

DE ANZA COLLEGE

DEPARTMENT OF NURSING

STUDENT HANDBOOK

2014 - 2015

Table of Contents

Welcome	6
Nursing Student Handbook Agreement	7
Historical Background of the Nursing Program	8
<ul style="list-style-type: none">• Associate of Science Degree Nursing Program• Vocational Nurse Program (VN)• De Anza College Opening• “Career ladder”	9
Overall Nursing Program Structure at De Anza College	9
<ul style="list-style-type: none">• Philosophy	
Conceptual Framework	11
<ul style="list-style-type: none">• Introduction• The Setting• The Student• The Subject• Conclusion	
Terminal Objectives for the New Graduate of the Associate of Science Degree in Nursing Program	14
Length of Program	15
Scholastic Requirements	15
Accountability in Nursing	15
Accountability for Commitments	15
Student Responsibilities	16
<ul style="list-style-type: none">• To the School, Clinical Agency, Client and Yourself	
Students as Translators	18
Health of Students	18
Flu Vaccine	19
Background Checks	20
Disclosure of Criminal Violations	20
Resident Status	21
Impaired Student Nurse	22

Pregnancy, Injury, Surgery, or other Health-related Conditions	23
Dress Code	24
Nursing Student Photo ID	26
Student Supplies	27
Registration for Courses	27
Late Add and Drop Policy	27
HESI Exam Purchase	28
Attendance Policy	28
Jury Duty	28
Evaluation Process	30
Grading Policy	31
• Clinical Grades	
• Theory Grades	
• Taking of Exams and Quizzes	
• Plagiarism	32
Tutoring	32
Student Performance	34
• Program Reflection	34
• Plan for Improvement	35
• Skills Testing	37
• Medication Calculation Exam	37
• Safety	38
• Eligibility to Sit for Final Examinations	38
Leave of Absence (LOA)	38
• Criteria	
• Process	
• LOA in Quarter One	
Withdrawal from the Nursing Program	39
• Withdrawal Without Penalty	40
• Withdrawal With Penalty	40
Disqualification from the Nursing Program	41
Readmission Policy	43
Procedure for Readmission:	43
• Following Leave of Absence	43
• Following Withdrawal Without Penalty/ Withdrawal with Penalty	44

• Priority Status	45
• Students Who Are Ineligible For Readmission	45
Admission Steps for Advanced Standing and Out-of-State RN Students	45
• Priority for Admission	45
• Advanced Standing Students	46
• Out-of-State RN Students	46
Readmission, Out-of-State RN, and Advanced Standing Student Skills Testing	46
Readmission Students:	
• No lapse in clinical course enrollment	47
• Lapse in clinical course enrollment less than one quarter	47
• Lapse in clinical course enrollment of one or more quarters	47
Out-of-State RN and Advanced Standing Students	48
Entrance to Quarter 6 with a Skills PI	49
Student Concerns	49
Grievance Process	49
Student Guidelines When Petitioning To Meet With Nursing Faculty	51
Application for Licensure	51
Graduation, Pinning, and/or Capping Ceremony	52
Student Nurse Organization (SNO)	53
Guidelines for Internet Communication (“Netiquette”), Texting, and Social Network Communication	53
Academic Writing Standard Policy	55
IV Push Policy	55

Appendices

Accountability Statement	57
Student Health Status	58
Background Check	59
• Background Check Application Process	
• California Notice of Rights for Investigative Consumer Reports	
Course Evaluation Process	60
Record of Tutoring	61
Medical Release	62
Professional Boundaries	63
ADA Compliance Statement	64
Reflection	66
Plan for Improvement	67
MOU: Leave of Absence or Withdrawal	69
MOU: Filing A Petition	70

**DE ANZA COLLEGE
DEPARTMENT OF NURSING
STUDENT HANDBOOK**

To the Student:

Welcome to the De Anza College Nursing Department. To help ensure your success the faculty, staff, and Director of Nursing are available to you for guidance. This handbook introduces you to information that will help you become acquainted with our program. There are many resources available to ensure your college experience is successful.

This handbook is valid only for the school year specified on the cover. As it is updated annually, students are required to read the new *Nursing Student Handbook* and turn in a signed Nursing Student Handbook Agreement **to the lead instructor of their current quarter annually.**

**MISREPRESENTATION OF FACTS INFLUENCING ACCEPTANCE TO A
NURSING PROGRAM WILL RESULT IN DISQUALIFICATION.**

Nursing Student Handbook Agreement

De Anza College Department of Nursing

I understand that that I am required to read the Nursing Student Handbook and turn in a signed Nursing Student Handbook Agreement **to the lead instructor of my current quarter.** I also agree to abide by all policies set forth in the Nursing Student Handbook. I understand that failure to abide by these policies, **during courses and between courses, may result in withdrawal with penalty or disqualification from the nursing program.**

It is my responsibility to learn about new policies that are introduced in between publications of the Nursing Student Handbook and also to abide by new policies as they are introduced. I am aware that new and revised policies will be posted on the nursing webpage on the link "*New or Revised Handbook Policies*". I will check *monthly* for any new postings. I will ask my instructor to clarify anything in the new policies that is unclear to me. I understand that the policies are effective *immediately* when posted to the webpage.

I attest to the fact that I understand and agree to the above information. In addition, I attest to the fact that I can read typed and hand-written (cursive) English, and I can read and write English in a safe manner as dictated by hospital practice.

STUDENT SIGNATURE: _____ DATE: _____

NAME PRINTED: _____

ACADEMIC YEAR: _____ (eg. 2010-2011)

DE ANZA COLLEGE- DEPARTMENT OF NURSING **HISTORICAL BACKGROUND OF THE NURSING PROGRAMS AT DE ANZA COLLEGE**

In 1960, Foothill Community College District had a single campus--Foothill College--located on El Monte Road in Los Altos. This new campus provided a beautiful educational setting, replacing temporary classrooms throughout the college district. Long-range plans for both the physical facilities and educational programs had been well established. Nursing Education was an important program considered in this planning.

