Ventura College School of Nursing

Student Handbook

Associate Degree Nursing Program

Fall/Spring
2024-2025

NOTES

VCCCD Diversity Statement

Ventura County Community College District — comprised of Moorpark College, Oxnard College, and Ventura College — does not discriminate on the basis of race, color, national origin, sex, disability, age or sexual orientation.

El Distrito de Colegios Comunitarios del Condado de Ventura no discrimina por motivos de raza, color, origen nacional, sexo, discapacidad, edad u orientación sexual.

Revised May 2024

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: _____

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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. Due to the nature of the curriculum and the clinical expectations of the School of Nursing graduates, program policies and procedures may be more stringent than those of the College.

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 becoming familiar with and adhering to the policies and procedures in the most current issue. Please read it carefully and continue to utilize it as a reference guide.

All faculty and students have the responsibility of preserving the privacy, dignity, and safety of all individuals who are part of the program and must maintain confidentiality in all academic and clinical situations.

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.

School of Nursing Mission

The mission of the Ventura College School of Nursing is to provide inclusive and equitable, student-centered learning, and prepare compassionate, competent, and safe professional nurses for our diverse community that is consistent with our organization values and nursing framework.

School of Nursing Philosophy

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, informatics, clinical simulation experience, patient-centered care, the nursing process, and the clinical judgment model.

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

Education of the nurse at the Associate Degree level prepares the individual as an entry level nurse in the profession of nursing. The nurse is educated to provide safe, competent, caring interventions, and patient care management through sound clinical decision making, communication, and leadership. Integrity, respect for the individual, ethical behavior, accountability, and lifelong learning are attributes of the art and science of nursing care.

The faculty believe that nursing as a profession is an art and science as well as practice discipline that responds to society's health needs in a caring manner in a variety of diverse environments.

As a scientific discipline, nursing draws on a discrete body of knowledge that incorporates an understanding of the relationships among nurses, patients, and environments within the context of health, nursing concepts and theories, and concepts and theories derived from the basic sciences, humanities, and other disciplines. The science of nursing is applied in practice through a critical thinking framework known as the nursing process that is composed of assessment, diagnosis, planning, implementation, and evaluation. The steps of the nursing process serve as a foundation for clinical decision-making and evidence-based practice. Nurses use critical thinking to integrate objective data with knowledge gained from an assessment of the subjective experiences of patients and groups, and to apply the best available evidence and research data to the processes of diagnosis and treatment. Nurses use clinical reasoning to respond to the needs of the populations they serve. Nurses develop and communicate strategies to support optimal outcomes that are most appropriate to the patient or situation while being mindful of resources utilization. Nurses continually evaluate the quality and effectiveness of nursing practice and seek to optimize outcomes (American Nurses Association [ANA], 2004.

The art of nursing is based on a framework of caring and respect for human dignity. The art and science of nursing are inextricably linked, as a compassionate approach to patient care carries a mandate to provide care competently and within a systems-based practice. Competent care is provided and accomplished through delegated, independent and interdependent practice (Koloroutis, 2004, pp. 123-25), and through communication as well as collaborative practice (Tomey, 2009, p. 397) involving other colleagues and/or the individuals seeking support or assistance with their healthcare needs (ANA, 2004, p. 12).

The distinctive focus of the discipline of nursing is on nursing actions and processes, which are directed toward human beings and take into account the environment in which individuals reside and in which nursing practice occurs (Fawcett & Garity, 2009). This distinctive focus is reflected in the metaparadigm of nursing, which identifies human beings (patients), the environment, health, and nursing as the subjective matter of interest to nurses (ANA, 2004). In the context of nursing knowledge, these constructs are defined as follows:

Human beings/patients – the recipient of nursing care or services. This term was selected for consistency and recognition and support of the historically established tradition of the nurse-patient relationship and recipients of nursing care. Patients may be individuals, families, groups, communities, or populations. Further, patients along the health-illness continuum may function in independent, interdependent, or dependent roles, and may seek or receive nursing interventions related to disease prevention, health promotion, or health maintenance, as well as illness and end-of-life care. Depending on the context or setting, patients may at times more appropriately be termed clients, consumers, or customers of nursing services (AACN, 1998, p. 2).

Environment – an open and evolving system consisting of internal and external factors, such as physical, psychological, social, cultural and spiritual influences that affect the life, health, and

survival of a person or community. The person interacts and communicates with the environment. The nurse achieves patient outcomes by providing a safe and effective health care environment in order to protect patients, families, groups, and other health care personnel within the context of community.

Health – an experience that is often expressed in terms of wellness and illness and may occur in the presence or absence of disease or injury (ANA, 2004, p. 48).

Nursing – is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, facilitation of healing, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, groups, communities, and populations (Retrieved ANA, 8-30-2015).

Organizing Concepts

The core concepts emanate from the foundation of nursing knowledge. The concepts consist of the following:

- Patient-Centered Care
- Professionalism
- Informatics and Technology
- Evidence-Based Practice
- Leadership
- Systems-Based practice
- Safety
- Communication
- Teamwork and Collaboration
- Quality Improvement

See model on page 6.

Ten (10) major organizing concepts with eleven (11) categories of health alterations (content concepts) are integrated in all courses throughout the program including:

1. Alterations in Oxygenation
2. Alterations in Tissue Perfusion
3. Alterations in CNS Regulation
4. Alterations in Immunity
5. Alterations in Tissue Integrity
6. Alterations in Mobility
7. Alterations in Reproduction

8. Alterations in Digestion and Elimination
9. Alterations in Homeostasis
10. Alterations in Mental Health
11. Alterations in Cellular Regulation

Conceptual Framework Diagram

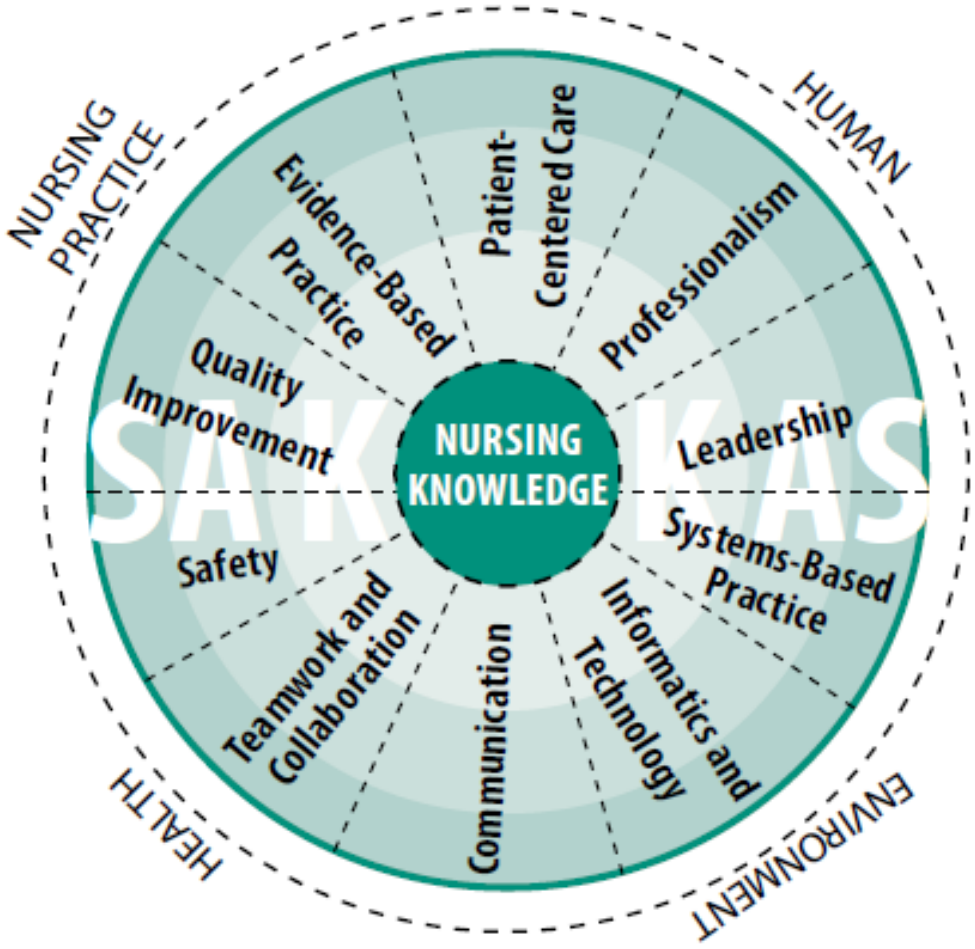


Figure 1: The model is a graphic representation of the core concepts and their relationship to nursing knowledge. In the model, nursing knowledge has been placed at the core to represent how nursing knowledge in its totality reflects the overarching art and science of the nursing profession and discipline. The ten essential concepts, which guide nursing curricula and practice, emanate from this central core and include patient-centered care, professionalism, leadership, systems-based practice, informatics and technology, communication, teamwork and collaboration, safety, quality improvement, and evidence-based practice. The order of the concept does not indicate any hierarchy, as all the concepts are of equal importance. The concepts are connected by broken lines because distinction between individual concepts may be blurred; the concepts overlap and are not mutually exclusive. The concepts are similarly connected to the core by a broken line to indicate the reciprocal and continuous relationship between each of the concepts and nursing knowledge.

Adapted from Massachusetts Nurse of the Future 2016

The conceptual framework of the Ventura College Associate Degree Nursing Program is derived from statements in the program philosophy related to *four major interdependent nursing concepts:* nursing, the person, (patient), the environment and health. Patients are the recipients of nursing care or services and may be individuals, families, groups, communities or populations. Health is an experience that is often expressed in terms of wellness and illness, and may occur in the presence or absence of disease or injury. 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, health, and survival of a person or community. Nursing is a dynamic profession that uses relevant knowledge from the physical, social and behavioral sciences, as well as the nursing process, as a basis for diagnostic reasoning, clinical decision making and planning the restoration and maintenance of patient health and wellness.

Sub concepts are deduced from the four major concepts and serve to organize the process and the content of the nursing curriculum (p. 8). The sub concepts are called *Organizing Concepts* and they are: patient-centered care, quality improvement, teamwork and collaboration, professionalism, evidence - based practice, safety, systems- based practice, communication, leadership and informatics.

Content Concepts flow from the Organizing Concepts and are integrated into course content as curriculum threads. The Content Concepts represent *alterations* in: oxygenation, perfusion, CNS Regulation, motility, homeostasis, tissue integrity, elimination, cellular regulation, immunity, reproduction and mental health. These Content Concepts are linked to *Associated Content Areas/Systems.* For example, the Content Concept, alteration in oxygenation, is linked to the Associated Content Area, the respiratory system.

Alterations continue to thread through the courses as *Related Concepts.* Related concepts are the health care deviations experienced by patients. For example, an alteration in motility, directs course content to include arthritis and fractures and their effects on the musculoskeletal system.

There are four *Integrated Concepts*, nutrition, gerontology, pharmacology and pediatrics. Nutrition, gerontology and pharmacology are threaded through all nursing courses and direct the discussion of these content areas as they apply to the alterations studied in each course. Pediatric content is integrated in only one nursing course, the second nursing course. (NS V20).

Content related to the 5 Organizing Concepts (safety, quality improvement, systems-based practice, leadership and teamwork & collaboration) can be further defined. For example, leadership covers content related to delegation, power & polities and change, while safety covers content related to dosage calculation, nursing skills and patient abuse. The related content for these organizing concepts thread through courses where appropriate. For example, the definition of delegation is introduced in the first nursing course, while students practice delegation in the clinical area in the last nursing course. The Integrated Concepts again thread through these content areas as appropriate.

Content related to the 5 Organizing Concepts (patient-centered care, professionalism, evidence-based practice, communication and informatics) can be further defined. For example, communication covers content related to therapeutic communication, reporting care and documentation, while patient-centered care covers content related to the nursing process and self-care. The related content for these Organizing Concepts thread through courses where appropriate. For example, an overview of the nursing process is discussed in fundamentals along with a focus on the first two steps of the nursing process, assessment and nursing diagnosis. The focus of the second nursing course is planning, and the focus of the third nursing course implementation. Finally, the focus of the last nursing course is evaluation, each course building on the growing expertise of students in the previous steps of the nursing process. The Integrated Concepts again thread through these content areas as appropriate.

The nursing program and curriculum content progress from simple to complex, each course building on the previous ones while introducing new and more complex knowledge. Together, the major concepts, sub concepts and curricular threads form an interactive unified curriculum. The organizing framework guides the establishment of the end of program student learning outcomes (EPSLOs), course student learning outcomes (CSLOs) and the sequencing of course content for the nursing curriculum.

