

LOS ANGELES SOUTHWEST COLLEGE DEPARTMENT OF NURSING



NURSING STUDENT HANDBOOK

This handbook and the college catalog contain information, guidelines, and policies relating to all students in the nursing program. The contents of this handbook affect all students enrolled in the program.

Revised January 2007

LOS ANGELES COMMUNITY COLLEGE DISTRICT

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**Los Angeles Southwest College
Nursing Department
Student Nurse Handbook**

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A letter to the Students from the Nursing Faculty:

Dear Student:

Congratulations on your admission into the Los Angeles Southwest College Associate Degree Nursing Program. You are entering a profession that will give you the joy and satisfaction of serving the healthcare needs of the community as nursing advances in the 21st century. During the next two years you will be extremely busy and the challenges of being a nursing student will be very difficult; however, your goal of becoming a member of the health care team as a registered nurse will be very rewarding.

Information in this student handbook will help to facilitate your entry into and progression through the nursing program. An overview of the curriculum, policies and procedures that govern your educational experience, both in the classroom and clinical areas is included in this handbook. There is also information that will supplement the Los Angeles Southwest College Student Handbook.

The faculty, program director, staff and college administrators are available to you for assistance, guidance and consultation. To enhance your learning experiences, the faculty encourages you to immediately form study groups with your student peers. It is also very important to take advantage of the nursing learning laboratory for tutoring, practicing nursing skills and utilizing the learning resources available.

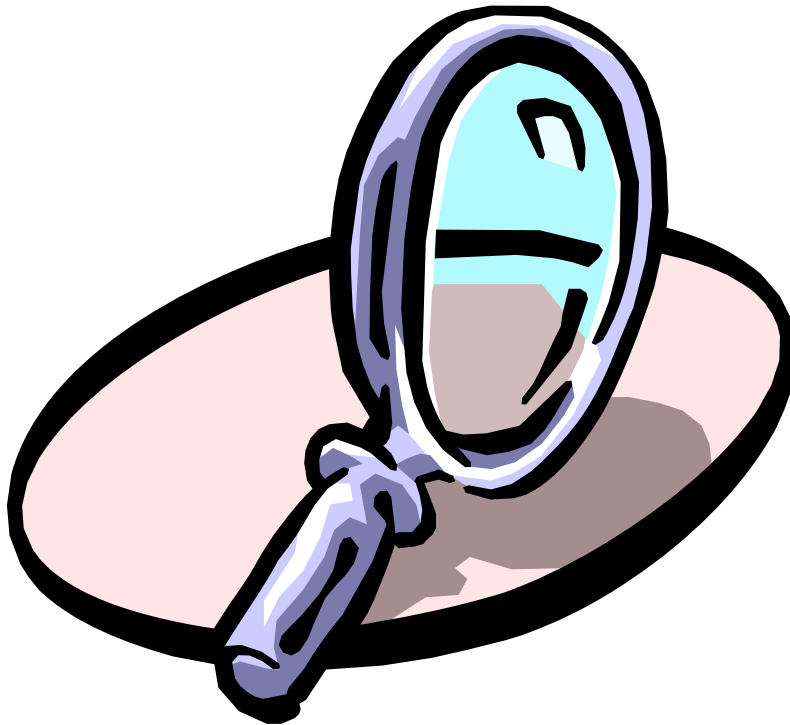
Carefully read this handbook. If any areas are unclear to you, please seek clarification from your instructor or program director. Keep this handbook available for reference as you progress through the nursing program. Knowledge of its contents will reduce stressors and prevent many problems.

PLEASE NOTE:

1. THE STUDENT IS RESPONSIBLE FOR KNOWING AND UNDERSTANDING ALL THE INFORMATION CONTAINED IN THIS HANDBOOK AND THE ACADEMIC POLICIES CONTAINED IN THE LOS ANGELES SOUTHWEST COLLEGE STUDENT HANDBOOK.
2. EACH STUDENT IS REQUIRED TO SIGN THE FORM AT THE END OF THIS HANDBOOK STATING THAT HE/SHE HAS RECEIVED THE HANDBOOK.

SECTION I

OVERVIEW





HISTORICAL OVERVIEW OF THE LOS ANGELES SOUTHWEST COLLEGE NURSING PROGRAM

One year after the opening of Los Angeles Southwest College, the nursing department admitted thirty-six students. The nursing faculty was Ms. Eleanor Haffke and Ms. Vivian Lott. The department chair was Ms. Helen Perkins. The first class graduated (26) students.

Los Angeles Southwest College offered the first twilight nursing program of its kind in the United States in February 1973. The non traditional twilight nursing program was initiated with a federal grant; whereas, twenty four students attended lecture and clinical classes during the evening hours. In 1997, due to financial constraints, students in the twilight program had to attend the lecture component during the day hours.

Currently, forty-eight students are admitted to the nursing program bi-annually during the fall and spring semesters. Each semester, twenty-four students are assigned day clinical rotations and twenty-four are assigned evening clinical rotations.

The nursing program currently has ten full-time faculty members, a program director, two laboratory assistants and an office secretary. Part-time faculty is employed as needed. Student workers, who are not enrolled in the nursing program and have indicated a desire for future admission to the nursing program, are employed to assist with clerical duties in the nursing office.

The nursing program is approved by the California Board of Registered Nursing whereas graduates of the program are eligible to take the NCLEX-RN licensure examination.



EDUCATIONAL PHILOSOPHY LOS ANGELES COMMUNITY COLLEGES

The Los Angeles Community Colleges affirm the principle that individuals should have opportunities to develop to their full potential. To that end, our main responsibility is to students and to the provision of education that benefits students and enable them to contribute to society.

Our Colleges, therefore, should be accessible to all individuals who have the capacity and motivation to profit from higher education. Curricula and services of our colleges should provide means for fulfilling the promise of open access.

We recognize the necessity to adapt to the changing educational needs of the Los Angeles Community Colleges' communities and to the growing diversity among students.

The quality of the educational experience is to be judged by its value to students and communities, not merely by quantitative appeal. We further recognize that academic freedom is essential to excellence in education.



LOS ANGELES SOUTHWEST COLLEGE: MISSION

It is the mission of Los Angeles Southwest College to provide high quality, accessible and affordable educational opportunities and services including university transfer, technical and lifelong learning programs that promote individual development and improve the overall quality of life in a multi-cultural community.

In the pursuit of this mission, we endeavor to:

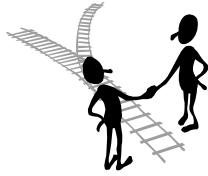
- ◆ Promote equal opportunity for participation;
- ◆ Maintain appropriate standards for academic achievement;
- ◆ Provide an educational environment which meets the needs of students with varying learning styles.
- ◆ Provide support services which contribute to instructional effectiveness and student success
- ◆ Affirm the importance of multi-cultural, international, and inter-cultural collegiate experiences that foster individual and group understanding;
- ◆ Manage effectively educational and financial resources.



LOS ANGELES SOUTHWEST COLLEGE: GOALS

In order to accomplish the mission, our goals are to provide:

- ◆ Preparation for advanced study in colleges and universities;
- ◆ Occupational and technical education for business, industry and public service;
- ◆ A comprehensive program of student support services;
- ◆ Opportunities for personal development that will enable students and the community to improve the quality of life;
- ◆ A safe, healthy, and secure physical environment.



PROGRAM PHILOSOPHY

The philosophy of the Associate Degree nursing Program is congruent with the philosophy and mission of the Los Angeles Southwest College; thus affirming that individuals should have the opportunity to develop to their full potential through high quality, accessible, and affordable educational opportunities in nursing and other healthcare related fields in the community college environment. Adapting to the changing educational needs and growing diversity among students, the program strives to offer a comprehensive curriculum and resources which address multiculturalism and increase learning potential for students with varied learning skills.

The overall goal of the program is to prepare the nurse graduate who passes the National Council Licensing Exam (NCLEX-RN) and is able to assume the role of entry level registered nurse who functions effectively and safely with a degree of independence in a structured health-care setting.

Orem's self-care theory is consistent with the faculty's belief about nursing and is used as the unifying framework.

NURSING:

- Is viewed as a science, discipline and health care practice
- Utilizes principles of science and scientific and technical data as a basis for competent nursing practice
- Adheres to standards of professional practice and functions within legal/ethical and regulatory framework
- Utilizes the nursing process for knowledgeable decision making
- Determines the relationship between self-care demand and self-care ability
- Utilizes caring and effective communication to engage the client in an interpersonal relationship with the nurse
- Develops goals which motivate individuals toward self-care
- Plans and designs interventions and systems to promote positive outcomes of optimum levels of health
- Operates within the roles of provider of care manager of care and member within the profession

THE INDIVIDUAL:

- Is the person who receives care from a nurse
- Is viewed as a biological, spiritual, and psychosocial being
- Is able to perform self-care to maintain life, health, and well being
- Has the ability for self-knowledge
- Is capable of ethical deeds.

Program Philosophy (continued)

THE ENVIRONMENT:

- Exists internally and externally, influenced by social, physical, psychological, and cultural factors
- A developmental environment provides conditions which motivate the individual to adjust their behaviors to establish appropriate goals

HEALTH:

- Is a state of wholeness in which persons are structurally and functionally sound
- Changes and moves between states of wellness and illness
- Is defined by the individual, based on values, beliefs health deviations, and the ability to meet self-care requisites.

NURSING EDUCATION:

Nursing education has as its goal the acquisition of the necessary knowledge and skills to enable the student to be qualified and competent in implementing the nursing process. The function of the Associate Degree Nursing Program is to develop each student to assume the role of an entry-level practitioner who is capable of functioning competently and safely in a structured health care setting.

Students enter the nursing program from diverse backgrounds. They are recognized as being unique in their culture and ethnic background, life experiences, values, economic status, attitudes, motivation, learning styles, and learning potential. Faculty believes that the teaching-learning experience is a shared process with reciprocal responsibilities. Students are considered to be mature individuals capable of becoming increasingly self-directed, responsible, and accountable for their own actions and decisions.

We believe that nursing education is best achieved when:

1. Learning is measured by behavioral changes.
2. Learning involves starting with simple ideas and concepts and moving towards more complex ideas and concepts.
3. Progression toward goal achievement is promoted by moving from the familiar to the unfamiliar.
4. The learner is actively involved in learning activities.
5. Desired behavior attainment is reinforced with positive responses.
6. Essential theoretical concepts and skills is strategically placed and integrated throughout the curriculum, and multiple opportunities for practice are provided in order to reinforce these concepts and skills.
7. Identification and reinforcement of cultural identities is incorporated in the learning process in education all ethnic and cultural groups.
8. Learning involves cognitive, affective, and psychomotor domains.



We believe that, with the assistance of the instructor, the learner:

1. Is an active, self-motivated participant in the learning process and is capable of independent learning activities.
2. Assumes primary responsibility for learning.
3. Utilizes available resources to meet individual learning needs and learning styles.
4. Actively participates in and completes the prescribed learning experiences.
5. Develops competencies as a provider of care, manager of client care, and member within the profession of nursing.



INSTRUCTOR

We believe the role of the instructor to be one who responds to individual learning styles and needs through:

1. Providing logically sequenced learning experiences based on measurable objectives, utilizing a variety of resources and teaching methods.
2. Facilitating learning by assisting students in the problem-solving process.
3. Evaluating the progress of students and guiding them in self-evaluation, and if necessary, providing alternate learning experiences.
4. Maintaining expertise in nursing theory and clinical practice.
5. Establishing and maintaining effective relationships with clinical resources that assist with facilitating learning experiences for students.
6. Maintaining an environment conducive to learning.



CONCEPTUAL FRAMEWORK

The conceptual framework of the Los Angeles Southwest College Associate Degree Nursing Program is derived from the program's stated philosophy. The framework integrates the nursing process, Orem's self-care theory, and the roles of the Associate Degree Nurse.

CONCEPTUAL FRAMEWORK (continued)

The principal components of the framework are as follows:

Nursing Process

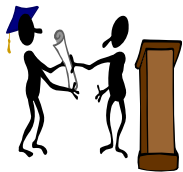
The nursing process is a systematic problem-solving approach requiring critical thought to assess human needs and functioning, determine nursing diagnosis, plan and implement nursing care, and evaluate client response to treatment.

Self-Care Theory

Self-Care Theory purports that individuals have the capacity for self-care to maintain health and well-being. Deviation in any of the 3 areas of self-care requisites; (1) universal, (2) developmental or (3) health deviation, results in self-care demands deficits. A self-care deficit occurs when the individual is unable to perform self-care nursing. Assessment by the nurse determines the extent of the need for nursing agency action and identifies nursing diagnoses. Planned goals and interventions are made after determining whether there is a wholly or partly compensatory deficit or a supportive educative deficit.

Nursing action utilizes the nursing roles of associate degree graduates: provider of care, manager of care, and member within the profession to motivate the client toward self-care. Methods of intervention include acting for the client, providing or regulating the environment, promoting development and teaching the client.

Roles of the Nurse are: Provider of Care, Manager of Care, and Member of the Discipline of Nursing. (Adapted from Competencies of the Associate Degree Nurse on Entry into practice 1977, 1978 Council by the Council of Associate Degree Programs, NLN)



NURSING PROGRAM TERMINAL OBJECTIVES

Upon graduation from the Associate Degree Nursing program at Los Angeles Southwest College the graduate nurse will:

1. Prepare for the NCLEX-RN examination.
2. Organize a body of knowledge from nursing, medical, biological, physical, and behavioral sciences in providing for the health needs of individuals and family.
3. Select Orem's self-care theory and the nursing process as a theoretical basis for the assessment, diagnosis, planning, implementation, and evaluation of provided client care.
4. Design care with consideration of individual's developmental stage, and the person being an integral part of a cultural group, a family, and a community.

TERMINAL OBJECTIVES (continued)

5. Collaborate with other health care workers within the employment setting.
6. Select therapeutic communication based upon knowledge and techniques of interpersonal communications.
7. Choose the role of advocate based on patient needs.
8. Evaluate leadership ability in delegating, initiating change, and supervising nursing provided by peers and other workers within their scope of practice.
9. Appraise accountability for own nursing practice within the profession's ethical and legal framework.
10. Value responsibility for self-development and life-long learning.
11. Appraise research activities for the purpose of advancing evidence-based nursing practice.
12. Evaluate own competency in performing skills accurately and independently,



COMPETENCIES AND ROLES OF THE ASSOCIATE DEGREE GRADUATE LOS ANGELES SOUTHWEST COLLEGE



Role as Provider of Client Care

As a provider of client care, the associate degree nurse uses the Nursing Process, Orem's Self-Care Theory and knowledge from medical, biological, physical and behavioral sciences, to assist clients in maintaining individualized care by:

1. ASSESSING

- 1.1 Collecting and contributing to a database of bio-psycho-social needs from available resources (client, family members/significant others, medical records and other health team members).
- 1.2 Identifying and documenting changes in health status which interfere with the client's ability to meet universal self-care demands to maintain life, health and well-being.
- 1.3 Establishing nursing diagnoses based on client needs.

