

Welcome to the Evergreen Valley College Nursing Program



Nursing Student Handbook

Table of Contents

PART I – GENERAL INFORMATION.....	5
Introduction	5
The History of Evergreen Valley College Nursing Program.....	6
Nursing Accreditation	6
Nursing Administration.....	7
Full-Time Faculty.....	8
Part-Time Faculty.....	9
Early Alert Program.....	10
Resources for Your Success	11
Nursing Program Resource Center	12
Nursing Skills Lab	12
Nursing and Biology Computer Lab	12
Nursing/Biology Lab	12
Nursing Program Resource Center Faculty Office	12
Timekeeper Machines for N131 and N132	13
List of Sequoia Rooms on the Second Floor.....	13
Evergreen Valley College Nursing Program.....	14
Hospitals/Clinical Agencies.....	14
Student Health Services.....	15
Disabilities Support Program (DSP)	17
Nursing Student Support	18
Evergreen Valley College Nursing Student Association (ENSA)	18
National Student Nurses Association (NSNA)	18
California Nursing Students’ Association (CNSA)	18
Study Groups	18
Helpful Hints from Fellow Students	19
Student Participation.....	20
Faculty meetings.....	20
Course and Instructor Evaluations	20
Nursing Advisory Committee	20
ENSA – Evergreen Nursing Student Association	20

Meeting with the Dean	20
Program Evaluation	20
PART II – NURSING PROGRAM CURRICULUM	21
Program Purpose	21
Program Philosophy	21
Conceptual Framework	22
Organizing Framework for Curriculum	23
Adaptation of the Client Needs Model	23
Program Outcomes.....	24
Summary Statement.....	25
Program Outcomes by Semester.....	26
Nursing Program Core Course Descriptions by Semester.....	31
Semester 1	31
Nursing 001: Fundamentals of Nursing.....	31
Semester 2	31
Nursing 002A: Basic Medical-Surgical Nursing.....	31
Nursing 002B: Maternity Nursing.....	31
Nursing 003: Advanced Pediatrics and Medical-Surgical Nursing	32
Semester 4	32
Nursing 004: Advanced Medical-Surgical/Geriatrics/Mental Health/Leadership and Management Nursing	32
PART III – NURSING PROGRAM STATEMENTS	33
ATI Content Mastery Exams.....	33
Exit Exam.....	34
Chain of Command	34
Change of Address/Phone/E-mail	34
Clinical Placements	34
Counseling Requirement	35
Evergreen Valley College Catalog.....	35
EVC Nursing Program’s Definition of Evidence Based Practice	35
Faculty Office Hours/Voice Mail/Email	35
Health Concerns.....	36
Missed Examinations	38

Institutional Learning Outcomes and Descriptions	39
Outcome Communication	39
Outcome Description.....	39
PART IV – NURSING PROGRAM POLICIES	41
Student Criminal Background Check and Urine Drug Screening	41
Attendance.....	44
Rules for Remote Exam Proctoring Using Proctorio	45
Academic Honesty and Ethical Behavior.....	46
Leave of Absence	48
Students Returning to the Program	49
American Disabilities Act (ADA) Compliance Statement	51
Essential Capabilities	51
Functional Requirements	53
Impaired Nursing Student (Mental Illness or Substance Abuse)	54
Safe Student Practice in the Nursing Program Resource Center (NPRC)	57
Safe Student Practice in the Clinical Setting.....	59
Social Networking Policy.....	61
Student Dress Code in Clinical Setting.....	63
Student Health Record and CPR Tracking	65
Injuries in the Clinical Setting.....	66
Student, Faculty, Staff and Public Complaint/Grievance Resolution.....	67
Student Code of Conduct and General Complaints and Grievance Process	67
Minimum Technical Requirements	70
Methods of Evaluation	71
Appendix 1	72
Acceptance of Responsibility and Accountability	72
Appendix 2	73
Functional Competencies Form	73
Appendix 3	74
Emergency Contact Information	74
Appendix 4	75
Request to Return.....	75

PART I – GENERAL INFORMATION

Introduction

The nursing faculty is here to help you learn and succeed. All faculty have office hours that are posted on their office doors and welcome your visits. Let us know what you need so we can help you succeed.

This student handbook is a guide for your use while you are enrolled in the nursing program. It will inform you of the various nursing policies used by the nursing program. Contact information for the Board of Registered Nursing (BRN) and the Accreditation Commission for Education in Nursing (ACEN), Inc. has been provided to answer some of the most frequently asked questions.

Nursing school is a challenge quite different than most other types of college programs. For the next two years you will work hard, study hard, and make lifetime friendships with other students who have the same interests and career goals as you. You will have unforgettable memories of practicing nursing procedures, making beds, and giving your first injection.

We hope that this handbook will help you in this transition from being a college student, to being a college student in nursing school. We are here to help you succeed, please let us how we may help you.

Welcome to nursing school!!!!

The Nursing Faculty

The History of Evergreen Valley College Nursing Program

Since 1962, the Evergreen Valley College Nursing Program has been highly regarded in the community for the outstanding preparation and competence of its graduates. We offer a two year Registered Nurse (“RN”) program that can be completed in four semesters. There are eligibility requirements for admission into the nursing program. Upon completion of the program the student receives an Associate of Science Degree in Nursing and is eligible to take the National Council Licensure Examination (NCLEX) for RN Licensure. Evergreen Valley College's philosophy and beliefs about learning, stress the integration and application of theory and practice, active involvement of the adult learner, and the teacher-facilitator role to promote critical thinking.

Nursing Accreditation

Evergreen Valley College Nursing Program is accredited by the:

Accreditation Commission for Education in Nursing, Inc.

<http://www.acenursing.org/>

3343 Peachtree Road NE, Suite 850
Atlanta, GA 30326
(404) 975-5000

and approved by the

[Board of Registered Nursing](#)

P.O. Box 944210
Sacramento, CA 94244-2100
(916) 322-3350.

Nursing Administration

Division Dean, Nursing and Allied Health

Lynette Apen MSN, RN

- Office S-206
- Phone 270-6448
- E-mail lynette.apen@evc.edu

Assistant Nursing Program Director

Sue Wetzel, RN, MS

- Office S-211
- Phone x6597
- E-mail sue.wetzel@evc.edu

Assistant Nursing Program Director

Maureen Adamski, RN, MS

- Office S-210
- Phone x6606
- E-mail maureen.adamski@evc.edu

Nursing Program Coordinator

Brittany Long

- Office S-207
- Phone 270-6448
- Nursing Fax 528-1267
- E-mail EVCNursing@evc.edu

Instructional Lab Tech IV/Simulation lab

Denise Medina

- Office S-207
- Phone x6890
- E-mail denise.medina@evc.edu

Academic Counselor

Will Sapigao

- Office SC-223
- Phone x6617
- E-mail william.sapigao@evc.edu

Full-Time Faculty

Maureen Adamski, RN, MS

- Office S-210
- Phone x6606
- E-mail maureen.adamski@evc.edu

Patricia Braun, RN, MS

- Office S-211
- Phone
- E-mail Patricia.Braun@evc.edu

Karen Cheung, RN, MS

- Office S-216
- Phone
- E-mail Karen.Cheung@evc.edu

Garry Johnson, DHSc, RN

- Office S-212
- Phone x6264
- Email garry.johnson@evc.edu

Poonam Khare, RN, MS

- Office S-217
- Phone x6
- Email Poonam.khare@evc.edu

Nancy Lin, RN, MS

- Office S-212
- Phone x6025
- E-mail Nancy.lin@evc.edu

Susana Machado, RN, MS

- Office S-215
- Phone x6603
- E-mail susana.machado@evc.edu

Peter Miskin, RN, MS

- Office S-217
- Phone x6026
- E-mail peter.miskin@evc.edu

Angela Smith, RN, MS

- Office S-216
- Phone
- E-mail angela.smith@evc.edu

Barbara Tisdale, RN, MS

- Office S-210
- Phone x6034
- E-mail barbara.tisdale@evc.edu

Sue Wetzel, RN, MS

- Office S-211
- Phone x6597
- E-mail sue.wetzel@evc.edu

Part-Time Faculty

We have wonderful part-time faculty who teach with us each semester. We could not operate this program without our dedicated part-time faculty. They are an integral part of our program. Their contact information will be provided at the beginning of each semester.

Early Alert Program

Evergreen Valley College is committed to improving student success and believes that all students can succeed in their academic work and achieve their educational goals. Thus, it has enacted an Early Alert Program allowing instructors early in the semester to notify students who are struggling in their classes and who might be at-risk of not passing the course. Once the instructor reports that a student is at-risk of failing the course, the student will receive an email and a follow-up phone call encouraging the student to talk with his/her instructor, seek tutoring (if needed), and/or use other on-campus resources available to students.

Resources for Your Success

See: <http://www.evc.edu/current-students/support-programs>

❑ **ASPIRE**

Acacia A5-204
Phone 274-7900 ext. 6226
(Asian/Pacific Islander Resources for Excellence)
This program provides academic and personal assistance to increase graduation and transfer rates. While Asian/Pacific Islander students are the primary focus, this program is open to all students.

❑ **AFFIRM**

Student Service Center AC-130
Phone 274-7900 ext. 6532
(African American First Financial Investment & Return Module)
This program provides academic and personal assistance to increase graduation and transfer rates. While African-American students are the primary focus, this program is open to all students.

❑ **CalWORKS**

Student Service Center SC-201/207
Phone 408-274-7900 ext. 6588
The program provides childcare, transportation, books, supplies and other school related expenses. Monthly food distribution is coordinated with the Second Harvest Food Bank. Assistance with financial aid, counseling, is also provided.

❑ **Counseling Center**

Student Service Center SC-250
270-6475
The counseling center provides academic, personal, and career counseling.

❑ **Disabled Students Program**

Student Service Center SC-120
Phone 270-6447
This program provides testing to identify learning disabilities as well as specialized equipment, adaptive aids and services to accommodate learning and physical disabilities.

❑ **ENLACE**

Roble R5-134
Phone 274-7900 ext. 6598
This program provides academic support to Hispanic students particularly in the area of English, Math and Science courses.

❑ **EOP&S**

(Extended Opportunity Program & Services)
Student Services ctr. SC-118
Phone 270-6455
This program provides academic and personal counseling, grants, emergency loans, mentoring to low income students.

❑ **Financial Aid**

Student Service Center SC-123
Phone 270-6460
This office provides assistance with grants, loans, scholarships and fee waivers (Registration and Health fees waived for low income California residents).

❑ **Nursing Program Resource Center:**

Sequoia S-211, skills review with Student success coordinator.
The nursing skills lab provides the nursing student supervised clinical practice and instruction by a Registered Nurse in basic bedside nursing skills.

❑ **Student Health Services**

Student Service Center SC-124
270-6480
The Health Clinic provides a medical doctor, a nurse practitioner, registered nurses, and personal counselors to assist currently enrolled students with health-related and psychological matters.

❑ **Tutoring Nursing:** see schedule for sign up from nursing office.

❑ **Tutoring Center and the Math & Science Resource Center**

(Tutoring Center) Library/Ed. Tech Center LE-237
(Math & Science Resource Center) SA-112 Phone
274-7900 ext. 6802
Provides student tutors in Math, Microbiology, Anatomy & Physiology, Nursing and other subjects taught within the college. Tutoring is free to all students.

❑ **Student Success Coordinator**

Sequoia S211
The primary responsibility of the EVC Nursing Program Coordinator for Student Success is to coordinate, facilitate and/or provide services that will target increasing students' success within the nursing program.

Nursing Program Resource Center

This is a collective term for the skills and computer labs.

Nursing Skills Lab

S201 and S223 are the skills labs. This is where you will practice and perfect your hands-on skills before performing them in the clinical setting. There are several manikins and many pieces of electronic equipment. You can use this area for individual study utilizing the resources available or use this room for small group study too. There may be skills day when a clinical instructors may take their group into the lab for demonstration. The student may also use the lab to practice independently.

The equipment in this room should stay here and never be removed unless you ask permission in advance from the faculty or lab person. Many pieces of the electronic equipment are sensitive, so please treat the equipment with respect. It is expected that you return items to the original location and clean up after yourselves.

Because the skills lab hours may vary each semester, please check the sign outside the door for the most current hours.

NO FOOD AND ONLY COVERED DRINKS ARE ALLOWED IN THE LABS. CLOSED TOE SHOES AND CLOTHING APPROPRIATE FOR ENVIRONMENT MUST BE WORN IN THE SKILLS LAB.

Nursing and Biology Computer Lab

S204 is the computer lab. There are 41 computers, all with Internet access along with a printer. This room is available to nursing and biology students. Please DO NOT EAT OR DRINK IN THIS ROOM. You can check your e-mail but please do not play computer games. In order to print in S-204, you must purchase a print card for sale in the library. The charge is 10 cents per copy. Occasionally, there may be a class that reserves this area for a project and may not be available, but notices will be posted on the front door.