Nurisng Curricular Paradigm

NURSING ← **HEALTH** ← **PERSON** → **ENVIRONMENT**

ORGANIZING CONCEPTS – ACROSS THE CURRICULUM

Patient-Centered Care	Professionalism	Evidence – Based Practice	Communication	Informatics	Safety	Quality Improvement	Systems-Based Practice	Leadership	Teamwork And Collaboration

CONTENT CONCEPTS – ACROSS THE CURRICULUM

Oxygenation	Perfusion	CNS Regulation (Cognition Sensation)	Mobility	Homeostasis	Tissue Integrity	Elimination	Cellular Regulation	Immunity	Reproduction	Mental Health

ASSOCIATED PRIMARY CONTENT AREAS FOR CONCEPTS/ SYSTEMS - (BUT NOT LIMITED TO)

Respiratory	Cardiac Peripheral - Vascular Hematology	Neurological Sleep Pain	Musculo-skeletal	Nutrition UGI Stress	Integumentary	Lower GI Liver Pancreas Gall Bladder GU	Cancer Endocrine	Infection Inflammation Immuno-suppression	Sexuality Obstetrics	Psychological Mood & Affect & **Across the Curriculum**

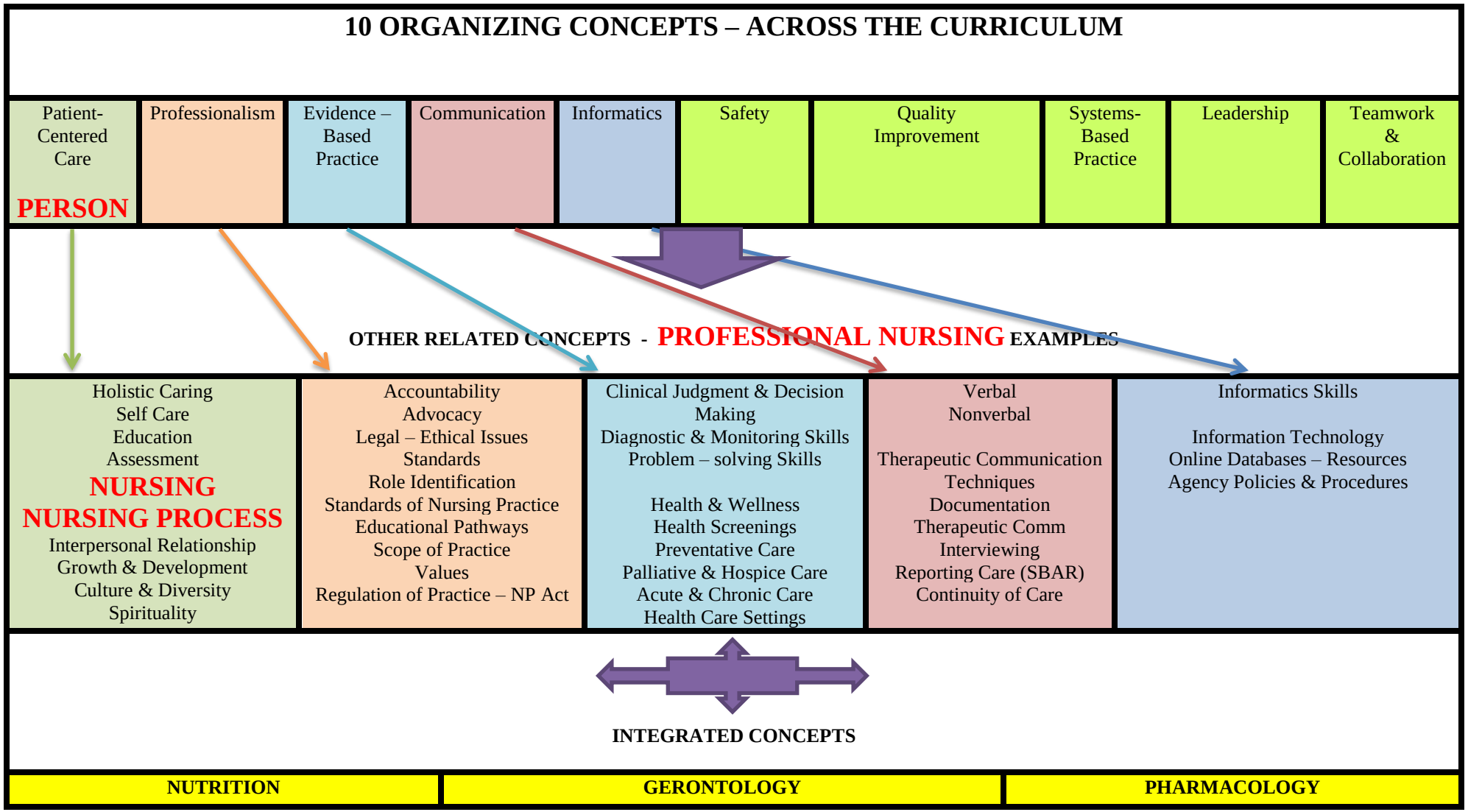
RELATED CONCEPTS

Oxygenation	**Perfusion**	**CNS Regulation**	**Mobility**	**Homeostasis**	**Tissue Integrity**	**Elimination**	**Cellular Regulation**	**Immunity**	**Reproduction**	**Mental Health**
Gas exchange Acid-Base COPD Pneumonia	Clotting SCA AMI CHF CAD	Pain Stroke Seizures Vision Loss	Arthritis Herniated Discs VTE Fractures	Fluid & Electrolytes Thermo-regulation GERD PUD	Burns Wound – Healing Perioperative	Renal Failure Hepatitis Incontinence Retention Crohns / UC UTI	Lung Ca Cushings Ca Treatment Thyroid Ds	Sepsis Allergy HIV/AIDS Leukemia	Cervical Ca L&D PostPartum STDs	Addiction Coping Grief & Loss Depression Dementia Alzheimers

INTEGRATED CONCEPTS

Nutrition	**Gerontology**	**Pharmacology**

Pediatrics Integrated in NS V20 ONLY



ORGANIZING CONCEPTS – ACROSS THE CURRICULUM CONTINUED

Patient-Centered Care **PERSON**	Professionalism	Evidence – Based Practice	Communication	Informatics	Safety	Quality Improvement	Systems-Based Practice	Leadership	Teamwork And Collaboration

OTHER RELATED CONCEPTS - HEALTH CARE ENVIRONMENT EXAMPLES

Safe & Effective Pt. Care Skills: Basic, intermediate & advanced Dosage calculation Med. Administration NPSG Abuse	Healthy People 2022 Goals Joint Commission Never Events Sentinel Events Risk	Health Care Delivery Systems Health Policy Health Care Economics Information Systems in Management Nsg Care Delivery Systems Community Health	Manage Care Delegation Case Management Theories & Styles Power & Politics Change	Interdisciplinary Teams Roles of Health Team Members Referrals Care Maps Clinical Pathways

INTEGRATED CONCEPTS

NUTRITION	GERONTOLOGY	PHARMACOLOGY

Ventura College – ADN

Program Concepts and Definitions

Concept	Definition
Patient-centered Care	The provision of compassionate, age, and culturally sensitive care that is based on a patient's physiological, psychological, sociological and spiritual needs as well as preferences, values and beliefs, which respects the patient and designee to promote safe, quality care (adapted from Massachusetts Nurses of the Future, 2016, NLN, 2024).
Teamwork and Collaboration	The delivery of a coordinated approach to patient-centered care in partnership with the patient and/or designee, other nurses, and interprofessional team members, fostering open communication, mutual respect, and shared decision-making to achieve safe, quality care (Adapted from QSEN, 2022).
Evidence-based Practice	The integration of best current evidence, clinical expertise, and patient involvement to guide nursing practice to achieve optimal patient-centered care (Adapted from Massachusetts Nurse of the Future, 2016).
Quality Improvement	The sue of data and improvement methods consistent with current professional knowledge and evidence to monitor outcomes of care processes for the continuous improvement of health care services Adapted from Massachusetts Nurse of the Future, 2016, NLN 2024).
Safety	The minimization of risk factors and errors of commission and omission that could cause harm to patient, self or others or delay patient recovery through individual unit, or system performance (Adapted from QSEN, 2022, NLN, 2024).
Informatics	The design, development, use and management of information science and technology as a communication and information management tool to direct care, mitigate error, and support clinical decision making and evidence-based nursing practice (Adapted from QSEN, 2022, NLN, 2024).
Professionalism	The demonstration of accountable and responsible behavior of the nurse and internalization of core values integral to the profession of nursing that incorporates legal and ethical principles and regulatory guidelines that comply with standards of nursing practice (Adapted from Massachusetts Nurse of the Future, 2016, NLN, 2024).
Leadership	The process by which nurses act in an ethical manner to influence the behavior of individuals or groups of individuals using the principles and standards fundamental to acquisition / achievement of shared goals (Adapted from Massachusetts Nurse of the Future, 2016, ANA, 2024).
Communication	The effective exchange of verbal and non-verbal information or messages between two or more people that promotes mutual respect and shared decision making with the goal of enhancing patient satisfaction and achieving optimal patient outcomes Adapted from Massachusetts Nurse of the Future, 2016).
Systems-Based Practice	The awareness of the interconnectedness of people, roles, relationships, and functions and the affirmation of the interdependence of each on the other within the health care system to provide safe, quality care (Adapted from Massachusetts Nurse of the Future, 2016, NLN, 2024).

Program Concepts and Student Outcomes

Concept	Level 1 Student Outcomes	Level 2 Student Outcomes
Patient-centered Care	Implement nursing care to patients and families from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.	Evaluate nursing care provided to patients, family and groups from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.
Teamwork and Collaboration	Participate as a member of the interprofessional healthcare team in the provision of safe, quality care for patients and family.	Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families and groups.
Evidence-based Practice	Identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.	Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.
Quality Improvement	Participate in data collection processes that support established quality improvement initiatives.	Use evidence-based quality improvement processes to effect change in the delivery of patient-centered care.
Safety	Implement strategies to provide a safe environment for patients, self, and others.	Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self and others in healthcare, home, and community settings.
Informatics	Use information technology and patient care information in the provision of safe, quality patient-centered care.	Use information technology and patient care information to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.
Professionalism	Practice nursing in a professional, accountable, ethical, and legal manner while providing patient-centered, standard-based nursing care.	Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while managing patient-centered, standard-based nursing care.
Leadership	Use leadership, management, and priority-setting skills to support safe, quality patient-centered care.	Evaluate leadership, management and priority setting skills in the provision and management of safe, quality patient-centered care.
Communication	Practice verbal and nonverbal communication strategies with patients, and families from diverse backgrounds that promote an effective exchange of information and foster the development of therapeutic relationships.	Use verbal and nonverbal communication strategies with patients, families and groups from diverse backgrounds that promote an effective exchange of information and foster the development of therapeutic relationships.
Systems-Based Practice	Identify the relationship between microsystems and macrosystems in healthcare.	Examine the impact that the macrosystem has on the provision of safe, quality patient-centered care in the microsystem of the work unit.

Program Outcomes

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

1. Provide safe, quality, culturally appropriate patient-centered care to patients, families, and groups grounded in evidence-based clinical decisions and patient preferences in a variety of settings. (1,3, 4, 5)

2. Communicate effectively with patients and members of the inter-professional health care team to provide and coordinate safe, quality, patient-centered care. (2, 6, 9)

3. Demonstrate leadership and system management knowledge and skills in the delivery of quality health care to patients while contributing to the effectiveness and efficiency of the work unit. (8, 10)

4. Integrate established regulatory (California Nurse Practice Act), legal and ethical principles into standard-based personal nursing practice. (7)

(Numbers are related to one of the ten concepts)

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 professions 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 of Ethics for Nurses

Preface

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

The Code of Ethics for Nurses serves the following purposes:

- It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession.
- It is the profession's nonnegotiable ethical standard.
- It is an expression of nursing's own understanding of its commitment to society

The Code of Ethics for Nurses with Interpretive Statements (ANA, 2015) provides a framework for nurses to use in ethical analysis and decision-making. **The Code of Ethics establishes the ethical standard for the profession. It is not negotiable in any setting** nor is it subject to revision or amendment except by formal process of the House of Delegates of the ANA. The Code of Ethics for Nurses is a reflection of the proud ethical heritage of nursing, a guide for nurses now and in

the future. Some interpretive statements have been included with the provisions for the purpose of emphasis and clarification.

PROVISION 1

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by consideration of social or economic status, personal attributes, or the nature of health problems.

1.5 Relationships with colleagues and others

The principle of respect for persons extends to all individuals with whom the nurse interacts. The nurse maintains compassionate and caring relationships with colleagues and others with a commitment to the fair treatment of individuals, to integrity=preserving compromise, and to resolving conflict. Nurses function in many roles, including direct care provider, administrator, educator, researcher, and consultant. In each of these roles, the nurse treats colleagues, employees, assistants, and students with respect and compassion. This standard of conduct precludes any and all prejudicial actions, any form of harassment or threatening behavior, or disregard for the effect of one's actions on others. The nurse values the distinctive contribution of individuals or groups, and collaborates to meet the shared goal of providing quality health services.

PROVISION 2

The nurse's primary commitment is to the patient, whether an individual, family, group or community.

2.4 Professional boundaries

When acting within one's role as a professional, the nurse recognizes and maintains boundaries that establish appropriate limits to relationships. While the nature of nursing work has an inherently personal component, nurse-patient relationships and nurse-colleague relationships have, as their foundation, the purpose of preventing illness, alleviating suffering, and protecting, promoting, and restoring the health of patients. In this way, nurse-patient and nurse-colleague relationships differ from those that are purely personal and unstructured, such as friendship. The intimate nature of nursing care, the involvement of nurses is important and sometimes highly stressful life events, and the mutual dependence of colleagues working in close concert all present the potential for blurring of limits to professional relationships. Maintaining authenticity and expressing oneself as an individual, while remaining within the bounds established by the purpose of the relationship can be especially difficult in prolonged or long-term relationships. **In all encounters, nurses are responsible for retaining their professional boundaries.** When those professional boundaries are jeopardized, the nurse should seek assistance from peers or supervisors or take appropriate steps to remove her/himself from the situation.

