonable accommodation will be withdrawn from the Program.

**Standards**

The practice of nursing requires the following functional abilities with or without reasonable accommodations:

**Visual Acuity**
Visual acuity that is sufficient to assess patients and their environments and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities:

- Detect changes in skin color or condition
- Collect data from recording equipment and measurement devices used in patient care
- Detect a fire in a patient area and initiate emergency action
- Draw up the correct quantity of medication into a syringe

**Hearing Ability**
Hearing ability that is sufficient to assess patients and their environments and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities:

- Detect sounds related to bodily functions using a stethoscope
Detect audible alarms within the frequency and volume ranges of the sounds generated by mechanical systems that monitor bodily functions
Communicate clearly in telephone conversations
Communicate effectively with patients and with other members of the health care team

Olfactory Ability
Olfactory ability that is sufficient to assess patients and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities:
- Detect foul or unusual odors of bodily fluids or spoiled foods
- Detect smoke from burning materials

Tactile Ability
Tactile ability that is sufficient to assess patients and to implement the nursing care plans that are developed from such assessments. Examples of relevant activities:
- Detect changes in skin temperature
- Detect unsafe temperature levels in heat-producing devices used in patient care
- Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluid

Strength and Mobility
Strength and mobility sufficient to perform patient care activities and emergency procedures. Examples of relevant activities:
- Safely transfer patients in and out of bed
- Turn and position patients as needed to prevent complications due to bed rest
- Hang intravenous bags at the appropriate level
- Accurately read the volumes in body fluid collection devices hung below bed level
- Perform cardiopulmonary resuscitation

Fine Motor Skills
Fine motor skills sufficient to perform psychomotor skills integral to patient care. Examples of relevant activities:
- Safely dispose of needles in sharps containers
- Accurately place and maintain position of stethoscope for detecting sounds of bodily functions
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications

Physical Endurance
Physical endurance that is sufficient to complete assigned periods of clinical practice.
**Language Ability**
Ability to speak, comprehend, read, and write in English at a level that meets the need for accurate, clear, and effective communication.

**Emotional Stability**
Emotional stability to function effectively under stress, to adapt to changing situations, and to follow through on assigned patient care responsibilities. Emotional instability demonstrated when caring for assigned patients, while interacting with the patient’s family members, staff, or co-workers may result in immediate dismissal from the clinical facility until further evaluation can take place.

**Cognitive Ability**
Cognitive ability to collect, analyze, and integrate information and knowledge to make clinical judgments and management decisions that promote positive patient outcomes.
**Ventura College Associate Degree In Nursing Approximate Projected Costs For Two-Year Program**

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment fee per unit* (36 units over 4 semesters @ $46/unit)</td>
<td>$1,656.00</td>
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<tr>
<td>Fees (Parking &amp; Health) per semester</td>
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<tr>
<td>Immunizations (If done at VC Student Health)</td>
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<tr>
<td>Online Immunization Tracking System</td>
<td>$60.00</td>
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<tr>
<td>Background Check &amp; Drug Screening</td>
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</tr>
<tr>
<td>Uniforms / Shoes</td>
<td>$350.00</td>
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<tr>
<td>Equipment (Stethoscope, watch)</td>
<td>$150.00</td>
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<tr>
<td>Textbooks (program)</td>
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</tr>
<tr>
<td>Supplies</td>
<td>$200.00</td>
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<tr>
<td>Dues/Memberships (Optional)</td>
<td>$25.00</td>
</tr>
<tr>
<td>Licensing fees (Includes application, exam, test center, fingerprint card and interim permit)</td>
<td>$500.00</td>
</tr>
<tr>
<td>Preparatory Review for State Board Exams (optional for 4th semester)</td>
<td>$350.00</td>
</tr>
<tr>
<td>Prerequisite Admission Assessment Testing (optional)</td>
<td>$5.00</td>
</tr>
<tr>
<td>Assessment Test NS 40A (optional)</td>
<td>$55.00</td>
</tr>
</tbody>
</table>

6.12.14
Ventura Community College
Associate In Science Degree: Nursing

REQUIRED COURSES: (Must be completed with grade of "C" or better):
- ENGL V01A English Composition: Level 1 5
- MICR V01 General Microbiology 4
- NS V10 Introduction to Professional Nursing 8.5
- NS V20 Nursing Process Applied to the Client with Health Care Deviations I 9.5
- NS V30 Nursing Process Applied to the Client with Health Care Deviations II 9
- NS V40 Nursing Process Applied to the Client with Health Care Deviations III 9
- PSY V01 Introduction to Psychology 3
- ANAT V01 General Human Anatomy 4
- PHSO V01 Intro to Human Physiology 4

REQUIRED ADDITIONAL COURSES:
Select one (1) of the following courses:
- ANTH V02 Cultural Anthropology 3
- SOC V01 Introduction to Sociology 3
- SOC V02 Social Problems 3
- AES V11/SOC V03 Racial and Ethnic Group Relations 3

Select one (1) of the following courses:
- CD V03 Human Development 3
- PSY V05 Introduction to Developmental Psychology 3

Select one (1) of the following courses:
- COMM V01 Introduction to Speech Communication 3
- COMM V10 Critical Thinking in Oral Communication: Argumentation and Debate 3

TOTAL UNITS = 65

ADDITIONAL VC GRADUATION REQUIREMENTS:
Select one (1) course from each GE category:
- American History or Institutions 3
- Fine and Performing Arts 3
- Humanities Elective 3
- Health Education (requirement fulfilled with NS V40 for ADN degree) (3)
- Physical Education 1
**Required Prerequisite Courses:**

MATH V03 Intermediate Algebra 5

**OR**

MATH V35 Intermediate Algebra and Applications for Health Care Personnel 5

**OR** Higher level Math

CHEM V20 & V20L* Elementary Chemistry & Laboratory 4-1

**OR**

CHEM V30 & V30L* Chemistry for Health Sciences & Laboratory 4-1

**DEGREE TOTAL** 85

**Competency Requirements** must be met in the following areas: Reading, Written Expression, and Mathematics.

**Current CNA Certification** is required for admission into the nursing program. Students who do not have current certification when called must exercise their one deferment option.

**Highly Recommended Courses** although not required, it is strongly recommended that the following courses be taken prior to admission to the ADN program: NS V07 Pharmacology (3 units); NS V75, Nursing Readiness (3 units); Math V35 Intermediate Algebra and Applications for Health Care Professions (4 units - meets math requirements for associate degree.)

Major requirements for transfer students in this field and related disciplines differ from associate degree requirements; if you plan to transfer, consult your counselor.

The combined anatomy/physiology class (ANPH V01) is accepted as the ADN A&P prerequisite if it was taken prior to Fall 2005.

Revised 5/2013
Core Nursing Content Coursework

There are four (4) nursing science courses required in the ADN program. Course length and unit values vary but each involves seminar and clinical coursework.

Actual course hours are as follows:

First Semester:
NS V10 4.5 hours lecture weekly
12 hours laboratory/clinical facility weekly

Second Semester:
NS V20 4.5 hours lecture weekly
15 hours laboratory/clinical facility weekly

Third Semester:
NS V30 5 hours lecture weekly
12 hours laboratory/clinical facility weekly

Fourth Semester:
NS V40 4 hours lecture weekly
Part I 15 hours laboratory/clinical facility weekly
NS V40 38 hours lecture weekly for 2 weeks
Part II Clinical preceptorship – 142.5 clinical hours over 6 weeks

A variety of facilities are utilized for clinical experiences and students may change clinical facilities every four to eight weeks. Clinical assignments are made by the nursing faculty and students are notified of their assigned lecture/lab sections before registration.

Students can expect a variable schedule during the two year program as all days of the week and all shifts are utilized.

During NS V40, clinical preceptorship, the student will work the same hours as the hospital preceptor. This may include any day of the week and any shift.

For lab experiences, flexible child care and work schedules are necessary. Students should anticipate arriving at clinical labs approximately 15 to 30 minutes prior to the scheduled staff start time and plan their child care and work schedules accordingly.

Students should plan to devote 15 - 20 additional hours per week to reading, studying, and preparing for hospital labs.

Content descriptions, sequencing of nursing coursework and specific information regarding additional associate degree requirements can be found in the college catalog.