Role as Provider of Client Care (continued)

2. PLANNING

- 2.1 Developing individualized care plans based upon the nursing diagnoses, and plans culturally sensitive and developmentally appropriate interventions that follow established nursing protocols.
- 2.2 Identifying problems and establishing priorities for care with recognition of the client's relationship within a family, group and community.
- 2.3 Participating with clients, families, significant others and members of the nursing team to establish short and long-term client goals.
- 2.4 Establishing measurable criteria for evaluation of goal attainment.

3. IMPLEMENTING

- 3.1 Carrying out individualized plan of care of clients according to established priorities and nursing protocols.
- 3.2 Assisting the client to overcome circumstances that interfere with the ability to meet self-care demands.
- 3.3 Utilizing nursing knowledge, skills and protocols to provide an environment conducive to optimal client care.
- 3.4 Participating in the prescribed medical regimen by preparing, assisting and following up on care for clients undergoing diagnostic and therapeutic procedures.

4. EVALUATING

- 4.1 Evaluating client care in collaboration with client(s), family/significant others and health team members by using established criteria.
- 4.2 Identifying alternate methods of increasing client adaptation and/or circumstances which interfere with the client and/or caregiver's ability to meet self-care demands, collaboratively modifies the plan of care and documenting changes.



Role as Manager of Care

As a manager of client care for a group of clients with common, well-defined, health problems in structured settings, the associate degree nursing graduate is responsible for:

1 ASSESSING

- 1.1 Evaluating the effectiveness of his/her own communication with clients, colleagues and others.

Role as Manager of Care (continued)

2. PLANNING

2.1 Setting care priorities.

3. IMPLEMENTING

3.1 Providing client care utilizing resources and other nursing personnel to commensurate educational preparation and experience.

3.2 Coordinating multidisciplinary approaches to client care.

4. EVALUATION

4.1 Evaluating effectiveness of care for selected clients in controlled situations.



Role as a Member within the Profession

As a member within the profession of nursing, the associate degree graduate:

1. Is accountable for her/his practice.
2. Practices within the profession's ethical and legal framework.
3. Assumes responsibility for self-development and uses resources for continued learning.
4. Consults with a more experienced nurse when encountering unfamiliar issues or problems that he/she is unable to manage.
5. Participates within a structure role in research. (e.g., data collection)
6. Practices within the BRN Rules and Regulations and policies of the employing institution when they do not contradict scope of practice or other guidelines of regulatory bodies.
7. Identifies self as a member of the profession.
8. Participates actively as a consume advocate.
9. Actively promotes participation in the profession of nursing to colleagues.

(Adapted from Competencies of the Associate Degree Nurse on Entry into Practice, developed 1977, revised 1978 by the Council of Associate Degree Programs, NLN)



NURSING DIAGNOSES AND OREM'S UNIVERSAL SELF-CARE DEMANDS

Orem's concept of nursing focuses on self-care activities that individuals perform to maintain life, health and well being. In order to maintain integrated human function, all individual must meet *universal self-care demands*. If an individual is unable to satisfactorily meet these demands, the nurse intervenes by providing and managing care. According to Orem's Theory of Self-Care, the goals of nursing include helping the client to overcome circumstances that interfere with self-care and cause limitations and deficits. The list below uses Orem's universal self-care demands to group related nursing diagnoses.

Air

- Airway clearance, ineffective
- Aspiration, risk for
- Breathing pattern, ineffective
- Gas exchange impairment
- Ventilation, spontaneous: Inability to sustain
- Ventilatory weaning response, dysfunctional

Water

- Cardiac output, decreased
- Fluid volume deficit
- Fluid volume deficit, risk for
- Fluid volume excess
- Tissue perfusion alteration

Food

- Breast-feeding, effective
- Breast-feeding, ineffective
- Breast-feeding, impaired
- Infant feeding pattern, ineffective
- Nutrition alteration: Less than body requirements
- Nutrition alteration risk for: Less than body requirements
- Nutrition alteration: More than body requirements
- Nutrition alteration risk for: More than body requirements
- Oral mucous membrane alteration

Elimination

- Constipation
- Constipation, perceived
- Diarrhea
- Incontinence, bowel
- Incontinence, functional
- Incontinence, reflex
- Incontinence, stress
- Incontinence, total

Nursing Diagnoses and Orem (continued)

- Incontinence, urge
- Skin integrity impairment
- Skin integrity impairment, risk for
- Urinary elimination pattern alteration
- Urinary retention

Activity and rest

- Activity intolerance
- Activity intolerance, risk for
- Disuse syndrome, risk for
- Diversional activity deficit
- Fatigue
- Loneliness, risk for
- Mobility impairment
- Neglect, unilateral
- Self-care deficit
- Sleep pattern disturbance

Solitude and Social Interaction

- Family process alteration
- Family process alteration: Alcoholism
- Parent-infant or parent-child attachment, risk for alteration
- Parental role conflict
- Parenting alteration
- Parenting alteration, risk for
- Rape-trauma syndrome
- Role performance alteration
- Self-mutilation
- Self-mutilation, risk for
- Sexual dysfunction
- Sexuality pattern alteration
- Social interaction impairment
- Social isolation
- Verbal communication impairment
- Violence, risk for

Prevention of hazards

- Altered protection
- Body temperature alteration
- Body temperature alteration, risk for
- Dysreflexia
- Health maintenance alteration
- Health-seeking behaviors
- Home maintenance management impairment
- Hyperthermia
- Hypothermia

Nursing Diagnoses and Orem (continued)

- Infection, risk for
- Injury, risk for
- Intracranial adaptive capacity, decreased
- Management of therapeutic regimen ineffective
- Noncompliance
- Pain
- Pain, chronic
- Perioperative positioning injury, risk for
- Peripheral neurovascular dysfunction, risk for
- Poisoning, risk for
- Suffocation, risk for
- Swallowing impairment
- Thermoregulation , ineffective
- Tissue integrity impairment
- Trauma, risk for

Promotion of human functioning

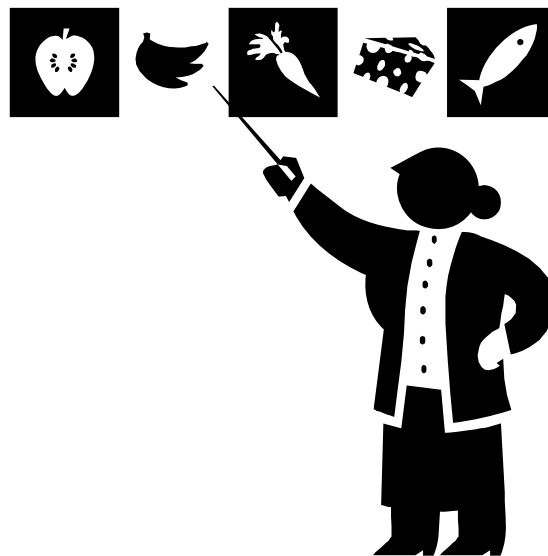
- Adjustment impairment
- Anxiety
- Body image disturbance
- Caregiver role strain
- Caregiver role strain, risk for
- Confusion, acute
- Confusion, chronic
- Coping, defensive
- Coping, family: Potential for growth
- Coping, ineffective community
- Coping, ineffective family
- Coping, ineffective individual
- Coping, potential for enhanced community
- Decisional conflict
- Denial
- Environmental interpretation syndrome, impaired
- Fear
- Grieving, anticipatory
- Grieving, dysfunctional
- Growth and development alteration
- Hopelessness
- Infant behavior, risk for disorganization
- Infant behavior, disorganized
- Infant behavior, potential for enhanced organization
- Knowledge deficit
- Management of therapeutic regimen, effective individual
- Management of therapeutic regimen, ineffective community
- Management of therapeutic regimen, ineffective family
- Management of therapeutic regimen, ineffective individual

Nursing Diagnoses and Orem (continued)

- Memory impairment
- Personal identity disturbance
- Posttrauma response
- Powerlessness
- Relocation stress syndrome
- Self-esteem, chronic low
- Self-esteem, situational low
- Self-esteem, disturbance
- Sensory or perceptual alteration
- Spiritual distress
- Spiritual well-being, potential for enhanced
- Thought process alteration

SECTION II

FACULTY AND STAFF



NURSING DEPARTMENT PERSONNEL

CHAIRPERSON:

Norma Carter, R.N., M.S.N.

ASSISTANT CHAIRPERSONS:

Teretha Pugh, R.N., M.A.

Joyce Williams, R.N., M.S.

FACULTY

Full Time Faculty:

Catherine Azubuikwe, R.N., M.N.

Joyce Bost, R.N., M.S.N.

Norma Carter, R.N., M.S.N.

Beverly Dawson, R.N., M.S.N., EdD

Nkonye Ezobah, R.N., M.S.N.

Sandra Hinkle, R.N., M.N.

Teretha Pugh, R.N., M.A.

Joyce Williams, R.N., M.S.

Part-Time Faculty:

Brenda, Allmond, R.N., M.S.N.

Evelyn Bruce, R.N., B.S.N.

Charlette Ford-Charles, R.N., M.S.N.

Indiana Gabbidon, R.N., M.N.

Meta Simmons, R.N., M.S.N.

Clarice Simmons, R.N., B.S.N.

Doris Webster, R.N., M.S.N.

Marion White, R.N., B.S.N.

Jo Ann Williams, R.N., M.N.

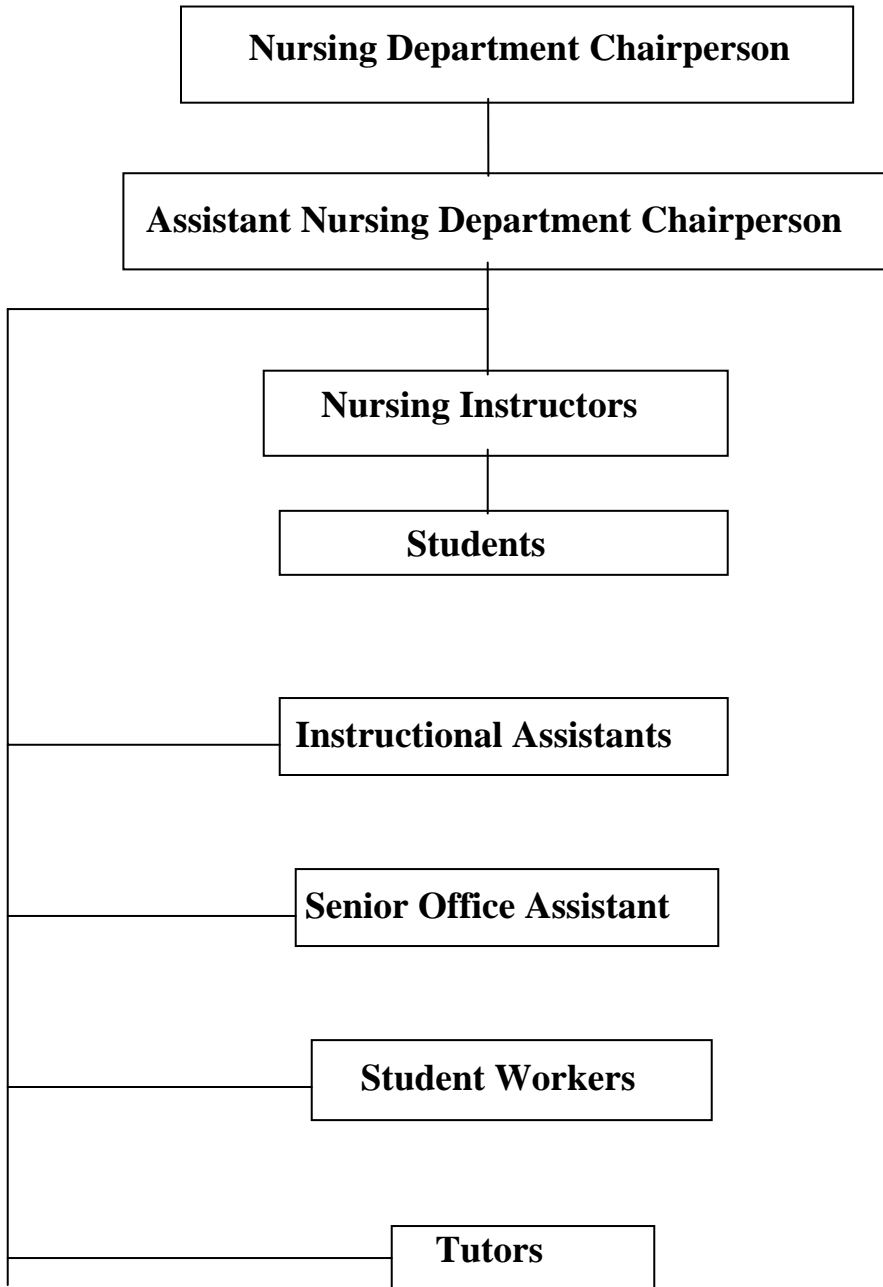
Laboratory Assistants:

Carolyn Washington, R.N., B.S.N., P.H.N.

CLERICAL STAFF:

Jennifer Bielma, Senior Office Assistant

**Los Angeles Southwest College
Nursing Department
Department Organizational Chart**



SECTION III

ADMISSION POLICIES



**LOS ANGELES SOUTHWEST COLLEGE
REGISTERED NURSE PROGRAM
GENERAL INFORMATION**

The Registered Nursing Program at Los Angeles Southwest College provides a basic curriculum in nursing education that satisfies requirements for the Associate in Science Degree with a major in Nursing. Completion of the pre-requisites, co-requisites and nursing coursework enables the graduate to take the National Council Licensure Examination (NCLEX) to obtain licensure as a registered nurse.

The nursing department conducts a counseling and advisement workshop once a month, day and evening hours, to assist students with the admission process. All students are urged to attend the workshop before submitting an application. A list of scheduled workshop dates is available in the nursing department office (LL Building, Room 435) and in the counseling department.

If any student has been convicted of a criminal offense other than a minor traffic violation, it is recommended that he/she discuss the incident fully with the Board of Registered Nursing prior to selecting nursing as a major. By law, an individual's record of convictions is subject to review before consideration for the issuance of a registered nursing license.