PROVISION 3

The nurse promotes, advocates for and strives to protect the health, safety, and rights of the patient.

3.4 Standards and review mechanisms

Nursing is responsible and accountable for assuring that only those individuals who have demonstrated the knowledge, skill, practice experiences, commitment, and integrity essential to professional practice are allowed to enter into and continue to practice within the profession. Nurse educators have a responsibility to ensure that basic competencies are achieved and to promote a commitment to professional practice prior to entry of an individual into practice. Nurse administrators are responsible for assuring that the knowledge and skills of each nurse in the workplace are assessed prior to the assignment of responsibilities requiring preparation beyond basic academic programs.

3.5 Acting on Questionable Practice

As an advocate for the patient, the nurse must be alert to and take appropriate action regarding any instances of incompetent, unethical, illegal, or impaired practice by any member of the healthcare team or the healthcare system or any action on the part of others that places the rights or best interests of the patient in jeopardy.

3.6 Addressing impaired practice

In a situation where a nurse suspects another's practice may be impaired, the nurse's duty is to take action designed both to protect patients and to assure that the impaired individual receives assistance in regaining optimal function.

If impaired practice poses a threat or danger to self or others, regardless of whether the individual has sought help, the nurse must take action to report the individual to persons authorized to address the problem.

PROVISION 4

The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient.

4.2 Accountability for nursing judgment and action

Accountability means to be answerable to oneself and others for one's own actions. In order to be accountable, nurses act under a code of ethical conduct that is grounded in the moral principles of fidelity and respect for the dignity, worth, and self-determination of patients. Nurses are accountable for judgments made and actions taken in the course of

nursing practice, irrespective of healthcare organizations' policies or providers' directives.

4.3 Responsibility for nursing judgment and action

Individual nurses are responsible for assessing their own competence. When the needs of the patient are beyond the qualifications and competencies of the nurse, consultation and collaboration must be sought from qualified nurses, other health professionals, or other appropriate sources. Educational resources should be sought by nurses and provided by institutions to maintain and advance the competence of nurses

PROVISION 5

The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence and to continue personal and professional growth.

PROVISION 6

The nurse participates in establishing, maintaining and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the vales of the profession through individual and collective action.

PROVISION 7

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

PROVISION 8

The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

PROVISION 9

The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice and for shaping social policy.

Reference - American Nurses Association, *Guide to the Code of Ethics for Nurses*, 2015.

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.

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, digital devices or other materials during an examination or other academic exercise;
- Possessing study materials that are based on real exam questions that are illegally posted or sold (Publisher’s Test Banks), even from old exams, is considered cheating and possession of the copied material is unlawful
- 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.

ChatGPT/AI

The Ventura Collge Nursing Program is aware of the existence of ChatGPT and its ability to create documents at the request of the program's user. It is important for students to be aware of misinformation and incorrect information generated from LLMs (large language models). These systems are not perfect and may lack consistent, timely and accurate information (Abd-alrazaq et al., 2023). Ethical challenges such as biases, privacy concerns, inequity in access and costs also present challenges in the implementation and ongoing utilization of LLMs and other AI technologies (Abd-alrazaqet al., 2023; Pechacek & Austin, 2023).

All written assignments, including care plans must be submitted through Turnitin in CANVAS. Students are expected to submit their own original work while in the Nursing Program at VCCCD. At this time, any information from AI writing tools such as ChatGPT, is considered plagiarism and puts you at risk for violating academic integrity, failure of the body of work using this resource and possibly dismissal from the Nursing program.

Unauthorized Possession or Disposition of Academic Materials

Unauthorized possession or disposition of academic materials may include:

- **Selling or purchasing examinations, test banks, or other academic work**;
- Taking another student's academic work without permission;
- Possessing prior examinations/test questions or other assignments not formally released by an instructor; and
- Submitting the same paper for two different classes without specific authorization.

All violations of the Professional and Ethical Standards and Academic Integrity Policy will be reported to the School of Nursing's administration to investigate. Individual reports will also be evaluated in the context of potential patterns of dishonesty. The faculty, in conjunction with administration, will make a determination of the effect on student status and/or course grades resulting from substantiated reports of honor code violations.

Academic dishonesty jeopardizes the quality of education provided and depreciates the genuine achievements of others. It is everyone's responsibility to actively deter it. Ignoring the presence of academic dishonesty is not acceptable. **All members of the college community share the responsibility and authority to challenge and make known acts of apparent academic**

dishonesty. Students, faculty, and staff are all responsible for understanding and upholding the School of Nursing's policy.

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 and/or 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 dismissal from the School of Nursing.

Professional Behavior Expectations & Honor Code Statement

Print Name: _____

I realize the following expectations are required of me in order to be successful in Ventura College School of Nursing coursework to 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 the class. My signature below indicates that I have read the Professional and Ethical Standards and the Academic Integrity Policy contained in the Student Handbook and that I agree to the following:

1. I commit myself to acting honestly, responsibly, and above all, with honor and integrity in all areas of the nursing program including classroom, lab, clinical, and testing environments, as well as in any public, private, or affiliated areas when I am wearing any Ventura College School of Nursing logo, attire, or anything that identifies me as a Ventura College Student Nurse.

2. I am accountable for all that I say and write.

3. I am responsible for the academic integrity of my work.

4. I pledge that I will not misrepresent my work nor give or receive unauthorized aid.

5. I commit myself to behaving in a manner which demonstrates concern for the personal dignity, rights, and freedoms of all members of the Ventura College community.

6. I will report other students' dishonest behavior to faculty or the Director of the nursing program, recognizing my responsibility to protect the integrity of the nursing profession.

7. I accept responsibility to maintain the Ventura College Code of Student Conduct and the Ventura College School of Nursing Professional Behavior Expectation and Honor Code.

8. The classroom is for learning. As I enter the classroom/lab/on-site training, I will turn off and put away 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.

9. I will follow all safety guidelines on campus and in clinicals.

10. I will 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.

11. I will demonstrate 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).*

12. I will 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.

13. I will maintain an open mind. I will not let fear of trying new ways to learn or perform skills keep me from success.

14. 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.

Print name: _____

Sign name: _____

Date: _____

Incivility Zero -Tolerance Policy

It is the belief of Ventura College School of Nursing that a safe work/school environment promotes physical and psychological wellbeing. It is our policy to promote a learning and work environment that is positive, healthy, and free from hostility and abuse, verbal or physical. As we strive to create a culture of respect and civility, Ventura College School of Nursing has a zero-tolerance policy for any behavior that is verbally or physically abusive, which could interfere with learning and work performance. It is our belief that those who witness incivility, bullying or workplace violence and do not acknowledge it, choose to ignore it or fail to report it are themselves perpetuating it.

Incivility can take the form of rude and discourteous actions. This is an affront to the dignity of an instructor, peer, or coworker and violates the professional standards of respect. Incivility, bullying and workplace violence of any kind will not be tolerated. Employees, faculty, students and contracted individuals such and clinical supervisors, who report such instances will not be subject to retaliation, discrimination or termination for reporting their concerns to administration of the VCC Nursing Program.

If incivility, bullying or workplace violence is experienced personally or witnessed it should be reported immediately to faculty, or administration. This includes instances which take place: on the Ventura College campus, at any clinical location, bullying of classmates via phone or social media, during a study group session, or any other situation which would violate a safe school/workplace environment.

All reports of incivility, bullying or workplace violence will be taken seriously and will be reviewed and investigated. Faculty will review each incident of reported incivility and will determine the appropriate intervention necessary. Minimally an incident report of the occurrence will be made and placed in permanent student record along with counseling. Maximally students may be dismissed from the nursing program.

In class Disruption

- Disrupting others by talking out of turn
- Side conversation during class
- Making negative remarks/disrespectful comments toward faculty or other students
- Leaving early or arriving late
- Using cell phones
- Sleeping/not paying attention
- Challenging professors disrespectfully
- Wearing immodest attire
- Coming to class unprepared
- Lack of professional conduct
- Sending inappropriate emails to faculty/and other students
- Not following chain of command
- Demanding make up assignments, adjustments to exams or grade changes
- No call or no show for clinicals
- Rolling eyes or sighing as a non-verbal act of disrespect or incivility
- Giggling or laughing inappropriately at faculty and student comments during class

Out of class disruption

- Verbally discrediting faculty
- Turning in late assignments without proper notification
- Sending inappropriate emails to faculty/other students.
- Not keeping scheduled appointments
- Complaining about constructive feedback
- Making veiled threats toward faculty or other students

Reference: American Nurses Association Position Statement of Incivility, Bullying, and Workplace Violence, 2015

Board of Registered Nursing Policy Statement of Denial of Licensure

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.

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 attached to the application for licensure in one file.

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.

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.

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 College Grievance Officer.

Formal Process

If the student believes that the informal consultation processes have failed, the procedures and rules described in Appendix V Grievance in the Ventura College Catalog must be followed by both the student and the college. The alleged wrong must involve an unjust action or denial of a student's rights as defined in Appendix V. A grievance exists only when such an error or offense has resulted in an injury or harm that may be corrected through this grievance procedure. As noted above there may be other procedures applicable to various other alleged injuries or harms, and this grievance procedure may not be the sole or exclusive remedy, and it may not be necessary to exhaust this process before presenting allegations to other government agencies or the courts. The outcome of a grievance must be susceptible to producing a tangible remedy to the student complaining or an actual redress of the wrong rather than a punishment for the person or persons found in error. For example, a grievance seeking only the dismissal of a District employee is not viable.

It is important for the student to note that a formal grievance must be filed with the College Grievance Officer within 20 days of the incident on which the grievance is based, or 20 days after the student knew or with reasonable diligence should have known of the basis for the grievance, whichever is later. The submission of this formal signed and dated written description of the complaint signals the beginning of the formal resolution, serves as the request for a hearing, and shall serve as the dated start of the hearing timeline. For further information on the process of disputed academic evaluation, please refer to the Ventura College Catalog.

CLINICAL

Clinical education is an essential component of the curriculum of the Nursing Program. The Program provides a variety of clinical sites with affiliates in geographically dispersed locations throughout the surrounding area.

Clinical Experience Selection

Students are exposed to a variety of clinical settings that possess different cultures and levels of patient populations. Clinical assignments may include out-patient, long term care, step-down units in community hospitals and acute care in larger hospital settings. Clinical sites are carefully selected by the Nursing Program in accordance with curriculum requirements, quality of the care environment (and appropriate licensure/accreditation of the agency), appropriateness of the professional nursing care delivery model, and adequacy of available openings for nursing students. Ultimately, the determination of specific sites for clinical assignments is subject to availability of clinical resources in the community.

Clinical Experience Variability by Nursing Faculty

Students' learning is enriched when guided by various nursing faculty within the faculty organization. While a small faculty team is responsible for maintaining consistency and continuity between classroom and clinical instruction, nursing instructors' model and demonstrate nursing practice from a perspective that is uniquely their own, based on years of knowledge and experience as professional nurses. By increasing students' exposure to the many faces of professional nursing practice and mentors, they are supported in their acquisition/development of nursing skills and in visualizing professional possibilities for future career direction.

Clinical Experience Variability by Peer/Student Group

The value of learning that can result from positive interactions with fellow students cannot be overstated. Over the course of a student's tenure in the Nursing Program, including the period of enrollment in General Education courses prior to entry into the School of Nursing, bonds between individuals and/or groups of students are inevitable. These relationships can be especially powerful in supporting students' adaptation to the many stresses associated with being a nursing student, particularly when they have other important roles in life to fulfill. However, in an effort to enhance their learning experience students are encouraged to take the initiative to seek out opportunities for collaboration with other students. Students may not contact nursing staff for the purposes of securing a preceptorship with that nurse. All preceptorship assignments are made by the clinical facility and nursing faculty without input from students.

Student Assignment to Clinical Groups

All clinical nursing courses are supervised by an on-site nursing instructor or preceptor. A variety of facilities are utilized for clinical experiences and students may change clinical facilities every

four to eight weeks. The scheduling of students' clinical experiences is a complex process involving the needs/requirements of the clinical sites, utilization by competing academic programs and coordination of classroom and skills laboratory assignments amongst all nursing classes at the College. Because of the number of clinical groups in each class and the need to equalize and limit the size of clinical groups required by the affiliates and/or necessitated by unit/patient characteristics, students are assigned to a group by the Program Director/faculty. Over the length of the Nursing Program, students' geographic proximity to clinical sites cannot be a significant consideration due to the number of clinical groups and/or clinical affiliate's requirements. Students may have to travel to clinical sites that may not be close to home due to specialty site requirements, available sites, etc. Students are assigned to a variety of clinical sites during the program in order to broaden their clinical experience. The Nursing Program will continually strive to provide students with advance notice of a clinical schedule change. However, due to external factors, students should be prepared to accommodate changes in their clinical affiliation assignments, including days of the week, and times of day. Clinical assignments are made by the nursing Program Director/faculty and students are notified of their assigned lecture/lab sections before registration. When possible, assignment to healthcare facilities and/or patient care units that the student had not been assigned to previously is preferred.