Nursing/Biology Lab

S219 is the model lab. This room is shared with biology students who use this area for individual or small study groups working on models. Nursing students use this lab for studying and working on group projects.

Nursing Program Resource Center Faculty Office

S219 are the offices of the biology lab and Instructional Assistants and Computer lab Assistants.

Timekeeper Machines for N131 and N132

There are timekeeper machines, one in S223 and another in the S219. These are machines you should log into every time you use one of the labs to enhance your hands-on skills. After you have registered for the lab N131A&B or N132A, you will be given an access code. It takes about five days from registration to the time you will be registered in the timekeeper. Be sure and log out when you leave. These hours are totaled at the end of the semester and handed in to Admissions and Records. Occasionally, the timekeepers may not be working. If this is the case, you should sign in and sign out on the timekeeper's clipboard.

This course provides you access to an instructor-facilitated lab in the Nursing Program Resource Center, which includes the Nursing Skills lab and Nursing/Biology computer room. This is a time for you to practice and perfect your hands-on skills before performing them in the clinical setting. You can log in hours any time you are in the Nursing Skills lab working on your skills. **Please do not log in on the timekeeper if you are in the skills lab with your clinical group as part of your clinical time.**

List of Sequoia Rooms on the Second Floor

Classroom	Room Number
Small Skills Lab	S-223
Dean of Nursing and Allied Health Office	S-206
Program Coordinator and Main Nursing Office	S-207
Biology Anatomy Model Lab and Nursing Video Lab	S-219
Lab Instructional Assistants Office	S-219
Nursing Program Resource Center	S-201
Nursing and Biology Computer Room	S-204
Faculty Mail Room	S-218
Faculty Prep Room	S-221
Simulation Room	S-202
Small Conference Room	S-208

Evergreen Valley College Nursing Program

Hospitals/Clinical Agencies

Good Samaritan Hospital/Mission Oaks

2425 Samaritan Drive

San Jose, CA 95124

559-2011

Saint Louise Regional Hospital

9400 No Name Uno

Gilroy, CA 95020

848-2000

Regional Medical Center of San Jose

225 N. Jackson Ave.

San Jose, CA 95116

408 729-2823

Santa Clara Valley Medical Center

751 South Bascom Avenue

San Jose, CA 95128

885-5000

Kaiser Hospital, San Jose

250 Hospital Parkway

San Jose, CA 95119

408 972-7000

Palo Alto Veteran's Administration Medical Center

3801 Miranda Avenue

Palo Alto, CA 94304

(415) 493-5000

O'Connor Hospital

2105 Forest Avenue

San Jose, CA 95128

947-2500

Students are required to adhere to policies and procedures of the hospitals and clinical agencies they are assigned.

Student Health Services

Location: Student Service Center SC-124

Contact Person: Health Services Office

Contact Phone: 270-6480

Description: A health fee is charged every semester to those students who do not qualify for, and receive, a fee waiver. Student Health Services is located in room SC-124, on the bottom floor of the Student Center Building. The telephone number is (408) 270-6480.

The Health Clinic provides a medical doctor, a nurse practitioner, registered nurses, and personal counselors to assist currently enrolled students with health-related and psychological matters. All services are **confidential**.

Office hours are Monday through Thursday from 8:00 a.m. to 8:00 p.m. and Friday, from 8:00 a.m. to 3:00 p.m. It is closed during Summer. All services are available on an **appointment basis only** unless it is an emergency.

Health Services offered are:

- Blood Pressure and Vision Screening
- Drug/Alcohol Information and Referral
- Family Planning Counseling and Service
- General Appointments to See the Doctor and Nurse Practitioner
- Health Counseling
- HIV Prevention Education, Testing and Referral
- Immunizations
- Low-Cost laboratory Services
- Medical Emergency Care when Needed
- Pap Smear and Exam
- Personal Counseling
- Pregnancy Testing and Referral
- Referrals to Community Health Agencies
- Sexually Transmitted Infection Tests
- TB Skin Tests
- Treatment for Minor Illnesses

Personal Counseling Services offered are:

- Anxiety & Depression
- Career & Life Changes
- Cultural Issues
- Drug & Alcohol Problems
- Family Problems

- Improved Communication
- Relationship Issues
- Sexual Problems
- Work & School Stress

Disabilities Support Program (DSP)

If you have or believe you have a disability that impacts your ability to participate in the nursing program, such as a learning disability or a physical disability, please consider visiting the Disabilities Support Program (DSP) at Evergreen Valley College.

The DSP is responsible for working with students to: 1) determine their eligibility to receive disability accommodations; and 2) identify potential reasonable accommodations designed to provide disabled students with meaningful access to the College's services, activities and educational programs.

Please note: while the nursing program assists in evaluating whether a particular accommodation is appropriate for the nursing educational program, DSP maintains confidentiality of private medical information, including a disabled student's diagnosis. The nursing program is only advised as to the functional limitations and accommodation needs of students in the program. Thus, an eligible nursing student can receive accommodations without ever divulging the nature of her/his restrictions to the nursing program itself, and utilizing DSP could mean the difference between success and failure in the nursing program.

Please also note: all requests for accommodations must be made to DSP. Students should not make requests directly to their instructors for accommodations that have not been approved.

Some examples of possible, reasonable accommodations are: extended time on tests, use of a computer (in class and on tests), priority registration, or other assistance that allows disabled students to access the same curriculum, services and programs as nondisabled students. In contrast, accommodations are not considered reasonable if they fundamentally alter the nature of an educational service, program or activity. For example, excusal from participating in a fundamental part of the nursing program would not be a reasonable accommodation. Whether an accommodation is reasonable must be determined on a case-by-case basis, and also takes into consideration whether the proposed accommodation creates an undue burden on the College.

If you qualify for accommodations and want to utilize them, it is your responsibility to notify both the DSP and your instructor(s) at the start of each semester concerning your intention to utilize an approved accommodation. You should be prepared to disclose to your instructor the approved accommodation(s) you intend to use during the semester. However, you are not required to divulge any diagnosis or medical causes for your disability.

The DSP is located in the Student Services Building, in room SC-120. The phone number is (408) 270-6447.

Services offered through the Disabilities Support Program comply with Section 504 and 508 of the Federal Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act of 1990, as amended, and Title V of the California Code of Regulations, as amended.

Nursing Student Support

Evergreen Valley College Nursing Student Association (ENSA)

The Evergreen Valley College Nursing Student Association (“ENSA”) is the official college club comprised of both first and second year nursing students. The objective of this club is to provide peer support and learning enrichment activities as well as to fundraise and award scholarships. Be sure to become an active member. You will meet many fellow students, study, laugh, cry, and support each other through the most “interesting and challenging” two years of your life!

National Student Nurses Association (NSNA)

Members receive an edition of "Imprint" magazine five times a year.

California Nursing Students' Association (CNSA)

Members get an issue of "Range of Motion" newsletter five times a year.

Study Groups

These are **highly** recommended. We advise groups of no more than four people, as they will sometimes just turn into “chat sessions”.

Helpful Hints from Fellow Students

- Be professional, organized and prepared for class and clinical.
- Take care of yourself: sleep, eat a balanced diet, and get regular exercise.
- Some students ride together. Carpooling is fun and saves money. You can also use the carpool lanes!!
- If you become “stressed out,” obtain counseling in Student Health Services.
- Get a good study group together early, so others can explain things you didn't understand in lecture. Try to find a support person, and a study partner.
- Talk things over with someone. Place stress in a favorable context by viewing it as an opportunity to learn about yourself and others.
- Place problems in priority and tackle the most important first.
- Work on the most difficult assignments when you are mentally at your peak during the day.
- Don't establish impossible goals.
- Learn how to say "NO" tactfully.
- Learn to relax by using relaxation techniques.
- Learn ways to compliment yourself and be your own best friend.
- Limit your work schedule. There are only 24 hours in a day. If you want to be successful in school, you cannot work, go to school, and study constantly. You need to sleep once in a while!!
- Find realistic, dependable childcare.
- Believe that you can do it. The program is difficult and challenging, but you can do it. You will spend many hours studying outside of class, but make sure you set aside time for yourself and your family. Enjoy your learning and get involved with your classmates.

Student Participation

The Following Are Some Ways Students Can Participate in the Nursing Program:

Faculty meetings

An ENSA representative is assigned to attend monthly faculty meetings. This representative reports ENSA news to faculty and faculty news back to ENSA.

Course and Instructor Evaluations

Students are asked to evaluate every course and each instructor. Students are also asked to evaluate their clinical instructors every semester.

Nursing Advisory Committee

A student volunteer is sought out to attend the Nursing Advisory Committee Meetings.

ENSA – Evergreen Nursing Student Association

All nursing students are encouraged to attend meetings and to get involved.

Meeting with the Dean

Every semester, students are invited to attend an informal nursing program evaluative session with the Dean. Information is aggregated and disseminated back to faculty for faculty improvement.

Program Evaluation

At the end of N004, students are asked to attend a mandatory Nursing Program Evaluation meeting with the Dean of Nursing and Allied Health and the Nursing Counselor. Students may be asked to fill out a Nursing Program Evaluation Form and to give verbal feedback, which is aggregated and disseminated back to faculty for program improvement.

PART II – NURSING PROGRAM CURRICULUM

Program Purpose

The Evergreen Valley College Nursing Program provides an optimal learning environment that will enable the diverse learner to begin the process of life-long learning as a registered nurse. By earning an associate of science degree in nursing, program graduates are eligible to apply to take the NCLEX-RN, and are prepared for entry-level practice into the profession of nursing.

Program Philosophy

Nursing faculty concur with the mission, vision and values of Evergreen Valley College and share in the responsibility of the total educational program. Within this framework, nursing faculty have defined a unique program philosophy.

Faculty value each **person** as distinct individuals with rich cultural experiences and a unique potential for growth.

Faculty believe that the **environment** is a dynamic state where multi-faceted life experiences occur.

Faculty believe that **health** is an individual's perception of his/her well-being and their ability to engage in life experiences. They believe that health is an evolving state that occurs on a health- illness continuum.

Faculty define **nursing** according to Nursing's Social Policy Statement as: "The protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities and populations" (American Nurses Association, 2003). In addition, faculty believe that nursing is a dynamic, collaborative process based on principles from the biological, physical and behavioral sciences which focuses on the diagnosis and treatment of actual or potential health problems.

Faculty believe that nursing supports human responses to health and illness by providing caring interventions that facilitate the client's ability to achieve optimal quality of life or to die in comfort with dignity. Nurses engage in lifelong learning that utilizes critical thinking to support and advocate for culturally sensitive care within a community.

Faculty define learning as an interactive, meaningful process that integrates visual, auditory and kinesthetic learning styles. The goal of learning is to become a faster, independent, creative, critical thinker. This is best achieved when the reflective learner develops reasoning abilities through self-assessment and self-awareness. Faculty believe in the capacity of the individual to learn, grow and change in a culturally diverse environment.

Support for student success in learning starts at the college level with a strong foundation in liberal arts and sciences. Faculty enhance student success by building on general education principles and empowering students in an environment where faculty function as teachers, mentors and supervisors.

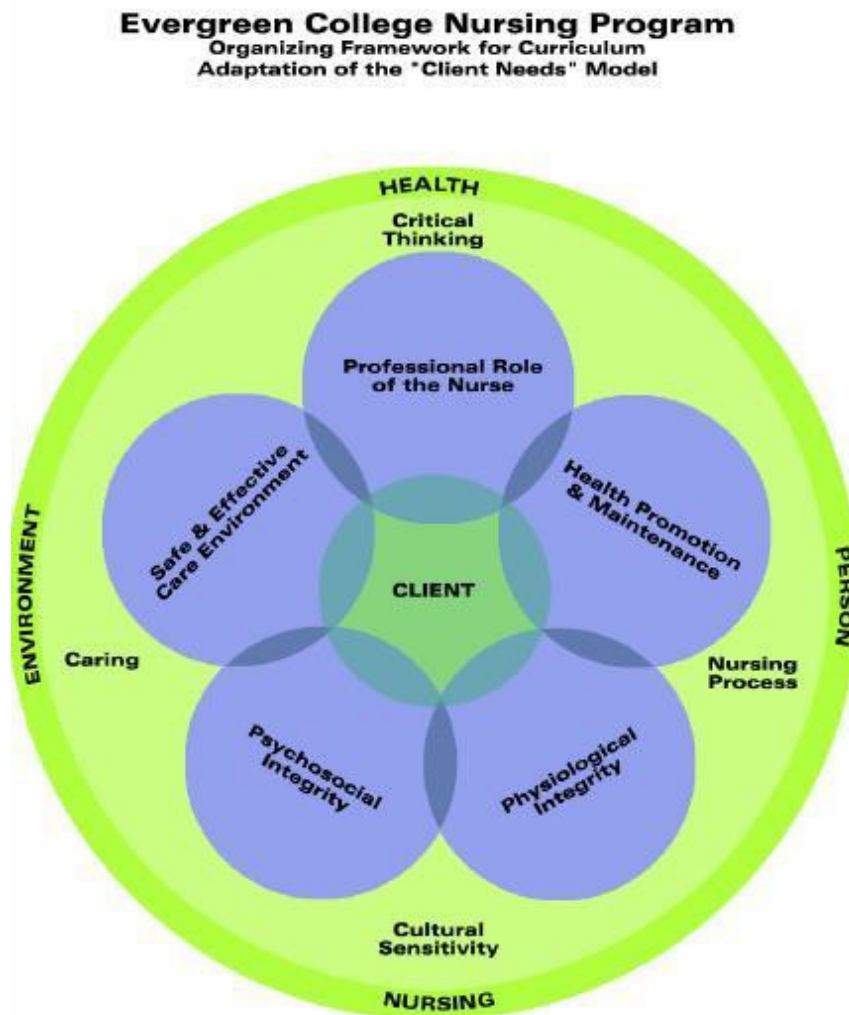
Conceptual Framework

The unifying curriculum theme is an adaptation of the “Client Needs Model,” a comprehensive framework for identifying nursing actions and competencies necessary for client care in a variety of settings and throughout the life span. This model relies on meta-paradigm beliefs about the person, environment, health and nursing as outlined in the program’s philosophy. The client, defined as an individual, family, group or community, is the primary focus of care. Client needs for care are organized around five (5) key concepts: a) Safe and Effective Care Environment; b) Health Promotion and Maintenance; c) Physiological Integrity; d) Psychosocial Integrity and, e) Professional Role of the Nurse. These five (5) concepts form the foundation for the program’s student learning outcomes that culminate in the achievement of program outcomes. Critical thinking, nursing process, cultural sensitivity and caring are the processes that integrate the key concepts throughout the curriculum.