Revised 5/2013
ADN Program Curriculum Content

NS V10 Introduction to Professional Nursing
Introduction & orientation to the ADN program and nursing science: nursing professionalism; issues & trends in nursing; Orem's Self-Care Deficit Theory of Nursing (S-CDTN); application of principles from natural, social & behavioral sciences; learning styles of students & clients; ethical/legal responsibilities & implications; nursing process, critical thinking & decision making; nursing & health; health assessment; universal requisites (air, water, food, elimination, activity/rest, sleep, pain, solitude/interaction, normalcy, & prevention of hazards); hazards of immobility; simple GU problems, such as incontinence, retention and cystitis; basic conditioning factors (BCFs) age, sexuality, ethnicity, spirituality, cultural differences & socioeconomic status); medical/ surgical asepsis & infection control; care of the client across the life span; nursing skills; perioperative care, herniated nucleus pulpos; bariatric surgery; documentation; medical terminology & abbreviations; pharmacology, dosage calculations and conversions; medication administration, communication & group dynamics; client abuse, guided clinical experiences.

NS V20 The Nursing Process Applied To the Client with Health Care Deviations I
Health deviation self-care requisites related to water (fluid & electrolyte disorders; intravenous therapy; phlebotomy; central venous catheter management); health deviation self-care requisites related to food (nutritional disorders; gastrointestinal disorders; hepatic/biliary disorders; pancreatic disorders; diabetes mellitus); health deviation self-care requisites related to elimination (genitourinary disorders; renal disorders); principles of therapeutic intervention, BCFs, communication & care of clients across the life span; roles of provider of care, manager of care & member within the profession; emphasis on supportive / educative role. Introduction to Orem's developmental self-care requisites, pregnancy, parturition, postpartum period, newborn nursing, high-risk maternal-newborn nursing; the nursing process applied to the pediatric client; the hospitalized child; spinal bifida; congenital heart defects; health issues of men & women, health deviation self-care requisites related to hazards (communicable diseases; infections; preventable injuries; sexually transmitted diseases); principles of therapeutic intervention, BCFs, communication & care of clients across the life span; roles of provider of care, manager of care & member within the profession; emphasis on supportive/educative role. Guided clinical experiences.

NS V30 The Nursing Process Applied To the Client with Health Care Deviations II
Community health nursing; health deviation self-care requisites related to water (intravenous therapy; central venous catheter blood draws; intravenous piggyback infusions; intravenous push medications); health deviation self-care requisites related to solitude & social interaction (communication; sensory disorders - eye & ear); health deviation self-care requisites related to activity/rest (rest/sleep; orthopedic disorders; endocrine disorders; acute/chronic pain); multiple
sclerosis; Gillian Barre; myasthenia gravis; developmental self-care requisites (thanatology); health deviation self-care requisites related to hazards (oncology; hematology; dermatology, immunity- infection/inflammatory, AIDS); advanced geriatrics; principles of therapeutic intervention, BCFs, communication & care of clients across the life span, roles of provider of care, manager of care & member within the profession. Introduction to psychiatric and community mental health nursing; normalcy; mental status examination; communication techniques for clients with deviations of solitude and social interaction; health deviation self-care requisites related to solitude & social interaction --maladaptive thought or mood; emphasis on fostering self-care agency; principles of therapeutic intervention; BCFs, communication & care of clients across the life span; roles of provider of care, manager of care & member within the profession. Guided clinical experiences.

**NS V40 The Nursing Process Applied To the Client with Health Care Deviations III**
Health deviation self-care requisites related to air (cardiovascular disorders; respiratory disorders); health deviation self-care requisites related to activity/rest (neurological disorders); critical care, emphasis of fostering self-care agency. Principles of therapeutic intervention, BCFs, communication & care of clients across the life span; roles of provider of care, manager of care & member within the profession. Application of S- CDTN & nursing process; legal issues in nursing (civil law, criminal law, Nursing Practice Act; licensure); professional issues in nursing (professional organizations; interpersonal relationships; peer incompetence & diversion programs); issues & trends in nursing (nursing delivery systems; reimbursements issues; health care economics; advances in technology); implications of an aging society; health care team; graduation termination; reality shock; nursing shortages/excesses; professional burnout; employment issues & expectations); ethical issues (ethics; bioethics); management and leadership concepts; guided clinical experiences promoting independent nursing judgment and practice & application of leadership principles.

**Skills:** Please refer to the Skills Checklist for planned schedule of presentation of clinical skills and for expected time of skill competency.

Revised October 2011

**Clinical Medication Administration Guidelines**

**Nursing Science V10:**
(Introduction to Professional Nursing):

1. Preparation of all medications will be directly supervised by an instructor.
2. Administration of all medications will be directly supervised by an instructor.

**Nursing Science V20:**
(The Nursing Process Applied to the Client with Health Care Deviations I)

1. Preparation of all medications will be directly supervised by an instructor.
2. Initially the administration of all oral medications will be directly supervised by the instructor. The student may eventually be permitted to administer certain oral medications to adult clients without direct supervision but only after there is specific agreement between the student and the instructor that the student can administer that medication safely without direct supervision.

3. The preparation and administration of all parenteral medications will be directly supervised by the instructor.

4. The preparation and administration of all IV fluids must be directly supervised by the instructor.

5. All medications prepared and administered to pediatric clients will be directly supervised by the instructor.

6. NO intravenous medications will be given.

**Nursing Science V30:**
(The Nursing Process Applied to the Client with Health Care Deviations II)

1. Initially the preparation and administration of all oral medications will be directly supervised by the instructor. The student may eventually be permitted to prepare and administer certain oral medications to adult clients without direct supervision but only after there is specific agreement between the student and the instructor that the student can prepare and administer that medication safely without direct supervision.

2. Initially the preparation and administration of all parenteral medications will be directly supervised by the instructor.

3. The preparation and administration of all IV fluids, IVPBs and IVPs must be directly supervised by the instructor.

4. All medications prepared and administered to pediatric clients will be directly supervised by the instructor.

**Nursing Science V40: Part I**
Part I (The Nursing Process Applied to the Client with Health Care Deviations III):

1. Initially the preparation and administration of all oral medications will be directly supervised by the instructor. The student may eventually be permitted to prepare and administer certain oral medications without direct supervision but only after there is specific agreement between the student and the instructor that the student can prepare and administer that medication safely without direct supervision.

2. Initially, the preparation and administration of all parenteral medications will be directly supervised by the instructor. The student may eventually be permitted to administer certain parenteral (IM, ID, SO) medications without direct supervision but only after there is specific agreement between the student and the instructor that the student can administer that medication safely without direct supervision.

3. Initially, the preparation and administration of all IV fluids, IVPB and selected IV push fluids/medications must be directly supervised by the instructor. The student may eventually be permitted to hang or administer certain IV fluids, IVPB or saline lock
medications under direct supervision of a registered nurse but only after there is specific agreement between the individual student and the instructor. The student may be able to independently do saline flushes and hang plain IV bags after flush / IV solution is checked by instructor or R.N. but only after there is specific agreement between the individual student and the instructor. The student is never permitted to independently prepare and administer any IV fluid or medication.

4. All medications prepared and administered to pediatric clients will be directly supervised by the instructor.

Nursing Science V40: Part II

Part II: (Preceptorship)

1. Initially the preparation and administration of all oral medication will be directly supervised by the staff nurse preceptor. At this level the student will be expected to be able to safely and independently prepare and administer oral medications without direct supervision. The student will be permitted to do this only after there is specific agreement between the student and the preceptor that the student can prepare and administer oral medications safely without direct supervision.

2. Initially the preparation and administration of SQ, IM and ID medications will be directly supervised by the staff nurse preceptor. At this level the student will be expected to be able to safely and independently prepare and administer these medications without direct supervision. The student will be permitted to do this only after there is specific agreement between the student and the preceptor that the student can prepare and administer these parenteral medications without direct supervision.

3. The student may administer pediatric medication excluding IVs without supervision after there is specific agreement between the student and preceptor. The preceptor will directly supervise preparation of all pediatric medications.

4. Preparation and administration of all IV medications (in IV solutions, IVPB, or IVP) must be directly supervised by the preceptor. There are never any exceptions to this standard. The student is never permitted to independently prepare or administer any IV fluid with medications. Flushing a lock with saline or heparin must initially be directly supervised by the preceptor. The student will be permitted to independently do this only after there is specific agreement between the student and the preceptor that the student can flush the line without direct supervision.

5. Selection of IV fluids must be directly supervised by the preceptor. The student may be permitted to hang IV fluids without medications without direct supervision only after there is specific agreement between the student and the preceptor that the student can safely hang the intravenous fluid without direct supervision.