ASSOCIATE OF SCIENCE DEGREE NURSING PROGRAM

Planning for the Associate in Arts Degree Program in Nursing (ADN Program) involved the Office of Vocational-Technical Education, a Nursing Advisory Committee composed of representatives from local hospital administration and nursing departments, the professional nursing organization (California Nurses' Association), and the California State Board of Nursing Education and Nurse Registration. In September 1961, with approval of the curriculum by the Foothill College Board of Trustees, the California State Board, and the Office of Instruction, Foothill College admitted its first ADN students.

The curriculum design for the ADN Program required two years of full-time study including two summer sessions. Many nursing students completed all related course work prior to actual admission into nursing, thus extending their length of study. The curriculum included approximately 66 semester units of study. Approximately 50% of the program consisted of general education courses.

Upon Graduation, the candidate received an Associate in Arts Degree and was eligible to take the California State Board Examination for registration and licensure as a registered nurse (RN). The graduate nurse was qualified to give safe nursing care to clients in homes, hospitals, skilled nursing care facilities, doctors' offices, and other health care facilities.

VOCATIONAL NURSE PROGRAM (VN)

In 1963, the Vocational Nursing Program was established at Foothill College with admission of students in September of that year. The planning for this program involved many similar steps to that of the ADN Program. The VN program was accredited by the California Board of Vocational Nurse and Psychiatric Technician Examiners. Upon satisfactory completion of the VN program, the student received a Certificate of Proficiency from Foothill Community College and was eligible to take the California State Board Vocational Nurse Examination for licensure as a Licensed Vocational Nurse (LVN).

DE ANZA COLLEGE OPENING

In 1967 De Anza College opened in Cupertino--a second beautiful campus of the Foothill Community College District. Decisions were made to move some of the Allied Health Education Programs from the Foothill campus to the De Anza campus. The ADN and VN Nursing Programs were among these.

ARTICULATION OF VOCATIONAL NURSING AND ADN COURSE CONTENT TO ESTABLISH “CAREER LADDER” OPPORTUNITIES

During the academic year 1971-72, it was deemed important that De Anza Nursing Faculty explore the commonalities and differences in the VN and ADN curricula. “Career-Ladder” education in the Allied Health Occupations was becoming a reality. In September 1972, the articulated nursing curricula were implemented at De Anza with both VN and ADN students taking some of the same basic nursing courses. This was an effort to help the qualified LVN to continue studies should the graduate wish to enter the ADN program. Some differences prevailed in selection of applicants for each program. There were also some differing State Board requirements.

In 1979 the Board of Trustees of the Foothill-De Anza Community College District voted to close the Vocational Nursing Program upon graduation of those vocational nursing students admitted in Winter quarter. This action was taken on the recommendation of the nursing faculty in light of insufficient numbers of qualified applicants and program cost.

The 1994 Community Advisory Meeting at De Anza College focused on the changing nature of health-care delivery. The significant shift toward integration of nursing team members to provide more cost-effective care was noted. The resulting format dictated the need for Licensed Vocational Nurses to be equipped with enhanced critical thinking skills and Registered Nurses to be better prepared to supervise integrated teams which included LVNs. De Anza’s response was the development of a nursing ladder program which meets both of these needs. This program prepared both Licensed Vocational Nurse (LVN) and Registered Nurse (RN) candidates. It provided increased options for future employment for graduates. It also enhanced De Anza’s service to the community by providing flexibility to adjust to the changing needs of the health-care facilities from year to year.

A lack of qualified candidates prepared to enter the LVN program led to the closure of the program in January 2001. Licensed Vocational Nurses who desire to become RNs, (i.e. 'LVN Transition' students), continue to be admitted to the De Anza Registered Nursing Program. All enrich the Registered Nursing Program with the wealth of clinical experiences and cultural differences they bring to the program. The flexibility of the De Anza Nursing Program meets the individual needs of all candidates and the community we serve.

THE OVERALL NURSING PROGRAM STRUCTURE AT DE ANZA COLLEGE

PHILOSOPHY

The nursing faculty believe people to be highly complex biopsychosocial beings engaged in a constant dynamic process with both the internal and external environments. As a responsive integrated whole, the various aspects of nature interrelate in the quest to achieve and maintain physical, emotional, cognitive, spiritual, and sociocultural goals and equilibrium. Humans surpass all other creatures in their capacity to adapt and alter the environment to suit their purposes and to reflect their creative potential.

We share Maslow’s view that humans possess a hierarchy of needs and are engaged in an ongoing process of creating and recreating themselves; and, of actualizing the potentials inherent in their sense of self.

We support the idea that basic to human efforts toward self-actualization is a state of

relative wellness that allows efforts to be directed toward meeting needs higher than physical survival, safety, stability and comfort; and, that one is always on a dynamic health-illness continuum in an endeavor to find a fulfilling balance. We see this continuum as a range of potentials that extends from high level vitality (or health) to serious illness and eventual death.

We perceive health to be a dynamic state of optimal physical, mental, psychosocial, and spiritual functioning employing age-appropriate responses to one's environment and resulting in a sense of balance, well being, and capacity for further development. In health, self-care and the right to self-determination are the norm.

During illness, an individual's status as an independent agent is at risk and one's ability to function without assistance is either potentially or actually disrupted. Physical survival, safety, stability, and comfort assume prominence in one's hierarchy of needs as limitations interfere with the capacity for continuous self-care. This self-care deficit renders a person likely to benefit from nursing.

We recognize the complementary roles of nursing and other health team members in providing optimal health care for clients. While we support the view that the aspect of nursing's caring role is primary and independent of medicine's efforts to affect a cure, we recognize that nursing is actively involved in the curative aspect of the client's care. Therefore, we believe their effectiveness is enhanced by a basic knowledge and understanding of pathophysiologic events in the human body.

We view the profession of nursing as both a science and an art, employing a particular kind of knowledge and qualities of caring to provide care to individuals whose ability to care for themselves is impaired.

The De Anza College Nursing Program prepares the student to practice as a Registered Nurse in health care settings within the scope of the following roles: provider of care, communicator and advocate, health teacher, coordinator of care and member of the profession. As delineated by the registered nurse scope of practice, the nurse formulates nursing diagnoses and employs the nursing process in providing and modifying care for human response to actual or potential health problems; and, assists clients in maintaining the highest level of wellness possible within the range of individual potentials. By clearly understanding the scopes of practice of other nursing team members, the Registered Nurse collaborates effectively and harmoniously with team members to ensure that the public receives coordinated, professional care.