1. Critical Thinking: The continual process of problem-solving by making sense of information through the use of creative, intuitive, logical and analytical mental processes. (Modified from Snyder, M. 1993)
2. Nursing Process: A scientific, problem-solving approach to client care that includes assessment, analysis, planning, implementation and evaluation.
3. Cultural Sensitivity: Implies that the provider possesses some basic knowledge of and constructive attitudes toward the health traditions observed among the diverse cultural groups found in the setting in which they are practicing. (Spector, R.E., 2004).
4. Caring: interaction of the nurse and client in an atmosphere of mutual respect and trust. In this collaborative environment, the nurse takes on the responsibility to support and empower the client. The nurse demonstrates empathy and compassion to help achieve the client’s desired outcomes.

Organizing Framework for Curriculum

Adaptation of the Client Needs Model



Program Outcomes

At the completion of the Nursing Program, the graduate competently performs in the following areas.

1. Safe and Effective Care Environment

The graduate will:

- i. Implement nursing care based on the nursing process to meet client needs throughout the life span in a variety of settings.
- ii. Facilitate achievement of optimal client outcomes, through advocacy and delegation, by directing client care throughout the life span in a variety of settings.

2. Health Promotion and Maintenance

The graduate will:

- i. Act as a client advocate to promote access and enhance quality of care throughout the life span in a variety of settings.
- ii. Utilize teaching/learning principles to promote optimal health throughout the life span in a variety of settings.

3. Psychosocial Integrity

The graduate will:

- i. Utilize therapeutic communication when providing client care throughout the life span in a variety of settings.
- ii. Incorporate cultural sensitivity when providing client care throughout the life span in a variety of settings.
- iii. Implement caring behaviors that support mental, emotional and social well-being of the client throughout the life span in a variety of settings.

4. Physiological Integrity

The graduate will:

- i. Prioritize nursing care utilizing critical thinking skills based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology and growth and development to achieve maximum physiological integrity and reduce the risk potential for the client.

5. Professional Role of the Nurse

The graduate will:

- i. Utilize leadership and management principles, as a member of the health care team, in providing and delegating the delivery of client care.
- ii. Demonstrate accountability for providing and evaluating nursing care that adheres to professional standards and incorporates legal and ethical responsibilities of the nurse.
- iii. Demonstrate autonomy in recognizing one's own need for life-long learning, personal transformation and professional growth.

Summary Statement

Graduates of the Evergreen Valley College Associate of Science Degree Nursing Program function in the common domain of nursing practice after licensure. Completing program outcomes will enable graduates, following registered nurse licensure, to give direct patient care in collaboration with other health care professionals, and to perform independent, dependent and interdependent nursing interventions. Graduates are prepared and empowered to practice successfully within the rapidly changing health care systems of a multicultural society. Faculty recognize the role of the nurse is changing due to influences internal and external to the nursing profession. Therefore, graduates will continue learning through the process of experience and ongoing continuing education.

References:

American Nurses Association. (2010). *Nursing's social policy statement, 3rd ed.*, Washington, D.C.: American Nurses Publishing.

Program Outcomes by Semester

N001: Fundamentals of Nursing	N002A: Basic Medical- Surgical Nursing	N002B: Maternity Nursing	N003: Advanced Pediatrics and Medical-Surgical Nursing	N004: Advanced Medical- Surgical/ Geriatrics/ Mental Health Nursing (Program Outcomes)
1. Safe and Effective Care Environment				
a. Implement fundamental nursing care based on the nursing process to meet the needs of adult clients, with assistance.	a. Implement nursing care based on the nursing process to meet the needs of adults with common medical conditions, with minimal assistance.	a. Implement nursing care based on the nursing process to meet the needs of childbearing families, with minimal assistance.	a. Implement nursing care to multiple patients based on the nursing process to meet the needs of children and adults with multiple medical or complex disorders, with minimal guidance.	a. Implement nursing care based on the nursing process to meet client needs throughout the lifespan in a variety of settings.
b. Identify advocacy and delegation in achieving optimal client outcomes.	b. Identify, with assistance, optimal client outcomes for adults with common medical conditions.	b. Identify, with assistance, optimal client outcomes for childbearing families.	b. Facilitate achievement of optimal client outcomes by directing nursing care through advocacy of children and adults with multiple medical or complex disorders, with minimal guidance.	b. Facilitate achievement of optimal client outcomes by directing nursing care of clients throughout the lifespan in a variety of settings through advocacy and delegation.

N001: Fundamentals of Nursing	N002A: Basic Medical- Surgical Nursing	N002B: Maternity Nursing	N003: Advanced Pediatrics and Medical-Surgical Nursing	N004: Advanced Medical- Surgical/ Geriatrics/ Mental Health Nursing (Program Outcomes)
2. Health Promotion and Maintenance				
a. Identify factors that promote or hinder access to health care for adult clients.	a. Illustrate the effect of access to health care on quality of care for adults with common medical conditions.	a. Illustrate the effect of access to health care on quality of care for childbearing families.	a. Act as a client advocate to promote access and enhance quality of care of children and adults with multiple medical or complex disorders, with minimal guidance.	a. Act as a client advocate to promote access and enhance quality of care throughout the lifespan in a variety of settings.
b. Identify teaching/learning principles to promote optimal health to adult clients, with assistance.	b. Interpret teaching/learning principles to promote optimal health to adults with common medical conditions, with minimal assistance.	b. Interpret teaching/learning principles to promote optimal health to childbearing families, with minimal assistance.	b. Utilize teaching/learning principles to promote optimal health to children and adults with multiple medical or complex disorders, with minimal guidance.	b. Utilize teaching/learning principles to promote optimal health throughout the lifespan in a variety of settings.

N001: Fundamentals of Nursing	N002A: Basic Medical- Surgical Nursing	N002B: Maternity Nursing	N003: Advanced Pediatrics and Medical- Surgical Nursing	N004: Advanced Medical- Surgical/ Geriatrics/ Mental Health Nursing (Program Outcomes)
3. Psychosocial Integrity				
a. Identify principles of therapeutic communication to provide care of adult clients.	a. Utilize therapeutic communication to provide care of adults with common medical conditions, with minimal assistance.	a. Utilize therapeutic communication to provide care of childbearing families, with minimal assistance.	a. Utilize therapeutic communication to provide care of children and adults with multiple medical or complex disorders, with minimal guidance.	a. Utilize therapeutic communication to provide care of clients throughout the lifespan in a variety of settings.
b. Demonstrate cultural awareness when providing care of an adult client.	b. Demonstrate cultural sensitivity when providing care to adults with common medical conditions, with assistance.	b. Demonstrate cultural sensitivity when providing care to childbearing families, with assistance.	b. Incorporate cultural sensitivity when providing care to children and adults with multiple medical or complex disorders, with minimal guidance.	b. Incorporate cultural sensitivity when providing care to clients throughout the lifespan in a variety of settings.
c. Implement caring behaviors that support mental, emotional and social well-being of the adult client, with assistance.	c. Implement caring behaviors that support mental, emotional and social well-being of adult clients with common medical conditions, with minimal assistance.	c. Implement caring behaviors that support mental, emotional and social well-being of the childbearing family, with minimal assistance.	c. Implement caring behaviors that support mental, emotional and social well-being of children and adult clients with multiple medical and complex disorders, with minimal guidance.	c. Implement caring behaviors that support mental, emotional and social well-being of the client throughout the lifespan in a variety of settings.

N001: Fundamentals of Nursing	N002A: Basic Medical-Surgical Nursing	N002B: Maternity Nursing	N003: Advanced Pediatrics and Medical- Surgical Nursing	N004: Advanced Medical- Surgical/ Geriatrics/ Mental Health Nursing (Program Outcomes)
4. Physiological Integrity				
a. Demonstrate nursing care, based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology, and growth and development that recognizes the concept of critical thinking in maximizing physiological integrity.	a. Demonstrate nursing care that utilizes beginning principles of critical thinking, based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology, and growth and development, to achieve maximum physiological integrity.	a. Demonstrate nursing care that utilizes beginning principles of critical thinking, based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology, and growth and development, to achieve maximum physiological integrity.	a. Demonstrate nursing care utilizing critical thinking skills, based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology, and growth and development, to achieve maximum physiological integrity and reduce the risk potential for the client.	a. Prioritize nursing care utilizing critical thinking skills based upon knowledge of biological sciences, pathophysiology, nutrition, pharmacology, and growth and development to achieve maximum physiological integrity and reduce the risk potential for the client.

N001: Fundamentals of Nursing	N002A: Basic Medical-Surgical Nursing	N002B: Maternity Nursing	N003: Advanced Pediatrics and Medical- Surgical Nursing	N004: Advanced Medical- Surgical/ Geriatrics/ Mental Health Nursing (Program Outcomes)
5. Professional Role of the Nurse				
a. Establish effective working relationships with members of the health care team.	a. Demonstrate support for members of the health care team in the delivery of client care.	a. Demonstrate support for members of the health care team in the delivery of client care.	a. Utilize leadership principles in providing and delegating the delivery of client care as a member of the health care team.	a. Utilize leadership and management principles in providing and delegating the delivery of client care, as a member of the health care team.
b. Demonstrate accountability for providing nursing care that adheres to professional standards and incorporates legal and ethical responsibilities of the nurse, with assistance.	b. Demonstrate accountability for providing and evaluating nursing care that adheres to professional standards and incorporates legal and ethical responsibilities of the nurse, with minimal assistance.	b. Demonstrate accountability for providing and evaluating nursing care that adheres to professional standards and incorporates legal and ethical responsibilities of the nurse, with minimal assistance.	b. Demonstrate accountability for providing and evaluating nursing care that adheres to professional standards and incorporates legal and ethical responsibilities of the nurse, with minimal guidance.	b. Demonstrate accountability for providing and evaluating nursing care that adheres to professional standards and incorporates legal and ethical responsibilities of the nurse.
c. Identify and develop a plan to meet one's own learning needs, with assistance.	c. Implement, evaluate, and revise one's plan for learning needs, with assistance.	c. Implement, evaluate, and revise one's plan for learning needs, with assistance.	c. Evaluate and revise plan for learning needs that enhances personal transformation and professional growth.	c. Demonstrate autonomy in recognizing one's own need for life-long learning, personal transformation and professional growth.

Nursing Program Core Course Descriptions by Semester

Semester 1

Nursing 001: Fundamentals of Nursing

This course addresses the health needs of individuals of varied psychosocial and cultural backgrounds. Nursing skills are developed to adapt nutrition, hygiene, comfort, safety, and pharmacology for each client. This course is designed to apply the nursing process to the health needs of the adult client utilizing basic nursing skills and caring behaviors to meet physical, social, and emotional needs. The Client Needs approach is used as the framework for providing safe and effective nursing care. The course includes clinical experiences in health care facilities.

Semester 2

Nursing 002A: Basic Medical-Surgical Nursing

This course focuses on health promotion and health maintenance in the adult client with chronic illness. The course content includes pharmacological therapies, the nurse's role in preventive and rehabilitative services, and the maintenance/restoration of physiological and psychosocial integrity through the application of the nursing process. This course includes clinical experiences in adult health care units. This is an 8-week course.