A grade of "C" or better is required in all science, general education, and nursing courses to obtain the Associate in Science Degree with a specialization in Nursing. Students may petition for approval to repeat up to a total of 15 units of college courses in which a grade less than "C" was earned. For this purpose, the same course may only be repeated once.

All nursing program candidates, prior to admission to the nursing program must take scheduled nursing department tests to demonstrate reading proficiency, speed, comprehension, and computation proficiency. Testing is scheduled for candidates who have met the nursing program admission requirements. For students who do not demonstrate the required skill levels, self-paced learning experiences are available to assist the student in developing the required proficiency. Test date, time and location information is mailed to eligible candidates.

The nursing curriculum at Los Angeles Southwest College provides for two options for eligibility to take the NCLEX licensure examination, the Generic Option and the 30 Unit Option. The Generic Option offers the student a course of study which leads to the Associate in Science Degree in Nursing. Mandated by the Board of Registered Nursing, the 30 Unit Option permits Licensed Vocational Nurses to take courses beyond the first year of the program. The 30 unit option does not confer an Associate in Science Degree.

**Los Angeles Southwest College
Associate Degree Nursing Program
Admission Requirements**



A United States high school diploma or its equivalent is required. The G.E.D. test or the California High School Proficiency Examination may meet the equivalency. A degree from a United States College or University may also meet this requirement. Official transcripts are required.

Candidates for the Nursing Program must have achieved a cumulative grade point average (GPA) of 2.5 for all college coursework taken and an overall (GPA) of 2.5 for Human Anatomy, Physiology and Microbiology with no more than 1 repetition of any of these courses.

PROGRAM PREREQUISITES*

Biology 20 (Anatomy and Physiology)	8 units
- OR -	
Anatomy 1	4 units
- AND -	
Physiology 1	4 units
Microbiology 1	5 units
- OR	
Microbiology 20	4 units
English 1	3 units
Psychology 1	3 units
Psychology 41	3 units
Sociology 1	3 units
Speech 1	3 units
Chemistry 51 (Chemistry 1 or Higher)	5 units
Elementary Algebra (Math 115 or higher)	5 units
** Government (Political Science 1 –OR- History 11, 12, 41, 42, 43)	3 units
** Humanities (Graduation Plan B Option)	3 units

*GRADUATES OF THE NURSING PROGRAM ARE EXEMPT FROM THE COLLEGE'S EDUCATION REQUIREMENT IN **HEALTH**.

**This is a graduation requirement, but not a prerequisite.

APPLICATION PROCEDURE



1. Obtain an application from the Nursing Department Office and submit a completed application packet to the Nursing Department Office. Only complete packets will be accepted and processed for admission. The complete application packet includes:
 - ◆ Official transcript(s) verifying U. S. High School graduation, G.E.D., California Proficiency Examination, or U.S. College or University degree.
 - ◆ Official transcripts from ALL colleges and universities attended. Please **note**: an official transcript of courses completed at Los Angeles Southwest College must also be submitted. **No credit** will be given for courses “**in progress**”.
2. **To be considered for fall enrollment, the application period begins January 15th and ends on March 31st. To be considered for spring enrollment, the application period begins July 15th and ends on September 30th.** Students are considered for admission the semester following filing a completed application packet to the nursing office.
3. Approximately eight weeks after the application deadline, new candidates will be notified by mail regarding application. Please notify the Nursing Department immediately if your address or telephone number change.

SELECTION PROCESS

1. Since the nursing program consistently has more qualified applicants than the forty-eight candidates it can admit each semester, the selection process is done by lottery. A lottery is conducted each semester following the application deadline. ONLY students with a complete application packet on file, which verifies **completion of ALL required prerequisites and ALL required documents**, will qualify for the lottery.
2. Two lotteries are held each semester. One is for applicants preferring morning/day clinical hours and the other for students selecting evening clinical hours. (Each student must indicate their preference on the application form). However clinical facilities dictate which hours are available.
3. A list of alternates is developed using the same criteria as for accepted candidates. After the available slots are filled.
4. Candidates on the accepted/alternate list are not offered admission if they failed to take the required reading and math computation test and/or did not pursue remediation in the Campus Learning Center. This creates an open slot, which will be filled by moving up the next alternate candidate.
5. A mandatory nursing program orientation is scheduled prior to the start of each semester.

Selection Process (continued):

Candidates who have been accepted to begin or those who are alternates are notified of the meeting date, time and place. If a candidate fails to attend the mandatory orientation, their place is forfeited and alternates are placed according to the prioritized lottery list.

7. **To remain on the list, candidates unable to attend the orientation MUST notify the Nursing Department Office prior to the orientation. IF THERE IS AN EMERGENCY, which prevents notification prior to orientation, candidates MUST NOTIFY THE NURSING OFFICE WITHIN 5 WORKING DAYS FOLLOWING THE SCHEDULED MEETING.** If neither of these occurs, the candidate is considered a “NO SHOW” and the next qualified candidate will be accepted.

NOTE: It is the candidate’s responsibility to notify the Nursing Department Office AND the College Office of Admissions of any changes in name, address, and/or phone number.

HEALTH REQUIREMENTS



The student must be free from communicable diseases, infection, psychological disorder(s) and other conditions that present a threat to, or negatively impact the well-being of faculty, other students, and clients, or would prevent successful performance of the responsibilities and tasks required in the nursing program.

Each student is required to have a complete physical examination prior to admission to the nursing program and the physical examination must be repeated annually. The following are required as a part of the physical requirements: blood toxicology screen, complete blood count, VDRL or MMR, urinalysis, TB skin test or chest x-ray, evidence of polio vaccination, immunity from rubella, rubeola, varicella, Hepatitis B, and mumps. Immunity can be verified by titers. If there is no immunity, some immunizations are available and are required. There is a waiver for Hepatitis B immunization. If a student chooses to waive this immunization, a signed disclaimer must be filed in the Nursing Department Office.

Copies of the health requirement, including documentation of test results and immunizations must be submitted with the completed health record prior to admission to the first required nursing course. The student is responsible for the costs of all tests, immunizations and physical examination.

CPR CERTIFICATION, INSURANCE AND OTHER REQUIREMENTS



1. Upon admission to the nursing program students must have a current Cardiopulmonary Resuscitation Card, (BLS or C Course card). The certifying course must include 1 and 2 person, adult, child and infant CPR, airway management information and competencies.

CPR CERTIFICATION, INSURANCE AND OTHER REQUIREMENTS (continued)

2. Nursing student liability insurance is mandatory and must be active for the student to participate in the clinical component of all nursing courses. (Application for the liability insurance is provided during the orientation meeting.
3. Each clinical course instructor will verify students CPR and liability insurance.
4. Application for membership in the National Student Nurses' Association is also provided at the orientation meeting for candidates accepted for admission or alternate admission status.
5. Transportation for clinical experiences is the responsibility of each student enrolled in the nursing program.

REGISTRATION PROCEDURE: NURSING



1. All students must be admitted to Los Angeles Southwest College prior to registering for nursing or other courses. Registration packets are available in the Admissions Office.
2. Registration to nursing courses is by PERMIT ONLY. The nursing department program director individually programs students. The program director completes a registration permit indicating the course(s) for which the student is to register.
3. Registration permits are available in the Nursing Office each semester and, if not mailed, must be picked up by each student. Students can ONLY register for course(s) and section(s) listed on her/his registration permit.

CREDIT BY EXAMINATION – CHALLENGING COURSES

NON-NURSING COURSES

The College President may designate courses listed in the catalog that any student who satisfies the following requirements may avail themselves of credit by examination to obtain credit, in lieu of enrolling in and completing the course(s):

1. Be currently registered and have a minimum cumulative grade point average of 2.0
2. Have completed 12 units within the Los Angeles Community College District.
3. Is not currently enrolled in, or has not completed a more advanced course in the discipline.

Limitation on petitioning for credit by examination

The maximum number of units for which a student may petition for credit by examination at the college shall be 15 units.

Maximum units allowable for graduation requirements

The maximum number of credit by examination units with a grade of “CR” that may be applied toward graduation requirements shall be limited to 15 units.

Acceptance toward residency

Units for which credit is given pursuant to the provision of this section shall not be counted in determining the 12 units of credit in residence requirement.

Recording of grade

Credit by examination shall be entered on the student’s records as “CR” (Credit for the course if a passing score is achieved, or “NCR” (No credit for the course if less than a passing score is achieved), as provided by the District Grading symbols and Definitions Policy. The student’s record shall also be annotated “Credit by Examination.”

NURSING COURSES

The student requesting to challenge nursing courses must provide the Nursing Department Chairperson with documentation that he/she has the proper education and experiences for the course(s) they wish to challenge. The student must make a written request to challenge six-weeks before the beginning of the semester. The program director and the appropriate faculty member will hold a conference to determine if the applicant is eligible to challenge the course(s). The student must be accepted into the Nursing Program prior to challenging nursing courses.

An applicant can challenge up to 15 units of nursing coursework, provided credit has not been received for non-nursing coursework.

If it is determined that the applicant has the appropriate education and experience, a permit-to-challenge form and a packet of course material will be provided to the applicant for the course(s) being challenged. Information will be included regarding the nature of the test questions.

The standard score of required for passing all courses in the Associate Degree Nursing Program is adhered to. Additionally, if the course has a clinical component, a clinical evaluation is required and will follow success in the theory portion of the course. The applicant must receive a satisfactory rating during the clinical evaluation. The applicant must be successful in both components of the course to receive a grade of “CR”. Failure to achieve a passing score on the theory portion and/or an unsatisfactory rating in the clinical examination will result in a grade of “NCR.”

ROUTES FOR LICENSED VOCATIONAL NURSES TO QUALIFY TO BECOME REGISTERED NURSES

The Nursing Program at Los Angeles Southwest College offers three routes for Licensed Vocational Nurses to qualify to take the NCLEX Examination for licensure as a Registered Nurse:

1. **Route 1**

The Licensed Vocational Nurse may choose to enroll in the entire Nursing Program as outlined in Section III. This route leads to the Associate in Science Degree with a specialization in Nursing.

1. **Route 2**

The Licensed Vocational Nurse may choose to challenge nursing courses by taking an examination reflecting content of the course. To be eligible, the applicant must be officially admitted to the Nursing Program and have on file the following information in the Nursing Department:

- a. A letter addressed to the Nursing Department, stating intent to take challenge examination(s). This letter must contain a statement verifying that the eligibility requirements have been met.
- b. Transcripts from the Vocational Nursing Program.
- c. Copy of current California license as an LVN.

An appointment will be made with the Nursing Department Chairperson for verification of eligibility to take the challenge examination(s). Students who are successful with challenge examination(s) are admitted to the program with advanced placement, based on space availability. The student will progress through the program from the course they are admitted to the end of the program according to the Curriculum outlined in Section III.

2. **Route 3 – Thirty – Unit Option**

Consistent with the Rules and Regulations of the Board of Registered Nursing, the Nursing Department offers the licensed vocational nurse the educational option to qualify for the NCLEX – RN for the State of California. Information and counseling on the Thirty-Unit Option may be obtained during the Nursing Department’s monthly Pre-Nursing Advisement workshops and by individual evaluation. Following advisement, the applicant must complete an application for admission.

The applicant seeking the Thirty-Unit Option must be currently licensed in California as an LVN. Admission to the program is on space availability in specified courses. Once an individual begins the Thirty-Unit Option, they are not permitted to switch routes.

Students who complete the Thirty-Unit Option Route are not graduates of Los Angeles Southwest College. They do not receive a degree, nor are they permitted to wear the Nursing Pin of this College. Practice as a registered nurse MAY be limited to the State of California.

SECTION IV

CURRICULUM DESIGN

AND COURSE DESCRIPTIONS



Associate Degree Nursing – Generic Option

Curriculum for Students Admitted Fall 2005

First Year

<u>First Semester</u>	<u>Units</u>	<u>Second Semester</u>	<u>Units</u>
Nursing 501 A	4.5	Nursing 502 A	4.5
Nursing 501B	4.5	Nursing 503 B	<u>4.5</u>
Nursing 526	1.0		9.0
Nursing 527	<u>1.0</u>		
	11.0		

Second Year

<u>First Semester</u>	<u>Units</u>	<u>Second Semester</u>	<u>Units</u>
Nursing 506 A	4.5	Nursing 502 B	4.5
Nursing 506 B	<u>4.5</u>	Nursing 503 A	4.5
	9.0	Nursing 507	<u>1.0</u>
			10.0

Thirty Unit Option Courses

Courses required for the LVN to qualify to take the NCLEX Examination to qualify for licensure in the State of California:

Physiology I	4.0 units
Microbiology 1 or 20	5.0 units
Nursing 518: (Seminar for Transfer Students)	2.0 units
Nursing 503 A: (Advanced Medical-Surgical Nursing)	4.5 units
Nursing 503 B: (Psychiatric Nursing)	4.5 units
Nursing 507: (Senior Seminar)	1.0 unit
Nursing 526: (Communication in Nursing)	1.0 unit
Nursing 527: (Nursing Process)	<u>1.0 unit</u>
Total	23.0 units

COURSE DESCRIPTIONS

Nursing 501A – FUNDAMENTALS OF NURSING I

4.5 CSU Units

Prerequisite: Admission to the nursing program

Hours per week: Lecture: 5 hours; laboratory: 15.25 hours/ 8 weeks

This course focuses on Orem's Self-Care Deficit Theory of Nursing (S-CDTN) which serves as the unifying framework for the ADN program. Throughout this course the student will apply the principles from the natural, social and behavioral sciences to the practice of professional nursing. Students will have the opportunity to learn the S-CDTN as it applies to the nursing process and issues and trends of professional nursing. Nursing will be presented as a component of a health care system seeking to assist the clients to improve and/or maintain their potential in a diverse cultural context. This introduction to professional nursing will focus on the use of critical thinking skills in health assessment, identification of and interventions for universal self-care requisites, basic and intermediate skills, and pharmacology. Guided clinical experiences are provided concurrently with theory.

Nursing 501B – FUNDAMENTALS OF NURSING II

4.5 CSU Units

Prerequisite: Nursing 501A

Hours per week: Lecture: 5 hours; laboratory: 15.25 hours/ 8 weeks

This course utilizes Orem's Self-care Deficit Theory of Nursing (S-CDTN) and the Nursing Process to focus on development and health deviation self-care requisites related to water, food, elimination, and hazards. Developmental self-care requisites will be addressed with a focus on medication administration, diabetes mellitus, elimination processes and excrement; bowel and urine, fluid and electrolyte, IV therapy, peri-operative care, infection control, and musculoskeletal trauma. Principles of therapeutic interventions, basic conditioning factors, therapeutic communication, and care of the adult and elderly client will be integrated throughout the course. The roles of provider of care, manager of care, and member within the profession are stressed. Guided clinical experiences are provided concurrently with theory content.