We favor an educational program that considers the complementary roles of health care team members in meeting health-related needs of clients. We believe that students must clearly understand, respect, and appreciate the legal scopes of practice of the Registered Nurse and other health team members. Accordingly, we articulate our beliefs through the clear differentiation in our curriculum of nursing roles and responsibilities according to scopes of practice.

Though the primary focus of our nursing program is in the education of the generic Registered Nurse student, we recognize and value the educational needs and desires of the Licensed Vocational Nurse wishing to transition to the Registered Nurse role. To facilitate that entry into practice, we are committed to an educational program that offers a transitional curriculum.

We favor a program design that utilizes principles of natural and behavioral science and includes both nursing courses and general education courses. To optimize learning, we

believe in an approach that is student-centered with provisions for accommodating the individual needs of students having varied cultural and ethnic backgrounds, learning styles, support systems, and personal career goals.

We believe nursing education is facilitated in a college setting where a broad spectrum of interdisciplinary academic resources is readily available. Supportive services are provided in the college setting which enhance students' attainment of educational goals.

We support the idea that nursing education in a collegiate environment upholds the philosophy of the college and is responsive to the health care needs of the community.

We believe our program prepares graduates to begin careers as practitioners in nursing.

CONCEPTUAL FRAMEWORK

INTRODUCTION

Based on the beliefs outlined in the philosophy, the faculty of De Anza College Department of Nursing has chosen to base the curriculum on Dorothea Orem's model of nursing practice. This need-oriented model is based on the premise that human beings are the focus of nursing and that all human beings interact with the environment. The care of self and others is based on the individual's ability to act with purpose. There are times when this ability is compromised and must be allocated to others. Orem's theory provides a set of concepts that serve to define and organize our program in accordance with our stated belief system.

The nursing process is the means whereby the nurse provides care when the individual is unable to meet his or her own self-care needs or self-care needs of dependents. It is a method of systematic problem solving and a major theme in this curriculum. The North American Nursing Diagnosis Association (NANDA) had identified nursing diagnoses that are utilized in this curriculum to provide a standardized way of identifying self-care deficits in human beings.

The faculty demonstrates commitment to implementation of the philosophy and objectives through the use of Chater's ideas for development of the program's conceptual framework. The conceptual framework is not complete without consideration of the environment, which includes the college, the community, and the individual characteristics of the student population served. Explanation of and interrelationship between the components are derived from the faculty's stated philosophy. This conceptual framework provides a comprehensive, cogent guide for total program development, implementation, and evaluation.

The faculty recognizes its responsibilities in the educational process as well as its responsibility to society. The faculty function as facilitators and provide experiences based upon the learning needs of students. A variety of teaching-learning techniques are employed by the faculty to enable a student to acquire the skills necessary to become a Registered Nurse. The Registered Nurse program has been developed to:

- Recognize commonalities and uniqueness in individuals involved in the teaching-learning process.
- Promote development of individual potential and individual contribution to society.
- Utilize the self-care model for nursing practice.
- Provide society with nurses capable of providing safe, effective nursing care.
- Promote development of critical thinking in the professional nurse.

THE SETTING

The De Anza Nursing Program functions within the framework of the parent institution. The Foothill-De Anza Community College District is committed to the ideals of a democratic society and practices shared governance. De Anza College is a community-oriented, comprehensive college, which offers a wide variety of educational programs. Recognizing its responsibility to the health needs of society, the college maintains a nursing program that prepares Registered Nurse students who complete the program to function as a beginning graduate nurse. The college is located within the culturally and economically diverse San Francisco Bay Area, which supports a wide variety of technologically advanced industries.

Health care services in this community are many and varied. Inpatient, acute care facilities are easily accessible as are skilled nursing and extended care facilities. In the heavily populated Bay Area, there are also numerous colleges and universities which offer nursing education. Clinical placement for students must be carefully coordinated to provide good learning experiences.

THE STUDENT

Individuals entering the nursing programs represent a wide variety of educational, experiential, and cultural backgrounds, ages, interests, and goals. The typical student is approximately thirty years old with rich personal and professional experiences who may be experiencing a major life transition. Since Registered Nurse students vary in rates and styles of learning, a wide variety of learning experiences are planned to assist students in achieving their objectives. The following teaching-learning principles support this effort:

- Learning is a lifelong process
- Learning is reflected in attitudinal and behavioral changes through the integration of facts, principles, and concepts.
- Teaching-learning is an interdependent process.
- Learning is facilitated when learning experiences are planned to provide sequence, continuity, and feedback.
- Learning is best accomplished when the student actively participates.
- Learning builds upon existing knowledge and abilities.

THE SUBJECT

Certain rights and responsibilities are delegated by society to the profession of nursing. Nursing seeks to fulfill these rights and responsibilities through research, education, and practice to provide optimal care to meet the needs of individuals within an ever-changing society.

The De Anza College Registered Nurse students graduate with an Associate Degree of Science. The nursing program is designed to prepare a nurse whose scope of practice serves clients experiencing diverse health problems. The student who completes the program functions in a variety of health care settings and fulfills the nursing roles of provider of care, communicator and advocate, teacher, manager of client care, and member of the nursing profession. The program provides opportunities for the student to develop the knowledge, skills, and abilities needed by the Registered Nurse. Dorothea Orem's model provides an underlying theoretical base for the practice of nursing as defined for our students.

Orem's self-care deficit theory places strong emphasis on capabilities, rather than limitations of clients, and, further, does not view clients in dependent, passive roles. Instead, clients are conceptualized as complex biopsychosocial beings engaged in a dynamic process of reaching beyond basic survival toward their highest potential for well being.

Dorothea Orem views nursing as an art and a science. The art of nursing is based on the skills used by nurses in the creative design of care for individuals or groups living under unique and prevailing or changing conditions or circumstances. The science of nursing refers to nursing technologies and knowledge utilized by nurses to obtain nursing results. Nursing is "a practical endeavor" directed toward promoting self-care in human beings.