Nursing 002B: Maternity Nursing

This course focuses on health promotion and health maintenance for the childbearing client. The course content includes pharmacological therapies, the nurse's role in maternity nursing, and the maintenance/restoration of physiological and psychosocial integrity through the application of the nursing process. This course includes clinical experiences in maternity units. This is an 8-week course.

Nursing Program Core Course Descriptions by Semester

Semester 3

Nursing 003: Advanced Pediatrics and Medical-Surgical Nursing

This course includes the application of medical surgical nursing care for the pediatric, adolescent, and adult client with complex disorders. Course content emphasizes pathophysiology, growth and development, nutrition, and pharmacology. The nursing process is used to apply these concepts to the maintenance and restoration of physiological and psychosocial integrity of the client. The course includes clinical experiences in pediatric and adult health care settings.

Semester 4

Nursing 004: Advanced Medical-Surgical/Geriatrics/Mental Health/Leadership and Management Nursing

This course contains mental health nursing, advanced medical surgical nursing, geriatrics, leadership and management, including the preceptorship. Mental health nursing includes the principles of mental health and the social, economic, cultural, and physiological factors that predispose a person to mental illness. In advanced medical surgical nursing, critical thinking and leadership concepts are applied to the management and care of multiple clients in adult and geriatric settings. During preceptorship, in collaboration with a registered nurse, the student will provide optimal client outcomes by applying concepts learned throughout the nursing program.

PART III – NURSING PROGRAM STATEMENTS

ATI Content Mastery Exams

EVC Nursing Program uses computerized, standardized testing to evaluate content mastery in the following subjects: Fundamentals, Nutrition, Pediatrics, Maternity, Pharmacology, Community Health, Medical-Surgical, Mental Health and Leadership.

All ATI Exams are mandatory. The dates of the exams will be announced in each course. **The grading of ATI is explained in each course syllabus.** Below is a table designating in which course/semester each of the content mastery exams will be given.

ATI Content Mastery Subject	Sem 1 N001	Sem 2 N002	Sem 3 N003	Sem 4 N004
Fundamentals	X			
Critical Thinking	X			
Nutrition	X			
Maternity		X		
Pediatrics			X	
Pharmacology				X
Community Health		X		
Medical-Surgical			X	
Mental Health				X

Leadership				X
Critical Thinking				
Comprehensive predictor				X

Exit Exam

EVC Nursing Programs uses a standardized Comprehensive Predictor exam as an exit exam. The computerized exam is given during preceptorship in N004. The Critical Thinking ATI will be given at the beginning and end of the Nursing Program.

Chain of Command

Students are expected to follow the appropriate communication channel should the need arise. Students should not proceed to the next tier until meeting with the previous tier. Students are not allowed to contact the clinical agency directly under any circumstance.

Absent reasonable justification as determined by the Dean of Nursing and Allied Health or the Vice President of Academic Affairs, any student failing to follow the Chain of Command may be subject to disciplinary action, up to and including suspension or dismissal from the program.

This chain-of-command expectation does not apply to the filing of harassment or discrimination complaints. The process for addressing such issues can be found at the District's Board Policies and Administrative Procedures 3430-3435.

Communication tier:

1. Clinical Instructor
2. Course Faculty
3. Assistant Director
4. Dean of Nursing and Allied Health
5. Vice President of Academic Affairs

Change of Address/Phone/E-mail

All changes of address (including email) and telephone numbers must be reported, in writing, immediately to the nursing program office and your current clinical instructor.

Clinical Placements

The faculty makes all clinical placement decisions. Clinical placements **are not** based on carpool, childcare, family or outside employment needs. Students are required to ***adhere to policies and procedures of the clinical agency.***

Counseling Requirement

Acceptance into the Evergreen Valley College Nursing Program does not mean that all of your general education requirements have been fulfilled. We highly encourage students to see the nursing counselor, each semester, to ensure that they are on track to graduate. Students are required to see the nursing counselor, at the beginning of the fourth semester of the program, to complete their petition to graduate.

Evergreen Valley College Catalog

Each student can view the course catalog at www.evc.edu. The catalog contains descriptions of current curriculum offerings and services available to all enrolled students. As a program at EVC, the Nursing Program supports the college's philosophy, goals, policies and academic regulations. It is advisable that students retain the catalog throughout their academic nursing career. When applying for upper division nursing courses, students can use the catalog to verify content of the courses that appear on their transcript.

EVC Nursing Program's Definition of Evidence-Based Practice

Evidence-based nursing is a systematic process that uses current evidence in making decisions about the care of patients, including evaluation of the quality and applicability of existing research, patients' preferences, costs, clinical expertise, and clinical settings. (Fineout-Overholt, 2010, retrieved from <http://guides.lib.umich.edu/c.php?g=282802&p=1888246>)

Faculty Office Hours/Voice Mail/Email

All faculty keep regular office hours, which are posted on their office doors. Students may also leave voice mail or email messages for the faculty. Students may also contact the Program Coordinator (408-270-6448) to leave an urgent message for a faculty member.

Health Concerns

1. Pregnancy:

- a. Pregnant students in the nursing program accept full responsibility for any risks to self and fetus associated with any class, lab, or clinical assignment. The student is responsible for being aware of and protecting her fetus and herself from exposure to radiation and other potentially damaging substances in the clinical setting. Damaging substances may be identified in the occupational Hazard Manual available in each clinical placement agency.
- b. Pregnant students are expected to meet all program objectives/expectations. Reasonable accommodations will be provided when they are available. Reasonable accommodations do not include measures that fundamentally alter the nature of the course or program. (See Disabilities Support Program, above.)
- c. If the faculty/Dean have a reasonable concern that a student's continuation in the program while pregnant, or post-partum, poses a health risk to herself or others, the program may require the student to provide a letter from her licensed prenatal care provider confirming the pregnancy and stating that she is able to continue in all aspects of her student role (theory and clinical), with or without reasonable accommodations. This requirement is consistent with the Program's handling of any concern it may have regarding the medical fitness of a student to participate in the program. (See Illness or Injury section below.)
- d. After an absence of a week or more related to delivery, or due to a pregnancy complication, the student must provide a letter from her treating doctor clearing her return to the classroom, laboratory and clinical settings and able to continue in all aspects of her student role (theory and clinical), with or without reasonable accommodations. This requirement is consistent with the Program's handling of any student returning after an absence of more than a week. (See Illness or Injury section below.)
- e. All medical releases must be on the health care provider's official letterhead and/or contain the health care provider's stamp with his or her address and phone number. All medical releases must confirm that the student is able to meet the Evergreen Valley College Nursing Program ADA (American Disabilities Act) Compliance Statement as outlined in the EVC Nursing Program student handbook.
- f. Pregnancy policies of any clinical partner to which the student is assigned will take precedence over the above, in the event that the agency's policies are more stringent.

2. Illness or Injury

- a. Students may not come to a clinical assignment with symptoms of illness (nausea, vomiting, fever, etc.).
- b. Students with casts, splints, illnesses or injuries that inhibit the safe performance of the student's duties, or interfere with patient safety will not be allowed in the clinical setting. This does not apply to students with disabilities for whom a reasonable accommodation is available.
- c. If a student knows or believes that he or she has a health condition which might require altering the clinical assignment, it is the student's responsibility to notify the instructor of such condition before the assignment is made.
- d. A health care provider's signed written release to return is required for students absent for one continuous week or more. The student must provide a letter from their treating doctor clearing them to return to the classroom, laboratory and clinical settings and able to continue in all aspects of the nursing student role (theory and clinical). A release is also required for any student the faculty and/or Dean reasonably believes may be a risk to the safety of others. The release must confirm the student's ability to return to the classroom, laboratory and clinical settings, and state that the student is able to meet the Evergreen Valley College Nursing Program ADA (American Disabilities Act) Compliance Statement requirements as outlined in the EVC Nursing Program student handbook.
- e. All medical releases must be on the health care provider's official letterhead and/or contain the health care provider's stamp with his or her address and phone number.

Missed Classroom Examinations

Students must notify the faculty giving the exam **prior to the exam time** if they are unable to take the exam at the scheduled time. Alternative exams may be administered to any student not completing the exam at the scheduled time at the faculty's discretion. **The missed exam must be taken on the first day the student returns to school.**

Non-Enrolled Persons, Children in Classrooms

No individual, who is not duly registered for a class, may remain in a classroom unless specifically invited to do so by the instructor of the class. Students are advised to make adequate arrangements, including emergency provisions, for childcare. Children may not be brought to the classroom.

Board of Registered Nursing Information

EVC nursing students are expected to review the following web sites: <http://www.rn.ca.gov/> and <http://www.rn.ca.gov/practice/npa.shtml>. Students may want to print the information on each site for lectures and reference. Content from these web sites may be found on an exam.

Nursing Practice Act

Each student should have a current copy of the California Nursing Practice Act (NPA). The NPA is the body of California law that mandates the Board to set out the scope of practice and responsibilities for RNs. Students should download and print a copy of the NPA at <http://www.rn.ca.gov/practice/npa.shtml> for lectures and reference. Content from this website is embedded in the curriculum and may be tested on an exam.

Sexual Harassment

Any student in the EVC Nursing Program who feels he/she has been a victim of sexual harassment may seek redress as outlined in the District's Board Policies and Administrative Procedures 3430-3435 and EVC course catalog.

Transportation

Students are responsible for arranging their own transportation to all clinical sites.

Tape Recording Lectures

With the instructor's permission, lectures may be tape-recorded.

Other

EVC Nursing Program faculty strongly recommends that students do not provide paid or unpaid care to clients outside of the clinical setting as an independent contractor.

Institutional Learning Outcomes and Descriptions

Outcome Communication

The student will demonstrate effective communication, appropriate to the audience and purpose.

Outcome Description

- Read and comprehend critically at appropriate level
- Write in a clear, organized fashion, at appropriate level to express ideas.
- With clarity of expression
- Logical in context and organization
- Correct grammar and punctuation
- Speak in an understandable, organized fashion to explain ideas and support conclusions.
- Listen actively, respectfully and critically

Inquiry and Reasoning

The student will critically evaluate information to interpret ideas and solve problems.

- Define and analyze problems clearly
- Think independently, creatively and logically
- Apply problem solving skills
- Explain issues in quantitative terms
- Evaluate possible solutions utilizing the scientific method

Information Competency

The student will utilize information from a variety of sources to make an informed decision and take action.

- Assess the extent of information needed and develop search
- Locate and collect relevant information using appropriate technologies
- Critically evaluate sources and information
- Discuss ethical and legal issues relating to the use of information
- Use information ethically

Social Responsibility

The student will demonstrate effective interpersonal skills with people of diverse backgrounds and effectively function in group decision making.

- Demonstrate value and respect for diversity and for multiple perspectives
- Participate actively in group efforts
- Recognize broad social issues
- Demonstrate sensitivity and accountability to society
- Exhibit traits of civically responsible global citizens
- Exhibit civility in classroom and community

Personal Development

The student will demonstrate growth and self-management to promote life-long learning and personal well-being.

- Demonstrate understanding of ethical issues and make sound judgments
- Demonstrate appreciation for artistic and individual expression

PART IV – NURSING PROGRAM POLICIES

The EVC Nursing Program adheres to all of San Jose/Evergreen Community College District and the Evergreen Valley College policies. The following policies are in addition to the policies found on the District's website or in the EVC catalog.

Student Criminal Background Check and Urine Drug Screening

Policy: The 2004 Manual for Hospitals published by the Joint Commission on Accreditation of hospitals and Healthcare Organizations (JCAHO), the major accreditation body for hospitals, requires that all staff members, students, faculty and volunteers meet standards relating to criminal background checks and freedom from drugs. In conformance with these requirements, and in order to maintain clinical relationships with hospitals and other health organizations, students in the nursing program are required to undergo and pass criminal background checks and drug screening. Effective the 2018-2019 academic year, incoming students and those returning from a leave of absence will be subject to annual background checks and urine drug screening.

Procedures:

- A. **Costs:** Students are responsible for the costs associated with the annual criminal background check and drug screen. As described below, any further drug screening required by the Program based on a reasonable suspicion of drug use, will be paid by the College.
- B. **Authorization and Release:** When submitting to the background check and the drug screen, students must sign an authorization, agreeing that all results will be disclosed to the nursing program and the clinical sites where the student is being assigned.
- C. **Criminal Background Check:** Upon acceptance in the nursing program, students must undergo a criminal background check, and thereafter on an annual basis. Failure to submit and complete the criminal background check will result in dismissal from the program. The nursing program will assess the results of the background check, and, consistent with the law, may dismiss the student from the program.
- D. **Urine Drug Screen:**
 - 1. The nursing program maintains a no tolerance policy regarding substance abuse. Upon acceptance, all students must pass and clear a urine drug test.
 - 2. At any time while a student is in the nursing program, the program may direct a student to undergo and pass a drug screen where the program has a reasonable

suspicion that the student is under the influence of drugs or alcohol. The nursing program will pay for this drug screen.