Students can expect a variable schedule during the two-year program as all days of the week and all shifts are utilized depending on clinical facility availability. Requests for days, times, and clinical facility will not be able to be accommodated.

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.

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.

Student Assignment to Place/Unit of Employment

Students are not permitted to be assigned to the floor or care unit of a facility in which they are employed. The primary reason for this policy is the likely role conflict that typically surfaces in this situation when students are learning the role of the professional nurse in the context of a work environment where they would ordinarily perform the duties of (for example) a Certified Nurse Assistant. While the student may feel confident in separating roles, nursing staff and, more importantly patients who know the student as an "Assistant" may experience confusion.

Indicators of Appropriate Professional Behaviors

The Ventura College School of Nursing believes that professional behavior is an integral part of each student's nursing education. Nursing is a profession that has earned the public's trust. The importance of student integrity, trustworthiness and honesty are serious concerns due to the implications to patient safety. The Nursing Program identifies inappropriate professional behavior as a serious cause for concern and it may affect the student's progression in ***Professional Behaviors Examples of appropriate professional behavior include, but are not limited to:***

1. Integrity	Consistent honesty; following the American Nurses Association Code of Ethics for Nurses; can be trusted with confidential information (HIPAA) and the property of others; complete and accurate documentation of patient care and learning activities
2. Empathy	Showing compassion for others; responding appropriately to the emotional response of patients and family members; demonstrating respect for others; demonstrating a calm, compassionate, and helpful demeanor toward those in need; being supportive and reassuring to others
3. Motivation and Confidence	Taking initiative to complete assignments; taking initiative to improve and/or correct behavior; taking on and following through on tasks without constant supervision; showing enthusiasm for learning improvement; consistently striving for excellence in all aspects on patient care and professional activities; accepting constructive feedback in a positive manner; taking advantage of learning opportunities; demonstrating an awareness of strengths and limitations; maintaining an outward appearance of confidence in the patient's presence
4. Appearance and Personal Hygiene	Consistently follows Professional Appearance Guidelines in the Student Handbook
5. Communications	Speaking clearly; writing legibly; listening actively; adjusting communication strategies to various situations; expressing concerns using "I" statements; speaking directly to the person if you have a conflict; speaking up for own needs, not generalizing for a group; refraining from belittling or negative nonverbal messages, such as: eye rolling, raising eyebrows and/or making faces; avoiding constant criticism, scapegoating and/or fault-finding; avoiding angry or emotional outbursts; avoiding spreading rumors and/or pitting staff against each other
6. Time Management	Consistent punctuality; completing tasks and assignments on time; refrain from giving or receiving inappropriate assistance
7. Teamwork and Diplomacy	Placing the success of the team above self-interest; not undermining the team; helping and supporting other team members; showing respect for all team members; remaining flexible and open to change; communicating with others to resolve problems
8. Respect	Being polite to others; not using derogatory or demeaning terms

9. Patient Advocacy	Not allowing personal bias or feelings to interfere with patient care; placing the needs of patients above self-interest; protecting and respecting patient confidentiality and providing culturally sensitive patient care
I 0. Responsibility and Accountability	Accepting responsibility for own actions without excuses; coming prepared to class (theory and clinical settings); demonstrating that patient safety is the priority in administering nursing care

Inappropriate professional behaviors will result in initiation of an Academic Deficiency notice or performance contract with a plan for success, failure or dismissal depending on the severity of behavior.

Indicators of Unsafe Clinical Performance

Because nursing students are legally responsible for their own committed or omitted acts and nursing instructors are responsible for their students in the clinical area, it is therefore necessary for the students and the nursing faculty to conscientiously identify any behavior that is unsafe.

Unsafe clinical behavior is demonstrated when the student:

1. Violates or threatens the physical safety of the patient.	Fails to protect the patient from physical harm due to falls, seizures, electrical, radiation, or biologic hazards. Neglects use of side rails. Inadequately monitors patient in restraints or seclusion. Fails to implement appropriate oxygen therapy.
2. Violates or threatens the psychological safety of the patient	Uses clichés repeatedly. Speaks inappropriately in front of and to patient or family. Unable to communicate therapeutically. Fails to maintain professional boundaries. Violates principles of patient/family confidentiality. Fails to provide care according to patient's diverse needs.
3. Violates or threatens the microbiological safety of the patient.	Unrecognized violation of aseptic technique; comes sick to clinical experience. Fails to follow hand washing techniques and transmission-based precautions. Exhibits unhygienic appearance.
5. Violates or threatens the chemical safety of the patient	Violates the “Rights of Administering Medications.” Fails to monitor IV infusions safely. Administers medications without consideration of drug side effects and/or patient lab values. Fails to check two unique patient identifiers.
6. Inadequately and/or inaccurately utilizes professional communication.	Uses unapproved abbreviations and terminology. Cannot give accurate SBAR. Exhibits confrontational behavior with health care team and nursing instructors. Fails to use effective conflict resolution skills with peers, health care team or nursing

	instructors. Fails to adapt communication style to meet the needs of the health care team and situation.
7. Inadequately and/or inaccurately utilizes the nursing process.	Fails to complete clinical prep form accurately and adequately before doing patient care. Fails to complete concept map/care plan satisfactorily. Fails to observe and/or report critical assessments regarding patients. Makes repeated faulty nursing judgments. Fails to follow written and/or verbal instructions/orders.
8. Violates previously learned principles/objectives in carrying out nursing care skills/or therapeutic measures.	Fails to perform VS accurately; does not follow up on abnormal findings. Unable to calculate medication dosage and/or IV drip rate. Unable to perform skills in the clinical setting that were previously checked off in skills lab.
9. Assumes inappropriate independence/dependence in action or decisions.	Fails to seek help when situation is out of control in an emergency. Leaves floor without reporting off to team leader. Unable to make independent decisions. Makes inappropriate decisions without consulting an RN or instructor. Unable to provide safe nursing care without constant direction.
I 0. Inadequately or inaccurately applies technology to provide safe, quality patient care.	Does not complete patient documentation in an accurate and timely manner on the electronic health record. Fails to take responsibility to learn to use various types of patient equipment. Fails to use information technology to enhance care. Violates HIPAA through the use of social media.

Unsafe clinical performance will result in initiation of an Academic Deficiency or Performance Contract with a plan for success, failure or dismissal depending on the severity of behavior.

General Policies and Procedures

Attendance

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, there is no mechanism for make-up and the absence is recorded as such.
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 and School of Nursing absence policies.
8. In the event of a clinical absence, the student must notify the clinical facility and/or instructor **at least one hour in advance** of the scheduled class time.
9. 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.
10. 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 patient records. **No patient contact is permitted at these times.** The student must be in full uniform.

Patient Abandonment

Students must give their primary nurse an SBAR report prior to leaving the floor each clinical day. 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.

Late Work Policy

Professionalism in nursing includes assuming accountability for timely submission of work. Care Plans demonstrate your understanding of organization, prioritization, planning, and delivering safe care to patients.

Care Plans will be due in CANVAS, or in format requested by instructor, as outlined in your current course syllabus.

All CARE PLANS SUBMITTED MUST RECEIVE A MINIMUM SCORE AS STATED IN THE SYLLABUS FOR EACH NURSING COURSE.

Unsatisfactory CARE PLAN work may require resubmission of a revised or new care plan as stated in your course syllabus. There is a maximum of two care plan redos/semester.

Late work will decrease in value as stated per course syllabus under late work policy.

All other graded clinical and theory assignments:

- Lose 10% value for each day late, by 3rd day late receives a grade of 0. (First day is 11:59 PM on stated due date)
- All work must achieve a passing score as outlined in your syllabus.
- Discuss with your instructor the need to submit late work.

Students must contact their instructor prior to the due date and before submitting any late work. Any exception to acceptance of late work is at the discretion of the instructor.

Testing Policy For All Students

1. Students must contact the instructor prior to an exam if they are going to be late or miss the exam. If the absence is unexcused, the student may not make up the examination. The student will receive no points for the missed examination.
2. **Report to the testing location at least 10 minutes before the scheduled time.** Students who report to the classroom or testing center (ELC) by more than five (5) minutes late may not be permitted to sit for the exam. Students that are late will receive an Academic Notice. More than one academic notice may result in failure of the course.
3. Make-up exams are at the discretion of the individual instructor.
4. No need to rush, use your time wisely and pace yourself.
5. Just like NCLEX, the question will be locked after answering each item. Students will not be able to go back to previous questions.
6. A basic calculator and one sheet of paper will be provided only if dosage calculations are included on the exam. All papers must be signed and returned to the instructor or test proctor.
7. There is no calculator or scratch paper permitted for ATI assessments.
8. All cellphones and smart watches should be muted and, in your bag, not in your pocket. All bags should be placed in front of the class.
9. No food or water bottle on your table.

10. Manage your water and coffee intake and use the restroom before the start of the assessment.
11. Once you start the assessment, you will not be able to leave the testing area unless you have an emergency.
12. Faculty will not clarify/explain exam questions once the assessment starts, do your best to answer the question.
13. Once you complete the assessment, exit the room quietly. Be mindful of your colleagues.
14. **The exam will be proctored by the instructor and IT personnel, with vigilant monitoring of all computers, including IP addresses. Any detected suspicious activity will prompt an immediate termination of the exam, resulting in a grade of zero. Additionally, the School of Nursing and the college may enforce any implications stemming from violating academic integrity.**

Students Testing With Accommodations

1. Students with accommodations must present the required paperwork to the lecture instructor 72 business hours before the next examination.
2. EAC Students with accommodations must test at the Testing Center - ELC-1 Building for all exams and ATI assessments. You cannot go back and forth between testing locations for exams. Once you receive EAC accommodations, you will always test in the ELC.
3. You must fill out your schedule of testing dates **at the beginning of the semester** to reserve your testing spot Testing Center Student Request Form. This form cannot be submitted on Friday for a Monday exam as the ELC is closed on Friday.
4. Students with accommodations will have their time adjusted accordingly.
5. Please check to make sure your time is accommodated per request.
6. If you don't see your time, let the proctor know.
7. Students testing in the ELC must stay for the required period of time regardless of when they finish the exam. Students may not leave the EAC testing site before the scheduled start time of the general classroom.
8. A basic calculator and one sheet of paper will be provided only if dosage calculations are included on the exam. All papers must be signed and returned to the instructor or test proctor.
9. There is no calculator or scratch paper permitted for ATI assessments.

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, digital devices or other materials during an examination or other academic exercise;

- Possessing study materials that are based on real exam questions that are illegally posted or sold, e.g. Publisher's test banks, even from old exams, is considered cheating and possession of the copied material is unlawful;
- 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.

Extended Testing Time Protocol

To receive extended testing time, a student must present an Educational Assistance Center (EAC) form to each theory instructor during the first week of class granting them learning disability (LD) 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 theory instructor 72 business hours before the next examination verifying that testing is complete and that the student qualifies for LD accommodations.**

Concept Examination Review Policy

In an effort to reduce the memorization of specific answers, shift the focus to understanding of concepts, and enhance test taking strategies, there will be no test review of exams in nursing courses. The use of practice test items from ATI and other student resources for this process will minimize test security risks and protect the rigor of the curriculum. If a student wants to discuss their exam with faculty individually, they should make an appointment with the faculty to discuss concepts missed only, not specific test items.

Faculty may choose to review the related concepts from the exam as a class activity. Concept reviews are completed at the individual faculty member's discretion. The benefits of concept reviews are:

- To help students develop higher level critical thinking skills in nursing, through discussion
- To create a positive learning environment in the classroom
- To focus on learning important concepts as a result of examination item choices
- To encourage students to collaborate and apply metacognitive strategies to their own learning processes
- To facilitate student learning through the exchange of ideas

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. ATI achievement and comprehensive tests will 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 course.** 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 based on whether or not the student has met the clinical objectives. 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 ANA 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.

In accordance with HIPAA (Health Insurance Portability and Accountability Act) regulation, students must maintain the confidentiality of all patient medical records and information they come in contact with at a clinical education site or at Ventura College as

part of their educational process.

The student must follow all state and federal statutes and regulations regarding patient medical record and medical information. The student must follow the clinical education site's policies and procedures regarding patient medical records and medical information. When a student must use a patient's medical information the student must use it properly and in the correct setting. The student must not disclose any of a patient's medical record information to a non-health care provider. The health care provider must be medically involved with the patient for the student to provide the patient's medical record information

Photocopying, printing, photographing or removal of patient information and records from the facility is not permitted. **Photography of any kind for any reason in the facility is strictly prohibited.**

Please be certain you know what constitutes a HIPAA violation. (For example, copying or taking photos of any part of a patient chart and taking it home to work on your care plan is a violation, as well as, photos taken of anything in the clinical setting). Failure of the student to follow strict state and federal statutes and regulations and improperly using confidential patient medical record information in violation of HIPAA policies may result in the student being 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" ($\geq$ 75%) 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 take personal responsibility and accountability for being aware of his/her status throughout the entire program and in each course and for discussing his/her progress with faculty on a regular basis especially if the student is failing or experiencing difficulty in passing any given course. 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).

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.