According to Orem, individuals have self-care requisites. Self-care requisites are categorized as universal, developmental, and those resulting from health deviations. These three categories of self-care requisites are assessed in order to calculate the therapeutic self-care demand. The therapeutic self-care demand is a prescription for continuous, effective, self-care action. The relationship of the nurse to the individual exists primarily to maintain, restore, or promote the client's ability to provide self-care.

Universal self-care needs are common to all human beings and include basic physiological needs such as food, water, and air, as well as basic psychological needs, such as the need for human interaction and emotional well being.

Developmental self-care needs are physical and mental maturation according to age and stage; and task-level as related to age.

Health deviation self-care needs are associated with physical or psychological functioning and usually, but not always, require medical diagnosis and treatment.

When an event occurs which disrupts a person's ability to meet his or her therapeutic self-care needs, interventions of a therapeutic nature are required to promote self-care and provide the means by which self-care deficits are met. Nursing is in the unique position to assist people in meeting therapeutic self-care needs. By utilizing the nursing process the registered nurse/student nurse helps in the identification of a person's self-care needs and assists the person to meet those needs.

Assessment is the first step in identifying the self-care deficits. The Nursing Diagnosis, the culmination of analysis of the assessment data, is selected from the NANDA classifications.

Nursing Diagnosis is the identification of actual or the risk for (potential) client problems with the ability to meet self-care needs.

Goals are expected outcomes or plans for meeting client self-care needs. They are stated in terms of client behavior.

Interventions are specific and tailored to meet individual client needs. Interventions are:

- **wholly compensatory** or providing care for another
- **partially compensatory** or supplementing specific areas of care
- **supportive/ educative** or providing psychological support or teaching as needed

Evaluation/Modification is an integral part of demonstrating the nursing process as a cyclic process. Students utilize critical thinking skills to look at each step carefully and determine success and/or need for modification of the plan.

CONCLUSION

Pervasive through the program are five major threads. They are:

- Client teaching
- Communication
- Legal/ethical-managerial
- Pharmacology
- Nutrition

Utilizing Orem's definition of nursing practice, the nursing process and the NANDA classifications for nursing diagnosis, the registered nurse students learn to intervene in meeting needs resulting from health deviations. When students enter the Nursing Program, they begin to develop and utilize critical thinking skills in applying the nursing process. These skills increase in complexity as they progress throughout the program.

TERMINAL OBJECTIVES FOR THE NEW GRADUATE OF THE ASSOCIATE OF SCIENCE DEGREE IN NURSING PROGRAM (A.D.N.)

Upon completion of the ADN program, the graduate will:

1. Synthesize and demonstrate application of a knowledge base from social and natural sciences when providing safe nursing care to clients of all ages throughout the life span.
2. Utilize the nursing process as the framework for providing individualized nursing care to clients in health care settings.
 - a. Collect comprehensive information about the self-care requisites and self-care deficits of the client.
 - b. Analyze data to identify self-care deficits and formulate appropriate nursing diagnoses.
 - c. Formulate with the client a nursing care plan based on self-care deficits.
 - d. Implement the plan using skills and actions appropriate to the levels of intervention in a wholly compensatory system, a partly compensatory system, or a supportive-educative system.
 - e. Evaluate with the client and health team members the effectiveness of the nursing care plan.
 - f. Modify the nursing care plan to meet the client's changing self-care requisites and self-care deficits.
3. Formulate and implement a teaching plan.
4. Establish collegial relationships and participate with other health care providers to promote an integrated health care plan.
5. Demonstrate therapeutic verbal, written, and group process communication skills.
6. Demonstrate beginning management skills by delegating and supervising other health team members to facilitate continuity of safe, effective care based on the legal scopes of practice.
7. Act as an advocate for clients' rights in health care for a culturally diverse population.
8. Assume responsibility for professional and personal growth.

LENGTH OF PROGRAM

The present ADN Program curriculum includes a minimum of 94 quarter units of nursing and supporting science courses and 19 quarter units of general education degree requirement courses. The nursing core portion of the curriculum includes four quarter-long courses and four six-week-long courses. The curriculum requires six quarters of academic study for completion. It is a full-time program.

SCHOLASTIC REQUIREMENTS

A nursing student must maintain a grade of “C” or higher in every nursing course. Students earning a grade lower than “C” in prerequisite/ general education requirement courses * will not be accepted into the nursing program. Nursing students must earn a “C” grade or better in support courses to remain in the nursing program. When the unsatisfactory grade has been improved, the student may apply to the program for admission.

Students earning a grade lower than “C” in related courses * will not be eligible to continue in the nursing program. When the unsatisfactory grade has improved, the student may reenter the program on a space available basis (**See: Withdrawal from Nursing Program and Readmission Policy**). **Each student is responsible for notifying the Director of Nursing of any unsatisfactory course grade in these related courses as soon as possible.**

* (Prerequisite courses include: Anatomy and Physiology A, B, and C; Psychology 1 and 14; EWRT 1A or ESL 5; Biology 26; Biology 45; Microbiology; Sociology 1; Anthropology 2; Speech 10; and/or their acceptable equivalents. Please check the De Anza Nursing website for the most accurate and current prerequisite listings.) In addition to the academic requirements, a student must be proficient in speaking and comprehending English, as well as reading and writing in English, both printed and cursive.

ACCOUNTABILITY IN NURSING

Accountability is a key word in the discipline of nursing. Accountability requires appreciation of the comprehensive nature of nursing and commitment of the student to learn and practice nursing in a manner which maintains the highest ideals. **Refer to Appendix: Accountability Statement**

The Registered Nurse program is a concentrated course of study. In order to facilitate the student’s success and to protect the student’s health, outside work is discouraged. Students are encouraged to contact the Financial Aid Office for aid and scholarship options.

ACCOUNTABILITY FOR COMMITMENTS

When a student signs up for an activity (including but not limited to skills testing, off-site injection clinics, special classes, etc.), the student is expected to attend the activity. This includes being on time, coming prepared, behaving in a professional manner, being dressed in proper uniform/clothes, paying fees, etc.

The student must understand that specific arrangements have been made that are subsequently dependent upon his/her attendance and that the impact of not keeping a commitment is widespread and unacceptable.

If a student signs up for an activity and does not attend, the student will be issued a Reflection for the first occurrence.