3. If the results of a drug screen come back with a result other than “clear” or “negative,” the student will be allowed one (1) retest within a period of time specified by the nursing program. If the results of the retest are neither clear nor negative, the student will be dismissed from the program.
 4. Failure to undergo the drug screening at any time will result in dismissal from the program.
- E. Outside Agencies: Students must also comply with the criminal background check and drug policies of the clinical agency where they will be placed. Should a clinical agency refuse to place a student based on the outcome of the background check or drug screen, this may result in dismissal of the student from the EVC nursing program. The EVC nursing program is not required to, and may refuse to, arrange an alternative clinical placement.

Attendance

Purpose: Regular attendance in classroom and clinical areas is required for students to meet learning outcomes.

Policy Statement: This policy applies to all nursing courses regardless of the mode of delivery.

- A. For each course, students may not miss more than the equivalent of the lecture time a course meets over a one-week period. If the course involves asynchronous discussions and/or other independent activities, failure to meet the participation requirement in such activities as outlined in the course syllabus will be treated as an absence for the duration of time allocated to the activity.
- B. For each clinical placement, students may not miss more than the equivalent of one week of the scheduled clinical time. Exception: To ensure the required minimum clinical hours are met, short courses may be exempt from this rule. In such cases students must follow the attendance policy outlined in the course syllabus. All clinical absences must be made up using alternate learning experiences and within the time frame assigned by the faculty or before the end of clinical practicum, whichever comes first.
- C. For each skills and/or lab-based course, students may not miss more than the equivalent of one week of the scheduled skills and/or lab time. Exception: To ensure the required minimum clinical hours are met, short courses may be exempt from this rule. In such cases students must follow the attendance policy outlined in the course syllabus.
- D. Three (3) unexcused tardies will be equivalent to one absence. Each additional tardy, after 3 unexcused tardies, will be considered an absence.
- E. If a student is tardy to clinical and such tardiness then results in a risk to the safety of the patient(s), as determined by the clinical instructor, then the student will be sent home and marked absent.
- F. Students that do not meet the attendance requirement are at risk for failure and must meet with their instructor to discuss consequences.

Rules for Remote Exam Proctoring Using Proctorio

1. Students are required to have: (i) Internet access, and (ii) a personal computer or an equivalent device with a web camera, a microphone and Chrome browser with Proctorio extension. Please refer to Proctorio System Requirements (<https://proctorio.com/system-requirements>) for detail technical specifications.
2. Students are required to complete Proctorio Practice Quiz in order to test the compliance with the minimum technical requirements. Failure to complete the test will preclude complaints of technical problems at the time of exam.
3. The web-cam and microphone must be enabled and turned on for the duration of exam.
4. The use of computer(s) not used to take the exam, smart phones and other devices with recording capacity is absolutely prohibited.
5. All devices with recording capacity must be removed from the room/space where the student is taking the exam.
6. The exam questions and answers must not be read aloud.
7. The room/space where the exam is being taken must be quiet and well lit. No other person (an adult or a child), moving objects or animals are allowed to be present in the room/space.
8. Food and drinks are never allowed in exam areas. Unless specifically cleared by the course instructor, the use of note taking materials and other aids is not allowed
9. Once the student completes the identification procedure, they are required to stay in front of the camera until they complete the exam.
10. The identification procedure may involve presenting the valid EVC or government issued ID in front of the camera, and 360 degree recording of the room BEFORE the start of exam.
11. It is each student's responsibility to arrange the testing space that meets the outlined criteria and to ensure that they meet the technical requirements.
12. Any technical issue affecting the student's ability to commence or continue exam must be immediately reported to the designated course faculty.
13. Failure to comply with the proctoring rules may be treated as an act of academic dishonesty.

Academic Honesty and Ethical Behavior

Purpose: EVC Nursing Program faculty believes that honesty and ethical behavior are vital to the integrity of the college, its courses and the nursing program. The policy will serve to inform students of the consequences of violating the standards of academic honesty and ethical behavior, as well as advising them of their rights.

Policy Statement:

- A. EVC Nursing program follows the District and EVC College Procedure on Academic Honesty. Violations of the District's Standards for Student Conduct, as found in the District's Board of Trustees' Administrative Procedure 5500, may result in various sanctions, including withdrawal from courses, up to and including, suspension from the EVC or expulsion from the District. In addition, the student may be removed from the Nursing Program, and may be required to successfully complete a remediation plan—as tailored by the Nursing Program faculty and administration, before being eligible to request to return to the Nursing Program. In some cases, the student may need to re-apply to the program and be subject to the District's and Nursing Program's admissions policies.
- B. The profession of nursing requires integrity. As a professional, nurses are expected to conduct themselves with ethical behavior. Both the American Nurses Association (ANA) and the National Students Nurses Association (NSNA) have adopted a code of ethics which EVC nursing students are expected to uphold.
- C. A determination that a student has cheated on an examination shall result in the student receiving a zero for that examination. Such misconduct may also result in academic failure of the course, withdrawal from the course, and other sanctions or disciplinary action, including but not limited to, removal from the Nursing Program, suspension from the EVC, and expulsion from the District.
- D. Listed below are some (but not all) examples of unethical and/or dishonest behaviors that may lead to academic or clinical failure from a course, withdrawal from the course, and removal from the Nursing Program.
 - 1. Classroom:
 - a. Getting a copy of the exam from someone else
 - b. Copying someone's exam answer(s)
 - c. Allowing someone else to copy your exam answer(s)
 - d. Using notes, cheat sheets, or other outside materials, including materials on your smart phone or other electronic device, during an exam
 - e. Taking an exam for another or allowing someone to take an exam for you
 - f. Talking about an examination with a student who has not yet taken the examination
 - g. Listening to or talking to others who have already taken the exam, about the exam, prior to your taking the exam
 - h. Copying sentences without footnoting

- i. Adding false information to bibliography
 - j. Plagiarizing, copying sentences, phrases, or passages from another source without citing to the source
 - k. Turning in previous work from another course or semester in the EVC Nursing Program
 - l. Turning in a paper from commercial research
 - m. Turning in assignments done by someone else
 - n. Doing homework for another student
 - o. Working with another student when not allowed
 - p. Copying exam questions and/or answers during exam review
 - q. Talking during an exam
 - r. Borrowing or removing video tapes, computers disks, books, or computer lab equipment without proper authorization
 - s. Inappropriate behavior with peers or instructor
- 2. Clinical:**
- a. Breaking of a patient's belongings
 - b. Not reporting incidents
 - c. Taking hospital equipment
 - d. Eating patient food
 - e. Taking medications from hospital
 - f. False reporting or recording of patient care
 - g. Discussing patients in public
 - h. Failing to provide appropriate information to a patient
 - i. Calling in sick when not sick
 - j. Dishonest or unprofessional behavior with clients, staff, peers, or instructor
 - k. Photocopying any hospital or patient documents that have patient name or patient information on them

Leave of Absence

Purpose: Provide guidelines for students who are requesting to separate from the nursing program for personal or medical reasons.

Policy Statement:

- A. The application for Leave of Absence must state clearly the basis for the requested leave and the duration of the leave. If the leave is for academic related reasons, that information must be clearly stated. Documentation that substantiates the reason for the personal or medical leave must be submitted with the application. Documentation of the need for a medical leave does not include diagnostic or other private medical information.
- B. Leave may be granted for two consecutive semesters. However, in some circumstances, enrollment in program may be full and there may not be a space available in your preferred semester to return.
- C. Students must complete all nursing courses within three years of the original program entry date.
- D. Upon approval of the application for Leave of Absence, the student's transcript at the college will document that a leave of absence was taken and for what period of time.
- E. The Nursing Faculty has added the following guidelines to clarify this policy for nursing students.
 - 1. The reason for the leave must be stated in writing to the nursing program.
 - 2. A medical leave must be supported by a certification from a health care provider stating that the student is unable to participate in the program because of a serious health condition or disability for which there is no accommodation without creating risk to the safety of the student, staff, or patients. The certification must also provide an anticipated date of the ability to return.
 - 3. Other reasons must be clearly stated and should demonstrate that the student had no control over the situation and could not have anticipated it.
 - 4. The nursing program will provide written notification to the student whether their request for leave is granted, the length of the leave (e.g., when the leave expires), and the time line for reapplication to the program.

Students ready to return to the nursing program must follow the Request to Return Policy (see Appendix 3).

Students Requesting to Return to the Program

Purpose: To establish guidelines for students requesting to return to the EVC Nursing Program

Policy Statement:

The policy is intended to clarify when a student may request to return and return to the EVC Nursing program. Students may request to return to the nursing program only one (1) time following program separation due to a course failure or course withdrawal from any nursing major course.

In addition, this policy clarifies the maximum length of time allowed to complete the nursing courses. All nursing courses must be completed within three years of the original program entry date. Students who separate from the nursing program must complete and timely submit a request to return to the program within two semesters of their separation semester.

In limited circumstances, the Nursing Program will consider exceptions in compliance with the Sections 504 and 508 of the Rehabilitation Act and the Americans with Disabilities Act.

A. Definition of Returning Student

A “returning student” is defined as a student who has at any time been enrolled in one (1) or more courses in the Evergreen Valley College Nursing Program. All students who have enrolled in an EVC nursing major course and attended class at least one (1) day will be considered an “enrolled” student.

B. Exceptions

Students who leave the program because of being called to active military duty are able to return to the program without the leave being identified as a separation.

C. Procedure

1. Students eligible to return to the program must complete the “Request to Return to the Nursing Program” form (see Appendix 3).
2. Requests must be submitted, and received, by the posted due dates.
3. Students eligible to return must submit written documentation evidencing their compliance with faculty recommendations for remediation. The faculty and the dean will evaluate each student’s request to return on an individual basis.
4. Students eligible to return will be **selected on a space available basis** according to the following priority:
 - a. Students continuing in the program (e.g., those who have not taken any time off, and do not submit a Request to Return form)
 - b. Students returning from active military duty
 - c. Students granted a leave if the reasons for their leave have been resolved
 - d. Students who request to return to the nursing program following program separation with evidence that the student fulfilled the recommended plan for academic remediation (if applicable).

- e. LVNs entering the LVN to RN Bridge Program
- f. Students requesting to transfer from another nursing program who have a “C” or higher grade in every nursing major course and meet all eligibility requirements of the EVC Nursing Program (Transfer students who have been previously enrolled in the EVC Nursing Program and have two (2) course failures in the EVC Nursing Program are not eligible to apply for transfer back to the program.)
- g. Foreign educated nurses needing CA Board of Registered Nursing remediation
- h. Students requesting to transfer from another nursing program who leave that program with a failing grade in a nursing major course and meet all eligibility requirements of the EVC Nursing Program (Transfer students who have been previously enrolled in the EVC Nursing Program and have two (2) course failures in the EVC Nursing Program are not eligible to apply for transfer back to the program.)

Section 504 and Americans with Disabilities Act (ADA) Compliance Statement

Purpose: To comply with the Sections 504 and 508 of the Rehabilitation Act of 1973 and the 1990 Americans with Disabilities Act (ADA), as amended by the ADA Amendments Act of 2008

Policy Statement:

The Nursing Program does not discriminate against qualified individuals with disabilities.

- A. Disability is defined in the ADA as: 1) physical or mental impairment that substantially limits one or more of the major life activities of such individuals; 2) a record of such impairment; 3) being regarded as having such impairment.
- B. For the purposes of the Evergreen Valley College Division of Nursing and Allied Health compliance, a qualified individual with a disability is one who, with or without reasonable accommodation, meets the essential requirements of the Nursing Program of the Evergreen Valley College Division of Nursing and Allied Health. These requirements are described in the following: Essential Capabilities and Functional Requirements.

The Program may decline to provide an accommodation when an individual poses a direct threat to the health or safety of others; if granting an accommodation would result in a fundamental alteration in the nature of a service, program, or activity; or if the accommodation poses undue financial and administrative burdens on the College.

Applicants and students are responsible for formally seeking accommodations through DSP and notifying the Program of any restrictions due to a disability.

Essential Capabilities

- A. An Evergreen Valley College Division of Nursing and Allied Health student must have the abilities and skills of five (5) varieties: Cognitive-Conceptual, Behavioral and Social Attributes, Communication, Sensory, and Motor. A student should be able to perform in a reasonably independent manner without the use of a surrogate. To function effectively and safely the student must be able to do the following:
 - 1. COGNITIVE-CONCEPTUAL: Critical thinking and clinical judgment are essential abilities of the professional nurse. These abilities include measurement, calculation, reasoning, analysis and synthesis.
 - 2. BEHAVIORAL AND SOCIAL ATTRIBUTES: A student must possess the emotional stability required for full utilization of his or her intellectual abilities. The prompt completion of all responsibilities, inherent to the diagnosis and care of patients' responses and the development of mature, sensitive and effective relationships with patients are essential. The student must be able to tolerate physically taxing workloads and to multitask effectively and efficiently under stress. They must be able to adapt to changing environments; to display flexibility and learn to function effectively, despite the uncertainties inherent in the clinical situations; to interact and establish rapport with individuals, families, and groups from a variety of social, emotional, cultural, and

intellectual backgrounds. Compassion, integrity, honesty, concern for others, interpersonal skills, interest and motivation are all personal qualities that should be demonstrated throughout the education process.