Nursing 502A – MEDICAL-SURGICAL NURSING I

4.5 CSU Units

Prerequisite: Nursing 501 B or advanced placement

Hours per week: Lecture: 5 hours; laboratory: 15.25 hour/ 8 weeks

This course utilizes Orem's Self-Care Deficit Theory of Nursing (S-CDTN) and the nursing process to focus on the client and family with developmental self-care requisites and health care deviation self-care requisites related to solitude and social interaction, activity/rest and hazards. Principles of therapeutic intervention, basic conditioning factors, communication and care of the client across the life span will be integrated throughout the course. The roles of provider of care, manager of care and member within the profession are stressed. The supportive/educative role of the nurse is emphasized. Guided clinical experiences are provided concurrently with theory.

Nursing 502B– MEDICAL-SURGICAL NURSING II **4.5 CSU Units**
Prerequisite: Nursing 502A or advanced placement

Hours per week: Lecture: 5 hours; laboratory: 15.25 hour/ 8 weeks

This course utilizes Orem's Self-care Deficit Theory of Nursing (S-CDTN) and the nursing process to focus on developmental and health deviation self-care requisites related to water, food, activity/rest and hazards. Developmental self-care requisites will be addressed with a focus on care of adult clients, across the life span. Principles of therapeutic intervention, basic conditioning factors, communication and care of the client across the life span will be integrated throughout the course. The roles of provider of care, manager of care and member within the profession are stressed. Guided clinical experiences are provided concurrently with theory.

Nursing 503A – ADVANCED MEDICAL-SURGICAL NURSING **4.5 CSU Units**
Prerequisite: Nursing 502B or advanced placement

Hours per week: Lecture: 5 hours; laboratory: 15.25 hour/ 8 weeks

This course will focus upon advancing participant's skills and knowledge in the management of the acutely/critically ill elderly and adult client. Advanced concepts such as: hemodynamic monitoring, EKG interpretation, ventilatory management, chest and neurological trauma, and renal dialysis will be presented. Diseases of the renal, cardiovascular, respiratory, and neurological systems are discussed. Health teaching, leadership, management and prioritizing nursing care are integrated throughout the course.

Nursing 503B – PSYCHIATRIC NURSING **4.5 CSU Units**
Prerequisite: Nursing 503A or advanced placement

Hours per week: Lecture: 5 hours; laboratory: 15.25 hour/ 8 weeks

This course utilizes Orem's Self-Care Deficit Theory of Nursing and the Nursing Process to focus on the care of clients with health deviation self-care requisites in normalcy, solitude and social interaction. The scope of nursing interventions includes supportative/educative, partially compensatory, and wholly compensatory actions, emphasizing the goal of fostering self-care agency of each client. Principles of therapeutic intervention, basic conditioning factors, communication and care of the client across the life cycle will be integrated throughout the course. The roles of provider of care, manager of care, and member within the profession are stressed.

Nursing 506A – PEDIATRIC NURSING **4.5 CSU Units**
Prerequisite: Nursing 503B, 502B or advanced placement

Hours per week: Lecture: 5 hours; laboratory: 15.25 hour/ 8 weeks

This course utilizes Orem's Self-Care Model of Nursing and the Nursing Process as a framework to focus on the care of children and their families. Emphasis is on the sharpening of critical thinking skills to promote health of the child and families during the hospitalization period.

Nursing 506A Pediatrics Nursing (continued)

Focus is on the normal process of child development from the infancy to adolescence. This course utilizes the Nursing Process in the care of children in health and illness. Emphasis is placed on caring for children with selected problems in fluid and electrolytes, oxygenation, nutrition, and sensory and regulatory mechanisms. Pediatric clients, from infancy to adolescence, in the context of family, culture, and the community, and the nurse role in education, promotion of child safety, as well as legal issues will be addressed. Health deviation self-care requisites will be addresses. Principles of therapeutic intervention and communication techniques are integrated throughout the course. Course content builds upon previously acquired concepts. Professional role and leadership behaviors will be addressed. Guided clinical experiences are provided concurrently with the theory.

Nursing 506B – MATERNAL-CHILD NURSING

4.5 CSU Units

Prerequisite: Nursing 506A or advanced placement

Hours per week: Lecture: 5 hours; laboratory: 15.25 hour/ 8 weeks

This course utilizes Orem's Self-Care Model of Nursing and the Nursing Process as a framework to focus on the care of perinatal clients, newborns, and their families. Emphasis is on the sharpening of critical thinking skills to promote health of the child bearing families during the antepartum, intrapartum, and postpartum periods. Focus is on the normal process of childbearing and newborn care including high-risk obstetric conditions. Health deviation self-care requisites will be addressed. Principles of therapeutic intervention and communication techniques are integrated throughout the course. Course content builds upon previously acquired concepts. Professional role and leadership behaviors will be addressed. Guided clinical experiences are provided concurrently with the theory.

Nursing 507 – SENIOR SEMINAR

1 CSU Unit

Co-requisite: Nursing 503A or 506A

Hours per week: Lecture: 2 hours/ 8 weeks

This course acquaints the student with the influence of important social and economic events on the development of nursing and, present and present and future trends in nursing education. Emphasis is placed on the origin and functions of nursing organization, opportunities for nurses, community responsibilities and, legal and ethical issues confronting the nurse.

Nursing 526 – COMMUNICATION IN NURSING

1 CSU Unit

Co-requisite: Nursing 501B

Hours per week: Lecture: 2.5 hours/ 8 weeks

This course provides theoretical knowledge, practical application, and experiences with interpersonal communication skills needed to interact therapeutically, institute a teaching-learning plan, and communicate effectively with individuals and groups.

Nursing 527 – NURSING PROCESS

1 CSU Unit

Co-requisite: Nursing 501A

Hours per week: Lecture: 2.5 hours/ 8 weeks

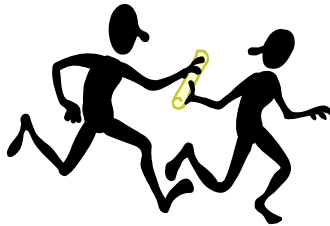
This course introduces the concepts of the nursing process. The nursing program's conceptual framework is also introduced. The nursing process organizes the framework in planning and implementing the practice of client care. The nursing process and conceptual framework are combined in case studies and client simulations.

SECTION V

PROGRAM

POLICIES

PROGRESSION THROUGH THE PROGRAM



LOS ANGELES SOUTHWEST COLLEGE SCHOOL OF NURSING FUNCTIONAL ABILITIES

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

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

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

Standards

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

- 1. Visual acuity** sufficient to assess patients and their environments and to implement the nursing care plans that are developed from such assessments.
Examples of relevant activities:
 - Detect changes in skin color or condition
 - Collect data from recording equipment and measurement devices used in patient care
 - Detect a fire in a patient area and initiate emergency action
 - Draw up the correct quantity of medication into a syringe
- 2. Hearing ability** sufficient to assess patients and their environments and to implement the nursing care plans that are developed from such assessments.
Examples of relevant activities:
 - Detect sounds related to bodily functions using a stethoscope
 - Detect audible alarms within the frequency and volume ranges of the sounds generated by mechanical systems that monitor bodily functions
 - Communicate clearly in telephone conversations
 - Communicate effectively with patients and with other members of the health care team

Functional Abilities (continued)

3. **Olfactory ability** sufficient to assess patients and to implement the nursing care plans that are developed from such assessments.

Examples of relevant activities:

- Detect foul or unusual odors of bodily fluids or spoiled foods
- Detect smoke from burning materials

4. **Tactile ability** sufficient to assess patients and to implement the nursing care plans that are developed from such assessments.

Examples of relevant activities:

- Detect changes in skin temperature
- Detect unsafe temperature levels in heat-producing devices used in patient care
- Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluid

5. **Strength and mobility** sufficient to perform patient care activities and emergency procedures

Examples of relevant activities:

- Safely transfer patients in and out of bed
- Turn and position patients as needed to prevent complications due to bed rest
- Hang intravenous bags at the appropriate level
- Accurately read the volumes in body fluid collection devices hung below bed level
- Perform cardiopulmonary resuscitation

6. **Fine motor skills** sufficient to perform psychomotor skills integral to patient care

Examples of relevant activities:

- Safely dispose of needles in sharps containers
- Accurately place and maintain position of stethoscope for detecting sounds of bodily functions
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications

7. **Physical endurance** sufficient to complete assigned periods of clinical practice.

8. **Ability to speak**, comprehends, read, and writes in English at a level that meets the need for accurate, clear, and effective communication.

9. **Emotional stability** to function effectively under stress, to adapt to changing situations, and to follow through on assigned patient care responsibilities.

10. **Cognitive ability** to collect, analyze, and integrate information and knowledge to make clinical judgments and management decisions that promote positive patient outcomes.

GUIDE TO PHYSICAL ABILITIES FOR CLINICAL NURSING ROLE

To assist students in informing their physicians or nurse practitioners of the nature of what students are expected to do during their clinical course activities, the following was developed based on physical requirements identified in the RN role description at one of the program's affiliating clinical agencies.

1. **Sitting-occasional:** While charting, talking on the phone, etc. – **Up to 1.5 hours in an 8 hour shift.**
2. **Standing and walking-continuous:** During all phases of patient care within the unit and throughout the hospital.
3. **Lifting-frequent:** Lifting patient (with help). From side to side, up in bed, transferring from bed to chair, from bed to gurney, etc. Weight lifted usually **ranges from 100 to 250 pounds, rarely 250 to 500 pounds (with help).**
4. **Pushing-frequent:** pushing beds, gurneys and wheelchairs, **Up to 45 pounds effort.**
5. **Pulling-frequent:** Positioning patients in bed or during transfer to and from gurneys, wheelchairs and commodes, **Up to 70 pounds effort.**
6. **Crouching (bending at knees)-frequent:** Emptying catheter drainage bags, checking chest tube containers, positioning wheelchair foot supports.
7. **Stooping (bending at waist)-frequent:** During bathing, feeding, dressing changes, catheterizations, and similar procedures.
8. **Twisting-frequent:** Transferring patients from chair to bed, feeding patients, performing some sterile procedures.
9. **Reaching-frequent:** During bathing, manipulating IV equipment, obtaining supplies.
10. **Kneeling- occasional:** Transferring patients, performing CPR
11. **Handling/grasping-frequent:** Preparing and administering medications, performing dressing changes and similar procedures, manipulating oxygen equipment, obtaining supplies, using computer mouse, etc.
12. **Operation of equipment and tools-frequent:** Setting up and monitoring IV equipment such as infusion pumps (**40 pounds effort**). Cardiovascular hemodynamic equipment (**40 pounds effort**), suction equipment (**30 pounds effort**), and various other items **ranging from 2 to 40 pounds effort.**

BRN GUIDE FOR SCHOOLS OF PROFESSIONAL NURSING ON ETHICAL PRACTICES

The following statements are to be used by schools of professional nursing as a guide in establishing and following educationally ethical practices:

- 1) In recruitment activities, objectivity and accuracy of presentation should be the goal. The school is directly responsible for all individuals involved in the recruitment and admissions process, and these individuals shall be careful to present information concerning their own institutions, which is unambiguous. They shall avoid giving questionable or derogatory information about competing schools or about other types of nursing education programs.

BRN ETHICAL PRACTICES (continued)

- 2) The school bulletin or catalog shall provide accurate information about admission requirements, cost of the program and curriculum.
- 3) The school bulletin or catalog shall provide information regarding the refund policies of the school and shall provide for refund or a substantial portion of tuition payments to students who withdraw within a reasonable period of time following admission to the program.
- 4) The provisions of the Civil Rights Act shall be adhered to.
- 5) All instructional and clerical personnel with access to confidential information shall respect the confidential nature of such information.
- 6) The bulletin or catalog of the school shall contain policies regarding promotion and graduation, and there shall be, in writing, policies regarding grounds for dismissal of a student from a school. Students facing dismissal, and the parents or guardians of students who are minors, shall be given the opportunity to discuss reasons for this action with faculty representatives and the school administrative officers, according to the school's due process procedure for student grievances.
- 7) No student shall be prohibited from graduating and making application for the licensing examination, providing that the student has met all of the requirements of the school and all qualifications specified in Section 2736, Nursing Practice Act, and State of California.
- 8) The faculty of the school of nursing shall endorse and teach ethical practices in keeping with the American Nurses' Association CODE FOR NURSES.
- 9) If research is undertaken on human subjects by faculty and/or students enrolled in the nursing program appropriate measures shall be used to insure the protection of the rights and safety of each individual involved as a subject in the research. Whenever tests of any kind are administered, written consent shall be secured, or the written consent of parents or guardians, when appropriate.
- 10) The counseling program shall incorporate provisions for tutorial and remedial services for students who will benefit from these services in order to achieve career goals, opportunities to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation should be provided foreign or out-of-state graduates of registered nursing programs who lack certain educational courses to meet licensure requirements in the State of California.

Enrollment in the Program:

Students enrolled in the program are not allowed to take courses at another nursing program without permission of the Director. This requires special circumstances and a decision will be made on a case – by –case basis.

Transfer Students

All transfer students are admitted on space availability. Transfer students who are eligible for readmission at their former nursing program(s) will be considered to have no withdrawals/dismissals at the time of their admission to LASC nursing program. Students who were enrolled in nursing courses at LASC, took nursing courses at another college, and returned to LASC are not considered transfer students

Nursing courses taken at other colleges must be evaluated by the nursing department for comparability of units and course content. The student must request a copy of all previous course work and must bring one transcript to the nursing office and another official transcript to the Office of Admission and Records.

The student must submit the following information to the nursing office:

- ✓ Transcripts showing completion of all required prerequisites;
- ✓ A current transcript from all previous nursing program,
- ✓ Course outline, catalog description, or other official source of content and number of units for each previous nursing course,
- ✓ Letter of reference from the school from which you wish to transfer denoting safe clinical performance; and the reason for the transfer.
- ✓ A completed request for transfer to the LASC Nursing Program (obtain form from nursing office)

Transfer students who are ineligible for readmission to their former nursing program(s) will be considered to be entering the LASC nursing program with one withdrawal. This student is, ineligible for reinstatement/readmission after one withdrawal/dismissal from the LASC nursing program (**if the student has failed a nursing course in the previous program(s), he/she will be dropped from LASC nursing program with the first failure**).

The transfer student is required to take Nursing 518 prior to a clinical nursing course.

A transfer student who withdraws from a nursing course at LASC for personal reasons (e.g., pregnancy, illness, family crisis, financial difficulties, etc.) will be given additional consideration through faculty review, upon the student's written request describing such reasons.