A second occurrence will result the loss of the privilege to participate in any and all subsequent extracurricular activities for the remainder of their course of study in the nursing program.

STUDENT RESPONSIBILITIES (Ethical, Legal, and Professional)

1. TO THE SCHOOL

- A. Provide the nursing department (the Allied Health & Nursing Specialist-screener), faculty, and college Admissions and Records department, your current home address, e-mail address and telephone number(s) and name. Update this information immediately upon any changes. It may be done online.
- B. Abide by the policies of the De Anza College Catalog and the Department of Nursing Student Handbook. Students must read the new Nursing Student Handbook each year they are in the nursing program. Handbooks are revised each summer, and the final version is posted on-line before September. Nursing program policy revisions/additions that occur between yearly handbook changes will be posted on the nursing webpage on the link “*New or Revised Handbook Policies*” and are effective immediately when posted. It will be the responsibility of the student to be aware of and to abide by any new or revised policies.

Students will be required to sign a form indicating that they have read the Nursing Student Handbook each year they are in the nursing program. By signing the form, they commit to keep abreast of new policies and agree to be held accountable for all nursing program policies. This form is in the front of the Nursing Student Handbook and it should be signed and given to the lead instructor on the first day of class or as directed by the instructor

- C. Provide evidence of enrollment in theory and clinical courses to instructor on the **first** clinical day. (**See: Registration for Courses**)
- D. Comply with health requirement deadlines (immunizations and related documentation) as outlined by the nursing programs.
Refer to Appendix: Student Health Status
- E. Notify the Director of Nursing as soon as possible regarding any unsatisfactory final course grade received in a required supporting or prerequisite course.
- F. Complete “Course Evaluation” at the completion of each course. Each instructor reads and considers each evaluation and all comments when making modifications to his/her course. Also, the Nursing Department Curriculum Committee reviews a summary of all course evaluations each year. **Refer to Appendix: Course Evaluation Process**
- G. Complete the Nursing Program Evaluation at the end of sixth quarter. Faculty consider students’ input when modifying courses in the Nursing program.

2. TO THE CLINICAL AGENCY

- A. Notify the clinical agency of absence at least thirty minutes before the beginning of the clinical day unless prior notification in writing has been given to the course instructor.
- B. Conduct yourself in a professional manner, treating agency staff, clients, and visitors with respect and consideration. Remember that your conduct reflects upon De Anza College and may affect our relationship with clinical agencies.
- C. Maintain clear communication both verbal and written. Documentation should be neat and legible. A clear documentation signature that is easily read is required in all agencies. The signature should include initials and title (SN or DACSN). Example: M. Poppins, DACSN = M.P.
- D. Note: If a clinical facility refuses placement for a particular nursing student because of past or present irresponsible behavior of the student, disqualification from the program may be recommended by the instructor.

3. TO THE CLIENT

- A. Perform within the legal and ethical scope of nursing practice.
- B. Provide adequate and safe care within standards defined by professional and institutional/agency policies.
- C. Observe the professional boundaries of the student nurse-client relationship. Fraternizing with clients, former clients, and/or their families is forbidden during the length of the nursing program, including summers and breaks between quarters. Each student must read the National Council State Boards of Nursing statement on Professional Boundaries in Quarter 1 (or upon entry to the Nursing Program) and upon reading, will sign a statement acknowledging understanding of the expected behaviors. **Refer to Appendix: Professional Boundaries**
- D. Maintain the continuity of the nurse-client relationship. The nurse-client relationship begins when the student accepts responsibility for caring for the client. Severing the nurse-client relationship without giving reasonable notice to the appropriate person (such as responsible nurse, instructor, or 'relief' student) is considered client abandonment. Client abandonment may lead to withdrawal or disqualification from the nursing program.
- E. Consider all information about the client to be strictly confidential and not to be discussed with anyone except instructors, peers, and appropriate hospital personnel who are directly involved in the care of the client. Demonstrate respect for the client's privacy when submitting written reports to instructors and by removing the client's name, initials, room number, medical record number and any other identifying information on any care plan, lab report, etc. that is taken away from the nursing unit. Sign forms as requested by clinical agencies and the college, such as the confidentiality statement.
- F. Refrain from going to the clinical area if own illness or injury would interfere with client safety (**See: Health of Students**).
- G. Consult with instructor promptly if the client's circumstances will interfere with providing effective care.

4. TO YOURSELF

- A. Be prepared for all classroom and clinical assignments.
- B. Maintain knowledge of current Department of Nursing policies by reading the Nursing Student Handbook on-line each Fall Quarter and checking the link titled *New or Revised Handbook Policies* on the Nursing Student

- webpage weekly throughout the year.
- C. Supply own uniforms, books, miscellaneous supplies, and transportation to clinical sites.
 - D. Carry the Nursing Student's Bloodborne Pathogens Packet into all clinical sites each day during the entire program.
 - E. Maintain ethical conduct and social decorum appropriate to a nursing student. Conduct yourself in a professional manner when interacting in curricular and extracurricular activities, in all areas, including classrooms, skills laboratory, faculty offices, clinical/community sites, community meetings, etc. Maintain ethical professional behavior and style of communication, both verbal and nonverbal with peers, faculty, clients and staff [including but not limited to: appropriate tone and volume of voice, vocabulary appropriate to clinical/ classroom settings, principles consistent with therapeutic communication techniques and professional boundaries, and use of electronic or social media].
 - F. Demonstrate honesty and integrity in all theory, clinical and alternate Learning situations (including but not limited to: flu clinics, observational clinical days, skills testing, medication calculation exams.) Dishonest behavior such as cheating (or attempts to cheat, or placing yourself in a situation where cheating may be perceived) on exams, falsifying records or omitting to report any errors committed will result in a failing grade on that assignment or examination and a program long Plan for Improvement.
 - F. Students who *observe* a classmate cheat (or attempting to cheat) during an exam are required report it to the instructor *at the time of the exam*. Similarly, students who know that a classmate has falsified records or has omitted to report an error must share this information with an instructor as soon as possible. Knowing that a peer is cheating and not acting on it can be seen as facilitating this behavior.