6. The student may insert a peripheral IV cannula and initiate IV fluids for an adult or pediatric client with direct supervision IF the preceptor is willing to supervise. All such IV insertions will be supervised by the preceptor. The student will be allowed one "stick" per patient.
General Guideline for Nursing Science Modules:

1. The phrase DIRECT SUPERVISION is defined as an instructor or registered nurse at the student's side visually supervising the activity.
2. The student is never to administer chemotherapy or IV push drugs in an emergency situation.

Revised October 15, 2011
**Dosage Calculation Behavioral Objectives**

Upon completion of NS V10, the student will, with 90% accuracy, demonstrate the ability to:

1. Add, subtract, multiply and divide fractions
2. Add, subtract, multiply and divide decimal numbers
3. Solve simple word problems utilizing ratio-proportion
4. Convert apothecary, household and metric systems from one to another.
5. Calculate oral drug dosages
6. Calculate parenteral drug dosages (excluding IV medications)
7. Calculate medicine dosage according to mg/kg, given weight in pounds or kilograms
8. Determine whether a dosage is safe to administer.

Upon completion of NS V20, the student will master the above objectives and, in addition, will demonstrate with 90% accuracy the ability to:

9. Calculate IV flow rate in gtts/min, ml/hour, ml/day or hours of infusion
10. Determine the oral fluid requirement based on IV intake and 24 hour fluid allowance.
11. Determine pediatric dosages based on milligram per kilogram

Upon completion of NS V30, the student will master the above objectives and, in addition, will demonstrate with 90% accuracy, the ability to:

12. Calculate pediatric intermittent IV medications administered with infusion control sets, such as a metriset.
13. Calculate flow rate of medications ordered intravenously over a specified time period (IVPB, etc.)
14. Calculate infusion rate given solution concentration and ordered medication dosage per hour or per minute (heparin, insulin, aminophylline, etc.)
15. Calculate the medication required to prepare an IV solution when given the rate of medication administration (morphine sulfate, insulin, etc.)
16. Calculate the infusion rate for blood products.

Upon completion of NS V30, the student will demonstrate 100% mastery of the above objectives in the clinical settings. Dosage calculation competency in NS 40A is determined in the clinical setting during client care. An inability to calculate dosages correctly 100% of the time will result in a clinical failure.

**Guidelines for implementation of Dosage Calculation Competence**

- All theory exams will contain dosage calculation problems.
- Dosage competency exams are not included in the computation of letter grade for course.
- Dosage competency exams will not be given with the theory exams.
• There will be a 10-question dosage calculation exam to determine competence. You need to pass this exam with 90%, (NS V10), 90%, (NS V20, NS V30), or 100%, (NS V40). The first exam will be given during theory or clinical class. Those students who score less than the required passing grade will take a second 10-question dosage calculation exam scheduled in the skills lab.

• A calculator may be used.

• A student who misses an exam without making prior arrangements will receive a "0" grade for that exam.

• Dosage calculation exams will reflect past and current dosage calculation objectives.

**Students who do not pass the second competency dosage examination will be asked to withdraw from the course or receive an "F" grade.**

**Rounding Rules**

A. Work to the hundredth and round to the tenths

B. Express an answer in the dose that will be administered

   − You cannot give a fraction of a drop [calculating gtt/min] so this is always a whole number;
   − If a dose is less than 1 ml, you can administer this dose with a TB syringe to the hundredth [Ex. 15ml].
   − If the dose is >1 ml, you can administer the dose in tenths [1.5ml].

C. With a pediatric client

   − When converting body weights from lb to kg, work the problem to the hundredths and round to the tenths.
   − Always round down at the end of the problem when calculating the actual dose to be administered.

D. With an adult client

   − If the hundredth is 0.5 or greater round up to the next tenth (Ex. 1.75 is 1.8).
   − If the hundredth is 0.4 or less, round down to the next tenth (Ex. 1.74 is 1.7).

**Math Rounding Rules**

1. All answers must have labels, 0.2 ml, 2 mg, 4 tabs, 6 minutes, 12 hours

2. When determining oral fluid requirement based on IV intake and 24 hour fluid allowance – include all IV fluids when considering IV intake (IVBP, hourly IV fluid intake)

   a. 125 ml/hr plus IVBP 10 ml =

      − 125 ml x 24 = 3000 ml + 10 ml IVBP = 3010 ml/day
3. When converting pounds (lbs) to kilograms (kg) work the problem to the hundredths, round to the tenths (Remember normal rounding rule for kilograms - kg). DO NOT round down for pediatric.

<table>
<thead>
<tr>
<th></th>
<th>Adult Answer</th>
<th>Pediatric Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 lbs / 2.2 = 12.27</td>
<td>12.3 kg</td>
<td>12.3 kg</td>
</tr>
</tbody>
</table>

4. Regular rounding rules
   a. Follow regular rounding rules as you progress throughout the problem.

<table>
<thead>
<tr>
<th>Process</th>
<th>Raw Score</th>
<th>Adult Answer</th>
<th>Raw Score</th>
<th>Pediatric Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1: Convert the child’s weight in pounds</td>
<td>X= 44.25 kg</td>
<td>X= 44.3</td>
<td>X= 16.36 kg</td>
<td>X= 16.4</td>
</tr>
<tr>
<td>to the nearest tenth of a kilogram</td>
<td>X = 34.24</td>
<td>X= 34.2</td>
<td>X= 16.33</td>
<td>X= 16.3</td>
</tr>
<tr>
<td>Step 2: Calculate the safe dose</td>
<td>Range: 165.88 - 180.33 mg/day</td>
<td>165.9 -180.3 mg/day</td>
<td>Range: 109.22 - 136.45 mg/day</td>
<td>Range: 109.2 – 136.4 mg/day</td>
</tr>
</tbody>
</table>

b. **If the dose is > 1ml.**

<table>
<thead>
<tr>
<th>Raw Answer</th>
<th>Adult Answer</th>
<th>Raw Answer</th>
<th>Pediatric Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.75</td>
<td>1.8 ml</td>
<td>1.75</td>
<td>1.7 ml</td>
</tr>
<tr>
<td>1.74</td>
<td>1.7 ml</td>
<td>1.74</td>
<td>1.7 ml</td>
</tr>
<tr>
<td>25.45</td>
<td>25.5 ml</td>
<td>25.45</td>
<td>25.4 ml</td>
</tr>
<tr>
<td>25.44</td>
<td>25.4 ml</td>
<td>25.44</td>
<td>25.4 ml</td>
</tr>
<tr>
<td>1.98</td>
<td>2 ml</td>
<td>1.98</td>
<td>1.9 ml</td>
</tr>
<tr>
<td>1.94</td>
<td>1.9 ml</td>
<td>1.94</td>
<td>1.9 ml</td>
</tr>
</tbody>
</table>

c. **If the dose is < 1ml**

   – Work to thousands round to the hundredths. When expressing a dose less than 1 ml a zero (0) must be placed before the decimal (TB syringe allows medication to be administered to the hundredth if less than 1 ml)

<table>
<thead>
<tr>
<th>Raw Answer</th>
<th>Adult Answer</th>
<th>Raw Answer</th>
<th>Pediatric Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.366</td>
<td>0.37 ml</td>
<td>NOT 0.4 ml</td>
<td>0.366</td>
</tr>
<tr>
<td>0.344</td>
<td>0.34 ml</td>
<td>NOT 0.3 ml</td>
<td>0.344</td>
</tr>
</tbody>
</table>
5. Calculating gtts/min – **DROPS ARE ALWAYS A WHOLE NUMBER**

<table>
<thead>
<tr>
<th>Raw Answer</th>
<th>Adult Answer</th>
<th>Raw Answer</th>
<th>Pediatric Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.3</td>
<td>16 gtts/min</td>
<td>16.3</td>
<td>16 gtts/min</td>
</tr>
<tr>
<td>16.6</td>
<td>17 gtts/min</td>
<td>16.6</td>
<td>16 gtts/min</td>
</tr>
</tbody>
</table>

6. Calculating ml/hr – **Remember 1 liter bag equals 1000 ml**

<table>
<thead>
<tr>
<th>Raw Answer</th>
<th>Adult Answer</th>
<th>Pediatric Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 ml/ 12 hrs = 83.3</td>
<td>83.3 ml/hr</td>
<td>83.3 ml/hr</td>
</tr>
<tr>
<td><strong>Adult Answer</strong></td>
<td><strong>Pediatric Answer</strong></td>
<td></td>
</tr>
<tr>
<td>1000 ml/ 24 hrs = 41.66</td>
<td>41.7 ml/hr</td>
<td>41.6 ml/hr</td>
</tr>
</tbody>
</table>

7. Calculating hours of infusion
   a. All time is expressed in military time
   b. If time calculation is expressed as 6.6 hours. To calculate in clock time, take the 6/10 of an hour and multiply by 60 minutes (0.6 x 60 minutes = 36 minutes). 6.6 hours equals 6 hours and 36 minutes. For example. If the infusion is started at 1000 add 6 hours and 36 minutes together, the time will be 1636.
   c. Correct way to write military time is 1636, **NOT** 4:36 pm, **NOT** 16:36

8. Safe dose range vs. therapeuti dose range
   a. Dose below the therapeutic range: state that the dose is below therapeutic range
   b. Doses that exceed the recommended therapeutic dosage: hold dose, verify with pharmacist & physician.