In order to be considered a graduate of this nursing program, the transfer student must complete at least 15 units of nursing courses at LASC; otherwise the previous nursing program will be considered as the school of record.

Grading Policy

Each course in the Nursing Department will use the grades of A, B, C, D, F and Incomplete for required courses in the program. The majority of the courses in the program include a theory and concurrent clinical. Letter grades are used in the theory portion and satisfactory or unsatisfactory is used for the clinical portion of the course. The passing grade in the Nursing Program is a "C" with a minimum of 74%

1. A grade of "C" or better in theory and "satisfactory" for the clinical/laboratory portion must be received to progress in the program.

Grading Policy (continued)

2. A course that has only theory (lecture only or seminar) requires a grade of “C” or better for passage.
3. A cumulative grade point average of 2.0 or higher must be maintained at all times in order to advance/progress in the program.
4. A student who passes theory and fails to achieve a grade of “satisfactory” in the clinical or who achieves a “satisfactory” in clinical and fails to achieve a grade of “C” or higher in theory fails the course and will not be allowed to progress to the next course.
5. When circumstances necessitate a student not completing the course and the student has met the criteria to receive an “Incomplete” grade, the student is not allowed to progress to the next course until work necessary to complete the course is completed and a grade of “C” or higher is achieved. (See ATI exception Retention and Remediation Plan)
6. In order to receive a “W” grade, a student must drop the course prior to the College’s final date to withdraw without penalty.
7. A student remaining in a course past the College’s final date for withdrawal without penalty will receive the grade earned.
8. A student who fails to complete work required to convert an “Incomplete” grade to a passing grade in the allocated period of time, will earn a failing “F” grade for the course.
9. The following percentage grading scale is used:

EXAMPLE

A = 92 – 100%	(391 – 425 points)
B = 83 – 91%	(353 – 390 points)
C = 74 – 82%	(314 – 352 points)
D or F = ≤ 73%	(≤ 314 points)

CRITICAL CLINICAL COMPETENCIES

Mastery of these competencies must be demonstrated in each clinical course for progression to the next course.

As a Provider of Care, the student:

- Demonstrates safe practice of designated nursing skills.
- Provides for physical safety of patient
- Passes Medication Calculation Exam appropriate to level (See Dosage and Calculation Proficiency Policy)
- Protects patient from emotional jeopardy

As a Manager of Care, the student:

- Seeks assistance from instructor or health care team members for care which is beyond the student’s level of knowledge or experience.

As a Member of the Discipline of Nursing, the student:

Calls attention to own errors and reports situations accurately
Critical Clinical Competencies (continued)

- Maintains confidentiality.
- Complies with college and agency policies and procedures.
- Submits required graded policies.

In addition to the critical clinical competencies, course-specific clinical competencies have been defined and form the basis for the clinical evaluation tools used in each course. These competencies, which reflect the three roles of the Associate Degree Nurse, operationalize the standards associated with each role as defined by the National League for Nursing's project, Educational Outcomes of Associate Degree Nursing Programs: Roles and Competencies (1990).

RETENTION AND REMEDIATION PLAN

The purpose of a retention and remediation plan is to increase retention of students and aid their successful progression through the program. The plan consists of concurrent and terminal review as well as individualized recommended prescriptive remedies. The plan utilizes the following strategies to motivate students to engage in continuous review to enhance learning:

1. To assist with reading and comprehension, students are referred to the Learning Resource Center (LRC) located in the library on the second floor.
2. Review of math and medication dosage calculation skills is available as Computer Assistive Instructional modules in the LRC along with supervised learning assistance in the nursing lab with a lab instructor or tutor.
3. Critical thinking and test taking strategies are provided through directed study classes, Assessment Technologies Institute (ATI) testing and Computer Assistive Instructional modules.
4. ATI content mastery exams are conducted at the end of each semester (Psychiatric nursing is conducted at the end of the course):
First Semester - Nursing Fundamentals (501B): administered two week prior to course final.
Second Semester - Psychiatric Nursing: administered two week prior to course final.
Third Semester - Pediatrics/Maternal Health: administered two week prior to course final.
Fourth Semester - Medical/Surgical Nursing: administered two week prior to course final.
NCLEX Predictor test and Critical Thinking: administered one week after completion of program.

ASSESSMENT TECHNOLOGIES INSTITUTE (ATI) STANDARDIZED TESTING

- Students are required to pay the ATI testing fee to access online examinations and assessments. If the testing fee is not paid by the first day of class, the student will jeopardize their chance of completing the class.
- Students will be given an ATI review book and a code to access a non-proctored exam on-line early in the semester.
- The Critical Thinking exam given during the process of admission to the nursing program is an evaluation of the student's ability in critical thinking. Students with scores below the benchmark will be required to do remediation courses/exercises recommended by the nursing department, before the student begins the core nursing courses.

Retention and Remediation Plan (continued)

- Students must access the non-proctored ATI from the beginning of the quarter and show proof of online practice.
- When the ATI exam is failed at any course level, remediation is required. The students needs to master previous course content to acquire the knowledge base for the future courses and the comprehensive ATI exam which is given at the end of the culminating course.

The sequences for ATI examinations are as follows:

- ✓ Nursing 501B - Nursing Fundamentals ATI
- ✓ Nursing 502A - Community Health ATI *
- ✓ Nursing 503B - Mental Health ATI
- ✓ Nursing 506B - Maternal Health ATI
- ✓ Nursing 506A - Pediatrics ATI
- ✓ Nursing 503A - Comprehensive Medical Surgical ATI
- ✓ Nursing 507 - Leadership & Comprehensive Predictor ATI

The proctored ATI tests will be the final examination of the course or weighted at 50% of the final exam total points (*exception).

- When a student fails a nursing course, **the nursing instructor will direct the student to an individualized remediation plan which will be filed in the nursing office. The student will be required to provide the nursing instructor/nursing office with the proof of completing the remediation plan.**
- Benchmark score for the proctored ATI exam is 70%.

Grades and Grading Changes

In accordance with Los Angeles Community College Board Rule 6702 and the established criteria for the course, the instructor of the course determines the grade to be awarded to each student. In the absence of mistake, fraud, bad faith or incompetence, the grade awarded by the instructor is final. The removal of a grade or change of grade from a student's record shall be done by the instructor or upon authorization of the instructor of record for the course.

In the event of verification of fraud, bad faith or incompetence, the College President will make the final determination regarding the removal or change of grade.

Title 5, CAC, Section 51308, Adopted 2-25-81

Attendance Standards

1. Students are expected to attend every meeting of all classes for which he/she is registered. A student absent from classes for emergency reasons must inform the instructor.

2. A student who registers for a class and does not attend the first class meeting of the class, forfeit their right to a place in the class, is registered as a no show and dropped by the instructor.
3. Whenever absences “in hours” exceed the number of hours per week that the class meets, the student may, according to college policy, be excluded from the class. The instructor will confer with the program director to determine whether due to extenuating circumstances and provided the student’s achievement to that point is satisfactory, may be allowed to continue in the course.
4. It is understood that illness and family emergencies may occur and it is not expected that any student will attend class or clinical if they ill. However, absences should be taken with caution and the number of allowed absence used wisely.
5. It is the responsibility of the student to withdraw/drop from a course. Any drops, which occur after the College’s policy relating to last day to withdraw without penalty, will result in a failing, grade in the course. However, a student may withdraw from a course by a petition, which documents extenuating circumstances, and after appropriate consultation with the instructor of record for the course.

Clinical Experience

1. Clinical learning experiences are obtained in various clinical and hospital settings.
2. A clinical evaluation is given at the end of each rotation. Regardless of the theory grade, a safe level of clinical performance must be maintained in order for the student to progress in the program.
3. Clinical evaluation is an ongoing process; therefore, a student may be evaluated as “unsafe” before a course is completed if he/she violates the Nurse Practice Act and/or the clinical facilities policies and procedures.
4. Knowledge and skills acquired from previous nursing and related courses are expected to be mastered and transferred as the student progresses in the program.
5. The course instructors provide copies of clinical evaluations to the student. Performance standards are a part of the evaluation process of each nursing course.

The Pregnant Student

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

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

Uniform Regulations and Personal Appearance

If the student's uniform and personal grooming poses a threat to patient safety or violates hospital policy, the student may be excluded from the clinical area. The following dress code will be enforced:

1. Uniforms must be worn whenever students are in the hospital for a clinical assignment. All aspects of the uniform rules must be observed. When in psychiatric nursing, street clothes may be worn. (Refer to specific dress code for the course).
2. Underwear, its insignia or word, should not be visible through the uniform. Therefore, it is recommended that white or "nude-colored", plain underwear should be worn.
3. When going to the hospital to prepare for the clinical assignment, students must dress appropriately and must wear the Nursing Program Name Pin. See instructor for individual hospital requirements.
4. Skirt length should be no higher than mid-knee.
5. When in uniform, the name pin is to be placed on the apron or tunic top.
6. Stockings: White hosiery must be worn with a uniform skirt. Knee socks are not permitted. Men must wear white socks and women may also wear white socks or knee-highs if wearing uniform pants. Short tennis socks or Peds may not be worn. Nylons are to be clean and free from runs and holes.
7. Shoes: Standard white nurse's shoes (low heels, closed toes and heels) must be worn. No clogs, sandals or tennis shoes will be allowed. Shoes must be kept clean in order to deter the collection of bacteria. When in psychiatric nursing units, or in clinical areas where street clothes are permitted, shoes may be colored but must have low heels with closed toes and heels.
8. Sweater: A white sweater may be worn when going to and from the hospital. During direct patient care, the sweater is not permitted. Lab jackets are not acceptable in the clinical area.
9. Additional items that must be carried while on duty include a black pen, bandage scissors, watch with a second hand, stethoscope, penlight and clipboard.
10. Hygiene: Use a reliable deodorant. Make certain that your teeth are clean and breath is fresh. Uniforms must be washed daily and be free from spots because dirty uniforms carry body odor and are a source of contamination which could result in transmission of bacterial organisms to patients and others.

11. Mustaches and beards must be neatly trimmed.
12. Hair must be off the collar, away from the face and neatly arranged. Loose ponytails or hanging braids are not permitted. Barrettes and/or hair combs must be conservative, and either the color or the hair or a neutral color. If the student chooses to retain long hair, it must be encased in an invisible hair net.
13. Extreme make-up should be avoided. All make-up should be carefully and lightly applied so that it enhances the wearer and does not frighten the patient.
14. Nails should be kept short and clean in order to prevent injury and contamination to the patient. JAHCO Standards for hospitals stipulates that health care providers should not wear long nails, artificial nails, and nail coatings. Nail polish is not permitted.
15. Perfume or cologne is inappropriate while in uniform. The odors could be nauseating or cause patients to experience allergic reactions.
16. Gum is never allowed in the clinical setting.
17. Smokers must adhere to the policies of the clinical agency. Be aware that smoking immediately preceding patient care may be offensive and/or nauseating to some patients.
18. Only the following jewelry may be worn while in uniform: Wedding band, watch and one-pair of post-style studs for pierced ears. NO necklaces, neck chains, bracelets or lapel/slogan pins may be worn with the uniform.
19. Uniform pants and shirts may be worn on campus with a lab coat for infection control.
20. No additions or modifications to the traditional uniform may occur. For example; jeans/dungarees/turtle neck sweater. See instructor for individual hospital policies regarding uniform standards.

Drug Dosage and Calculations Proficiency

The ability to do accurate computations of drug dosage and solutions is considered a critical aspect of safe nursing care, therefore:

1. A Drug Dosage and Calculations module is given in Nursing 501A. After completion of the module, the student will be given two (2) opportunities to achieve the competency score described in the course syllabi.
2. The student is required to pass the dosage and calculations examination prior to enrolling in Nursing 501B.
3. A Drug Dosage and Solutions Computation Test will be given at the beginning of each nursing course thereafter. The student will be given two (2) opportunities to achieve the competency score as described in the course syllabi.

4. The student must achieve the competency score or higher before being permitted to administer medications. If the competency score is not achieved on the first examination, the student must seek remedial assistance from the instructor, tutor, and/or the instructional lab assistant. The instructor will give the student specific guidelines as to the type of assistance required.
5. The student **must pass the examination by the second week of the clinical rotation.** Failure to meet this requirement, indicates that the student is unable to safely administer medications which and is therefore, unable to achieve the clinical objectives for the course. The student is therefore required to withdraw from the course.

Marginal Status

1. A student may be placed on marginal status for any of the following reasons:
 - a. Grades falling below 74% during a course
 - b. Inappropriate professional behavior as determined by a member of the faculty and/or hospital staff.
2. The student will be placed on marginal status a minimum of two weeks and a maximum of four weeks, depending on when in the course the marginal event occurred.
3. Students receiving less than 74% will be counseled and advised to complete remediation.
4. After the marginal period is over, the student must continue to improve or will be counseled to withdraw from the course.
5. Withdrawal from a course with less than satisfactory progress is a failure and an “F” grade will be awarded.

Repeat Policy

1. A student who fails a nursing course will be subject to a maximum of 15 units and/or 2 nursing courses can be repeated, provided there is space available.
 - a. The student may repeat nursing courses only if the repeat policy is not exceeded.
 - b. If a nursing course is failed (grade less than a C), the student may repeat this course one time only. A student may enroll in a specific nursing course a maximum of two times. A student is considered enrolled if he/she is officially enrolled at the College’s and attends at least four sessions of class lecture.
 - c. A failure in either the theory or the clinical portion of the course results in a course failure and both theory and clinical must be repeated.

2. The percentage grade at the time of withdrawal from a nursing course will be used to determine the student's repeat position for a specified nursing course.
3. A student who fails the clinical portion of a course based upon documented **unsafe** practice will not be permitted to repeat the course.
4. A student will only be allowed to repeat a course in another nursing program if there has been prior authorization by the Program Director.
5. A student must satisfactorily repeat a failed course before progressing to the next course in the program.
For Example
 - a. The 501 series must be completed prior to progressing to 502, etc.
6. A student wishing to repeat a course must submit a written request to the Nursing Office. The Request for Readmission Form is available in the Nursing Office or from the instructor whose course was failed.
7. Each student receiving an unsuccessful theory or clinical grade will have an exit interview with the instructor(s) of record.
8. A student eligible to repeat will be readmitted to the program on a space available basis. Placement on the list for readmission is based on a ranking hierarchy determined by the student's percentage (number) grade received in the course to be repeated.
9. Space availability may require a student to be out of the program for ten (10) weeks or up to two (2) semesters if a course is failed. **Students how have not failed a course have first priority to available seats.**
10. There will be a **limit of two admissions to the program** regardless of the reason the student is out of the program (such as failures/withdrawals/leave of absences greater than one year).
11. Students with extenuating circumstances (personal reason e.g. illness, family crisis, financial crisis) may require a withdrawal from the course. The student should present to the course instructor/department chairperson evidence and the request should be in writing. This privilege is limited.