STUDENTS AS TRANSLATORS

Students may act as unofficial 'interpreters' between patients and hospital personnel in order to facilitate daily communication of general concerns and care information e. g., reporting symptoms, determining likes/ dislikes of food, reporting pain, etc). Students may **not** act as official translators for physicians or other personnel in an official capacity, such as explanation of diagnosis or prognosis, surgical plan, consent for surgery, patient teaching, etc. These **must** be translated **only** by facility approved and authorized translators. Failure to comply with this policy could result in patient misinterpretation of information and the risk of being named in a lawsuit.

HEALTH OF STUDENTS

In order to be admitted into and retained in the nursing program, the individual's physical and mental health must be suitable for performing the work required in the program and for assuring the health and safety of the public served.

Nurses are considered by the public as knowledgeable in good health practices; therefore, student nurses are urged to start correcting any health problems they may have, such as poor posture, poor state of dental repair, obesity, high blood pressure, and the abuse of drugs, including nicotine, caffeine, and alcohol.

Students are responsible for their own health as well as for protecting the health of their clients, classmates, and the public. Students, therefore, are not to attend clinical sites or

classes on campus when ill. Students will follow program and/or course policy regarding reporting of absences.

Due to the requirements at many clinical sites used by the De Anza College Nursing program, nursing students will be required to have an *annual* flu vaccination. If you do not get proof of vaccination from your medical provider, a form is available for your use on the de Anza nursing student website. (Please download it and take it with you to your appointment). A copy of proof of vaccination must be submitted for the nursing department records.

It is the student's responsibility to keep his/her Nursing Department file current with copies of CPR, PPD status, immunizations, post-immunization titers, physical examinations, and other essential documents. Students are required to provide documentation of CPR certification and PPD status on the first day of each nursing course. **No CPR certification or PPD may expire during the quarter.** All documentation must be appropriate for the entire quarter, before the first day of clinical. All documentation required for the upcoming quarter must be submitted to the Resource Center Instructional Associate no later than the following deadlines:

Fall Quarter	First Monday of previous June (except flu shot pending availability)
Winter Quarter	First Monday of November
Spring Quarter	First Monday of March

CPR certification must be 'Healthcare Provider' classification **with a two-year certification** from the **American Heart Association**. Internet certification is NOT acceptable, as it does not provide the practical, hands-on experience essential for competent skill performance.

Students **must keep originals** of all documentation, and once turned in, it **will not be retrievable**.

Progression to the next quarter will not occur unless these deadlines are met. A student who does not comply may be placed on Leave of Absence (LOA). (See: LOA) **Refer to Appendix: Student Health Status**

The pregnancy policy of the clinical facility to which the student is assigned must be followed. Each student is responsible to notify the Director of Nursing regarding her pregnancy.

In compliance with the 1990 Americans with Disabilities Act (ADA), De Anza College Department of Nursing does not discriminate against qualified students who require reasonable accommodations. **Refer to Appendix: ADA Compliance Statement**

Students must follow each facility's policy concerning standard precautions, infection control policies, hand-washing, the wearing of gloves, and the use of isolation technique while assigned in that facility.

FLU VACCINATION VERIFICATION

Due to requirements at many clinical sites used by the De Anza College Nursing program, nursing students will be required to have an annual flu vaccination. If you do not get proof of vaccination from your medical provider, a form is available for your use on the De Anza nursing student website. (Please download it and take it with you to your

appointment). A copy of proof of vaccination must be submitted for the nursing department records. Further, a copy of proof of vaccination must be submitted to each clinical site you will attend during the flu season (generally Sept./Oct. through March/April). Students should plan accordingly and retain enough copies.

BACKGROUND CHECKS

To comply with Joint Commission, state and local regulations regarding background checks for healthcare providers, the De Anza College nursing program students will be required to undergo a criminal background and drug investigation. The background check is not a requirement for admission to a nursing program, but will be a condition for clinical placement as dictated by the clinical facility.

Background checks will be completed before students begin their clinical rotations in any of the facilities and will be required every year that they are a student in the program. Students who withdraw and seek readmission, transfer into the program or enter as an advanced placement student must complete a new/initial background check. **The cost of the background check is the student's responsibility.**

The De Anza College nursing program uses a designated screening service for the background and drug checks. The procedure for the screening is outlined on the De Anza College nursing webpage. **Refer to Nursing Website: 'Background Check Application Process'.**

The background check information includes social security number and address verification, two names and three county searches, Medicare/Medi-Cal fraud (OIG/GSA), sex offender/predatory registry information, and criminal search information. International students may also be required to include an FBI search to their check.

Some clinical sites require an additional background check, which is provided at the clinical site at no cost to the student. This background check may be more inclusive and/or include a more extensive search, including "sealed" records. The De Anza College nursing program has no jurisdiction over this background check or its outcomes.

Students must submit all requested data. If any information is not accurately reported, additional background checks will be required at the student's expense, and disciplinary action by the Nursing Program may be considered.

Once the background check is completed, a message will be sent by the screening company to the Director of Nursing. Students who are cleared through this process will be allowed to continue in the program. Students who are not cleared by the clinical facilities may not be allowed to continue in the program. **Students must be aware that the De Anza College nursing program is not obligated to provide special accommodations for the clinical experience and therefore, these students will not be able to continue in the program.**

DISCLOSURE OF CRIMINAL VIOLATIONS

The De Anza College nursing program does not discriminate against students for any reason, including criminal background. However, due to requirements at some of our clinical sites, the nursing program needs to be informed if a student has a background of certain types of violations within the last 10 years, multiple criminal violations within the last 3 years, or any pattern of violations at any time in the past. These violations include but are not limited to substance abuse violations (such as DUI, intoxicated in public, possession of a controlled substance, etc.), violations that include violence or weapons (such as assault, battery, domestic/child/elder abuse, brandishing a weapon, armed robbery, etc.), and multiple felony and/or misdemeanor offenses within the last 3 years, including violations received when the student is a minor. Violations must be reported even if the record has been sealed, dismissed and/or expunged by a court of law. This will allow the nursing program to plan ahead and investigate possibilities to allow each student to be successful in clinical courses and nursing program completion. Therefore, all students who have such a background as described above shall report their history to the Director of the nursing program by the end of the first quarter in the nursing program. Violations, with or without conviction, that occur during the nursing program must be reported immediately to the Director.