3. COMMUNICATION: A student must be able to speak, hear and observe clients in order to elicit information, describe changes in mood, activity and posture, and perceive nonverbal communications. A student must be able to communicate effectively and sensitively with clients, colleagues, and other personnel. Communication includes not only speech but also reading and writing. The student must be able to communicate in English effectively and efficiently in oral and written form with all members of the health care team, clients, and families. (See specific Functional Requirements.)
 4. SENSORY: A student must be able to observe a client accurately. Observation necessitates the functional use of the senses of vision, smell, touch, hearing and somatic sensation. (See specific Functional Requirements.)
 5. MOTOR: Student should have sufficient motor function to elicit information from clients by palpation, auscultation, percussion and other assessment techniques. A student should be able to execute gross and fine motor movements required to provide general care and emergency treatment of patients. Many actions require coordination of both gross and fine muscular movements, equilibrium and functional use of the senses of touch and vision. (See specific Functional Requirements, which are based on community standards of health care agencies.)
- B. These capabilities must be demonstrated in the clinical, laboratory, and theory (classroom) interactions and evaluations.

Functional Requirements

- A.** The Functional Requirements described below are representative, but not limited, to those that must be met by an individual to successfully perform the essential functions of a professional nurse.
- 1.** Communication Ability
 - a. Communicate effectively and efficiently in English with clients, families, and other health care providers, both verbally and in writing. (Example: explain treatment procedures, teach clients and families, and document in charts.)
 - b. Effectively adapt communication for intended audience.
 - c. Interact; establish rapport with individuals, families, and groups from a variety of social emotional, cultural and intellectual backgrounds.
 - d. Assume the role of a health care team member.
 - e. Function effectively under supervision.
 - 2.** Sensory Capability
 - a. Coordinate verbal and manual instruction.
 - b. Assess a patient from 10 feet away to observe posture and response to treatment.
 - c. Respond to a timer, alarm or cries for help.
 - d. Auditory, visual, and tactile ability sufficient to assess a patient status and perform treatments. (Example: color changes in skin, hear heart and lung sounds.)
 - 3.** Motor Capability:
 - a. Move from room to room and maneuver in small spaces.
 - b. Transfer clients who may require physical assistance.
 - c. Guard and assist clients with ambulation.
 - d. Perform exercise techniques, including applying resistance during exercise.
 - e. Lift and carry up to 50 pounds, and exert up to 100 pounds force or push/pull.
 - f. Squat, crawl, bend/stoop, reach above shoulder level, use standing balance, and climb stairs
 - g. Use hands repetitively; use manual dexterity.
 - h. Perform CPR.
 - i. Travel to and from academic and clinical sites.
 - j. Spend 75%-90% of clinical time standing/walking.

Impaired Nursing Student (Mental Illness or Substance Abuse)

Purpose: Recognize inappropriate behaviors and performance, which may be attributed to Substance Abuse and/or Mental Illness.

Policy Statement:

- A. Client safety is an overriding principle in the delivery of health care. For the health care professional to provide safe care, the health care professional must be able to make sound judgments. Thought processes and decision-making can be adversely affected by mental illness and substance abuse. Impaired by the aforementioned factors, the health care professional can easily make unsafe decisions, and therefore, jeopardize client safety.
- B. As health care professionals, we recognize that mental illness and substance abuse are conditions that can be treated by early recognition and rehabilitation. Rehabilitated students will be encouraged to re-enter the education process for successful completion of a health care program.
- C. The student whose thought processes and decision making ability are impaired by mental illness and/or the abuse of substances, may be deemed to constitute a threat to the safety of others and may be removed from the clinical setting. The student will be subject to Faculty review and possible dismissal from the program. In addition, the student will be counseled about the importance of seeking voluntary aid for such conditions that could, if left unattended, lead to disciplinary action and may prevent him or her from being licensed to practice nursing in the State of California.
- D. Program Philosophy Regarding Impaired Nursing Students: (substance abuse or mental illness)
 - 1. The philosophical position of the Evergreen Valley College Nursing Program concurs with the Board of Registered Nursing Examiners in relation to nursing students who are impaired by substance abuse or mental illness. See <http://www.rn.ca.gov/intervention/impairedrn.shtml>.
 - a. We recognize that substance abuse and mental illness are treatable.
 - b. We believe that personal and health problems arising from substance abuse or mental illness can affect academic and clinical performance, making the student a potential threat to the safety to others.
 - c. We believe that human beings can learn and change behaviors and that nursing students with substance abuse problems should be encouraged to seek help in order to recover.
 - d. We believe that the nursing student has the primary responsibility to seek treatment.
 - e. We are committed to confidential handling of recognition and treatment of substance abuse problems or mental illness.

E. Signs and Symptoms of the Impaired Student Nurse (This is not an all-inclusive list, and is intended to provide examples.)

- 1. Nurses abusing alcohol or drugs, or experiencing mental illness:**
 - a. Show lack of enthusiasm, increasing absenteeism, arriving late and wanting to leave early, frequently requesting time off, taking extended meal and coffee breaks and refusing difficult or additional assignments
 - b. Odor of alcohol or marijuana on breath
 - c. Slurred or incoherent speech
 - d. Chronic drowsiness and /or sleepiness
 - e. Tremors of hands
 - f. Disorientation
 - g. Unusually aggressive behavior
 - h. Unexplained acute work errors
 - i. Lack of coordination
 - j. Unreasonable resentment, suspiciousness, overreaction to criticism
 - k. Controlling behavior and inflexibility
 - l. Isolation and withdrawal
 - m. Irritability and mood swings
 - n. Blaming others, defensiveness and frequent conflicts
 - o. Difficulties with interpersonal relationships
 - p. Forgetfulness
 - q. Frequent trips to the bathroom
 - r. Repeated use of breath mints or mouth wash
 - s. Deteriorating appearance
 - t. Blackouts
 - u. Unexplained nausea and vomiting or diarrhea
 - v. Tremors, anxiety and “spaciness”
 - w. Arriving to school or clinical with a hangover
 - x. Unexplained diaphoresis
 - y. Unexplained sniffing, sneezing, watery eyes
 - z. Unusual, unexplained weight loss or gain
 - aa. Frequent complaints of illness or injury
 - bb. Excessive bruising on arms, ankles, and hands

F. Rehabilitation:

It is the responsibility of the student to provide the EVC Dean of Nursing and Allied Health with sufficient evidence of rehabilitation in conjunction with a student’s request to return to the program. The program may require the following types of evidence when considering a request to return to the program:

- a. Evidence of completion of an accepted/ recognized inpatient or outpatient diversion program.
- b. Letters from recognized recovery programs attesting to current sobriety and the length of time of sobriety if there has been a history of drug and/or alcohol

abuse.

- c. A current mental status examination by clinical psychologist or psychiatrist. The evaluation should address the likelihood of similar acts in the future, and should speak to the suitability of the student nurse for the profession.

G. Reinstated Students:

Students, who are considered for readmission to the Evergreen Valley College Nursing Program, must supply sufficient evidence from the recognized program or individual supporting continued compliance with the treatment plan. This evidence must be attached to a Request to Return form and provided to the EVC Dean of Nursing and Allied Health before the student will be considered eligible to return to the program.

Safe Student Practice in the Nursing Program Resource Center (NPRC)

Purpose: The County of Santa Clara Department of Environmental Health Hazardous Waste Materials Compliance and Solid Waste Enforcement Division inspect the Nursing Skills Lab. The purpose of this policy is to further articulate for students and faculty guidelines for environmental and personal safety practices and standards in the Nursing Program Resource Center.

Policy Statement:

- A. Faculty and students will comply with the established safety policy at all times. A student's failure to comply with this policy may result in loss of student access to the Nursing Program Resource Center, which in turn, may impact the student's ability to participate in the Nursing Program and possible dismissal from the program.
 - 1. Students will be under direct supervision of faculty whenever syringes and needles are being used.
 - 2. Students will not practice needle sticks, IV starts or insertion of IV catheters on each other, even voluntarily.
 - 3. Students will only use individually packaged sterile syringes. Sterile syringes will not be ordered in bulk.
 - 4. In any activity involving syringes or needles, all faculty will be oriented to the station, the purpose of the exercise and the use of equipment and supplies.
 - 5. In any activity involving syringes or needles, all students will be oriented to the station, the purpose of the exercise and the use of equipment and supplies.
 - 6. In any activity involving syringes or needles, all faculty will be present and start the exercise at the same time. There should not be a last minute substitute at the station.
 - 7. Standard Precautions will be observed at all times in the Nursing Program Resource Center. A poster of Standard Precautions will be posted at all times in the Nursing Skills Lab and S223.
 - 8. If stations have syringes or needles on them, they are not to be set up until just prior to the exercise. In other words, while the equipment and supply cart can be prepared the day before and secured in a locked room (inside a locked room), faculty will not set up stations in the Nursing Skills Lab or cart can be prepared the day before and secured in a locked room (that is inside a locked room), faculty will not set up stations until just prior to the exercise, even if the doors to these rooms are kept locked.
 - 9. When syringes or needles are part of a station, a faculty person will be present in the room at all times.
 - 10. All syringes, needles, IV Cart, and IV Set up Tray are locked up with access obtained through the Nursing Administration Office or the Lab Faculty.
 - 11. All used syringes and needles will be disposed of according to Standard Precautions, using an approved Sharps Disposal Container. The containers are stored in a locked drawer inside a locked room and are disposed of according to the College's Health Services Contract with a Needle Disposal vendor.

- 12.** No drugs or medications of any kind will be stored anywhere in the Nursing Program Resource Center.
- B.** This policy will be posted at all times in the Nursing Skills Lab and S223.

Safe Student Practice in the Clinical Setting

Purpose: To establish guidelines for a safe nursing practice for students in the clinical setting.

Policy Statement:

- A. A student whose pattern of behavior is found to be unsafe, dishonest, unethical, or otherwise unprofessional or who engages in misconduct may be removed from a clinical practicum at any time during the semester based upon his or her unsafe practices. Such pattern of behavior or misconduct may also result in academic failure of the course, withdrawal from the course, and other sanctions or disciplinary action, including but not limited to, removal from the Nursing Program, suspension from the EVC, and expulsion from the District. A student who is removed from the Nursing Program may be required to successfully complete a remediation plan—as tailored by the Nursing Program faculty and administration, before being eligible to request to return to the Nursing Program. In some cases, the student may need to re-apply to the program and be subject to the District's and Nursing Program's admissions policies.
- B. A student is required to demonstrate patterns of professional behaviors which follow the legal and ethical codes of nursing; promote the actual or potential well-being of clients, health care workers, and self in the biological, psychological, sociological, and cultural realms; demonstrate accountability in preparation, documentation, and continuity of care; and show respect for the human rights of individuals.
- C. Indicators to be used as guidelines for evaluating safe practice are:
 - 1. **Regulatory:** The student must practice within the boundaries of the California State Nurse Practice Act and the guidelines and objectives of the Department of Nursing, and must follow the rules and regulations of the health care agency. Students are bound by the rules and regulations of the health care agencies to which they are assigned for their clinical practicum.
 - a. An example of unsafe practice may include but is not limited to:
 - i. Arriving for the clinical practicum under the influence of drugs and/or alcohol.
 - 2. **Ethical:** The student practices according to the American Nurses Association Code of Ethics, Standards of Practice, and the California State Nurse Practice Act.
 - a. Examples of unsafe practices may include, but are not limited to, the following:
 - i. Refusing a patient assignment based on client's race, national origin, or religious or sexual orientation.
 - ii. Engaging in a dating or romantic relationship with a client.
 - 3. **Psychological, Social, and Cultural Reasons:** The student attempts to meet the total needs of the human system from a biological, psychological, social, and cultural standpoint.
 - a. Examples of unsafe practice may include, but are not limited to, the

following:

- i. Failure to display stable, mental, physical or emotional behavior(s), which may affect others' well-being.
- ii. Failure to follow through on suggested referrals or interventions to correct deficit areas, which may result in harm to others (deficit areas defined in (3.a.i.) above).
- iii. Acts of omission/commission in the care of clients, such as (but not limited to): physical abuse, placing another in hazardous positions, conditions, or circumstances, mental or emotional abuse, and multiple medication errors.
- iv. Interpersonal relationships with agency staff, coworkers, peers, faculty resulting in miscommunications, disruption of client care and/or unit functioning.
- v. Lack of physical coordination necessary for carrying out safe nursing procedures.