Cheating

Academic dishonesty: Academic dishonesty is participation in deceptive practices regarding one's academic work or the work of another. Dishonest behaviors include acts such as **lying, cheating, plagiarism, alteration of records, forgery, false representation, and knowingly assisting another person in dishonest acts.** (Board Rule 9803.12, College Catalog Page 140)

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

- Copying or looking at the work of another student during an examination or other academic exercise, or permitting another student to copy one's work.
- Taking an examination for another student, or allowing another student to take one's examination;
- Possessing unauthorized notes, study sheets, or other materials during an examination or other academic exercise;
- Collaborating with another student during an academic exercise without the instructor's consent;
- And falsifying examination results.

Plagiarism: Plagiarism may be defined as the use of another's ideas or word without acknowledgement. Examples of plagiarism may include:

- Failing to use quotation marks when quoting from a source;
- Failing to document distinctive ideas from a source;
- Failing to document distinctive ideas from a source; and
- Fabricating or inventing sources
- Claiming/submitting documents created by other students as one's own work.

Unauthorized Possession or Disposition of Academic Materials: Unauthorized possession or disposition of academic materials may include:

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

If found talking to another student during an examination, copying answers from a classmate's Scranton, using electronic devices to send messages, making a change on an examination once it has been graded, or any other type of cheating, the involved students will receive a grade of 0% on the examination. If there is a second offense, the involved students will be recommended for expulsion from the program.

Grounds for Dismissal from the Program

It is the policy of the Nursing Program to advise a student to withdraw from the program for any of the following reasons:

1. Excessive absences
2. Unsafe clinical practice actions or patterns of behavior in the clinical setting that create physical or emotional jeopardy for clients, peers or others.
3. Failure to have a current CPR card, Malpractice Insurance or fulfill health requirements to be in the clinical agency (TB clearance, necessary immunizations, physician clearance).
4. Emotional illness or being under the influence of alcohol and drugs in the classroom or clinical setting.

These situations will result in receiving a failing grade in the course and all, except #1, makes the student subject to recommendation for expulsion from the college.

Suspension

Nursing students may be suspended from the nursing program on a case-by-case basis, for health and safety reasons or violations of the Los Angeles Community College District's Standards of Conduct. Nursing students may be dismissed from an affiliating clinical agency when the agency determines that its contractual health and safety standards have been violated.

Ineligible State Board Test Pool Examination Candidates for LASW's A.D.N. Program

A student is ineligible to be submitted to the State Board Test Pool Licensing Examination as a candidate from the Nursing Program at Los Angeles Southwest College if he/she has been dropped from the program due to excessive failure. If students so affected transfer to another nursing program and satisfy their requirements for graduation, they must take the NCLEX-RN as a graduate of the other program.

Active Registration in Two Nursing Programs

Students actively enrolled and/or eligible to proceed in the Associate Degree Nursing Program at Los Angeles Southwest College are not permitted to concurrently enroll in another college's nursing program. Nursing courses taken in another program while eligible for enrollment in the nursing program at Los Angeles Southwest College will not be accepted as meeting the Associate Degree Nursing Program requirements at Los Angeles Southwest College. Therefore, all such courses must be repeated in the nursing program at Los Angeles Southwest College.

Pinning Ceremony

Sponsorship and Eligibility

Pinning ceremony is sponsored by the Los Angeles Southwest College Nursing Program to recognize completion of program requirements in nursing. The purpose of the ceremony is to confer upon each potential graduate, the privilege of wearing the nursing program emblem in the form of a uniform pin.

Students are eligible to participate in the ceremony upon completion of all required courses in the nursing curriculum. Participation in the ceremony does not imply that a college degree will be granted or that the participant is eligible to sit for the licensing examination.

Pinning is done during the College's graduation. Students must purchase pins through the College Bookstore and provide them for the pinning ceremony.

Class Meetings

The Department Chairperson will convene the first meeting of the senior class in the first term of senior level nursing classes. A quorum must be present to elect officers and initiate plans for class activities.

Graduation

During the third semester in the Nursing Program, all eligible students must file a petition to graduate from the college. All required transcripts must be submitted to the counseling office.

California Business and Professions Code

California Business and Professions Code section 2736 sets forth the prerequisites for licensure as a registered nurse:

- A. An applicant for licensure as a registered nurse shall comply with each of the following:
- 1) Have completed such general preliminary education requirements as shall be determined by the Board.
 - 2) Have successfully completed the courses of instruction prescribed by the Board for licensure, in a program in this state accredited by the Board for training registered nurses, or have successfully completed courses of instruction in a school of nursing outside of this state which, in the opinion of the board, are equivalent to the minimum requirements of the Board for licensure established for an accredited program in this state.

Additionally, Business and Professions Code section 2736.1 requires that the course of instruction must include training in the detection of alcohol and chemical dependency.

State Board Licensing Examination

All students must file an application to take the NCLEX Examination with the Board of Registered Nursing. It is the student's responsibility and not the school's responsibility to submit the application. Applications are obtained from the Nursing Office. The chairperson will conduct an orientation and give assistance for correct completion of the forms.

Research indicates that planning study time, using NCLEX-RN Review materials, taking a preparedness examination, and taking the licensing examination within three months after graduation all serve to increase the rate of passing the examination.

Statement on Background Checks

To comply with the Joint Commission on the Accreditation of Healthcare Organizations (JCAHO) and state and local regulations regarding background checks for healthcare providers, the following policy is hereby implemented by the Associate Degree Registered Nursing Directors of the Los Angeles Community Colleges:

Each student enrolled in a nursing program in the Los Angeles Community College District must complete and have on file with the nursing program office a clear criminal background check in order to participate in placement(s) in clinical facilities. **The background check is not a requirement for admission to the nursing program. It is a clinical facility requirement made to comply with JCAHO.** It is to be completed once the student receives the acceptance for admission.

Background checks are required **for registration in clinical nursing courses**. The initial background check satisfies this requirement during continuous enrollment in the program. **Should a student's educational progress be interrupted, a new background check may be required upon readmission to the program.**

Each background check will minimally include the following:

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

Students convicted of the following offenses may be unable to attend clinical facilities:

Murder

Felony assault

Sexual offense/sexual assault

Felony possession and furnishing (without certificate of rehabilitation)

Felony Drug and alcohol offenses (without certificate of rehabilitation)

Certain other felonies involving weapons and/or violent crimes

Class B and Class A misdemeanor theft

Felony theft

Fraud

Child abuse, elder abuse

A student may be denied access to clinical facilities based on offenses appearing on the criminal record even though such abuses may have occurred more than seven years ago.

Each student must provide the college registered nursing program with information allowing the college, and clinical facilities as necessary, access to his/her background check. If a student's record is not clear, the student is responsible for obtaining necessary documents and having the record corrected to clear it. If this is not possible, the student will be unable to attend clinical rotations. Clinical rotations are a mandatory part of nursing education and this could therefore cause the student to be ineligible to continue in a school of nursing.

If after reviewing a student's background check the nursing program and college are unable to determine placement status, the nursing program will check with the LACCD Nursing Discipline Committee, the Los Angeles Community College District and one clinical facility with whom the LACCD nursing programs have a clinical agreement. If all agree that the student should be cleared for placement in a clinical facility, the nursing program may place the student in the required clinical rotations. The determination of final placement status rests with the nursing program involved.

The requirement for student background checks will be implemented for all nursing students attending classes beginning with the spring 2005 college semester.

Applicable BRN and/or BVN/PT guidelines will be incorporated into these guidelines as they become available.

There are no exceptions to this requirement.

LACCD Nursing Discipline Committee, February 2005

SECTION VI

STUDENT GOVERNMENT



STUDENT CONDUCT

Standards of Student Conduct

A student enrolling in one of the colleges of the Los Angeles Community College District may rightfully expect that the faculty and administrators maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom and on the campus. As members of the college community, students should be encouraged to develop the capacity for critical judgment; to engage in sustained and independent search for truth; and to exercise their rights to free inquiry and free speech in a responsible and non-violent manner. In furtherance of the students' interest in free inquiry and the search for truth, it is also important that students be able to hear the views of non-students and engage in the free exchange of ideas with non-students.

All persons shall respect and obey civil and criminal law, and shall be subject to legal penalties for violation of the laws of the City, County, State and Nation. All persons shall respect and obey the rules, regulations, and policies of the Los Angeles Community College District. Signature will not be a prerequisite to activities on campus. A record will be kept of all persons who use the facilities or grounds of the college.

Conduct in all of the Los Angeles Community Colleges must conform to District and College rules and regulations. Violations of such rules and regulations may result in disciplinary action depending on the individual's status as student, faculty, staff or visitor. Violations of such rules and regulations include, but are not limited to, the following:

1. Willful disobedience to directions of College Officials acting in the performance of their duties.
2. Violation of College rules and regulations, including those concerning student organization, use of College facilities, or the time, place and manner of public expression or distribution of materials.
3. Dishonesty, such as cheating, or knowingly furnishing false information to the College.
4. Unauthorized entry to or use of the College facilities.
5. Forgery, alteration, or misuse of College documents, records, or identification.
6. Obstruction or disruption of classes, administration, disciplinary procedures or authorized College activities.
7. Theft or damage to property belonging to the College, a member of the college community, or a campus visitor.
8. The malicious or willful disturbance of the peace and quiet of any of the Los Angeles Community Colleges by loud or unusual noise, or any threat, challenge to fight, fight, or violation of any rules of conduct as set forth in this article. Any person whose conduct violates this section shall be considered to have interfered with the peaceful conduct of the activities of the College where such acts were committed.
9. Assault or battery, abuse, or any threat of force or violence directed toward any member of the college community or campus visitor engaged in authorized activities.
10. Any possession of controlled substances would constitute a violation of Health and Safety Code section 11350 or Business and Professions Code section 4230, any use of controlled

Standards of Student Conduct (continued)

substances, the possession of which are prohibited by the same, or any possession of alcoholic beverages while on any property owned or used by the District or Colleges of the

District. "Controlled substances", as used in this section, include, but are not limited to, the following drugs and narcotics:

- | | |
|--|-------------------------------|
| a. Opiates, opium, and opium derivatives | e. marijuana |
| b. Mescaline | f. stimulants and depressants |
| c. Hallucinogenic substances | g. cocaine |
| d. Peyote | |
11. Possession while on a college campus or at a college-sponsored function, of any object that might be used as a lethal weapon, is forbidden all persons except sworn peace officers, police officers, and other governmental employees charged with policing responsibilities.
 12. Behavior while on a college campus or at a college-sponsored function, inconsistent with the District's non-discrimination policy, which requires that all programs and activities of the Los Angeles Community College District be operated in a manner which is free of discrimination on the basis of race, color, national origin, ancestry, religion, creed, sex, pregnancy, marital status, sexual orientation, age, handicap, or veteran status.
 13. Any assemblage of two or more persons to: 1) do an unlawful act, or; 2) do a lawful act in a violent, boisterous or tumultuous manner.
 14. Any agreement between two or more persons to perform illegal acts.
 15. Every person who, by physical force, willfully obstructs, or attempts to obstruct, any student or teacher seeking to attend or instruct classes at any of the campuses or facilities owned, controlled or administered by the Board of Trustees of the Los Angeles Community College District, is punishable by a fine not exceeding five hundred dollars (\$500) or imprisonment in a county jail not exceeding one year, or by both such fine and imprisonment. As used in this section, "physical force" includes, but is not limited to, use of one's person, individually or in concert with others, to impede access to or movement within, or otherwise obstruct the students and teachers of the classes to which the premises is devoted.
 16. Every person who attempts to cause, or causes, any officer or employee of any of the Los Angeles Community Colleges, or any public officer or employee to do, or refrain from doing, any act in the performance of his/her duties, by means of a threat to inflict any injury upon any person or property, is guilty of a public offense.
 17. Every parent, guardian, or other person who assaults or abuses any instructor employed by the District in the presence or hearing of a community college student or in the presence of other community college personnel or students and at a place which is on District premises or public sidewalks, streets, or other public ways adjacent to school premises, or at some other place where the instructor is required to be in connection with assigned college activities, is guilty of a misdemeanor.

Drug – Free Campus

The Los Angeles Community College District Board of Trustees, on September 5, 1990, adopted the following standards of conduct:

Students and employees are prohibited from unlawfully possessing, using, or distributing illicit drugs or alcohol on District premises, in District vehicles, or as part of any activity of the Los Angeles Community College District.

Additionally, on April 20, 1989, the Los Angeles Community College District Board of Trustees adopted Rule 9803.19, which prohibits:

Alcohol and drugs: Any possession of controlled substances would constitute a violation of Health and Safety Code section 11350 or Business and Professions Code section 4230, any use of controlled substances, the possession of which are prohibited by the same, or any possession of alcoholic beverages while on any property owned or used by the District or Colleges of the District. “Controlled substances”, as used in this section, include, but are not limited to, the following drugs and narcotics:

- | | |
|--|-------------------------------|
| a. Opiates, opium, and opium derivatives | e. marijuana |
| b. Mescaline | f. stimulants and depressants |
| c. Hallucinogenic substances | g. cocaine |
| d. Peyote | |

Board of Registered Nursing Alcoholism, Drug Abuse and Emotional Illness Policy

To: Nursing School Administrators, Faculty and Students
From: Board of Registered Nursing
Subject: Guidelines for Schools of Nursing in Dealing with the Matter of Nursing Students Impaired by Alcoholism Drug Abuse and Emotional Illness

In the matter of nursing students impaired by alcoholism, drug abuse and emotional illness, the California Board of Registered Nursing recognizes:

- a) That these are diseases and should be treated as such;
- b) That personal and health problems involving these diseases can affect ones’ academic and clinical performance and threat the impaired nursing student is a danger to self and a grave danger to the patient in her or his care;
- c) That nursing students who develop these diseases can be helped to recover;
- d) That it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
- e) That confidential handling of the diagnosis and treatment of these diseases is essential.

Therefore, the Board of Registered Nursing expects schools of nursing with students impaired by these diseases to offer appropriate assistance, either directly or by referral.

Board of Registered Nursing Alcoholism, Drug Abuse and Emotional Illness Policy

(continued)

Furthermore, the Board expects that schools of nursing will ensure that instructors have the responsibility and authority to take immediate corrective action with regard to the students' conduct and performance in the clinical setting.

It is outside of the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary aide for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed to practice nursing in the State of California.