9. Zeros:
   a. Do not use trailing zeros. For example, 4 mg should **NOT** be written as 4.0 mg.
   b. Use leading zeros for doses less than 1 ml or 1 mg. For example, 0.25 mg should **NOT** be written as .25 mg.

Revised October 2011
Student Activities

Ventura College Students Nurses Association (VCSN)

This is a campus association for the student nurse. As such, it is active in planning for the future of the nursing profession and provides the students with an opportunity to begin participation in a professional organization. Students currently enrolled in the nursing program and students on the waiting list are invited to join. All students are strongly encouraged to become either a member (presently enrolled in a nursing science course) or an associate member (awaiting notification of entry.)

Membership and participation in professional organizations make a great addition to your resume and provide opportunities for leadership. An application is included at the back of this handbook. Membership cost is $10.00 per year.

Membership is also encouraged in the National Student Nurses Association. Representatives attend local and state meetings and gather information from other schools of nursing to share with colleagues.

Red Cross

Student nurses are expected to develop an awareness of community health needs and to participate in meeting those needs by volunteering for a minimum of five hours during the 4 semesters of the nursing program. Student nurses have an opportunity to help in the community and earn hours that qualify them to receive the American Red Cross Nursing Pin. A student must volunteer a total of 20 hours in approved activities to earn the pin. After completing the 20 hours the student will be given a certificate. This certificate, along with his/her R.N. licensure, can be submitted to the local chapter of the American Red Cross to receive the pin. The Red Cross Nurses' pin is a symbol of professional attainment and service to humanity. All activities are coordinated by the skills lab assistant and a student representative from VCSNA under the direction of a member of the nursing faculty.

Volunteer Activity Guidelines

1. Volunteer activities must meet Red Cross Standards.
2. The minimum time for a volunteer assignment is one hour with increments of no less than 30 minutes.
3. All volunteer activities must be directly supervised by a representative of the sponsoring agency.
4. All volunteer assignments must be approved by the school. (This is to ensure that students are not accepting responsibilities beyond their educational preparation)
5. All volunteer assignments must be verified by submitting the following information:
   a. Name of student
   b. Facility where activity was performed
   c. Type of activity
School of Nursing Standing Committees
The Standing Committees are composed of the nursing faculty and one student from each program course as available.

Student representatives are elected by each program course at the beginning of each semester to serve on each standing committee. The representative will receive meeting schedules and agendas. Students are asked to provide input on all aspects of the committee's agenda. Student representatives are responsible for bringing student concerns to the committee and reporting on committee work to their peers.

The following are the standing committees in need of student representation:

**Curriculum Committee**
This committee serves as a process group to direct and coordinate the development, review, evaluation, and revision of the undergraduate curricula, School of Nursing curriculum, organizing framework and program objectives.

**Faculty Affairs Committee**
The purpose of this committee is to provide information concerning issues involving faculty and serve as a recommending body regarding policies and procedures affecting faculty and program administration.

**Student Affairs Committee**
The purpose of this committee is to maintain and review policies and procedures regarding students' admission and progression in their Programs of Study and serve as a recommending body regarding student policies and procedures.

Responsibilities of Student Representatives
- Attend all committee meetings
- Report back to class, in a timely manner, any information from that meeting that is pertinent to the class
- Remind class of any pertinent deadlines, such as counseling review, graduation application
- Keep classmates informed about upcoming events
- Solicit feedback from classmates on issues discussed in committee meetings
- Meet with students to gather information that they want communicated to faculty and present this information at committee meetings
- Direct individual and / or group of student(s) to problem solve issues with individual faculty members (refer to Conflict Resolution Procedure in this handbook)
- Assist in organizing any projects that the class undertakes and make sure they are within the guidelines of the college by presenting them at the committee meetings before initiating
- Act as a student advocate

**Peer Tutoring**

The faculty in the School of Nursing and Allied Health developed the Peer Tutoring Program to encourage the academic support of students by their peers.

The tutoring center and the peer tutoring program attempt to match students with a tutor who has demonstrated an understanding of the subject matter and an ability to apply this knowledge in the classroom and clinical areas. Students who earn 84% or above as a course grade and are recommended by a nursing faculty member are eligible to tutor incoming students for the course in which they are eligible to tutor. Eligible students will receive a letter inviting them to become a peer tutor and participate in a peer tutor orientation to prepare them for the tutoring process.

Students who complete an application and are hired by the tutoring center in the Learning Resource Center (LRC) will receive hourly compensation each semester. The number of paid positions for peer tutors is limited, but if students are willing to volunteer, unpaid tutors are needed as well. Your expertise and academic are needed for students encountering learning difficulties. Volunteer tutors must also complete forms in the LRC.

Nursing faculty in the School of Nursing and Allied Health will recognize all tutors at graduation/pinning ceremonies. In addition, Ventura College recognizes tutors chosen for the Peer Tutoring Program and with a certificate of appreciation.

Peer tutors will receive:

- Letter of commendation for your resume
- Recognition and Certificate of Appreciation at pinning ceremony
- Hourly remuneration for those students hired by the tutoring center in the LRC

If you are interested in becoming a peer tutor please:

- Contact Dr. Claudia Peter EdD, RN at cpeter@vcccd.edu
- Contact the tutoring center in the LRC
- Contact the lead teacher of the course in which you choose to tutor

In an effort to encourage peer support of academic excellence, all students who report at the time of graduation that they have tutored another student will be recognized at the pinning ceremony.
Peer tutors' names will be posted on the board outside the office of the nursing program. Students who want to take the responsibility for arranging the services of a tutor directly may ask either Dr. Claudia Peter for the telephone number of the tutor they wish to contact. Peer tutor telephone numbers will not be posted. Ventura College and the nursing program bear no responsibility for tutoring services arranged directly between tutors and tutees. Students may choose to have students contact them only through the tutoring center in the LRC.
**Peer-to-Peer Mentorship Program**
Ventura College School of Nursing program has implemented a peer-to-peer mentorship program. The program is designed to help incoming nursing (NS V10) students make an easier transition to the nursing program. Peer mentors that are upper class nursing students (NS V40) will provide this support.

**The Peer-to-Peer Mentorship Mission**
Through the Peer-to-peer Mentor program, we will promote academic and personal success for the nursing student population at Ventura College School of Nursing, and create an environment of support and scholarship through mentorship.

**Goals of the Peer-to-Peer Mentorship Program**

- To coordinate mentoring related experiences for the students.
- To inspire and provide students with moral support.
- To provide support and guidance to strengthen students’ linkages to the college resources, and the community
- To contribute to the successful completion of the nursing program through encouragement.
- To enhance the connections between students/peers.
- To experience the role of the mentor and mentees.

**Mentor Role & Description**
Peer mentors can help to empower fellow peers by serving as an active resource while providing support and guidance. Each mentor (NS V40) will be assigned to a first semester (NS V10) nursing student. The mentors are not responsible for providing assistance with any academic content. They are not expected to tutor or share notes from courses. Our hope is for the mentors to establish a professional relationship with their mentees through a variety of personal interactions such as:

- Attend the Ventura College School of Nursing New Student Orientation luncheon
- Additional interactions are optional but recommended:
  - Exchange emails and/or phone numbers for general information/support opportunity
  - Other activities that support mentorship and scholarship, as organized by the SNA or mentoring partnership

Any questions:
Professor Lesley Daley
lesley_daley1@vcccd.edu
The Graduation with Distinction Award is a Ventura College School of Nursing award for Associate Degree Nursing students. The nursing faculty may award "Graduation with Distinction" to nominees who are judged by the department to have met the established criteria.