4. Accountability: The student's practice demonstrates continuity in the responsible preparation, documentation, and promotion of continuity in the care of clients.

- a. Examples of unsafe practice may include, but are not limited to, the following:
 - i. Attempting activities without adequate orientation or theoretical preparation or appropriate assistance.
 - ii. Dishonesty.

5. Human Rights: The student's conduct shows respect for the individual, client, health team member, faculty, and self, including but not limited to, the innate, legal, ethical, and cultural realms.

- a. Examples of unsafe practice may include, but are not limited to, the following:
 - i. Failure to maintain confidentiality of interactions.
 - ii. Failure to maintain confidentiality of records.
 - iii. Dishonesty in relationship.

Social Networking Policy

Purpose: The purpose of this policy is to provide guidelines to students, faculty, and staff who engage in online social networking or other social media. Information any student publishes on social media networks that relates to Evergreen Valley College, the San Jose Evergreen Community College District, or any assigned clinical agency must comply with Evergreen Valley Community College Non-Disclosure Acknowledgement, HIPAA compliance, and the School of Nursing's Code of Conduct. This applies to posts and comments on any social networking site or application.

Policy Statement:

- A. Philosophy:** Evergreen Valley College Nursing Program recognize that many students engage in social networking as a personal activity. But students who engage in social networking are expected to comply with The American Nurses Association's (ANA) Code of Ethics as well as Evergreen's Nursing Program's core values.
1. According to the ANA Code of Ethics, "nurses have a duty to remain consistent with both their personal and professional values and to accept compromise only to the degrees that it remains an integrity-preserving compromise" (ANA Code of Ethics, 2001, p.19).
 2. The core values of the Evergreen Valley Nursing Program state "that nurses are accountable for providing and evaluating nursing care that adheres to professional standards and incorporates legal and ethical responsibilities of the nurse."

Students should also review the National Council State Boards of Nursing's (NCSBN) White Paper: A Nurse's Guide to Use of Social Media and the American Nurses Association's (ANA) Principles for Social Networking and 6 Tips for Nurses Using Social Media (1/2012), located at https://www.ncsbn.org/Social_Media.pdf.

- B. Definition:** As used in this policy, "social networking" means communicating with others over the Internet for social purposes. This includes, but is not limited to, Facebook, Twitter, LinkedIn, YouTube, Snapchat, Instagram, Pinterest, Tumblr, Flickr, Allnurses.com, or "blogs"; and can also include media sites that are offered by television networks, newspapers, and magazines.
- C. Guidelines:** Please remember that social networking sites are in fact public forums. This means that the information that is posted or shared can be viewed by third parties. Please keep in mind these guidelines and consider carefully when posting. Posts/comments should be respectful and in good taste. Negative or unprofessional posts/comments are unacceptable.

1. Personal posts/comments by students should not identify Evergreen Valley College, the Nursing Program, or any Hospital in any manner. When posting on any social networking site posts/comments should reflect the personal views of the social networking member only, and should not refer to Evergreen Valley College, the Nursing Program or any Hospital. This includes but not limited to, tagging, check-ins or any comments reflecting Evergreen Valley College, the Nursing Program or any Hospital.
 - a. Posts/comments should never directly or indirectly identify patients, diagnoses or any content related to patient care or clinical experiences.
 - b. Photos posted of the social networking member should be tasteful.
 - c. Posting photos of patients or otherwise breaching patient privacy and confidentiality are unacceptable.
 - d. Student questions/concerns are only to be addressed in proper, approved channels of communication set forth by the School (office hours, academic advisement) and never through social networking.
 2. Students are prohibited from accessing personal social networking sites during clinical or classroom time/lecture.
 3. **Be thoughtful about how you present yourself.** EVC students are preparing for a career providing services to the public. EVC and future employers hold you to a high standard of professionalism. By identifying yourself as an EVC student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals. If you identify yourself as an EVC student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers.
- D. Violation of Policy:** Evergreen Valley College, the Nursing Program or any Hospital will not tolerate violations of the social networking policy. All reports of such violations will be investigated. If activity on a social networking site is considered an infraction of school policy, it will be handled according to the College's disciplinary process. Violation of this policy can result in disciplinary action ranging from written reprimand to dismissal from the program, and in some cases, expulsion from the District.

Modified from Trinity Health System School of Nursing

Student Dress Code in Clinical Setting

Purpose: To establish guidelines for appropriate dress during clinical rotations, site visits, tours, or events representing Evergreen Valley College Nursing Program. Students are responsible for purchasing their own uniform and supplies for this program.

Policy Statement: Note: Special circumstances will be addressed by the Dean of Nursing and Allied Health. Reasonable accommodations for religious or other practices based upon a protected status shall be provided consistent with the law.

- A. Nursing students shall comply with the established dress code during clinical rotations, tours, site visits and functions that represent the Evergreen Valley College Nursing Program.
- B. In all cases, the student must be in compliance with the professional appearance policy of the clinical agency.
- C. Students are expected to present themselves in a professional manner at all times while enrolled in the nursing program.
- D. A student may be excused from the program on any day the instructor or clinical agency determines the student is in violation of the established dress code of the nursing program or the clinical agency. This will constitute and be deemed a full-day absence. If the nursing program is unable to place a student in a clinical agency in light of the student's failure to comply with the agency or program's dress code, then the student will receive a failing grade in the course, and may not progress in the sequence of nursing courses.
- E. Uniforms shall consist of a white top and hunter green trousers or skirts.
 - 1. Pants must be Hunter Green, clean and wrinkle free representing professional dress. Any style including but not limited to cargo style pants is acceptable. A list of uniform shops may be obtained from the Evergreen Valley College Nursing Student Association.
 - 2. Uniform tops must be white and designed in a tailored, modest and professional style.
 - 3. Scrub tops are acceptable if they are a tailored version without a deep v- neckline. T-shirts are not acceptable except as undershirts and must not be visible. Plain white turtlenecks or crewnecks are permitted under a uniform or scrub top.
 - 4. Dress hemlines should hit mid-knee or just below the knee.
- F. The EVC patch is to be sewn to the left upper sleeve.
- G. Neutral colored nylons, with no patterns, shall be worn with skirts.
- H. White socks or neutral nylons shall be worn with pants.
- I. Shoes shall be all white, and must be comfortable and flat. They should be made of leather or simulated leather-type material. Canvas-type material is not acceptable. Decoration or logos should be kept to a minimum. Shoes must have a closed toe. If a clog style (not acceptable in some facilities), it must have a back strap. All shoes must have a non-porous top.

- J. Lab Coats/Jackets/Sweaters shall be all white and have the EVC patch on the left upper sleeve. Sweater shall be cardigan style – not bulky or draping.
- K. Hair shall be neat, clean, of a natural hair color and worn away from the face and off the collar. Hair which is longer than collar length is to be controlled in a manner which conforms with infection control. Minimal make-up allowed (natural colors only)
- L. Fingernails are to be short, modest with only clear or light pale pink nail polish. Students must comply with the clinical agency or hospital policies, which also prohibit artificial nails or gel (shellac) polish.
- M. Hair, beards, and mustaches must be trim and clean, and controlled in a manner which does not interfere with duties.
- N. No perfume, scented lotions, cologne, or aftershave should be worn at clinical.
- O. A watch with either a second hand or digital watch that can track seconds is required. Earring studs and wedding rings are the only other jewelry allowed. Gauges must be filled with gauge plugs that are clear, opaque or natural skin color. Only one small post earring in each ear is allowed in clinical areas. Dangling or hoop earrings and bracelets are prohibited. Jewelry must be removed from any other visibly placed locations including the tongue and nose.
- P. Tattoos must be covered.
- Q. Make-up to be used in moderation, consistent with safety and professional standards.
- R. An EVC-approved name badge shall be clearly visible and worn at all times. *If required, students must also wear hospital ID badge.*
- S. No chewing gum while in the nursing laboratory or in the clinical setting.
- T. Uniform requirements may be modified depending on the clinical site and assignment (such as mental health rotations). Some facilities will require street clothes and a lab coat only. When street clothes are worn they are to be neat, modest and professional. No jeans, sports, jogging outfits or sneakers. Necklines and hemlines are to be modest and reflect a professional image. If a lab coat is worn, it is to have the EVC patch on the left upper sleeve.
- U. If an individual hospital or clinical agency site has specific requirements that are more specific or stringent, then their requirements will prevail.
- V. No see-through clothes, halter tops, tank tops, shorts, or mini skirts or dresses are allowed.

Student Health Record and CPR Tracking

Purpose: To establish a procedure for the timely distribution of student nurse health exam results, immunization records and Basic Life Support (“BLS”) Healthcare Provider CPR expiration date information to the EVC Nursing Program and the appropriate clinical facility.

Policy Statement:

- A. Students must obtain a physical examination, up-to-date immunization records and screenings and respiratory fit tests and a current BLS Healthcare Provider CPR card in order to be allowed into clinical facility lab sites. Students are responsible for all costs.
- B. Upon acceptance into the Evergreen Valley College Nursing Program, nursing students will be required to submit the following to www.evcbackgroundcheck.com and **Complio** by a designated date:
 - 1. Required immunization records and/or titers/lab work.
 - 2. Evidence of a 2-Step TB skin test results with yearly follow ups.
 - 3. A copy of a chest x-ray report, taken within 3 months prior to program start date, if previous positive TB skin test and a letter from their physician stating the student is currently free of signs or symptoms of TB within 3 months from program start date.
 - 4. Physical examination within 3 months from program start date.
 - 5. Proof of current CPR certification for the Healthcare Provider must be kept on file in the nursing office throughout the program. **Students may not attend clinical without a current CPR certification.** The student is also responsible for keeping his or her certification up to date throughout the duration of their stay in the nursing program and providing a copy of the most current certification to the nursing office.
- C. Failure to comply with maintaining up-to-date health records, immunization requirements, and current BLS Healthcare Provider CPR card throughout the duration of their stay in the nursing program will result in the student not being able to start or continue in their clinical rotation. This will result in an absence. Missing more clinical days than is allowed for the course due to incomplete or insufficient documentation may result in course failure.
- D. The clinical instructor will notify the student of any deficiencies in their required background documentation and deadline for completion. Failure to provide the requisite documentation by deadlines shall result in rejection and/or dismissal of the student from the nursing program.
- E. Should a clinical agency refuse to place a student at their facility based on the student’s health or immunization record, this may result in dismissal of the student from the EVC nursing program. The EVC nursing program is not required to, and may refuse to, arrange an alternative clinical placement.
- F. In some circumstances, the program will ask the student to sign an authorization for release of medical records to obtain accurate and complete results of the physical examination or other medical certification to determine the student’s fitness to participate in the nursing program.

Injuries in the Clinical Setting

Purpose: Outline the steps a student should take when injured in the clinical setting.

Policy Statement:

- A. When students receive an injury in the clinical lab, they must report it immediately to their instructor.
- B. The student should proceed with the hospital protocol for that injury, either through the Emergency Room or the appropriate facility at the hospital.
- C. The Dean of Nursing and Allied Health should be notified as soon as possible.
- D. The student must complete the EVC Accident Form and submit to his or her instructor, on the same day following the incident, or as soon as reasonably practical depending upon the seriousness of the injury.
 - 1. The EVC Accident Form is available in the nursing office, Room S207 or through Evergreen Valley College Student Health Services.
 - 2. Students may be requested and required, by the hospital/facility, to fill out additional forms, including but not limited to worker's compensation forms.
- E. Follow-up care will be handled by the EVC designated health facility.

Student, Faculty, Staff and Public Complaint/Grievance Resolution

Purpose: Formally outline for students, faculty, staff and members of the public the steps that can be used to resolve complaints at the level of the nursing program.