Program Demands

It is appropriate to emphasize the significance of effort required to succeed in the Nursing Program. One cannot over estimate the amount of time and energy that is required of the nursing student. Each nursing course requires considerable effort outside of the classroom, skills laboratory, and clinical schedules. Substantial technical reading assignments, writing/research assignments of a lengthy and complex nature, and nursing skills practice easily double and even triple the time commitment required during scheduled classes. Individuals must carefully evaluate their motivation and ability to commit to this schedule for a period of almost two years, particularly after the nursing required curriculum begins. Due to predictable and occasionally unpredictable shifts in class and clinical scheduling (including some early morning, late evening hours and/or weekends), consistent, reliable arrangements for meeting home and outside employment obligations must be established and maintained throughout the period of enrollment to support the students' success in the Nursing Program. The Ventura College School of Nursing is likewise committed to supporting each individual nursing student's success by offering a quality education and an array of practical tools that can assist students in acquiring the values, knowledge, and skills that are necessary for practice as a professional nurse.

Student Responsibility for Learning

In light of the challenging and rigorous nature of nursing education programs it is expected that students will do required and relevant reading and study prior to theory and clinical classes on topic areas identified. Faculty directed reading, web links, and other support material will be provided for specific content areas as needed. It is expected that students will search the literature and suggest/share relevant findings with faculty and classmates. Case presentations, peer review and other methods determined by the faculty will be the basis for guided cooperative discussion.

Students are highly encouraged to utilize all available resources such as the ATI Comprehensive Assessment Review Program, Elsevier Adaptive Quizzes, ATI modules on learning strategies and study skills, study groups, Educational Assistance Center (for qualifying students), and faculty office hours for successful academic performance. Peer tutors and supplemental support courses may also be available but are not guaranteed. **Students are responsible and accountable for their learning and progress in the program and should contact their respective faculty if they are experiencing difficulty in theory and/or clinical.**

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" (<75%) 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 well-being 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 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

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, and NS V31 for 30 unit option students. Once admitted into the program, and having attended **any** official nursing class/es (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.

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 $\geq$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 retroactively**. 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.

a. Student must submit Request for Reentry to the School of Nursing Director.
b. 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.
c. Student has a choice of options for readmission. The student is required to sign the following form indicating what option (for NS V10 only) 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.

Students requesting reentry have priority for the next scheduled classes over candidates assigned waiting list numbers. Any student applying for NS V10 for a second time must receive reentry approval from the Program Director and/or 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 from the American Heart Association (BLS Provider) or the American Red Cross (Basic Life Support for Health Care Providers)
- Annual TB skin clearance
- Physical exam if out of the program more than one year
- Current Tdap and Covid immunization and booster if eligible
- Completion of hepatitis B vaccine series or proof of positive antibody titer, or signed declination
- Current drug and alcohol screening if out of program more than one semester

- Current Criminal Background screening and clearance if out of program more than one semester

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: Advanced Placement or transfer student.

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 in the incoming class.
- 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.

Uniforms

The complete regulation student uniform (top, bottom, and optional jacket) 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, pants, and jacket are to be purchased from the Ventura College School of Nursing's approved uniform vendor. 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 is not allowed.

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. Men's facial hair must be neatly trimmed. 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. Eye shadow and mascara should be applied lightly. No extreme lip colors, e.g., black. Perfume, colognes, and fragrances are not acceptable in defense of our ill patients and to possible allergies to others in the work community.

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, large hairbands, 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 – all Ventura College nursing students will purchase a minimum of one uniform set (top and bottom) from the school's approved uniform vendor. Students must select the designated option only. No other style or brand is acceptable. The white clinical jacket (from school's approved uniform vendor with Ventura College logos) is optional but is the **only** outer jacket that students may wear in the clinical setting. 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 skin tone nylons are permissible. White anklets may also be worn. No show socks are not permitted. All white leather shoes with enclosed toe are required. White, leather clogs (with no open heel) are acceptable. Cloth tennis shoes are not permitted. "Duty" shoes should be worn only for clinical experiences.

Male students – all Ventura College nursing students will purchase a minimum of one uniform set (top and bottom) from the school's approved uniform vendor. Students must select the designated option only. No other style or brand is acceptable. The white clinical jacket (from school's approved uniform vendor with Ventura College logos) is optional but is the **only** outer jacket that students may wear in the clinical setting. 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 permitted. "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. The student I.D. Badge must be removed when off duty. Uniforms should be removed as soon as possible after clinical.

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.

Transportation

Students are responsible for their own transportation to and from classes and clinical assignments, some of which are a distance from the College. Clinical sites are selected for students to meet clinical objectives and students must be able to provide their own access to these sites.

CPR Certification

Each student must have a valid and current CPR (cardiopulmonary resuscitation) card (American Heart Association BLS Provider or American Red Cross Basic Life Support for Health Care Provider) 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.

The 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**. **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. The faculty have determined that students are absolutely required to demonstrate **annual proficiency**.

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

Students must maintain their own individual professional liability insurance coverage during the entire time they are in the nursing program. Coverage can be obtained through Nurses Service Organization (NSO) at www.nso.com.

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

Cellular telephones are disruptive in clinical, classroom, and skills lab settings and are a potential source of HIPAA violations. The cell phone and texting policy is as follows:

- Cell phones may be used in clinical if approved by the clinical instructor for purposes of contacting the instructor only.
- 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 in clinical 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.

Information Technology Requirements

A computer with the following is required for the nursing program:

- Microphone: any microphone, either internal or external
- Webcam: 320x240 VGA resolution (minimum) internal or external
- Desktop or laptop computer (no iPads, tablets or phones are to be used) with the ability to install Proctorio Google Chrome extension
- High-speed internet

In addition, the nursing student will be accomplished in the following technological skills:

• Word processing
• Printing
• Scanning
• Uploading & downloading
• Spellcheck
• Grammar check
	• Searches
	  ○ Online
	  ○ Database
	  ○ Internet
	• E mail
	• CANVAS

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

Internet Access & Announcements

Students **are required** to belong to the e-mail group Canvas assigned to their class. At the beginning of the class, it is the student's responsibility to register for the class to ensure enrollment in Canvas. The Announcements feature in Canvas will contain important class information and reminders of upcoming requirements. For student success, students are to utilize their home computer or college computers to access their messages and view announcements daily.

Canvas is to be utilized for posting of classroom and clinically related material only. Messages that do not pertain to learning objectives should not be sent via Canvas. Discussions/concerns of a personal nature should be addressed using individual e-mail. **Use of the group Canvas for sales or promotional material is not allowed.**

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 or photographed 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.

Intellectual Property Statement

All Rights Reserved. No part of the program syllabi or any publication or materials presented during lectures, oral presentations, or written format may be reproduced or transmitted in any form or by any means, electronic or mechanical, including but not limited to photocopying, recording, text messaging, uploading material to a computerized source, or any other information storage and retrieval system, without written permission from the author. **Students must secure faculty and/or speaker permission to record lectures, Zoom classes, and meetings.** The rights granted to faculty include the right to enforce such rights in any forum, administrative, judicial or otherwise. To contact the author for permission to use or reprint this material in its entirety or in part, use the faculty e-mail address.

Social Network Policy

Social media includes but is not limited to: blogs; media sharing; micro blogs; social networks; virtual worlds; and wikis. 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 have the potential to enhance or undermine not only the individual nurse's career, but also the nursing profession. Future employers often review social media network sites when considering potential candidates for employment. Students should carefully consider the type of information posted on these sites as the information they post maybe public for anyone to see even

after it has been removed or deleted. Students should not socialize (including on any social media) with faculty, staff, and clinical instructors. If a student exhibits inappropriate behavior or posts on social media, the program will follow the Professional Behavior sanctions listed in the Student Handbook.

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. Nurse 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 or clinical sites 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.

References:

American Nurses Association, (2011, September). *Principles for Social Networking and the Nurse*. Silver Spring, MD: Author.

National Council of State Boards of Nursing (2011, August). *White Paper: A Nurse's Guide to the Use of Social Media*. Chicago, IL.

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 or QuantiFERON blood test annually. Covid immunization and booster (if eligible) are highly recommended.

Tuberculin skin tests must be PPD Mantoux and not tine. Although not required, students are strongly advised to get the Hepatitis B vaccine series and flu immunizations. Students opting not to get these immunizations must sign a declination 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). Prior to the start of clinical, and by the renewal deadline, 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 QuantiFERON blood test or 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 805-289-6342 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. Obtain and follow the facility procedure for employee body substance exposure.
2. Obtain the following information from the student: hepatitis immunizations / titer results
3. Contact nursing program for billing information (Workman Compensation information)
4. Instruct student to make an appointment for follow-up care and consultation with an Infectious Disease MD (if not referred by the facility MD).
5. Contact the facility's Employee Health Department for possible literature that they have available.
6. 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.
7. 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.

Zero Tolerance for Drug and Alcohol Use

The Ventura College School of Nursing has a zero tolerance policy for drug and alcohol use while a student is enrolled and participating in nursing program classes and activities.

Medical Marijuana

The Ventura College School of Nursing does not permit students to be under the influence of alcohol, marijuana, or other drugs while attending the nursing program; either medically prescribed or otherwise. The School of Nursing complies with the United States Code Controlled Substances Act, Title 21, Chapter 13, Drug Abuse prevention and Control.

BRN Statement on Legalized Marijuana

This is a statement from the California Board of Registered Nursing. This can be found on page 22 of the BRN Annual Report published November 2017:

> "BRN's mission is to protect and advocate for the health and safety of the public by ensuring the highest quality registered nurses in the state of California. RNs are expected to be cognitively, mentally, and physically intact in their personal and professional lives. Russell and Beaver (2013) * expressed that professionalism extends beyond the workplace and that all RNs are obligated to be professional in all aspects of their lives. A person who holds an RN license has a responsibility and obligation to ensure public safety. Drugs such as cannabis (aka marijuana), opioids, and alcohol may impair an RN's ability to make decisions that may affect the life and safety of the public and have negative outcomes. This action constitutes conduct that would be considered unprofessional nursing practice."
>
> "Although medical and recreational cannabis may be legal in California, the federal government considers cannabis a schedule I controlled substance."

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 <u>not</u> 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.

Advanced Placement & Transfer Students

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 Advanced Placement track applies to:

- applicants currently licensed as vocational nurses in the State of California,
- applicants transferring from an accredited program educating licensed vocational nurses,
- applicants transferring from an accredited program educating individuals for licensure as registered nurses.

Advanced Placement is defined as acceptance into the second or third semester of the nursing program at Ventura College (Nursing Program transfer or LVN applicants are not accepted into the fourth semester).

The Advanced Placement Candidate

Opportunities for Advanced Placement are based on available space. There are several admission options for advanced placement. These vary depending upon the qualifications and needs of the applicant.

Option I: Candidates seeking advanced placement in the associate degree nursing (ADN) program based on theory and clinical competency assessment testing (option for Nursing program transfer or LVN).

Option II: LVN seeking admission as a 30 unit option candidate. The 30 unit option may not be recognized by other states and does not lead to an Associate Degree in Nursing.

Option III: LVN seeking advanced placement in the associate degree nursing (ADN) program into NS V20 (second semester) without challenge testing.

As of January 2017, possible candidates also include individuals who have held certain military health care occupations. For those interested in Advanced Placement with military health care experience, must make an appointment with the Nursing Director *at least four weeks prior to the application period* to discuss eligibility requirements for the Associate Degree Nursing Program.

Advanced Placement applicants (with the exception of 30 unit option candidates) must meet the ADN program prerequisites and course requirements for admission including an **overall minimum GPA of 2.5 or higher**, a **minimum science GPA of 2.5 in anatomy, physiology, and**

microbiology with **no more than one W, D, or F** in these courses, and **minimum 62% success score on ATI TEAS exam** (subject to change) and completion of a Human Development course (CD V03 or Psy V05). See Prerequisites section of the nursing science website for more information. Refer to the **Advanced Placement/LVN Handbook** for more detailed information.

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) 289-6448 for an appointment.

For any additional information, you may contact the nursing counselors directly at:

Bea Herrera	(805) 289-6011
Angelica Gonzales	(805) 289-6010

Psychiatric Technician Challenge Procedure for the Psychiatric Nursing Content of the NS V30C 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 guidelines in the NS V30 syllabus to prepare this assignment. All client problems should be identified and one client problem must be discussed in detail on the 5-column Clinical Judgment Measurement Model (CJMM) 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 V30C 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 the process recording and care plan. Forms are available in the course syllabus which can be purchased in the Ventura College Book Store.

Technical Standards

Ventura College School of Nursing has a responsibility to educate competent nurses to care for their patients (persons, families and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. The nursing program has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from the program.

Ventura College School of Nursing provides the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing the nursing science curriculum. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing program. The standards are not requirements of admission into the program and the examples are not all-inclusive. Individuals interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; and, (5) incorporate appropriate professional attitudes and behaviors into nursing practice capabilities.

Ventura College School of Nursing wishes to ensure that access to its facilities, programs and services are available to all students, including students with disabilities (as defined by Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008) and all students can study and practice nursing with or without reasonable accommodations. The nursing program provides reasonable accommodations to all students on a nondiscriminatory basis consistent with legal requirements as outlined in the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990 and the ADA Amendments Act of 2008. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program. To be eligible for accommodations, a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) being regarded as having such a condition.