Criteria (1 & 2 required)
1. The student has demonstrated consistent professional behavior during enrollment in the ADN program
2. The student has maintained academic or clinical excellence in the program with a cumulative GPA of 3.0 or greater and/or demonstrated clinical excellence

Additionally, the student has contributed to the discipline of nursing by achieving recognition in at least one of the following categories:

3. Consistent and significant contribution(s) to the School of Nursing
4. Participation in campus or student activities (membership on committees, advisory boards, Student Nurses Association, student representative, peer tutor, etc.)
5. Contribution(s) to community/employment (volunteer activities, membership in professional organizations, etc.)

_________________________________________
Faculty signature: ____________________________

______________________  __________________________
Date: Semester nominated: ____________________________

Revised April 2011
Information Release

I, _______________________________, give permission to ________________________________ to release information to ________________________________ about my academic and clinical performance while a student in the Ventura College ADN program. * Information released may include current status, theoretical nursing courses completed, ability to apply theoretical content in the clinical area, clinical competence related to nursing skills, communication and interpersonal relationships, judgment, organization, prioritization and professionalism.

Signature: ________________________________

Printed Name: ________________________________

Date: ________________________________

Information will be released up to one year after the affixed date.

*This form is primarily used when asking an instructor or the director for a recommendation / referral to a school or a clinical agency.
Request for a Letter of Reference / Recommendation from a Nursing Faculty Member

Date of Request ______________________ Instructor _________________________________
Student Name ________________________ Telephone ________________________________
Student Address ________________________________________________________________
Date Letter Needed _______________________
Letter to be mailed to student ___________; picked up from Health Sciences Office ___________;
mailed directly to facility _____________.

Please list the semester, year and course in which you completed the class with the above instructor.
Theory: _______________________________________________________________________
Clinical: _____________________________________________________________________

Please provide the following information concerning the letter and the person to whom the letter is to be addressed.
Name ________________________________________________________________________
Title ________________________________________________________________________
Facility ______________________________________________________________________
Address ______________________________________________________________________
Purpose of the letter (employment, scholarship, etc). ________________________________

Specific information that needs to be included in the body of the letter.
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

Please be certain that you personally contact the instructor prior to submitting this form for completion.
## Clinical Agencies Utilized By The Associate Degree Nursing Program

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<tr>
<th>Clinical Agency</th>
<th>Location</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>Community Memorial Hospital Main Clinic</td>
<td>138 West Main, Ventura, CA 93001</td>
<td>675-6963</td>
</tr>
<tr>
<td>Fillmore Unified School District</td>
<td>627 Sespe Avenue, Fillmore, CA 93015</td>
<td>218-9999</td>
</tr>
<tr>
<td>Mandalay Bay Children’s Clinic</td>
<td>2500 South C St., Suite C, Oxnard, CA</td>
<td>385-9138</td>
</tr>
<tr>
<td>Community Memorial Hospital Saviers Clinic</td>
<td>2921 S. Saviors Rd., Oxnard, CA 93033</td>
<td>487-5585</td>
</tr>
<tr>
<td>Hillmont Psychiatric Care Inpatient</td>
<td>300 Hillmont Ave., Ventura, CA 93003-1699</td>
<td>652-6729</td>
</tr>
<tr>
<td>Ojai Valley Community Hospital</td>
<td>1306 Maricopa Hwy, Ojai, CA 93023</td>
<td>646-1401</td>
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<tr>
<td>Assisted Home Care</td>
<td>2140 Eastman Ave., Suite 205, Ventura, CA 93003</td>
<td>677-7400</td>
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<tr>
<td>Kidney Center</td>
<td>253 March Street, Santa Paula, CA 93060</td>
<td>433-7504</td>
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<tr>
<td>Pediatric Diagnostic Center (VCMC)</td>
<td>3160 Loma Vista Rd., Ventura, CA 93003</td>
<td>641-4490</td>
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<tr>
<td>Aurora Vista Del Mar</td>
<td>801 Seneca St., Ventura, CA 93001</td>
<td>653-6434</td>
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<td>Livingston Memorial Visiting Nurse Association</td>
<td>1996 Eastman Ave., Ventura, CA 93003</td>
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<td>Saint John’s Pleasant Valley Hospital</td>
<td>2309 Antonio Ave., Camarillo, CA 93010</td>
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<td>Community Memorial Hospital Loma Vista at Brent</td>
<td>812 West Main, Ventura, CA 93001</td>
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<td>Los Robles Homecare Services</td>
<td>68 Long Court, Suite 2E, Thousand Oaks, CA 91360</td>
<td>777-7234</td>
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<td>St. John’s Regional Medical Center</td>
<td>1600 N. Rose Ave., Oxnard, CA 93030</td>
<td>988-2500</td>
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<td>Community Memorial Hospital Centers for Family Health</td>
<td>2825 Cabrillo, Suite A, Ventura, CA 981-3770</td>
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<td>Magnolia Family Health Center</td>
<td>120 W Magnolia Ave., Oxnard, CA 385-4100</td>
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<td>Ventura County Medical Center &amp; Clinics</td>
<td>3291 Loma Vista Rd., Ventura, CA 93003</td>
<td>652-6075</td>
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<tr>
<td>Community Memorial Hospital Ventura Clinic</td>
<td>2856 Cabrillo, Suite 101, Ventura, CA 93003</td>
<td>675-6963</td>
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<tr>
<td>Ventura County Hematology / Oncology Specialists</td>
<td>1700 North Rose Ave., Suite 320, Oxnard, CA 93030</td>
<td>485-5521</td>
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<td>Ventura County Public Health Location to be assigned</td>
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<tr>
<td>Ventura Unified School District Jump Start Programs</td>
<td>120 East Santa Clara St., Ventura, CA 93001</td>
<td>641-5000</td>
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Revised 6/6/14
VENTURA COLLEGE
SCHOOL OF NURSING & ALLIED HEALTH
SCHOOL OF PREHOSPITAL AND EMERGENCY MEDICINE

Student Physical Examination & Immunization Requirements

DEAR STUDENT:

You have made a choice to enroll in our CNA, ADN, EMT or Paramedic program.

PRIOR to starting the program, you are required to have a health appraisal. Contracts with the clinical agencies require that all students be documented to be in good health and free from infectious disease.

PHYSICAL EXAMS: Students must use the Ventura College history and physical forms but can have the physical examination and testing done by the VC Student Health Center (cost sheet attached) or the health care provider of their choice.

VC Student Health Center 4667 Telegraph Rd., Ventura (805) 289-6346
(By appointment only)

YOU MUST TAKE THE REQUIRED FORMS WITH YOU. PLEASE COMPLETE THE HEALTH HISTORY FORM BEFORE YOUR PHYSICAL EXAM APPOINTMENT.

BLOOD TESTS AND IMMUNIZATIONS: Students may have blood tests and immunizations done by Ventura College Student Health Center, Ventura County Public Health or through a health care provider of their choice. Blood tests and immunizations through Student Health and Psychological Services usually are less expensive than what many health care providers charge.

If available, please bring any immunization records with you, such as: childhood, employment or military. This may reduce your costs and avoid unnecessary titers and/or vaccinations.

Students must have completed the physical examination (valid for 1 year), TB clearance, titers (valid for 10 years) and immunizations, before being assigned to the clinical area. Note: CNA students must complete the requirements prior to registration in the program. THERE CAN BE NO EXCEPTIONS TO THE REQUIREMENTS.

Please make and keep a copy of your physical examination and lab test results for future reference. The School of Nursing & Allied Health is unable to make copies for you.
VC Student Health: Health Science Medical Clearance Fees
Pricing as of May 5th, 2014*

Physicals are $20.00
Hep B Vaccines are $32.00 each
Tdap Vaccine is $35.00
MMR Vaccine is $50.00
TB Skin Test is $5.00 each
Hep B Titer is $6.00
Measles Titer is $4.00
Mumps Titer is $9.00
Rubella Titer $4.00
Varicella Titer $5.00

Please call to schedule an appointment (805) 289-6346.

* All prices are subject to change.
Physical Examination & Immunization Requirements

Dear Health Care Provider:

The area hospitals are requiring the following for admission into their clinical programs. Please do not make any substitutions.

1. Physical Exam filled in on the Ventura College form.

2. Providers name printed clearly AND the facility name and address stamped on all medical forms.

3. Tuberculin Skin Test must be the PPD Mantoux only. A copy of the test with date given and date read must be included with the forms. The 2-Step Method is required (2 tests 1-3 weeks apart).