Policy Statement:

- A. The nursing program complies with the District's grievance procedures for students. See Board Administrative Procedure 5530 STUDENT RIGHTS AND GRIEVANCES. Students are entitled to initiate this process as outlined in the policy. The public has recourse to complaint resolution through the open session meetings of the Board of Trustees of the San Jose/Evergreen Community College District. Agendas for these meetings include time for public input and responses. For further information on the college grievance policy for students, see the Evergreen Valley College Catalog. For information on Board of Trustees meetings, contact the District Office at (408) 274-6700.
- B. Faculty and staff have recourse to complaint resolution through their respective collective bargaining units, the Faculty Association (AFT 6157) and the California School Employees Association, respectively.
- C. The Board of Trustees of the San Jose/Evergreen Community College District approves the Evergreen Valley College Nursing Program. The program is also approved by the California Board of Registered Nursing (CA BRN). The CA BRN is located in the Department of Consumer Affairs in Sacramento, California and has a published complaint policy and procedure. This information can be accessed via the CA BRN's website at www.rn.ca.gov; writing the CA BRN at 400 R Street, Suite 4031, Sacramento, CA 95814; or calling the CA BRN at phone number: (916) 322-3350. Information about the CA BRN is provided on all electronic and printed material about the nursing program.
- D. The Evergreen Valley College Nursing Program is accredited by the Accreditation Commission for Education in Nursing, Inc. (ACEN). The commission supports nursing education, nursing practice and the public through the accreditation process. Information about the ACEN can be accessed via the commission's website at www.acenursing.org; writing the ACEN at 3343 Peachtree Road NE, Suite 850, Atlanta, GA 30326; or calling the ACEN at phone number: (404) 975-5000. Information about the commission is provided on all electronic and printed materials about the nursing program.
- E. In addition to complaint resolution using these avenues, the nursing program utilizes the Evergreen Valley College complaint procedures as well as the below written policy on complaint resolution. This policy is not intended to supersede other established avenues for complaint resolution as outlined above, nor is it necessary that students, faculty, staff or the public first pursue complaint resolution within the nursing program itself. Rather, this policy is intended to formally outline steps that may, voluntarily, be taken within the nursing program to resolve complaints and provide, if possible, an additional and hopefully early recourse for complaint resolution.
- E. The Dean of Nursing and Allied Health uses this policy to respond to student, faculty, staff and public complaints about the nursing program. The Dean maintains an "open door"

policy regarding complaint resolution. Every effort is made to individually tailor complaint resolution to a person's particular need. The goal of complaint resolution, at the level of the Dean, is to first ensure that every effort has been made to resolve the complaint at the level it has occurred. If this is not possible, further intervention is pursued, with the goal of mediating among all parties and resolving the complaint.

1. Prior to Meeting

- a. If a student, faculty, staff or member of the public has a complaint about the nursing program, the person schedules a meeting with the dean. When this meeting is scheduled the following is observed:
 - i. This meeting will be kept confidential to the greatest extent possible within the limits of the law or the policy. Complete confidentiality cannot occur, however, due to the need to fully investigate and the duty to take effective remedial action.
 - ii. The person is informed that he/she has the right to invite another party or parties to attend this meeting. These parties may include, but are not limited to, the following: faculty from the college's counseling department or disabled students' program, a student peer, personal or public advocate, college ombudsmen, or a representative from a collective bargaining unit.

2. Beginning of Actual Meeting

- a. At the beginning of the meeting, the complainant is advised that the nursing program complies with all avenues available for complaint resolution. The Dean makes clear that the complainant is entitled to pursue these other avenues for complaint resolution. The Dean then clarifies his/her role in the process. The Dean's initial goal is to resolve the complaint at the level it has occurred. This means that if the complainant has not made an effort to resolve his/her complaint with the party against whom the complaint is being lodged, and unless otherwise indicated by the Dean's judgment following the discussion, the Dean will refer the complainant back to the party in an effort to resolve the complaint. If this effort is not successful, the second goal for the Dean is to facilitate mediation among all parties.
- b. The Dean informs the complainant that follow-up intervention, by the Dean, unless otherwise indicated by the Dean's judgment following the discussion, may include other individuals whose involvement he/she sees as necessary to mediation and eventual complaint resolution. At this time, the Dean also informs the complainant that, unless the Dean, within his or her discretion and judgment decides otherwise, the Dean will communicate with the person against whom the complaint is being lodged. The purpose of this communication is to inform the person about the complaint; to obtain the person's response to the complaint; and to elicit suggestions from that person regarding complaint resolution.

3. Actual Meeting

- a. During this meeting, the Dean listens to the person's complaint and asks what

effort that he/she has taken to resolve the complaint prior to this meeting. If he/she has not made an effort to resolve the complaint and it appears that there is a likely resolution at this level, the Dean explores with complainant possible approaches regarding how he/she might approach this person. The Dean then requests that the person go back and try and resolve the complaint. The Dean then invites the complainant to make a follow-up appointment following this intervention.

- b. If the complainant is not comfortable doing the above or has already made an effort to resolve the complaint, the Dean further explores other alternatives. The purpose of this discussion is to identify ways to mediate the complaint among all parties with the final goal being complaint resolution.

4. End of Meeting

- a. At the end of the meeting, there should be an agreed upon plan, including desired outcomes and a timeline that compels, as appropriate, further follow-up by the Dean and/or complainant. For tracking purposes, the Dean notes the date of the complaint, the type of complaint and the resolution or the plan for resolution.

Student Code of Conduct and General Complaints and Grievance Process

SJECCD is committed to fostering a safe, positive learning and working environment where all can pursue their career or educational goals and participate in college-sponsored activities. The District's Board has adopted Administrative Procedure 5500 for Standards for Student Conduct. Students may find the following administrative procedures and forms on the EVC website, at <http://www.evc.edu/home/complaint-reporting-forms>:

Student Conduct <http://www.sjeccd.edu/Board/Procedure/ap5500.pdf>

[Title IX and Discrimination](#) – This form should be used to report all complaints of discrimination including:

National Origin, Religion, Sexual Orientation, Ethnic Group Identification, Language/Accent Ancestry, Color, Marital Status, Disability (physical or mental), Race, Immigration Status, Gender Identity, Retaliation, Age, Veteran Status, or Medical condition

Or incidents involving: Stalking, sexual misconduct, sexual exploitation, or sexual harassment/discrimination

[General Complaints and Student Grievance](#) – This form should be used to report complaints regarding financial aid, course grades, or the exercise of rights of free expression/speech.

[Person of Concern](#) – This form should be used to notify campus personnel about individuals who exhibit behaviors and/or warning signs that may indicate a person is experiencing difficulty and may need additional support and assistance.

Minimum Technical Requirements

All students enrolled in nursing programs are required to have continued access to: (i) a personal computer or an equivalent device with video and voice recording capacity, (ii) software that supports online course delivery and remote proctoring, and (iii) Internet access.

The student who does not have access to a computer and/or software that meet the minimum technical requirement must notify the course faculty before the start of the course and no later than the first day of semester. The student who experiences technical difficulties that may affect their ability to take a proctored exam must immediately notify the course faculty.

Enrolled students are required to maintain minimum computer competency level necessary for the participation in all course activities, including management of patients' records at the clinical sites.

Methods of Evaluation

Depending on the faculty preference, subject matter and requirements of EVC Nursing Department, students may be evaluated using a variety of methods including: (i) on-site proctored tests, (ii) remotely proctored tests, (iii) non-proctored tests, (iv) term papers, (v) clinical evaluations, (vi) individual and group presentations, (vi) skill testing, and/or (vii) other methods deemed suitable by the course faculty. All assignment submissions are subject to originality assessment using plagiarism detection tools at the discretion of the course faculty.

Appendix 1

Acceptance of Responsibility and Accountability

Student Name _____

Date _____ ID# _____

First Year Student _____ Second Year Student _____

1. Maintaining patient confidentiality is an ethical practice in nursing, is a fundamental right of every patient and is the law.
 - I understand that as a student nurse, I may be granted access to confidential health and other personal information reported by patients or maintained by the clinical facility. This may be verbal, written or electronic, which includes patient information, medical records, or information about the operation of the clinical facility.
 - I agree that any disclosure of, unauthorized use of, or unauthorized access to confidential information may cause harm to the patient or the clinical facility.
 - I agree to only use confidential information for the sole purpose of my clinical practice as a student nurse at Evergreen Valley College.
 - I agree to only disclose confidential information as is necessary in my role as a student nurse.
 - I agree not to use patient names or patient identifiers on clinical forms.
 - I agree not to photocopy, print, or reproduce any confidential patient information even if the name has been excluded.
 - I agree to comply with the clinical facility policies regarding security of confidential information.
 - I agree that I will not disclose any computer password / access code or utilize any unauthorized password / access code.
 - I agree to report immediately to my instructor any unauthorized use of confidential information.
 - I understand that any violation of these statements will be a breach of confidentiality and may result in disciplinary action, up to and including dismissal from the Nursing Program.
2. I give permission to the Nursing Program at Evergreen Valley College to give to the hospital or clinical agency, which I am assigned for clinical experience the following:
 - Name and cellular telephone number
 - Copy of pertinent health record and current CPR card
3. I have read and understand that I am fully accountable for following all policies listed in the nursing student handbook, course syllabus, EVC catalog and websites while enrolled in the Evergreen Valley College Nursing Program. I understand that this page will be placed in my student file as verification of being informed of all student policies.

Date _____ Signature _____

Appendix 2

SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT
EVERGREEN VALLEY COLLEGE NURSING PROGRAM**NURSING STUDENT'S ESSENTIAL CAPABILITIES AND FUNCTIONAL REQUIREMENTS FORM**

In Evergreen Valley College's (EVC) Nursing Program, certain functional abilities are necessary 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 could occur to 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 capabilities and functional requirements in the education and evaluation of its students. A qualified student is one who satisfies educational, and/or experiential, and/or job-related requirements, and certain skills.

The mission of Evergreen Valley College's Nursing Program is to educate and prepare safe and effective nurses who are able to provide nursing care in a variety of health care settings, including those in acute care (e.g., hospital) settings. To this end, the faculty have identified essential capabilities and functional requirements which nursing students must be capable of performing. These essential capabilities and functional requirements are categorized into these areas: cognitive thinking and conceptual learning, behavioral and social attributes, communication skills, and sensory and motor capabilities.

Applicants seeking admission into the EVC Nursing Program, who have questions about the needed functional abilities and appropriate reasonable accommodations, are invited to discuss their questions and concerns with the Nursing Program's Program Coordinator and/or the Dean, Nursing and Allied Health. If further consultation is needed, the Program Coordinator or the Dean of Nursing and Allied Health will refer the individual to the EVC Disabilities Support Program (DSP). Students requiring reasonable accommodations will be directed to the DSP. The goal is to provide an equal educational opportunity for students whose disability limitations do not coincide with the EVC Nursing Program requirements while adhering to the standards of nursing practice for all students.

Continuing students who are unable to maintain functional abilities with or without reasonable accommodation shall be required to consult with the EVC Program Coordinator or Dean, Nursing and Allied Health, and the DSP Coordinator (or designee) to discuss his/her eligibility for continued enrollment in the program.

The EVC Nursing Program will work closely with the College's Disabilities Support Program on a case-by-case basis to determine and prescribe/ reasonable and appropriate accommodations. Students requesting accommodations due to a disability must meet the criteria and requirements established under the California Fair Employment Housing Act (FEHA), as well as the Title II of the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008 (ADAAA), and Section 504 and 508 of the Federal Rehabilitation Act of 1973, as amended.

I have read the above, and will notify the Nursing Program Coordinator or Dean and DSP to request an accommodation and initiate the accommodation process.

(STUDENT Directions: Place electronic signature or typed name below):

Signature/Date _____ Date _____

NURSING APPLICANT FIRST Name (Printed) _____ LAST Name _____

Email _____ PH () _____ - _____

Appendix 3 Emergency Contact Information

Date: _____

Name: _____ Last _____ First _____ Middle Initial _____

Address / City / State / Zip_____
Home Phone_____
Work Phone_____
Cellular Phone_____
Birthdate_____
E-mail address_____
Student Identification Number_____
Emergency Contact Person_____
Relationship_____
Emergency Contact Home Phone_____
Work Phone_____
***Complete only if working after program entry:** Place of Employment / Address / Phone_____
***Complete only if working after program entry:** Hours per week Supervisor Name**Class & *Work Schedule - please complete**

Time	Monday	Tuesday	Wednesday	Thursday	Friday
6:30am					
7:30am					
9:00am					
11:00 am					
1:00pm					
3:00pm					
5:00pm					
7:00pm					
9:00pm					
11:00pm					

Appendix 4
EVERGREEN VALLEY COLLEGE

REQUEST TO RETURN TO NURSING PROGRAM FORM

Return this form to the Nursing Office, Room S207

No Later Than April 1st for Fall Semester and December 1st for Spring Semester
(Failure to timely submit the form may result in automatic rejection of the request to return)

Date: _____ Student ID number: _____

Last Name: _____ First Name: _____

Email Address: _____

Telephone: Home: _____ Cell: _____ Business: _____

Last Semester Enrolled in Nursing Courses: Semester _____ Year _____ Course _____

Name of last Clinical Nursing Instructor: _____

Reason for Leaving the Program:

☐ Military Duty ☐ Medical/Personal Leave ☐ Course Withdrawal

Course Failure: _____ Theory _____ Clinical _____ ☐ Other (explain below)

Indicate the Semester you would like to return: Fall _____ Spring _____ Year _____

Statement: I feel I will be successful in completing the Nursing Program for the following reasons...

Please write a response to the above statement and include activities completed that were recommended by your instructor and other appropriate activities that will enhance your future success.

Please give us detailed information and attach documents if applicable.

Submit the following items to the Nursing Office by April 1st for Fall Semester and December 1st for Spring Semester:

1. Completed *Request to Return to Nursing Program Form*
2. Copy of the letter your instructor gave you when you left the program
3. Written detailed response to above statement (your explanation of remediation you have completed and explanation of why you feel you will be successful at this time)
4. Attach any additional information or documents to support your remediation success such as transcripts from classes taken, etc.

Signature: _____

Date: _____