Requirements	Standards	Examples
Acquiring fundamental knowledge	1. Ability to learn in classroom and educational settings 2. Ability to find sources of knowledge and acquire the knowledge 3. Ability to be a life-long learner	• **Acquire, conceptualize and use information from demonstrations and experiences in the** basic and applied sciences, including but not limited to information conveyed through **online coursework, lecture, group seminar,** small group activities and physical **demonstrations**
Developing **communication** skills	1. Communication abilities for sensitive and effective interactions with patients (persons, families and/or **communities**) 2. Communication abilities for effective interaction with the healthcare team (patients, their supports, other professional and non-professional team members	• Accurately elicit or interpret information: medical history and other info to adequately and effectively evaluate a client or patient's **condition** • Accurately convey information and **interpretation of information using one or more means of communication** (verbal, written, assisted, e.g., TeleTypewriter (TTY) and/or electronic) to patients and the health care team • **Effectively communicate in teams**
Interpreting data	1. Ability to observe patient **conditions and responses to** health and illness 2. Ability to assess and monitor health needs	• Obtain and interpret information from **assessment maneuvers such as assessing** respiratory and cardiac function, blood **pressure, blood sugar, neurological status,** etc. • Obtain and interpret information from diagnostic representations of physiologic **phenomena during a comprehensive** assessment of patients • Obtain and interpret information from **assessment of patient's environment and responses to health across the continuum** • Obtain and interpret for evaluation **information about responses to nursing action**

Requirements	Standards	Examples
Integrating knowledge to establish clinical judgement	**1.** Critical thinking, problem-solving and decision-making ability needed to care for persons, families **and/or communities across** the health continuum and within (or managing or improving) their **environments – in one or more environments of care** 2. Intellectual and conceptual abilities to accomplish the essential of the nursing	• Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate plans of care or direct the development **implementation and evaluation of care**
Incorporate appropriate professional attitudes and **behaviors into nursing practice**	1. **Concern for others, integrity,** ethical conduct, accountability, interest and **motivation** 2. Acquire interpersonal skills for professional interactions with a diverse population of individuals, families and **communities** 3. Acquire interpersonal skills **for professional interactions** with members of the health care team including patients, their supports, other health care professionals and team **members** 4. Acquire skills necessary for promoting change for necessary quality healthcare	• **Maintain effective, mature, and sensitive** relationships with clients/patients, students, faculty, staff and other professionals under all circumstances • Make proper judgements regarding safe and quality care • Function effectively under stress and adapt **to changing environments inherent in clinical practice** • **Demonstrate professional role in interactions with patients, intra and inter professional teams**

To be qualified for the Ventura College School of Nursing, individuals must be able to meet both our academic standards and the technical standards, with or without reasonable accommodations. For further information regarding services and resources to students with disabilities and/or to request accommodations please contact the Education Assistance Center.

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 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

Enrollment fee per unit* *(9 units x 4 semesters = 36 units @ $46.00 per unit	$1,656.00
Fees (Parking & Health) per semester ($90/semester)	$360.00
Immunizations (if done at VC Student Health)	
Physical	$20.00
Hepatitis B Vaccines ($65/vaccine)	$195.00
Hepatitis B Lab Work (Titer)	$6.00
MMR Vaccine	$10.00
Measles Lab Work (Titer)	$5.00
Mumps Lab Work (Titer)	$13.00
Rubella Lab Work (Titer)	$4.00
TB Skin Test ($9 each)	$18.00 OR
QuantiFERON B ($48.00 each)	$96.00
Tdap Vaccine	$37.00
Varicella Vaccine	$10.00
Varicella Lab Work (Titer)	$5.00
Flu Vaccine (20.00 each)	$40.00
Online Immunization Tracking System	$60.00
Background Check and Drug Screening	$110.00
Uniforms / Shoes	$350.00
Equipment (stethoscope / watch)	$200.00
Textbooks (for program)	$1,800.00
Supplies	$200.00
Dues / Membership (Optional)	$10.00
Liability Insurance ($27 per year)	$54.00
Licensing Fees (Includes application, exam, test center, fingerprint card, and interim permit.)	$575.00
Preparatory Review for State Board Exams (optional for 4th semester)	$350.00

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	4
MICR V01	General Microbiology	4
NS V10	Foundation of Nursing Practice	9
NS V20	Patient-Centered Care I and Family-Centered Care of Children	9
NS V30	Patient Centered Care II and Maternal Newborn and Mental Health	9
NS V40	Patient Centered Care III and Transition to Professional Practice	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 = 64

ADDITIONAL VC GRADUATION REQUIREMENTS:

Select one (1) course from each GE category:	
American History or Institutions (Area B1)	3
Fine and Performing Arts (Area C1)	3
Humanities Elective (Area C2)	3
Health Education (requirement fulfilled with NS V40 for ADN degree)	(3)
Physical Education (Area E2)	1

Required Prerequisite Courses:

MATH V43 Stats for Healthcare (with or without Math V44J)	4-6
OR Higher level course in Mathematics	
AND	
CHEM V20 Elementary Chemistry	4
CHEM V20L Elementary Chemistry Laboratory	1
OR	
CHEM V30 Chemistry for Health Sciences	4
CHEM V30L Chemistry for Health Sciences Laboratory	1
OR Higher level Chemistry with Laboratory	

DEGREE TOTAL 83-85

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 they submit their application for admission into the nursing program will not be eligible for admission.

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, MATH V43 - Elementary Statistics with Applications for Health Care Professionals, and Bus V27A.

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.

****Effective February 1-28th 2024 application cycle (for Fall 2024 admission)****

- High school chemistry will no longer be accepted to fulfill the Nursing Prerequisite requirement – students must complete a college chemistry course with a corresponding lab
- A seven year recency requirement for Anatomy, Physiology, Microbiology will be instituted for anyone applying to the Generic program

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	5 hours lecture weekly
	12 hours laboratory/clinical facility weekly

Second Semester:

NS V20	4 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 7 weeks

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

ADN Program Curriculum Content

NS V10 Foundations of Nursing Practice

This course provides an introduction to nursing and roles of the nurse in micro- and macro-systems, as well as profession related and patient care concepts with a focus on the care of adult and older adult patients. The theoretical foundation for comprehensive health assessment and nursing skills is presented. Assessment focuses on taking a thorough nursing history, performing physiological, psychological, sociological, cultural, and spiritual assessments, as well as identification of stressors and health risks. Emphasis is placed on the knowledge and skills needed to provide safe, quality care to adult and older adult medical-surgical patients. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills. Students are given opportunities to demonstrate these skills in laboratory and clinical settings.

NS V20 Patient-Centered Care I and Family-Centered Care of Children

This course focuses on the care of adult, pediatric, and older adult patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care and health promotion of patients with alterations in selected body functions and on normal growth and development & the promotion of healthy behavior in patients. Concepts of patient-centered care, family-centered care of children, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care in a variety of settings.

NS V30 Patient Centered Care II and Maternal Newborn and Mental Health

This course focuses on the care of adult and older adult patients with complex medical/surgical and/or cognitive, mental health problems, as well as an integrated family approach to the care of mothers and newborns. Emphasis is placed on helping patients and their families cope with alterations in body functions, normal and high-risk pregnancy, normal growth and development, family dynamics, and management of patients facing emotional and psychological stressors. Concepts of pharmacology, health promotion and education, evidence-based practice, and interdisciplinary collaboration will be integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients across the lifespan and selected groups in a variety of settings.

NS V40 Patient Centered Care III and Transition to Professional Practice

This course focuses on contemporary issues and advanced concepts of professional nursing care as they relate to older adult and adult patients with complex, multisystem medical-surgical alterations in health. Emphasis is placed on implementing time management, organizational, and delegation skills in the management of patients with multiple needs while collaborating with the interdisciplinary team. Students will demonstrate responsible and accountable behaviors while managing conflict. Complex clinical skills, as well as priority setting, clinical judgment, and tenets of legal and ethical practice, are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts in the management of patient care and the leadership role in a variety of settings.

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

CLINICAL MEDICATION ADMINISTRATION GUIDELINES

Nursing Science V10:

(Foundations of Nursing Practice)

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:

(Patient-Centered Care I and Family-Centered Care of Children)

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

Nursing Science V30:

(Patient-Centered Care II and Maternal Newborn and Mental Health)

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 patients 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.
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.

Nursing Science V40A

(Patient-Centered Care III and Transition to Professional Practice)

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, SQ) 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.

Nursing Science V40B

(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.

Dosage Calculation Behavioral Objectives

Upon completion of NS V10 competency exams, 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 or dimensional analysis.
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 and therapeutic to administer.

Upon completion of NS V20 competency exam, 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
12. Calculate pediatric intermittent IV medications administered with infusion control sets, such as a metriset.

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

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 V40 competency exam, the student will master the above objectives and, and demonstrate with 90% accuracy all of the stated dosage calculation competencies (1-16). In addition, dosage calculation competency 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 dosage calculation exam to determine competence each semester. You need to pass this exam with 90% (NS V10, NS V20, NS V30, 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 dosage calculation exam scheduled in the skills lab.
- A calculator will be provided.
- 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 at 90% will be asked to withdraw from the course or receive an "F" grade.

Basic Rounding Rules

If the last number is 5 or higher… round up

2.15 = 2.2 rounded to the *tenths* place

If the last number is less than 5… round down

1.54 = 1.5 rounded to the *tenths* place

Rounding by Amount

If the amount *is less than 1 mL*, round to the *hundredths* place

0.567 = 0.57

If the amount is *greater than 1 mL*, round to the *tenths* place

1.234 = 1.2

Pediatric Rounding

Work to the *thousandth* place,round to the *hundredths* place (see Pediatric Calculations below).

When to Round

Wait until the end of the problem to round *except* when converting weight. If you are converting weight… convert pounds to kilograms and round accordingly (see adult vs. peds weight rounding) **PRIOR** to beginning the calculation.

Documentation

All answers **must** be labeled correctly for the unit of measure you are solving. If a label is not provided, the answer is considered incorrect:

0.2 mL	2 mg	4 tabs	6 minutes

Express Time in Military Time

Correct	Incorrect
4:36 pm = 1636	16:36
2:00 pm = 1400	14:00

Safe Dose Range *vs* Therapeutic Dose Range

If the dose is below the therapeutic range, your answer should state *"dose is not therapeutic and would not be effective."*

If the dose exceeds the recommended therapeutic dose range, your answer should state *"Dose is unsafe. Hold dose and verify with pharmacist and physician."*

Intravenous Calculations

When calculating the rate on an IV pump… round to the *tenths* place.

40.5 mL/hour
8.5 mL/hour

Calculating IV for Gravity Delivery (i.e. no IV pump)

Round drops per minute (gtts/min) to a *whole number*; you cannot give a fraction of a drop.

33.5 gtts/min = 34 gtts/min

Calculating Hours of Infusion

Time calculation is expressed in hours:

Example: Infuse over 6.6 hours.
To calculate in clock time, take the 6/10 (0.6) of an hour and multiply by 60 minutes (0.6 x 60 minutes = 36 minutes). 6.6 hours = 6 hrs and 36 min. If the infusion starts at 1000, add 6 hours and 36 minutes = the final infusion time will be 1636 (***not*** 4:36 pm or 16:36)

Pediatric Calculations

Always round to the *hundredths* place

1.24 mL

The dose/dosage range is rounded to the *hundredths* place:

66.67 – 133.33 mg/dose

Weight is rounded to the *hundredths* position.
Round pounds-to-kilograms conversion ***PRIOR*** to beginning calculations to solve the question(s):

13.636 kg = 13.64 kg

Weight-Based Medications

For adult patients… when converting lbs →kg
Work to the *hundredths* → round to the *tenths* position

150 lbs/2.2 = 68.18 kg → 68.2 kg

Zero Rules

Remember…. *zeros lead*, never follow.

Leading zeros are always placed *before* the decimal:

Correct	Incorrect
0.25 mg	.25 mg
0.17 mg	.17 mg

Trailing zeros are ***never*** placed after the decimal point!

Correct	Incorrect
4 mg	4.0 mg
6 mg	6.0 mg

Student Activities

Ventura College Students Nurses Association (VCSNA)

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 are invited to join. All students are strongly encouraged to become a member.

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 (NSNA). 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 Red Cross 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 a student representative from VCSNA under the direction of a member of the nursing faculty.

Volunteer Activity Guidelines

Volunteer activities must meet Red Cross Standards.

1. The minimum time for a volunteer assignment is one hour with increments of no less than 30 minutes.
2. All volunteer activities must be directly supervised by a representative of the sponsoring agency.
3. All volunteer assignments must be approved by the school. (This is to ensure that students are not accepting responsibilities beyond their educational preparation)
4. 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
   d. Date performed
   e. Number of hours volunteered
   f. Signature of supervising RN or person in charge

Community Service Policy for Student Volunteers

The purpose of this policy is to provide guidance on the activities which constitute community service for the Ventura College School of Nursing program. This policy outlines the process used to obtain recognition for community service at the pinning ceremony.

Community Service is defined as services volunteered by Ventura College nursing students that contribute to the health of, and which benefit members of, the community.