4. Students must submit one of the following:
   - Documentation of two (2) MMR and two (2) varicella immunizations at least four (4) weeks apart.
   OR
   - Documentation of titers (valid for 10 years) demonstrating immunity of:
     - Rubella Antibody-IGG Titer
     - Rubeola Antibody-IGG Titer
     - Mumps Antibody-IGG Titer
     - Varicella Antibody-IGG Titer

5. Hepatitis-B vaccination is highly recommended, however, a waiver may be signed if one does not have immunity to documented Hepatitis B.

6. Tdap vaccination (valid for 10 years) is required.

7. Annual influenza vaccine is required per availability.

8. Originals of lab work and immunization records, with the individual’s name clearly identified, are required for above stated tests.

If you have any questions, please feel free to call Student Health Center at (805) 289-6346 or the School of Nursing at (805) 289-6342 or the School of Prehospital and Emergency Medicine (805) 289-6364.

Thank you for your cooperation in this matter.
Name ____________________________  Date of Birth _____________________
Student I.D. # ____________________  Cell Phone # ______________________
Allergies ________________________  Work Phone # ____________________
Date of last menstrual period _______

**Health History and Physical Examination**

Please complete before physical examination

**PERSONAL HISTORY**
Please circle appropriate response

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Please explain all affirmative answers and explain conditions you are or have been subject to that are not listed above.
Physical Examination

Name ___________________________ Ht. _____ Wt. _____ Pulse _____ Resp. _____ BP _____

Vision (uncorrected) R: 20/ _____ L: 20/ _____ Both: 20/ _____
(corrected) R: 20/ _____ L: 20/ _____ Both: 20/ _____

Ishihara’s Test for color deficiency: Pass _____ Fail _____

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Any restrictions on physical activity? YES ____ NO ____ Date Examined __________________________

Any recommendations for medical care? YES ____ NO ____ Printed Name ___________________________________________
(Explain restrictions and recommendations)

HEALTH PROVIDER SIGNATURE:

HEALTH PROVIDER NAME & ADDRESS STAMP:

(please stamp here)
FORM IS INVALID WITHOUT OFFICE STAMP
Immunization Record

NAME_________________________________  ID#_________________  DOB:_____________________

1. TB SCREENING (A 2 STEP METHOD MUST BE DONE 1-3 WEEKS APART BETWEEN TEST 1 & 2)

TB Mantoux
Test Date #1:_________________ Read:_________________ Neg ____  Pos ____mm  Ind _____mm
Test Date #2:_________________ Read:_________________ Neg ____  Pos ____mm  Ind _____mm
Prior TB Test:_________________  Current TB Test:_________________

If TB is POSITIVE: If you have a history of a positive tuberculin skin test, you must provide results of a QuantiFERON blood test and complete the Systems Review form. If QuantiFERON blood test is positive, you must have a Chest X-Ray and complete the Systems Review on the next page.

2. RUBEOLA (Measles), RUBELLA, MUMPS AND VARICELLA (Chickenpox)

Required Documentation: 2 MMRs and 2 varicella vaccinations at least 4 weeks apart OR titers demonstrating immunity.

MMR (Measles, Mumps, Rubella)
Vaccination date #1___________
Vaccination date #2___________

VARICELLA
Vaccination date #1___________
Vaccination date #2___________

OR

RUBEOLA (Measles) (IGG)
Titer date _____________
*Titer results _____________
Vaccination date #1___________
Follow-up Titer ___________

MUMPS (IGG)
Titer date _____________
*Titer results _____________
Vaccination date #1___________
Follow-up Titer ___________

RUBELLA (IGG)
Titer date _____________
*Titer results _____________
Vaccination date #1___________
Follow-up Titer ___________

VARICELLA (Chickenpox)/(IGG)
Titer date _____________
*Titer results _____________
Vaccination date #1___________
Follow-up Titer ___________

3. Tdap BOOSTER
Need documented proof of Tdap within 10 years:___________________________

4. HEPATITIS B
Hepatitis B series is strongly advised. Students who do not have documented proof of the series and the titer must sign a waiver.

Series #1 date _____________________
Series #2 date _____________________
Series #3 date _____________________

AND

HEP B ANTIBODY TITER: (ANTI-HBS)
Titer date _____________________
*Titer results ___________________

HEALTH PROVIDER SIGNATURE: ______________________________

HEALTH PROVIDER NAME & ADDRESS STAMP: ______________________________

FORM IS INVALID WITHOUT OFFICE STAMP

*COPIES OF ALL BLOOD TEST/TITER RESULTS ARE REQUIRED.
Complete this page ONLY if TB skin test is POSITIVE

If TB is POSITIVE: If you have a history of a positive tuberculin skin test, you must provide results of a QuantiFERON blood test and complete this Systems Review form. If QuantiFERON blood test is positive, you must have a Chest X-Ray and complete this Systems Review form.

Systems Review For Tuberculosis Form

NAME ____________________________

QuantiFERON TB blood test ______ Results: ____________________________
OR
Last chest x-ray: ______________ Place: ____________________________

Results: ____________________________________________________________________________

____________________________________________________________________________________

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<th>YES</th>
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Have you ever taken INH? ☐ YES ☐ NO
If yes, for how long? _____________________________________________________________

Have you had exposure to anyone with TB? ☐ YES ☐ NO

☐ No symptoms—student is cleared for participation in health science programs including hospital clinical and field care.

Healthcare Provider Signature: ___________________________ Date ______________
Hepatitis Exhibit Form

HEPATITIS B VACCINE DECLINATION (WAIVER)
I have been informed and understand that due to my participation in this course and possible exposure to blood and/or other potentially infectious materials that I may be at risk of acquiring hepatitis B virus (HBV) infection. I have been advised, and given the opportunity to be vaccinated for a fee with Hepatitis B vaccination. However, I decline the Hepatitis B vaccination, and understand that by declining this vaccine, I continue to be at risk of acquiring Hepatitis B, a serious disease.

Signed:________________________ Name:________________________ Date:_____

VERIFICATION OF COMPLETION OF THE HEPATITIS B SERIES WITH PROOF
I have fully completed the Hepatitis B vaccine series and have proof of the three vaccines and a titer demonstrating immunity.

Signed:________________________ Name:________________________ Date:_____

93
Ventura College Student Nurses Association Application for Membership

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Address:</td>
<td>Phone: home:</td>
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<td></td>
<td>cell:</td>
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<tr>
<td>e-mail:</td>
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<tr>
<th>$10 Member (currently enrolled in the Nursing Program)*</th>
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<tbody>
<tr>
<td>$10 Associate Member (awaiting notification of acceptance into the Nursing Program)*</td>
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<tr>
<th>Paid by Check #:</th>
<th>Paid by Cash</th>
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<tbody>
<tr>
<td>YES</td>
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<tr>
<th>YES</th>
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<tr>
<td>I am an ASB cardholder</td>
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<tr>
<td>I currently have a GPA of 2.0 or higher</td>
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<tr>
<td>I am a member of NSNA / CNSA</td>
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</tbody>
</table>

If you are currently enrolled in the nursing program:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Would you be interested in holding An office or serving on committees?</th>
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<tr>
<td>1 2 3 4</td>
<td>YES NO</td>
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Do you have an interest in a particular area of nursing?

Make your check payable to Ventura College. You may hand carry it to the School of Nursing Building and give it to Barbara Cogert, or mail to: Barbara Cogert, School of Nursing & Allied Health, Ventura College, 4667 Telegraph Road, Ventura, CA 93003

*one-time fee
Planning for Pinning

The following should be considered when planning your pinning ceremony.

I. Choosing participants in program

a. The students (NS V40) choose the following based on a vote by the class. These can include faculty, or community registered nurses.