Reasonable possibilities of course completion at a site that does not have as stringent or far-reaching background checks will be investigated, but are not guaranteed (i.e., student may not be able to complete the course and/or nursing program). Students must be aware that the De Anza College nursing program is not obligated to provide special accommodations for the clinical experience. The clinical experience of other students will not be interrupted, compromised, or altered in order to make a space for a student due to criminal background issues.

The student's confidentiality and privacy will be maintained. All conversations about a student's criminal background will be handled confidentially by the Director. A student's status will be shared only with the Lead Instructor(s) who is responsible for planning clinical placements in a clinical agency that will most likely exclude students with their history.

Failure to report a criminal history as described above by the end of the first quarter of the nursing program may place the student at risk of being withdrawn with penalty and/or disqualification from the De Anza College nursing program.

RESIDENT STATUS

The De Anza College nursing program does not discriminate against students for any reason, including resident status. However, due to requirements of documentation of legal U.S. residency at some of our clinical sites, the nursing program cannot admit a student who is not a legal U.S. resident. Therefore, students who cannot produce proof of legal status upon admission are ineligible for the De Anza College nursing program.

Students must be aware that the De Anza College nursing program is not obligated to provide special accommodations for the clinical experience. The clinical experience of

other students will not be interrupted, compromised, or altered in order to make a space for a student due to illegal residency issues.

Failure to report lack of legal residency in the U.S. when admitted to the De Anza College nursing program will lead to immediate disqualification from the program.

IMPAIRED STUDENT NURSE

The Foothill-De Anza District maintains a policy regarding Drug-Free Schools and Campuses. In addition to the District's policy, De Anza has issued an addendum that includes philosophy, guidelines, consequences, and referral sources applicable to all students, faculty, staff, and administrators. Nursing Department faculty and students are expected to read and understand these college-wide policies. The Nursing Department, in view of our special responsibility to safeguard client safety in clinical experience settings for students, has developed further guidelines and policies as follows:

- A. While the nursing department is committed to a drug-free workplace, we recognize that alcohol or other drug addiction/dependence is a disease with implications for treatment and rehabilitation.
- B. Using alcohol or other drugs during or before clinical experience or possessing, distributing, or being under the influence of alcohol or other drugs during clinical experience is absolutely prohibited and may be cause for disqualification.
- C. Students will be oriented to each clinical agency's policy regarding substance abuse.
- D. Clinical faculty will be alert to the symptoms of use, which include, but are not limited to, any of the following:
 - odor of alcohol on breath
 - impaired coordination
 - impaired clinical performance
 - impaired judgment
 - irritability, mood swings
 - falling asleep
 - inappropriate or aggressive behavior
 - inability to appropriately respond to questions
 - frequent brief absences from the clinical assignment
 - needle marks
 - slurred speech
 - confusion
 - dilated pupils
 - extreme carelessness
 - serious or repeated errors
- E. Any student who is suspected of being under the influence of, or possessing, distributing, or otherwise engaging in misuse of alcohol or other drugs will be immediately removed from the clinical area by the clinical instructor.
- F. Substance use may also include prescription and/or over the counter medications.
- G. The student will be expected to consent to immediate drug testing on site, if available, or at the Cupertino Medical Center (or El Camino Hospital if Cupertino Medical Center is not open for business). The instructor will arrange for safe transport of the student via taxi if off-site testing is to occur. Additionally, the student may be expected to accept

intervention of campus counseling or facility Employee Assistance Program (EAP). Failure to comply with this policy will result in immediate disqualification.

- H. In the event of a negative test result, the student, at the instructor's discretion, may be allowed to return to the clinical site or may be required to go home. Depending upon the circumstances, the student may be required to complete a reflection or receive a plan for improvement.
- I. If a test result is positive, the student must enter treatment. The student may not return to the clinical setting until satisfactory proof of sobriety and/or active involvement in the recovery process has been achieved. Satisfactory proof of sobriety and/or active involvement in the recovery process must be produced to the clinical facility as well as the De Anza College Nursing Program. Satisfactory proof of sobriety and/or active involvement in the recovery process includes at minimum a letter (on official letterhead stationary) from a psychiatrist, a physician or psychologist or registered nurse practitioner who specializes in substance abuse, or a drug/alcohol rehabilitation counselor stating that the student has satisfactorily completed evaluation and/or treatment and is cleared to resume clinical. Satisfactory proof that a student has a legitimate medical explanation for a positive test result includes at minimum a letter (on official letterhead stationary) from a psychiatrist or physician who specializes in substance abuse. **(See: Pregnancy, Injury, Surgery, or other Health-related Conditions)**
- J. If the evaluation, treatment, and/or process of achieving sobriety or active participation in recovery causes excessive absences from the clinical setting, the student will be unable to meet clinical objectives and therefore will be withdrawn with penalty until satisfactory proof of such (as described in previous paragraph) has been rendered. **(See: Withdrawal With Penalty, Readmission Policy)**
- K. Once the student is cleared to return, the student will be placed on a Plan for Improvement which will last for the remainder of their time in the nursing program. The Plan for Improvement will specify that no further incidences of impairment will be tolerated, and, should one occur, it will result in immediate disqualification.
- L. Even with a negative test result, any such incident may preclude a student's return to that setting. If a clinical setting declines to accept a student with either a negative or a previously positive (with satisfactory proof of sobriety/active involvement in the recovery process) test result back into that setting, the student will not be able to complete the objectives and will be withdrawn. **(See: Withdrawal and Readmission Policies)** Reasonable possibilities of course completion at another site will be investigated but are not guaranteed (student may not be able to complete the program).
- M. The student's confidentiality and privacy will be maintained. All records will be handled as confidential student records. The PI will be passed to each of the student's subsequent instructors.

PREGNANCY, INJURY, SURGERY, OR OTHER HEALTH-RELATED CONDITIONS

Incoming Students

Upon admission to the Nursing Program, students must reveal current pregnancy status, previous injuries and surgeries, mental illness, substance abuse, or chronic health, and/or any other condition requiring medical (including pharmaceutical), psychiatric or psychological treatment (including pharmaceutical) to the examining health provider at the time of the physical exam that is required for admission to the Nursing Program. This status must also be recorded on the Nursing Student Health History form at that time. The incoming student must also personally report such conditions, as listed above, to the Director of Nursing within 2 business days. Failure to do so may result in disqualification.