As a preventive measure, schools of nursing are asked to provide factual material to incoming students regarding school policy on drug or alcohol abuse and mental illness among nursing students.

Other Rules that relate to Specific BRN Guidelines

Section 2761 specifies the ground upon which the Board of Registered Nursing may take disciplinary action. Section 2762 specifically defines unprofessional conduct to include various forms of substance abuse. Section 2762 states:

In addition to other acts constituting unprofessional conduct within the meaning of this chapter, it is unprofessional conduct for a person licensed under this chapter to do any of the following:

- a) Obtain or possess in violation of law, or prescribe, or except as directed by a licensed physician and surgeon, dentist, or podiatrist, administer to himself or herself, or furnish or administer to another, any controlled substance as defined in Division 10 (commencing with Section 11000) of the Health and Safety Code or any dangerous drug as defined in Article 8 (commencing with Section 4210) of Chapter 9 or Division 2 of the Business and Professions Code.
- b) Use any controlled substance as defined in Division 10 (commencing with Section 11000) of the Health and Safety Code, or any dangerous drug as defined in Article 8 (commencing with Section 4210) of Chapter 9 of Division 2 of the Business and Professions Code, or alcoholic beverages, to an extent or in a manner dangerous or injurious to himself or herself, any other person, or the public or to the extent that such use impairs his or her ability to conduct with safety to the public the practice authorized by his or her license.

Thus, a registered nurse is subject to discipline for engaging in substance abuse to the extent that abuse impairs the nurse's ability to conduct with safety to the public, the practice of nursing.

How Assistance is offered at LASW College

The Director of the Nursing Program may require a student to be examined by a licensed physician and to have laboratory tests, as needed, to determine physical and mental fitness. The Director is authorized to require that records of such examination be used only to determine the fitness for the program and, except for such use, the confidentiality of such records shall be maintained. The student must be free from psychological disorders and other conditions that would prevent the successful performance of the responsibilities and tasks required in the education and training program of the college. Any condition described above which is developed by the student after admission to the program may be considered sufficient cause for suspension from the program. The student may be counseled to enter a more appropriate program.

Physical examinations may be performed free of charge by a physician designated by the District. In addition, a licensed physician of her/his choice may examine the student, but the student must bear the costs of such an examination.

Policy for Students Who May Be Impaired by Alcoholism, Drug Abuse or Emotional Illness

The Nursing Department of Los Angeles Southwest College has implemented this policy for students who may be impaired by alcoholism, drug abuse or emotional illness because:

1. These are illnesses and should be treated as such.
2. Personal and health problems involving these illnesses can affect one's academic and clinical performance and that the impaired student is a danger to her/himself and poses a grave danger to patients in her/his care.
3. Students who develop these illnesses can be helped to recover.
4. It is the responsibility of the student to voluntarily seek diagnosis and treatment for any suspected illness.

Therefore, the nursing faculty will document behaviors that may identify the impaired student. These behaviors include, but are not limited to, the following:

1. **Clinical performance:** Some of the changes in the clinical performance that the instructor will document will include the following:
 - a. Absenteeism; late notification; late calls at the beginning of the shift; long lunch hours; frequent and/or unexplained disappearances from the assigned unit.
 - b. Deterioration of clinical performance.
 - c. Increasing inability to meet schedules and deadlines.
 - d. Illogical, illegible, or sloppy charting.
 - e. Frequent disappearances from the work area and/or returns with noted physical and/or behavioral changes.
2. **Nonspecific changes:** In addition to deterioration in clinical performance, the impaired student will often exhibit a pattern of psychosocial problems. These may include, but are not limited to:

- a. Personality changes: increased isolation, eating lunch alone, avoiding informal get-togethers, decreased interest in student activities.
- b. General behavior: frequent inappropriate responses, elaborate excuses for behavior, unkempt appearance.
- c. Mental status: forgetfulness, complete loss of memory, euphoria, or glossed over recall of unpleasant events or arguments.

Action for Occurrences in Clinical Facilities:

1. According to Board Rule 9803, students shall respect and obey civil and criminal law and district college rules (Please refer to College Catalog – Standards of Student Conduct).
2. Any student who appears to be under the influence of drugs, and/or alcohol is endangering the safety of her/his clients, peers and staff.
3. If an instructor or member of the staff suspects a student to be under the influence of drugs or alcohol, he/she should consult with another member of the staff for confirmation that the student's behavior is inappropriate. An incident report should be filed with affiliating hospital and the school of nursing.
4. Arrangements will be made to present the documentation of unsafe and, or inappropriate behavior to the student by the clinical instructor at a meeting with the department chairperson and the vice president of administrative services.
5. If a student is found to be impaired, the nursing instructor will offer the number of the person to be notified in an emergency provided to the department by the student, to accompany her/him from the clinical facility.
6. An impaired student may be subjected to disciplinary action according to District Policies.

Student Grievance Procedures

The purpose of student grievance procedures is to provide a prompt and equitable method for resolving issues. The procedures enumerated in Administrative Regulation E-55 shall be available to any student or applicant for admission, who believes a college decision or action, has adversely affected her or his status, rights, and/or privileges as a student. The procedures shall include, but not be limited to, alleged violations of Title IX of the Higher Education Amendments of 1972 (and applicable regulations), grievances relating to disabled students as defined by Section 504 of the Rehabilitation Act of 1973, grievances relating to sexual harassment as defined in the District's Sexual Harassment Policy (see below), problems relating to financial aid, and grievances relating to course grades to the extent permitted by Education Code Section 76224 (a). Section 76224 (a) provides:

“When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, or incompetence, shall be final.”

Student's Rights

In 1974, in the United States, the Family Education Rights and Privacy Act (Buckley Amendment) was passed by Congress. Two major propositions are that the records of students should be open to the student concerned and that the records are private.

Student Rights (continued)

The specific records open to the student are the educational records, not the health records or the private files of teachers. Permission to see the student's file is limited to those who have a real reason to do so, as part of the educational process, e.g., a nursing instructor who is teaching the student or the registrar.

Students have the right to give or withhold permission for references based on information in their files. When the teacher, for example, must go to the central file to provide information about graduates, the graduate has the right to give consent before this can be done. References given without the use of the file do not require permission.

LIST OF PATIENT RIGHTS IN CALIFORNIA

In accordance with section 70707 of the California Health and Safety Code, the hospital and medical staff have adopted the following list of patient rights.

The patient has the right to:

1. Exercise these rights without regard to sex or cultural, economic, educational, or religious background or the source of payment for his care.
2. Considerate and respectful care.
3. Knowledge of the name of the physician who has primary responsibility for coordinating his care and the names and professional relationships of other physician who will see him.
4. Receive information from his physician about his illness, his course of treatment and his prospects for recovery in terms that he can understand.
5. Receive as much information about any proposed treatment or procedure as he may need in order to give informed consent or to refuse this course of treatment.
6. Participate actively in decisions regarding his medical care. To the extent permitted by law, this includes the right to refuse treatment.
7. Full consideration of privacy concerning his medical care program. Case discussion, consultation, examination and treatment are confidential and should be conducted discreetly. The patient has the right to be advised as to the reason for the presence of any individual.
8. Confidential treatment of all communications and records pertaining to his care and stay in the hospital. His written permission shall be obtained before his medical records can be made available to anyone not directly concerned with his care.
9. Reasonable responses to any reasonable requests made for service.
10. Leave the hospital even against the advice of his physicians.

Patient's Rights (continued)

11. Reasonable continuity of care and to know in advance the time and location of appointments as well as the physician providing the care.
12. Be advised if hospital/personal physician proposes to engage in or perform human experimentation affecting his care or treatment. The patient has the right to refuse to participate in such research projects.
13. Be informed by his physician or a delegate of his physician of his continuing health care requirements following his discharge from the hospital.
14. Examine and receive an explanation of his bill regardless of source of payment.
15. Know which hospital rules and policies apply to his conduct as a patient.
16. Have all patients' rights apply to the person who may have legal responsibilities to make decisions regarding medical care on behalf of the patient.

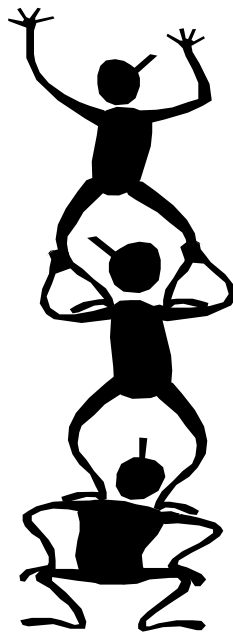
NURSES RIGHTS

Recently the idea of nurses' rights has arisen and is receiving considerable attention. Initially this attention was focused upon the right of the nurse to refuse to carry out a specific service such as assisting with an abortion or giving a medication that the nurse considered dangerous for the patient. Now nurses' rights are being described in positive terms. Fagin (1975) lists seven rights of nurses.

1. The right to find dignity in self-expression and self-enhancement through the use of our special abilities and educational background.
2. The right to recognition for our contribution through the provision of an environment for its practice, and proper professional economic rewards.
3. The right to a work environment that will minimize physical and emotional stress and health risks.
4. The right to control what is professional practice within the limits of the law.
5. The right to set standards of excellence in nursing.
6. The right to participate in policy making affecting nursing.
7. The right to social and political action on behalf of nursing health care.

SECTION VII

STUDENT SUPPORT SERVICES



SUPPORT SERVICES

Nursing Skills Laboratory

The schedule for the Nursing Skills Laboratory will vary upon semester. Check with the nursing department for the current schedule.

Duties of Instructional Assistants

1. Assist students to perform nursing procedures.
2. Set up supplies and equipment and assist in conducting classroom demonstrations
3. Monitor the use of equipment, supplies and the nursing labs.
4. Issue materials and equipment to students for use in laboratory assignments.
5. Assist students in the operation of a variety of audio-visual equipment and related software.
6. Maintain records of student attendance.
7. May administer practical written examinations.
8. Assist students with some of the problems related to their clinical assignments.

Learning Center

Using the Simulation Programs

1. Check to see if the on/off switch is in the up, or “on” position. If it is not, turn the computer on and then the monitor. The computer switch is on the right side of the monitor.
2. When prompted for your name, type the ID number assigned to you by your instructor, and hit “ENTER” on the keyboard.
3. When asked for project number you type the 3 or 4 letter code corresponding to the group you will be using during this session. You may use upper or lower case letters here. For example, you type “MAT” when asked for project number if you will be using simulations from group “A” which is maternity.
4. From here you will be given another menu from which to select more specific topics related to the group chosen. Select a letter.
5. You will be taken into the exercise. From this point, carefully read the screen and follow directions. When asked for your name this time, you need only enter your first name. However, for you ID here you enter your complete student ID number.

IMPORTANT NOTE: When asked whether you want a printed copy of your score at the end of the session, choose “N” for NO unless you are seated at a station that is connected to a printer.

Learning Center (continued)

Also, be prepared to go through the entire program (30 to 40 minutes) once you start, as there is no easy way to exit once you start a program.

If you need to go to another simulation and the program did not return to the main selection menu, you will need to get assistance. PLEASE DO NOT TURN THE COMPUTER OFF. Turning the computer off and on too frequently will cause serious damage.

Make an appointment with the learning center assistants and request a demonstration on how to use the computer.

Clinical Facilities

Martin Luther King Hospital
12021 South Wilmington Avenue
Los Angeles, CA 90059

Harbor UCLA Medical Center
1000 Carson Street
Torrance, CA 90509

Los Angeles County
Hubert Humphrey Clinic
5850 South Main Street
Los Angeles, CA 90033

Kaiser Hospital, Sunset
4733 Sunset Boulevard
Los Angeles, CA 90027

Kaiser Hospital, West LA
6041 Cadillac Ave.
Los Angeles, CA 90034

California Hospital Medical Center
1401 S. Grand Ave.
Los Angeles, CA 90015

Kedren Community Mental Health
Center
4211 South Avalon Blvd
Los Angeles, CA 90011

Manchester Manor Convalescent
Hospital
837 West Manchester Avenue
Los Angeles, CA 90044

Campus Services

	<u>Office Hours</u>	<u>Days</u>
Academic Affairs	7:30 AM – 9:30 PM 7:30 AM – 4:00 PM	M-TH F
Admissions	8:30 AM – 8:30 PM 8:30 AM – 3:30 PM	M-TH F
Bookstore (first two weeks)	8:00 AM – 8:00 PM	M-TH
(regular hours)	8:00 AM – 4:00 PM 8:30 AM – 7:00 PM 8:30 AM – 4:00 PM	F M-T W-F
Business Office	8:30 AM – 7:30 PM 8:30 AM – 3:30 PM	M-TH F
Child Development Center	7:00 AM – 4:00 PM	M – F
Computer Laboratory Tech Bldg. Room 360	8:00 AM – 8:00 PM 8:00 AM – 3:00 PM	M – TH F
Counseling	8:30 AM – 4:30 PM 8:30 AM – 7:30 PM 8:30 AM – 4:00 PM	M T – TH F
Disabled Student Services	8:00 AM – 4:30 PM	M – F
EOP & S	8:00 AM – 4:30 PM 8:00 AM – 7:30 PM	M/W/TH/F T
Financial Aid	8:30 AM – 3:30 PM 5:00 PM – 7:00 PM 8:30 AM – 3:00 PM	M-T M – T W-TH
Library	8:00 AM – 8:00 PM 8:00 AM – 1:00 PM	M – TH F
Learning Resources Center	8:00 AM – 8:00 PM 8:30 AM – 1:00 PM	M – TH F
Nursing and Allied Health Department	8:30 AM – 4:30 PM (Hours Vary)	M – TH F
Student Health Service	10:00 AM – 6:00 PM 8:30 AM – 5:30 PM 8:30 AM – 12:30 PM	M and TH T and W F

Nursing Student Organization – California Nursing Students’ Organization (CNSA)

CNSA is one of the fifty-four constituent units of the National Student Nurses Association (NSNA). Membership is open to all currently enrolled nursing students.

CNSA is an active organization that meets periodically on campus and provides an opportunity for students to meet and exchange ideas and to work together to reach common goals related to the profession of nursing. Active membership in the Association assists in the development of student leadership and decision-making skills by providing opportunities for participation in its political, economic, educational, collaborative and social activities. These activities have a direct, positive influence on the nursing profession as a whole. Your support is needed!

The LASW chapter is strongly supported by the faculty and the college administration.