1. Speakers
   - Student (s)______________________
   - Speech(s) must be read by faculty committee **1 week prior to pinning**
     - Keynote ________________________ (An RN from the community or from the clinical areas, faculty, or another person chosen from the college or community)

2. Introductions __________________
   - Introduces the VCCCD Board Members, VC administrators and faculty.

3. Music
   - Must be approved by faculty committee
     - Processional _____________________
     - Recessional _____________________

4. Individual who calls student’s names as they are pinned ________________
   (Must be VC Nursing faculty)

5. Presentation of class ________________

6. Individual who leads the class and nurses in the audience in nursing pledge ________________ **MUST BE AN RN**

7. Master of Ceremony ______________________
   May be the dean, nursing director, a nursing faculty member, or a nursing counselor.

b. The following are part of the program and speakers remain the same

1. Red Cross & volunteer hours: VC Faculty/Dr. Claudia Peter
2. Peer tutoring: Dr. Claudia Peter
3. Graduation with Distinction: Dr. Sandra Melton
4. Dobson Award: Janet Leifur

c. Attire:
   1. Professional attire is required. See Student Handbook.
   2. White uniforms or white cap & gown
   3. If uniform, must wear white nursing shoes (no sandals, no pumps)
Who needs to be invited: (School of Nursing will send the invitations)

- Board of trustees
- Chancellor
- College President
- College Vice Presidents
- Administrative Assistants
- Clerical Support Staff
- Skills Lab Assistants
- Dean
- Nursing Faculty
- Academic Senate President
- Health Science Counselors
- Skills lab Instructor
- Public Information Officer

II. **Individual to pin the student**
   a. **THIS MUST BE A RN. Only one person may pin each student.**
   b. This can be a family member, friend, mentor, preceptor, teacher, etc.
   c. The student must personally contact the individual prior to the pinning ceremony.

III. **Scheduling the date of pinning**
   a. Scheduling is based on availability of the site to be used and is generally set one year in advance. The director will take care of this.
   b. Be certain that pins are ordered early enough to arrive on time
      - Date: _________________________
      - Time _________________________ (usually at 5 PM)

IV. **Because of college support of this event, students are committed to attend May graduation ceremony.**

V. **Pinning Practice**

   b. Held the day of pinning
   c. Required attendance for all
   d. Supplies to bring: 3X5 cards, pen/pencil
   e. Needs to include the processional and recessional music

VI. **Program will be prepared and printed by the School of Nursing**

   a. Red Cross hours must be submitted to VC Faculty by _________________ for recognition in the program.
   b. The names of students who plan to be recognized for academic excellence must be submitted to the faculty committee two weeks prior to the program approval. This provides time for verification of GPA.
   c. ADN Graduation with Distinction Award – Nominated & selected by nursing faculty.

VII. **Invitations**

   a. Theater holds approximately 368 people. The two front rows on the far left need to be ribboned off for faculty and staff.
   b. Invitations will be prepared by the School of Nursing and approximately 7-10 invitations (depending on number of graduates) will be provided to each student.
VIII. Decoration of the theater committee

a. Committee
   • Chair person________________________
   • Members ______________________
   ______________________

b. Responsibilities
   • Plan /purchase
   • Plants are available on loan from Green Thumb with prior arrangements
   • Clean the theater after pinning

c. Set up of Stage – Chairs, risers

IX. Other things to consider

   • Photos
Winifred Dobson Medal for Clinical and Academic Excellence in Nursing

The Dobson medal is awarded at the end of each academic year to recognize the graduate who best typifies the ideal clinical, academic, and behavioral characteristics of a new graduate from the Ventura College Associate Degree Program in Nursing. In 2005, the Ventura College Nursing faculty decided that the Dobson Medal would serve as the school’s annual award for excellence. Each awardee is presented with a 10K gold medal to be worn as a pin and inscribed “Ventura College Dobson Medal for Nursing Excellence” with their name and the year engraved on the back. The student is selected by the nursing faculty based on the following criteria:

- a cumulative GPA of at least 3.5
- consistently sensitive and compassionate to the needs of patients and families
- maintains collaborative relationships with health care colleagues
- demonstrates excellent clinical knowledge and skills
- identified as a role model, leader, and resource by other students
- communicates assertively, exceptional ability to organize time and complete assignments, exhibits professional behavior through responsibility, accountability, and appearance
- Finally, considered by faculty to be “The student I would most like to care for me or my family.”

This award was established in 2003 by Janet Dobson Leifur, RN, MSN, a Ventura College Nursing Professor and a 1972 graduate of the program and her sister, Joy Dobson Way, RN, MS, a 1965 graduate of the program. The award is in memory of the life and professional inspiration of their beloved mother, Winifred Mary Amis Dobson. The award is modeled after the Newport (R.I.) Hospital School for Nurses Garretson Medal for Efficiency that she received in 1937 for being the most outstanding graduate. Throughout her life, Mrs. Dobson was proud of being a registered nurse and especially proud that both of her daughters became nurses and earned graduate degrees. Mrs. Dobson, a wonderful Mother and a woman of great integrity, died in 2002 at the age of 87. The Ventura College Dobson Medal for Clinical and Academic Excellence in Nursing is one way her family has chosen to commemorate her life.
Procedure For Work Experience Course

1. Attend orientation
2. Complete prior to start of semester
   • Contact clinical agency. Needs to be done early because it may take as long as six weeks
ten complete the hiring process.
   • NS V96 – must secure employment and complete new employee orientation prior to
beginning of semester
   • Agency / Faculty / Student Agreement to be initiated with clinical facility
   • Skills checklist to be completed by current medical / surgical clinical instructor before the
end of the semester preceding that in which work study is desired
   • Skills checklist must be updated each semester
   • Enroll in the course

Clinical Facility Liaisons:
   • Community Memorial Hospital
   • Ojai Valley Hospital
   • SJPVH – Nursing Education SJRMC
   • SJRMC – Nursing Education
   • VCMC – Karen Bateman, Nursing Educator

Preceptorship Assignments

As stated in the BRN regulations, determination of preceptor assignments falls under the purview
of Ventura College. Students will be placed in a clinical area with a RN preceptor based on the
following:
   • Learning needs of the student in preparation for entry-level nursing
   • Recommendations from previous NS V40 Part I clinical instructors
   • Course grades, specifically advanced medical-surgical, and maternal-infant
   • Student requests
   • Place of employment within last 6 months

For those students with proven clinical skills, a request for placement in a specialty area (ER, OR,
Mental Health, and Obstetrics) will be considered.

Work experience student: if a student nurse requests to precept on a unit in which he/she
currently does work experience and the above criteria is met, the student can precept on this unit
once reassigned to another unit for work experience.

Employee outside work experience: a student may request to precept on a unit in which
he/she is currently employed. If approved, based on the above criteria, the student may be placed
on a unit that compliments this employment area (ex. Work L&D, placed in NICU of
postpartum) or on the opposite shift.

Rev. June 27, 2012
Request for Reentry

Name: ____________________________ Date of Request ________________

Street Address __________________ City ___________________ Zip ___________

Phone # (Home) ___________ (Cell / Pager) ___________ Work ____________

Email _____________________________________________________________

Social Security # ________________________________________________

Course Requested: _______________ Date of Withdrawal ____________

Reason(s) for withdrawal
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Status at time of Withdrawal:

Clinical
☐ Passing
☐ Failing

Theory
☐ Passing
☐ Failing

Have you previously repeated any nursing course(s)?

☐ Yes
☐ No If so, what course ________________________________

Plan for success: Please identify specific strategies you will / have implemented to address the reason(s) for withdrawal:

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

Signed __________________________________________ Date ____________

Student requesting reentry has returned the following as applicable:

☐ Badge  ☐ Parking Permit  ☐ Blood glucose monitoring card  ☐ Other ________________________________
Verification Of Counseling Appointment

The following NS V30 / NS V40 student, __________________________, came to see me on

_________________________________ for a graduation check.

_________________________________

Counselor’s Signature                                                    Date
VENTURA COUNTY COMMUNITY COLLEGE DISTRICT

Student Participation Consent Waiver Release And Indemnity Agreement

For and in consideration of permitting (Name) ______________________________________________ to participate in Course/Activity)_________________________________________________ offered by the Ventura County Community College District, in the City of __________________________, County of Ventura and State of California, beginning on (Date)__________________________, the undersigned hereby voluntarily releases, discharges, waives and relinquishes any and all actions or causes of action for personal injury, property damage or wrongful death occurring to him/herself arising as a result of engaging or receiving instructions in said activity or any activities incidental thereto, wherever or however the same may occur and continue, and the undersigned does for him/herself, his/her heirs, executors, administrators and assigns, hereby release, waive, discharge and relinquish any action or cause of action aforesaid, which may hereafter arise for him/herself and for his/her estate, and agrees that under no circumstances will he/she or his/her heirs, executors, administrator and assigns prosecute, present any claim for personal injury, property damage or wrongful death against Ventura County Community College District or any of its officers, agents or employees for any of said causes of action, whether the same shall arise by the negligence of any of said persons, or otherwise.

IT IS THE INTENTION OF (Name) ______________________ BY THIS INSTRUMENT, TO EXEMPT AND RELIEVE VENTURA COUNTY COMMUNITY COLLEGE DISTRICT FROM LIABILITY FOR PERSONAL INJURY, PROPERTY DAMAGE, OR WRONGFUL DEATH CAUSED BY NEGLIGENCE.