1. Approved events must show a demonstrable connection to improving the health of members of the community.
2. A list of approved activities will be maintained and made available to all students on the VSON website.
3. When a student wishes to participate in an activity not on the approved list, the student can email the VSNA faculty liaison and/or the Program Director the particulars of the event. The student must obtain the approval of the VSNA faculty liaison and/or the Program Director before participating in the event.
4. Students will track their own hours using the Volunteer Hours Form located in the Student Handbook. A signature from the person in charge of the event will attest to the student's participation and hours earned.
5. The deadline for submitting hours for recognition at pinning is December 1st for fall pinning, and May 1st for spring pinning. No exceptions will be made to this deadline!
6. The Program Director is responsible for reviewing NS V40 community services hours submitted by the deadline for the Pinning Ceremony. Red Cross hours are not to be double counted and used as Community Service Hours.
7. Activities which have not been approved and/or do not have an event leader signature will not be included in the tally for pinning certificates.
8. **Twenty (20) community service hours are required for award recognition at the pinning ceremony.**
9. Clinical hours cannot be counted towards volunteer hours.
10. Volunteer event notifications will be channeled through the faculty liaison and volunteer coordinator of the Student Nurses Association (SNA). These persons will be responsible for posting volunteer opportunity announcements online and for creating sign-up lists for the events.

List of Approved Volunteer Activities

- Health screenings that are sponsored by an agency, and have an RN present
- Health fairs or training that are sponsored by an agency
- Agency sponsored vaccination clinics, as designated below:
    - NS V10 - only with their instructor
    - NS V20 - after the Intramuscular Competency has been signed by the clinical instructor and with an RN present
    - NS V30 and NS V40 with an RN present
- Mobile health trucks with an RN present
- Respite care for Hospice
- Food Bank and Meals on Wheels (no driving permitted)
- Homeless Shelter
- Agency sponsored senior activities
- Agency sponsored youth health education
- Run/walk events for health causes

Student Representation on School of Nursing Curriculum and Student Affairs Committees

These faculty committees are composed of the nursing faculty and one student from each program course as available. Student representatives volunteer and are selected by nursing faculty at the beginning of each semester to serve on the curriculum 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.

Curriculum Committee

The curriculum 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, program objectives and end of program student learning outcomes.

Student Affairs Committee

The purpose of this committee is to maintain and review policies and procedures regarding students' admission and progression in their Program 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)
- Act as a student advocate

Suggestion Box

There is a suggestion box located in HSC 111 if students have feedback or suggestions they would like to make regarding the program. The Program Director will access the suggestion box once a week.

Peer Tutoring

The faculty in the School of Nursing and Allied Health encourage the academic support of students by their peers. Faculty encourage students who have demonstrated an understanding of the subject matter and an ability to apply this knowledge in the classroom and clinical areas to become peer tutors. Students who earn 80% 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.

In an effort to encourage peer support of academic excellence, all students who report a minimum of 20 hours at the time of graduation that they have tutored another student/s will be recognized at the pinning ceremony. In addition, Ventura College recognizes tutors with a certificate of appreciation.

Peer tutors will receive:

- Recognition and Certificate of Appreciation at pinning ceremony

If you are interested in becoming a peer tutor please:

- Contact the lead teacher of the course in which you choose to tutor

Peer tutors' names will be posted on the course homepage. Ventura College and the nursing program bear no responsibility for tutoring services arranged directly between tutors and tutees.

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 V30 and 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 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 V30 and 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

Ventura College School of Nursing & Allied Health

4667 Telegraph Road, Ventura, California 93003 * 805/289-6342

Peer Tutoring Form

Student Tutor Name _____

Date	Hours Tutored	Content Tutored / Discussed	Student Tutored	Total Time Tutored

Preceptorship Assignments

Preceptor Selection Policy

Securing clinical preceptors for nursing students falls under the responsibility of the Ventura College Nursing Program's faculty, nurse managers, and/or nurse educators as stated in the BRN regulations. Students shall not identify or contact potential preceptors for their clinical placements. This centralized approach ensures that preceptor assignments align with educational objectives, clinical site requirements, and legal agreements between the institution and healthcare facilities.

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 A 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 (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 not 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 complements this employment area (e.g., work L&D, placed in NICU of postpartum) or on the opposite shift.

Procedure For Work Experience Course (when offered by clinical agencies)

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 to 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 – Nursing Education

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 _____(one only)

** Speech(s) must be read by Program Director/faculty **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. Music
   - Must be approved by Program Director/faculty
     Processional _____
     Recessional _____

b. Professional attire is required. See dress code in this handbook.
   1. White uniforms or white graduation gown (zipped up)
   2. If uniform, must wear white nursing shoes (no sandals, no pumps)

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. but they must be an RN!
c. The student must personally contact the individual prior to the pinning ceremony.

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

IV. Pinning Practice

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

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

a. Red Cross hours and community service volunteer hours must be submitted to VC Faculty by December 1 and May 1 for recognition in the program. **NO LATE HOURS WILL BE ACCEPTED AFTER THESE DATES!**

b. **ADN Graduation with Distinction Award** – Nominated & selected by nursing faculty.

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.

VI. ***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.

VII. ***Decoration of the theater committee***

a. Committee

- Chair person_____
- Members _____

_____

_____

b. Responsibilities

- Plan
- Clean the theater after pinning

c. Set up of Stage – Chairs, risers

VIII. Other things to consider

- Photos
- Slide show

Winifred Dobson Medal for Clinical and Academic Excellence In Nursing

The Dobson Medal for Clinical and Academic Excellence in Nursing is awarded annually to recognize the graduate who best typifies the ideal clinical, academic, and behavioral characteristics of a new graduate. The nursing faculty selects the nurse to receive this award 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 with exceptional ability to organize time and complete assignments, exhibits professional behavior through responsibility, accountability, and appearance, and finally is considered by faculty as "the student I would most like to care for me and my family."

This award was established in 2003 by Janet Dobson Leifur, RN, MSN, a former Ventura College Nursing Professor and a 1972 graduate of the program, and her sister, Joy Dobson Way, RN, MSN, a 1965 graduate of the program. It is awarded in loving memory of the life and professional inspiration of their mother, Winifred Mary Amis Dobson. The Dobson Medal, modeled after the Newport (Rhode Island) Hospital School for Nurses Garrettson Medal for Efficiency, was awarded to Mrs. Dobson in 1937 for being their most outstanding graduate that year. Throughout her lifetime, Mrs. Dobson was proud of being a registered nurse and especially proud that both her daughters became nurses and earned graduate degrees. Mrs. Dobson, a wonderful mother and a woman of great integrity lived in Ventura from 1961 to 1979 and 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.

Revised September 2021

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.

This is primarily used when asking an instructor or the director for a recommendation / referral to a school or a clinical agency.

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.

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.

Signature: _____

Printed Name: _____

Date: _____

Academic Deficiency Notice

Student: _____ Date: _____

Course: _____ Semester: _____

Faculty: _____

Areas of Deficiency:

- ☐ Attendance
- ☐ Professionalism
- ☐ Clinical Performance
- ☐ Other

Comments:

_____
_____
_____
_____
_____
_____

Recommendation:

- ☐ Counseling (EAC, Student Health)
- ☐ Skills Lab (Remediation, Tutoring)
- ☐ Videos
- ☐ Other

_____
_____
_____
_____

The **Academic Deficiency Notice** is a warning that you are at risk for not successfully completing the course up to and including failure of the course. A copy of this warning is being sent to your theory instructor as well as placed into your rotating file. Appropriate steps to problem solve the situation should be taken as soon as possible to ensure your success in the course.

I have reviewed this document, discussed the contents with my faculty and acknowledge with my signature.

Signature of Student: _____ Date: _____

Signature of Faculty: _____ Date: _____

Signature of Remediating Faculty: _____ Date: _____

Ventura College Student Nurses Association

Application for Membership

Name:	Date:
Address:	Home phone:
	Cell phone:
E-mail:	

	$10 Member (currently enrolled in the Nursing Program)

	Paid by Check #:
	Paid by Cash

Y NO	I am an ASB cardholder
Y NO	I currently have a GPA of 2.0 or higher
Y NO	I am a member of NSNA / CNSA

If you are currently enrolled in the nursing program:

Semester: 1 2 3 4	Would you be interested in holding an office or serving on a committee? YES NO
Do you have an interest in a particular area of nursing?	

Make your check payable to Ventura College. You may turn it in to the School of Nursing Office or the Orientation Workshop. *one-time fee

Request for Reentry

Name _____ Date of Request _____

Address _____

City _____ Zip_____

Phone # (Home) _____ Cell _____ Work _____

Student ID (900#) _____Email _____

Course Requested: _____ Date of Withdrawal: _____

Reason(s) for withdrawal (attach additional paper if necessary):

_____

_____

_____

_____

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 (attach additional paper if necessary):

_____

_____

_____

_____

_____

Signed _____ Date _____

Student requesting reentry has returned the following as applicable:

□ Badge □ Parking Permit □ Blood glucose monitoring card □ Other _____

Ventura College
School of Nursing
and Allied Health
4667 Telegraph Rd
Ventura CA 93003
805 289 6342

Student Nurse Community Service
Volunteer Hours Verification

Name: _____Total Hours Achieved: _____

Volunteers seeking "proof of hours" must complete this form. The volunteer is solely responsible for tracking their hours and ensuring the accuracy of this form. This form may be used in conjunction with other paperwork provided by the school or agency requiring the service hours. Student is expected to maintain this record throughout entire enrollment in the nursing program.

Date	Hours	Type of Service	Location	Signature and title of Supervisor or Person in Charge

Ventura College

School of Nursing and Allied Health

NOTICE

NS V20, NS V30 and NS V40 Students

The following RENEWABLE REQUIREMENTS DOCUMENTATION must be completed in order to receive a clinical assignment and to be cleared to register for the _____ Semester

The following documents must be submitted

1. Certificate of Insurance

   Purchase at: www.nso.com. Must be valid at least through _____

2. Copy of CPR card for Basic Life Support, with first year on card valid at least through _____ _____,
3. Current TB immunization record valid at least through_____

Requirements for Submitting Forms

1. Deadline: _____
2. Upload renewable requirement documentation to your CastleBranch account

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 _____, 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 Print Name Date

Ventura County Community College

School of Nursing

Simulation Confidentiality Statement

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: _____

Printed Name: _____

Date: _____

EXHIBIT "A" and EXHIBIT "B" Forms

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.
3. Additional Rules and Regulations which a student must be notified of and/or expected to comply with: _____
   _____

EXHIBIT "B"

STUDENT ACKNOWLEDGEMENT OF PATIENT CONFIDENTIALITY

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.

Signature: _____

Printed Name: _____

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.

SIGNATURE	PRINT NAME	DATE
ADDRESS	CITY, STATE, ZIP	PHONE
EMAIL ADDRESS	SIGNATURE OF PARENT OR GUARDIAN, if minor	

Student Physical Examination and Immunization Forms

VENTURA COLLEGE HEALTH SCIENCES DEPARTMENT
SCHOOL OF NURSING & ALLIED HEALTH
SCHOOL OF PREHOSPITAL AND EMERGENCY MEDICINE

DEAR STUDENT:
You have made a choice to enroll in our 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. You will upload your documents as completed to your online CastleBranch account for approval.

PHYSICAL EXAMS: Students **must use the Ventura College Health History and Physical Exam forms** and can have the physical examination and testing done by the Ventura College Student Health Center (cost sheet attached) or the health care provider of your choice.

VC Student Health Center 4667 Telegraph Rd., Ventura (805) 289-6346
(*By appointment only*) downstairs in the CRC (Creative Resources Center)

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

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 your choice. Blood tests and immunizations through the Student Health Center are usually less expensive than what many health care providers charge, but they do not bill your insurance.

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

Students must have the following before being assigned to the clinical area:

- Physical examination (valid for 1 year)
- TB clearance [QuantiFERON blood test or TB PPD skin test (TST)]
- Proof of all required immunizations or provide titers (lab work) demonstrating immunity.

THERE ARE NO EXCEPTIONS TO THE REQUIREMENTS.

Please make and keep a copy of your physical examination and lab test results for future reference. We are unable to make copies for you.

If pregnant, please notify the Nursing Program Office. Medical clearance from OB healthcare provider is required.

Rev. 03/22/2023

Ventura College Student Health Center

By Appointment Only. To schedule an appointment at the Ventura College Student Health Center, first complete the Student Consent Forms through the Health Center Portal. Once the online Consent Forms are completed, call the Student Health Center at **(805) 289-6346** to schedule an appointment.

The health appraisals may be completed with your preferred health care provider or the Ventura College Student Health Center.

Health Sciences Medical Clearance Fees *

Pricing as of March 25, 2024

Physical Examinations	$20.00
Hepatitis B Vaccines	$65.00 each
Hepatitis B Lab Work (Titer)	$6.00
MMR Vaccine	$10.00
Measles Lab Work (Titer)	$5.00
Mumps Lab Work (Titer)	$13.00
Rubella Lab Work (Titer)	$4.00
TB Skin Test	$9.00 each
QuantiFeron Blood Test	$48.00
Tdap Vaccine	$37.00
Varicella Vaccine	$10.00
Varicella Lab Work (Titer)	$5.00
Blood draw fee	$4.00 each
Flu Vaccine	$20.00

*All prices are subject to change. **We do not bill insurance.**

All fees will be posted to your student account.