Faculty advisors are designated by the Nursing Department

Meetings: Monthly – Times to be announced

Nursing Faculty Awards

The Nursing Faculty Awards were begun in 1972. These acknowledgements, sponsored by faculty members, offer recognition to outstanding students in selected categories. A specially designed certificate and a cash award are presented to students that the faculty selects as best exemplifying the following:

Academic Achievement

Based on highest overall GPA

Personal and Professional Achievement

Based on demonstration of greatest personal growth as well as professional achievement

Excellence in Nursing

Based on: High academic standards, clinical achievement, leadership qualities, team participation, outstanding qualities of excellence

Scholarships

Each year scholarships are offered to nursing students by nursing organizations in the community. Los Angeles Southwest College Nurses Alumni Association, Inc offers scholarships annually. Delta Chapter and Mu Chi Chapter of Chi Eta Phi Sorority offer scholarships to deserving students. The Council of Black Nurses, Los Angeles, Inc. offers scholarships to students who demonstrate leadership potential.

General scholarships are awarded to first year students and the Helen Esco Perkins Scholarship is offered to graduating seniors who matriculate to a four (4) year school of nursing.

Kaiser Hospital Foundation offers several scholarships annually.

Financial Aid

The Financial Aid Office provides information on financial assistance upon request. Financial Aid is available to nursing students in terms of grants, fee waiver programs and loans. Students may visit the Financial Aid department located in Bungalow 540, for more additional information. Students can also refer to the College Catalog for additional information.

Student Participation in the Nursing Program

The nursing program provides for direct student input into the formulation of the program's philosophy, course and level objectives, curriculum and other matters directly related to students.

Students are provided with opportunities to work along with the faculty to identify policies and procedures that relate to the nursing students in the program on a formal or an informal basis. This is accomplished by the following:

1. Representatives from the student population are selected by the students or by instructors to act as liaisons between students and the nursing department. Student representatives bring issues, ideas and concerns of students to the department's curriculum committee meetings.
2. Participation in the curriculum committee, enable student representatives to give input in the review, changes, or adding additional nursing courses to the curriculum.
3. Student representatives report back to their fellow students the decisions of the curriculum committee.
4. For each course, students complete course and teacher evaluations. The instructors use the evaluations as feedback for course revisions.
5. At the end of each clinical rotation, students do written evaluations of the clinical facilities. These evaluations are shared with the clinical facilities and provide feedback for planned change.
6. The department chairperson convenes a meeting of all faculty and students at least once a year. Relevant information is provided along with program updates.
7. Senior student and new graduate evaluations are conducted via questionnaires periodically to elicit feedback for planned change by the department.

SECTION VIII

Miscellaneous

Illness/Injury

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

If an injury occurs and is serious, the student should be seen in the emergency room. Both the instructor AND student must complete the Workmen's Compensation form and Supervisor's Report of Injury or Illness that are available in the department office. **This must be done within 24 hours.** Call the Dean of Academic Affairs at (323) 241-5222 for information/questions. Be very specific in describing the incident so safety precautions may be designed to reduce such injuries in the future.

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

Gifts and Gratuities

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

Employment

While enrolled in nursing courses, the nursing faculty strongly recommends that students work no more than 20 hours per week. Since the ADN program is a full time course of study, if possible, students are encouraged not to work. Although a few students have done so and have been successful in the program, many students working more than 20 hours per week are not successful. Recently, the California Board of Registered Nursing published results of a focus group study of NCLEX-RN scores. The study indicated that student's who worked more than 20 hours per week were least likely to pass the licensure examination.

Cellular Telephones & Pagers

Cellular Telephones & Pagers are disruptive in classroom settings. They may be used in vibratory mode only during class time and use is restricted to emergency situations. **Students are not allowed to use cellular phones in clinical settings (cellular phones interferes with clinical monitoring equipment).**

Profile of the Successful Nursing Student

Interviews with the graduates reveal that the successful nursing student in the program who goes on to take and pass the National State Board Examination for Registered Nursing (NCLEX –RN) has the following characteristics:

1. Establishes regular hours of study.

Profile of the Successful Nursing Student (continued)

2. Reviews all course material throughout the program and is able to transfer knowledge from one course to the next.
3. Utilizes and follows course objectives and performance standards to guide her/his study.
4. Reads all assignments and utilizes all resources available to her/him to enhance learning.
5. Is accountable for her/his behavior.
6. Assumes responsibility for self-development and uses resources for continued learning.
7. Seeks challenging clinical experiences.
8. Participates in study groups or has a study partner.
9. Practices technical skills in the nursing laboratory prior to each clinical assignment.
10. Works within the policies of the school and affiliating clinical agency; e.g. reports promptly to class, avoids excessive absences in all classes and clinical assignments.
11. Practices self evaluation and requests timely conferences with instructors during scheduled office hours.
12. Utilizes practice tests to assess understanding of nursing knowledge, e.g., State Board practice tests, student workbooks, etc.

BRN STANDARDS OF COMPETENT PERFORMANCE

From: Nursing Practice Act with Rules and Regulations

Article 2. Scope of Regulations

2725. Legislative Declaration: Practice of Nursing; Functions

- a) The Legislature recognizes that nursing is a dynamic field, the practice of which is continually evolving to include more sophisticated patient care activities. It is the intent of the Legislature.... to provide clear legal authority for functions and procedures which have common acceptance and usage.

It is the legislative intent also to recognize the existence of overlapping functions between physicians and registered nurses and to permit additional sharing of functions within organized health care systems, which provide for collaboration between physicians and registered nurses. Such organized health care systems include, but are not limited to, health facilities licensed pursuant to Chapter 2 (commencing with Section 1250) of Division 2 of the Health and Safety Code, clinics, home health agencies, physicians' office, and public or community health services.

- b) The practice of nursing within the meaning of this chapter means those functions, including basic health care, which help people cope with difficulties in daily living which are associated with their actual or potential health or illness, problems or the treatment thereof which require a substantial amount of scientific knowledge or technical skill, and includes all of the following:
 - 1) Direct and indirect patient care services that insure the safety, comfort, personal hygiene, and protection of patients, and the performance of disease prevention and restorative measures.

2) Direct and indirect patient care services, including, but not limited to, the **BRN Standards of Competent Performance** (continued)

- 3) administration of medications and therapeutic agents, necessary to implement a treatment, disease prevention, or rehabilitative regimen ordered by and within the scope of licensure of a physician, dentist, podiatrist, or clinical psychologist, as defined by Section 1316.5 of the Health and Safety Code.
 - 4) The performance of skin test, immunization techniques, and the withdrawal of human blood from veins and arteries.
 - 5) Observation of signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition and (A) determination of whether such signs, symptoms, reactions, behavior, or general appearance exhibit abnormal characteristics; and (B) implementation, based on observed abnormalities, or appropriate reporting, or referral, or standardized procedures, or changes in treatment regimen in accordance with standardized procedures, or the initiation of emergency procedures.
- c) “Standardized procedures”, as used in this section, means either of the following:
- 1) Policies and protocols developed by a health facility licensed pursuant to Chapter 2 (commencing with Section 1250) of Division 12 of the Health and Safety Code through collaboration among administrators and health professionals including physicians and nurses.
 - 2) Policies and protocols developed through collaboration among administrators and health professionals, including physicians and nurses, by an organized health care system which is not a health facility licensed pursuant to Chapter 2 (commencing with Section 1250) of Division 2 of the Health and Safety Code. The policies and protocols shall be subject to any guidelines for standardized procedures which the Division of Allied Health Professions of the Medical Board of California and the Board of Registered Nursing may jointly promulgate, and if promulgated shall be administered by the Board of Registered Nursing.
- d) Nothing in this section shall be construed to require approval of standardized procedures by the Division of Allied Health Professions of the Medical Board of California or the Board of Registered Nursing.

2725.1 Dispensing Drugs or Devices; Registered Nurses; Limitations

Notwithstanding any other provision of law, a registered nurse may dispense drugs or devices upon an order by a licensed physician and surgeon when the nurse is functioning within a licensed clinic as defined in paragraphs (1) and (2) of subdivision (a) of Section 1204 of, or within a clinic as defined in subdivision (b) or (c) of Section 1206, of the Health and Safety Code.

No clinic shall employ a registered nurse to perform dispensing duties exclusively. No registered nurse shall dispense drugs in a pharmacy, keep a pharmacy, open shop, or drugstore for the retailing of drugs or poisons. No registered nurse shall compound drugs. Dispensing of drugs by a registered nurse shall not include substances included in the California Uniform Controlled Substances Act (Division 10, [commencing with Section 11000], of the Health and Safety Code). Nothing in this section shall exempt a clinic from the provisions of Article 3.5 (commencing with Section 4063) of Chapter 9.

II. CALIFORNIA CODE OF REGULATIONS. Article 4. Grounds for Discipline, Disciplinary Proceedings and Rehabilitation.

1442. Gross Negligence.

As used in Section 2761 of the code, “gross negligence” includes an extreme departure from the standard of care which, under similar circumstances, would have ordinarily been exercised by a competent registered nurse. Such an extreme departure means the repeated failure to provide nursing care as required or failure to provide care or to exercise ordinary precaution in a single situation which the nurse knew, or should have known, could have jeopardized the client’s health or life. **NOTE:** Authority cited: Section 2715, Business and Professions Code, Reference Section 2761, Business and Professions Code

1443. Incompetence.

As used in Section 2761 of the code “incompetence” means the lack of possession of or the failure to exercise that degree of learning, skill, care and experience ordinarily possessed and exercised by a competent registered nurse as described in Section 1443.5 **NOTE:** Authority cited: Section 2715, Business and Professions Code. Reference Section 2761, Business and Professions Code

1443.5 Standards of Competent Performance.

A registered nurse shall be considered to be competent when she/he consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process, as follows:

- (1) Formulates a nursing diagnosis through observation of the client’s physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.
- (2) Formulates a care plan, collaboration with the client, which ensures that direct and indirect nursing care services provide for the client’s safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.
- (3) Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client’s health needs.
- (4) Delegate’s tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively nursing care being given by subordinates.
- (5) Evaluates the effectiveness of the care plan through observation of the client’s physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and modifies the plan as needed.
- (6) Acts as the client’s advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.

1444. Substantial Relationship Criteria.

A crime or act shall be considered to be substantially related to the qualifications, Functions or duties of a registered nurse if to a substantial degree it evidences present or potential unfitness of a registered nurse to perform the functions authorized by his/her license in a manner consistent with the public health, safety, or welfare. Such crimes or acts shall include but not be limited to those involving the following:

- (a) A conviction of child abuse;
- (b) Violating or attempting to violate, directly or indirectly, or assisting in or abetting the violation of, or conspiring to violate any provision or term of Chapter 6, Division 2 or the Business and Professions Code;
- (c) Conviction as a mentally disordered sex offender;
- (d) Any crime or act involving the sale, gift, administration or furnishing of “narcotics or dangerous drugs or dangerous devices” as defined in Section 4035 of the code;
- (e) Conviction for assault and/or battery.

1445. Criteria for Rehabilitation.

(a) When considering the denial of a license under Section 480 of the code, the Board, in evaluating the rehabilitation of the applicant and his/her present eligibility for a license will consider the following criteria:

- (1) The nature and severity of the acts(s) or crime(s) under consideration as grounds for denial.
- (2) Evidence of any acts(s) committed subsequent to the act(s) or crime(s) under consideration as grounds for denial which also could be considered as grounds for denial under Section 480 of the code.
- (3) The time that has elapsed since commission of the acts(s) or crime(s) referred to in subdivision (1) or (2).
- (4) The extent to which the applicant has complied with any terms of parole, probation, restitution, or any other sanctions lawfully imposed against the applicant.
- (5) Evidence, if any, of rehabilitation submitted by the applicant.

(b) When considering the suspension or revocation of a license on the grounds that a registered nurse has been convicted of a crime, the board in evaluating the rehabilitation of such a person and his/her eligibility for a license will consider the following criteria:

- (1) Nature and severity of the act(s) or offense(s).
- (2) Total criminal record.
- (3) The time that has elapsed since commission of the act(s) or offense(s).
- (4) Whether the licensee has complied with any terms of parole, probation, restitution or any other sanctions lawfully imposed against the licensee.
- (5) If applicable, evidence of expungement proceedings pursuant to Section 1203.4 of the Penal Code.
- (6) Evidence, if any, of rehabilitation submitted by the licensee.

Code of Ethics for Nurses – Provisions
Approved as of June 30, 2001

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association. *Code of Ethics for Nurses with Interpretive Statements*, Washington, D.C.: American Nurses Publishing, 2001



THE FLORENCE NIGHTINGALE PLEDGE



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

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

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

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

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



SECTION IX

FORMS



Los Angeles Southwest College
Registered Nursing Program
Retention and Remediation Plan

Reading and Comprehension		Learning Resource Center	Date of Completion: LRC Staff Signature:
Math and Medication Dosage Calculation		Computer Assisted Instructional Module (Learning Resource Center)	Date of Completion: LRC Instructor Signature:
		Tutoring (Nursing Instructional Lab)	Date of Completion: Instructional Lab Assistant/Tutor Signature:
Critical Thinking and Test Taking Strategies		Directed Study Course	Date of Completion: Signature of Instructor:
		Tutoring (Nursing Instructional Lab)	Date of Completion: Signature of Tutor:
		Computer Assistive Instructional modules (Learning Resource Center)	Date of Completion: Signature of LRC staff:
		ATI non proctored testing review	ATI Progress Report

Additional Individualized Prescriptive Remedies

I certify that this plan has been discussed with me and I am aware of the resources available to me to assist in this remediation. _____ Student

Date of Post Remediation Evaluation: _____

Satisfactory ___ Unsatisfactory _____

Evaluator's Comments:

STUDENT SUGGESTIONS

The faculty and staff of the nursing department at LASC want very much to help nursing students succeed, both in the program and as future professional nurses. We are working hard to structure the program to meet students' needs. It would be of great help to us in accomplishing this task if you would make suggestions that would help meet your needs. Please feel free to make any comments or suggestions you wish regarding the following and others you wish to include.

- | | |
|------------------------|-------------------|
| A. CURRICULUM | F. NURSING OFFICE |
| B. POLICIES | G. INSTRUCTION |
| C. PROFESSIONALISM | H. CLINICAL SITES |
| D. REMEDIATION PROCESS | I. OTHER |
| E. NURSING LABORATORY | |

Please circle the letter and briefly describe your concern

Recommended solution, if any:

LOS ANGELES SOUTHWEST NURSING DEPARTMENT

DOCUMENTATION OF MATERIALS RECEIVED

I, _____, have received the
Print name
Nursing Department's Student Handbook.

1. I understand that I am responsible for knowing and understanding all the information contained within this handbook
2. I accept responsibility for complying with the information contained within this handbook.
3. After receipt of this handbook, I understand that I am responsible for any changes or addendums made.

Student Signature _____ Date: _____

Instructor's Signature: _____ Date: _____

Please sign and return this page to your instructor of record of the course in which it was received.