The undersigned, for him/herself, his/her heirs, executors, administrators or assigns agrees that in the event any claim for personal injury, property damage or wrongful death shall be prosecuted against Ventura County Community College District, he/she shall indemnify and save harmless the same Ventura County Community College District from any and all claims or causes of action by whomever or wherever made or presented for personal injuries, property damage or wrongful death.

The undersigned acknowledges that he/she has read the Waiver of Liability Notice and the foregoing three paragraphs, has been fully and completely advised of the potential danger incidental to engaging in the activity and instructing of the following course(s)/activities): ________________________________, and is fully aware of the legal consequences of signing the within instrument.

_________________________________________  __________________________
Student Signature                           Date

_________________________________________  __________________________
Parent or Guardian Signature (If Minor)    Date
Renewable Requirements Documentation

NOTICE
The following
RENEWABLE REQUIREMENTS DOCUMENTATION
must be submitted to the Health Science Office
between Monday, December 1st and Monday, December 8th, 2014
to maintain enrollment in any nursing course in the
Spring 2015 semester.

Requirements for Submitting Forms
Between Monday, December 1st and Monday, December 8th, 2014 submit to the
Health Science office ONE ENVELOPE CLEARLY LABELED AS FOLLOWS:

STUDENT NAME, Spring 2015 and Class (e.g., NS V20 to NS V30 or NS
The following documents must be submitted
even if the documents on file do not expire in the specified time frame.

1. Copy of signed CPR card (both sides). Must meet the requirements as stated in the
   Student Handbook. The 1st year of 2 year cards cannot expire prior to December 2014
   (cards are good thru the month).
2. Copy of my TB clearance - TB STATUS - Cannot expire prior to December 2014

I understand that I am responsible for submitting the correct type of documentation and will consult the
Student Handbook and/or Health Science staff for clarification, if in doubt.

I understand that failure to submit my documentation by the due date will prevent clinical attendance in
August 2014 and there will be no provisions for “make-ups”. I understand I will need to apply for reentry to
continue in the program. Reentry forms can be found in the Student Handbook.

_________________________________         ____________________
Signed                                    Printed Name         Date

Current Course: NSV_____________           FALL Course: NSV_________
Renewable Requirements Contract

Student: _______________________

Date: _________________________

As stated in the Ventura College School of Nursing and Allied Health Student Handbook: CPR: Current certification is required in order to participate in clinical labs… CPR cannot expire within the school semester (Page 46) … All Nursing Science Students must have…… a negative tuberculin test (annually) or QuantiFERON blood test (every four years) or chest x-ray (every four years). TB screening cannot expire within the school semester (page 103). The responsibility for maintaining currency of these requirements is the student’s. Renewable Requirements “…..sheet must be signed and submitted on date stated. A student will not be able to progress in the semester…. (Page 103)

After both verbal and written reminders to complete one or both of these requirements, you fail to do so. You therefore are not meeting Ventura College ADN program policy and do not demonstrate a behavior as defined in the clinical objectives. “Demonstrate responsibility, accountability, self-management and self-evaluation. Demonstrates accountability for own actions (see Evaluation of Clinical Objectives Level one/ two evaluation (Syllabus). Continuing to breach this objective may result in dismissal from the nursing program.

___________________________________  
Student’s Signature

___________________________________ 
Faculty Signature

Comments:
Ventura County Community College
School of Nursing

Simulation Confidentiality Statement

__________________________________________  _______________________
Print Name                                      Date

Confidentiality

During your participation in the simulation experience you will likely be an observer of the performance of other students in managing the medical care of the patient. It is also possible that you will be a participant in these activities. You are asked to maintain and hold confidential all information regarding the performance of other students and the details of the scenario.

By signing below, you acknowledge to having read and understood this statement and agree to maintain the strictest confidentiality about any observations you may make about the performance of other students and the simulation scenario.

Photography

I agree to allow Ventura College Program of Nursing to record and/or photograph my performance in simulation to be utilized for teaching purposes.

__________________________________________  _______________________
Signature                                      Date
Exhibit A, B, C Form

EXHIBIT "A"

STATEMENT OF STUDENT RESPONSIBILITIES REGARDING AGENCY AND DISTRICT TRAINING PROGRAM

1. If requested, provide proof of immunization or documented immunity against hepatitis B, tetanus, diphtheria, rubella, rubeola and varicella and a current PPD or tuberculosis evaluation.

2. Conform to all applicable AGENCY policies, procedures, and regulations, and such other requirements and restrictions as may be mutually specified and agreed upon by the designated representative of AGENCY and DISTRICT.

Signed __________________________ Name: __________________________ Date: __________

EXHIBIT "B"

STUDENT WAIVER OF LIABILITY

1. In consideration of the educational opportunity afforded to me by AGENCY, I hereby waive any claim for damages against AGENCY, its employees, and/or agents alleged to have resulted from any tortuous acts or omissions of AGENCY, its employees, and/or agents.

Signed __________________________ Name: __________________________ Date: __________

2. In consideration of the educational opportunity afforded to me by DISTRICT, I hereby waive any claim for damages against DISTRICT, its employees and/or agents alleged to have resulted from any tortuous acts or omissions of DISTRICT, its employees and/or agents.

Signed __________________________ Name: __________________________ Date: __________

EXHIBIT "C"

STUDENT ACKNOWLEDGEMENT OF PATIENT CONFIDENTIALITY

1. The undersigned hereby recognizes that medical records, patient care information, personnel information, reports to regulatory agencies, and conversations between or among any health care professionals regarding patient matters are considered confidential, and should be treated with utmost confidentiality. If it is determined that a breach of confidentiality has occurred as a result of my actions, I can be liable for damages that result from such a breach, and possible termination from the Program.

Signed __________________________ Name: __________________________ Date: __________
Student Information/Release

Name ______________________________________
Current Address ______________________________

___________________________
Telephone # _____________________________
E-mail address ____________________________

TELEPHONE RELEASE FOR CLINICAL AGENCIES

I give the School of Nursing permission to release my name and home telephone number to the various clinical agencies to which I will be assigned while a student in this program. I understand this is being done in the event the agency needs to reach me about a client-related issue after I have left the facility.

__________________________________                       ________________________________
(Print name)                                                                 (Signature)

__________________________________
(Date)

INFORMATION RELEASE FOR CLINICAL AGENCIES

I give the School of Nursing permission to disclose information about my medical and criminal background history to clinical agencies as needed to obtain clinical placements. (All students must sign to be assigned a clinical placement.)

__________________________________                       ________________________________
(Print name)                                                                 (Signature)

__________________________________
(Date)
Handbook Statement

I, the undersigned, have read, understand and will abide by the policies and expectations outlined in the Ventura College School of Nursing ADN Program Student Handbook. I am aware that the Handbook is revised yearly and that I am responsible for information in the most current edition. Furthermore, I understand that failure to adhere to the school's policies and procedures could result in my dismissal from the program.

Name: ________________________              ________________________________
(Please print)                                                      (Signature)

Date: _______________________________
VCCCD Multi-Media/ Model Release Form

I, the undersigned, hereby consent to and authorize the use and reproduction by the Ventura County Community College District, any of the individual colleges within the District, or college related foundation(s), to use my image, likeness and/or voice in the production of college, college district or college related foundation(s) publications, whether in print, video, audio or for a website.

I hereby waive any right to inspect or approve the finished images, advertising copy or printed matter that may be used in conjunction therewith, or the eventual use that the images may be applied.

I release the college, college district or college related foundation(s) from any liability relating to any blurring, distortion, or alteration whether intentional or otherwise, that may occur or be produced in connection with the images, or in connection with any processing, alteration, transmission, display or publications of the image.

This agreement constitutes the sole, complete and exclusive agreement between college, the college district or college related foundation(s) regarding the images and I am not relying on any other representations whether oral or written.

This agreement will remain in effect, without compensation to me, so long as the college, college district or college related foundation(s) deems necessary. The original film, prints, negatives, tapes, and/or soundtracks shall constitute the property of the college, college district or college related foundation(s) that created the materials.

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<th>PRINT NAME</th>
<th>DATE</th>
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<td>ADDRESS</td>
<td>CITY, STATE, ZIP</td>
<td>PHONE</td>
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EMAIL ADDRESS

SIGNATURE OF PARENT OR GUARDIAN, if minor
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