VENTURA COLLEGE HEALTH SCIENCES DEPARTMENT

PHYSICAL EXAMINATION & IMMUNIZATION REQUIREMENTS

Dear Health Care Provider:
The area hospitals require the following for admission into their clinical programs. Please do not make any substitutions.

1. Physical Exam and Health History completed using the attached **Ventura College forms** (valid for 1 year).

2. Provider's name **printed clearly AND** the facility **name and address stamped** on all medical forms.

3. TB clearance must be by QuantiFERON blood test or Tuberculin Skin Test (TST). Tuberculin Skin Test must be the PPD Mantoux only. A **copy** of the test with **date and time given** and **date and time read** must be included with the forms. **A 2-Step Method is required (2 skin tests must be completed within 21 days. There must be at least 7 days between Steps 1 and 2). If there is a history of a positive TST and QFT with a negative CXR then only a system review is required annually.**

4. Students must submit one of the following:
   - Documentation of two (2) MMR immunizations at least four (4) weeks apart
     OR
   - Documentation of lab work demonstrating immunity of:
     - ☐ Rubella Antibody-IGG Lab work
     - ☐ Rubeola Antibody-IGG Lab work
     - ☐ Mumps Antibody-IGG Lab work

5. Students must submit one of the following:
   - Documentation of two (2) Varicella immunizations at least four (4) weeks
     OR
   - Documentation of lab work demonstrating immunity of:
     - ☐ Varicella Antibody-IGG Lab work

6. Students must submit the following:
   - Tdap vaccination (valid for 10 years)
   - Current influenza vaccine documentation is required during the flu season. Flu documentation must include serum manufacturer, lot#, provider & date. **Students will receive notification when this is required, after the fall semester of school starts. For spring semester, it is a requirement upon admission.**
   - Lab work with titers showing immunity and/or immunization records, **with the individual's name clearly identified**, are required for the aforementioned vaccines and labs.
   - If the student is pregnant, medical clearance from OB healthcare provider is required.

7. For the student's protection, completion of a 3-dose Hep B vaccine series or 2-dose (HEPLISAV-B) vaccine series with a positive titer is highly recommended. This can take 6 months to complete.
   - A declination waiver must be signed in the meantime to fulfill this objective, while this recommendation is being completed.

If you have any questions, please feel free to call Ventura College Student Health Center at (805) 289-6346, 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.

Rev. 3/22/23

Year _____ Fall _____ Spring _____ Summer _____ CNA _____ HHA _____ ADN _____ EMT _____ PM _____

VENTURA COLLEGE HEALTH SCIENCES DEPARTMENT

Health History and Physical Examination (page 1 of 2)

(Please complete before physical examination.)

Name _____ Preferred Name_____ Date of Birth _____

Student I.D. #900 - _____ Sex _____ Preferred Gender_____ Cell Phone #_____

Allergies _____ Email _____ Home Phone # _____

Medications _____ Today's Date_____

PERSONAL MEDICAL HISTORY – Please check if you currently have or have had any of the following conditions:

☐ Anemia	☐ Asthma	☐ Diabetes
☐ Heart Trouble	☐ High Blood Pressure	☐ Cancer
☐ Hepatitis	☐ Liver Trouble	☐ Ulcers or other gastrointestinal disorders
☐ Pneumonia	☐ Rheumatic Fever	☐ Tuberculosis (TB)
☐ Stroke or blood clots	☐ Depression (feeling down or blue)	☐ Thyroid condition
☐ Skin problems	☐ Anxiety (nerves, panic attacks)	☐ Abnormal Pap smears
☐ Seizures	☐ Suicidal thoughts or attempts	☐ Irregular periods
☐ PMS	☐ Tobacco Use	☐ Bleeding between periods
☐ Alcohol Use	☐ Use of marijuana products	☐ STI (syphilis, gonorrhea, chlamydia, HIV)
☐ Drug use (heroin, stimulants, inhalants, prescription opioids)		☐ Pregnant? _____yes* _____no
☐ None		***If pregnant, please notify the Nursing Program Office. Medical clearance from OB Health Care Provider is required.***
☐ List any history of surgical procedures:		

_____

_____

☐ List any other medical or mental health conditions not listed above:

_____

_____

FAMILY HISTORY – Please check if your parents or siblings have had any of the following conditions:

☐ Cancer	☐ Diabetes
☐ Heart Attack	☐ High Blood Pressure
☐ Stroke	☐ Mental Illness
	☐ None

DATE EXAMINED: _____

Health Care Provider PRINTED NAME:

Health Care Provider SIGNATURE:

VENTURA COLLEGE HEALTH SCIENCES DEPARTMENT

☆ PHYSICAL EXAMINATION (page 2 of 2) ☆

Name _____ Ht._____Wt. _____ Pulse _____ Resp._____ BP_____

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

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

Ishihara's Test for color deficiency: Pass_____ Fail _____

Date of last menstrual period _____

Current medications _____

_____

	WNL	DETAILED DESCRIPTION OF ABNORMAL FINDINGS
GENERAL:		
HEAD:		
EYES:		
EARS:		
NOSE:		
MOUTH/THROAT:		
NECK:		
LYMPHATICS:		
CHEST/LUNGS:		
CARDIOVASCULAR:		
ABDOMEN:		
MUSCULOSKELETAL:		
SKIN:		
NEUROLOGIC:		
MENTAL STATUS:		

- Any restrictions on physical activity?
  (Explain any restrictions that may prevent the student from participating in the clinical practicum or class)
  Yes _____ No_____

  _____

  _____

  _____

- Any recommendations for medical care?
  (Explain restrictions and recommendations)
  Yes _____ No_____

  _____

  _____

  _____

- The student is free of health conditions that creates a hazard to self or others.
  Yes _____ No_____

- Does student use any marijuana products?
  Yes _____ No_____

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DATE EXAMINED: _____

Health Care Provider PRINTED NAME:

_____

Health Care Provider SIGNATURE:

_____

Health Care Provider NAME & ADDRESS STAMP:

(please stamp here)

FORM IS INVALID WITHOUT OFFICE STAMP

VENTURA COLLEGE HEALTH SCIENCES DEPARTMENT TB SCREENING

NAME _____ **ID#** 900-_____ **DOB** _____

***** TB Clearance is valid for 1 year AND cannot expire before the end of the semester. *****

Option 1 - QuantiFERON Blood Test (preferred method):

Test Date: _____ Result: _____

Hx of positive TB skin test: _____yes _____no **Lab report is required.**

Option 2 - TB Mantoux: A 2-Step TB skin test (two skin tests) is required.

Complete Test #1:

1. **Test #1** Date & Time Administered: _____ Date & Time Read: _____

   Neg _____ Pos _____mm Ind _____mm

Complete Test #2 within 21 days (there must be at least 7 days between Steps 1 and 2):

2. **Test #2** Date & Time Administered: _____ Date & Time Read: _____

   Neg _____ Pos _____mm Ind _____mm

If your TB skin test is positive:

A licensed professional needs to complete a Systems Review form (in this packet).

A QuantiFERON-TB lab test needs to be ordered and you may be referred for a chest X-ray.

- If the **QuantiFERON-TB test is negative**, and your Systems Review is normal, you will be cleared to participate in the program.
- If the **QuantiFERON-TB is positive**, a chest X-ray is required, and you will be referred for possible treatment and further testing before clearance.

If you have a history of a positive TB test without documented follow up tests and treatment for TB Disease (TBD) or Latent TB Infection (LTBI):

A Systems Review with necessary follow up tests/evaluation for TBD or LTBI, treatment (if indicated), and a TB clearance within the last year is required. It must not expire before end of semester.

If you have a history of a positive TB skin test with a negative QuantiFERON blood test:

Provide results of a QuantiFERON-TB blood test done within the last year. It must not expire before end of semester.

If you have a history of a positive TB skin test, a positive QuantiFERON blood test and/or treatment for TB disease or latent TB infection:

Complete an annual Systems Review and provide a copy of the positive result along with any follow-up clinical notes regarding evaluation and treatment.

Health care provider PRINTED NAME:

Health care provider SIGNATURE:

Health care provider NAME & ADDRESS STAMP:

(please stamp here)
FORM IS INVALID WITHOUT OFFICE

Ver. 3/22/23

VENTURA COLLEGE HEALTH SCIENCES DEPARTMENT IMMUNIZATION RECORD

NAME _____ ID# 900 _____ DOB _____

1. RUBEOLA (Measles), MUMPS, & RUBELLA

Required documentation:

☐ 2 MMR vaccinations at least 4 weeks apart

OR

☐ Lab work demonstrating immunity

If lab work is negative, documentation of 2 MMR vaccinations must be completed

MMR (Measles, Mumps, Rubella)

Vaccination date #1 _____

Vaccination date #2 _____

RUBEOLA (Measles) (IGG)

Lab work date _____

Lab work results _____

MUMPS (IGG)

Lab work date _____

Lab work results _____

RUBELLA (IGG)

Lab work date _____

Lab work results _____

4. TDAP Booster

Need documented proof of TDAP within 10 years _____

CAIR # _____

2. VARICELLA (Chickenpox)

Required documentation:

☐ 2 Varicella vaccinations at least 4 weeks apart

OR

☐ Lab work demonstrating immunity

If lab work is negative, documentation of 2 Varicella vaccinations must be completed

VARICELLA

Vaccination date #1 _____

Vaccination date #2 _____

VARICELLA (Chickenpox) (IGG)

Lab work date _____

Lab work results _____

5. COVID

Vaccination date #1 _____

Manufacturer _____

Lot # _____

Facility where given _____

Vaccination date #2 _____

Manufacturer _____

Lot # _____

Facility where given _____

Booster date #1 _____

Manufacturer _____

Lot # _____

Facility where given _____

***May not opt out of COVID Vaccination

3. HEPATITIS B

☐ A Hepatitis B series is strongly advised. Students must have documented proof of the series AND lab work demonstrating immunity. If you do not have proof of immunity, a booster is required with follow up lab work within 30-60 days

OR

☐ Declination Waiver signed

HEPATITIS B

☐ 3-dose series OR ☐ 2-dose Helpisav-B

Series #1 date _____

Series #2 date _____

Series #3 date _____

Booster date _____

HEP B ANTIBODY LAB WORK (ANTI-HBS)

Lab work date _____

Lab work results _____

Lab work to be completed within 30-60 days of the last Hepatitis B vaccination administered

6.FLU

Vaccine date _____

Lot # _____

Manufacturer _____

Facility where given _____

***** Medical or Religious exemptions are not accepted at clinical sites. Students must have recommended covid vaccines to participate in clinical**

Health Care Provider PRINTED NAME:

_____

Health Care Provider SIGNATURE:

_____

Health Care Provider NAME & ADDRESS STAMP

(please stamp here)

FORM IS INVALID WITHOUT OFFICE STAMP

Rev 3/22/23

VENTURA COLLEGE HEALTH SCIENCES DEPARTMENT
SYSTEMS REVIEW FOR TUBERCULOSIS

NAME _____ **Telephone #** _____ **Date** _____

ID # 900_____ **Date of Birth** _____ **Country of Birth**_____

History of Positive TB skin Test: ☐ No ☐ Yes Date: _____

History of positive QuantiFERON TB blood test ☐ No ☐ Yes Date: _____

Last chest x-ray (if needed) Date: _____ Results: _____

Please select the following that apply:

□ Treated for TB disease Treatment start and completion date: _____
□ Treated for latent TB infection Treatment start and completion date: _____
□ Exposure to anyone with TB Date of exposure: _____
□ Under Treatment with an immunosuppressant or have an immune compromising illness
Name of illness or medication: _____

Have you had any of the following symptoms for ≥3 weeks? (Check all that apply.) □ No

□ Cough (unrelated to known illness)
□ Chest pain and/or shortness of breath
□ Changes in sputum (blood, color, thickness)
□ Unexplained weight loss
□ Night sweats
□ Increased fatigue
□ Loss of appetite
□ Chills
□ Fever

New risk factors since last TB screening/System Review: □ No

□ Yes_____

☐ Patient is NOT cleared at this time. **Date**: _____

Referred ☐ QFT **Date**: _____ ☐ CXR **Date**: _____

☐ TB clinic/PCP **Date**: _____ for ☐ TBD ☐ LTBI

Patient is cleared of TB disease. **Date**: _____

Health Care Provider PRINT NAME:

_____

Health Care Provider NAME & ADDRESS STAMP:

Health Care Provider SIGNATURE:

_____

Rev. 3/22/2023

VENTURA COLLEGE HEALTH SCIENCES DEPARTMENT

HEPATITIS B VACCINE DECLINATION WAIVER

Name: _____ 900# _____ DOB: _____

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 am at risk of acquiring Hepatitis B virus (HBV). I have been advised, and given the opportunity to be immunized for a fee with Hepatitis B vaccination and screened for immunity to Hepatitis B. However, I decline the Hepatitis B vaccination and screening, and understand that by declining, I continue to be at risk of acquiring Hepatitis B, which is known to be a serious disease.

This Declination Waiver will satisfy the HEP B requirement in CastleBranch. We strongly recommend that you complete the series. You may sign this Waiver to fulfill this objective, while you complete the series.

Signed:_____ Date:_____

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VENTURA COLLEGE HEALTH SCIENCES DEPARTMENT

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