Current Students

Current students who are pregnant, sustain an injury, have surgery, develop mental illness, substance abuse, or a chronic health illness and/or any other condition requiring medical (including pharmaceutical), psychiatric or psychological treatment (including pharmaceutical), must notify their clinical instructor and make an appointment with the Director of Nursing as soon as the student becomes aware of such condition (within 2 business days). At this meeting, the student must state their condition and provide his/her physician's name and address to the Director of Nursing to facilitate sending a Release Request Form. **Refer to Appendix: Medical Release.** This form describes the activities required in clinical. It requests the physician to return (via student or fax) the written release form to the Director for the student to resume those activities, if appropriate, and to list any limitations. **(See: Impaired Student Nurse)**

The student may not be allowed to attend clinical and/or class until the physician's release form is received. The student is responsible for obtaining the medical release form before returning to clinical and/or class.

If, in the instructor's judgment, stated limitations would pose a safety risk to clients, staff, and/or the student, or otherwise prevent the student from meeting course objectives, the student will be required to drop the course (both clinical and theory components). **Filing of a formal student petition or grievance shall not impede this process nor shall it allow the student to continue in the course if the instructor decides otherwise.**

Failure to inform the Director of Nursing of changes in student's health status within 2 business days may result in disqualification from the program.

DRESS CODE

UNIFORM FOR WOMEN AND MEN

The uniform must be laundered daily after each wearing. The uniform must be free of wrinkles each time it is worn to the clinical area. The De Anza nursing top may not be worn outside of the clinical setting. Information about the source of the nursing top is available in the nursing lab, S83.

"Nursing shoes" are to be white and clean. Boots, canvas, cloth, open-heeled or open-toed shoes are not allowed. Low-top athletic shoes, leather or leather-like, may be worn if entirely white. Logos on nursing shoes need to be 'whited out'. Shoelaces are to be totally white and clean. It is recommended that "nursing shoes" be worn only for clinical assignments.

White sweaters may be worn on the hospital units, but not when working directly with clients. Students may not wear sweaters or turtlenecks under the nursing top. The top pocket of the nursing top must remain empty at all times for the safety of clients.

A wristwatch with a second hand, a De Anza College nursing program nametag, a hemostat, a stethoscope, and a pair of bandage scissors are considered part of the uniform (exception: no scissors are carried in a psychiatric setting). Stethoscope covers and decorative pins and/or toys on uniforms or stethoscopes are unacceptable attire. Belt bags or “fanny packs” are not acceptable attire.

Minimal jewelry may be worn unless otherwise specified by the clinical agency. The principles involved are: medical asepsis, protection of the client from injury, readiness to participate fully in client care, and professional appearance.

Advanced placement students are required to wear the same uniform as the generic De Anza nursing students.

MAY NOT BE WORN:

- More than one earring in each ear lobe; earrings that dangle or hoop earrings; earrings or ear jewelry on any part of the ear except the lobe.
- Piercings other than religious or cultural symbols
- Bracelet/s
- Necklace/s
- More than two rings

Occasionally nursing students are assigned to a clinical or community setting where “uniforms” are not worn. When assigned to these areas, students are expected to be well groomed and conservatively attired. Conservative attire does not include tight fitting slacks such as stirrup or “stretch” pants, jeans, shorts or athletic wear.

Note: These guidelines for professional appearance not only apply during actual clinical hours, but also during any time which the student nurse enters an agency or setting representing the college, e.g., gathering data, attending client care conferences, attending meetings, attending flu clinics, etc.

UNIFORM FOR WOMEN

An approved uniform is a white uniform skirt or pants with an entirely white, collarless crew neck shirt worn under the wine De Anza scrub top. White shirt sleeve length is to be no more than three-quarter length. The pants are to be uniform pants, not denim, knit, or cargo pants or other such variations, and should be neatly hemmed at the shoe level. Pants should be of sufficient weight to not be transparent to under garments.

The uniform is to be of such length and size as to ensure modesty and freedom of movement, regardless of necessary nursing actions and/or postures.

The wine scrub top may not be worn outside the clinical setting. The white crew neck shirt worn under the wine scrub top may be worn outside the clinical setting.

White or skin-tone stockings must be worn with the dress uniform; white socks may not be worn with the dress uniform. White or skin-tone stockings or white socks may be worn with the pants uniform.

UNIFORM FOR MEN

The De Anza approved uniform consists of white pants and a white, collarless crew neck shirt covered by the white De Anza scrub top. The white shirt worn underneath should be entirely white and have sleeves no longer than three-quarter length. The pants are to be uniform pants, not denim, knit, or cargo pants or other such variations, and should be neatly hemmed at the shoe level. Pants should be of sufficient weight to not be transparent to under garments.

The burgundy De Anza nursing top may not be worn outside the clinical setting. The white crew neck shirt worn under the burgundy top may be worn outside the clinical setting.

White socks must be worn.

GROOMING

Hair must be neat and secured in such a way so as to avoid the possibility of its falling into food, sterile fields, etc. Large scarves, ribbons, and barrettes are not acceptable.

Wigs are acceptable as long as they meet the above requirements.

Beards must be kept trimmed and neat, or face must be clean shaven.

Make-up must be subdued. Highly scented toiletries must not be worn.

Fingernails must be short and clean. Polish is allowed if it is transparent. False nails are not allowed. Infection control guidelines recommend that nails should not be visible when looking at the palm of the hand at arm's length.

Good personal and oral hygiene is required. Use of an unscented antiperspirant and/or deodorant is expected.

Students are cautioned that tobacco odor on breath and/or clothing can create further discomfort in the sick client. At the discretion of the instructor, the student may be asked to leave the clinical area. Chewing gum or eating hard candies during any clinical experience is prohibited.

The use of any ear piece/device, except for a hearing aid, is not allowed.

NURSING STUDENT PHOTO ID

A photo identification nametag will be mandatory for all clinical experiences. The De Anza nursing student photo ID nametag will be worn unless a clinical agency provides a photo identification nametag. Lack of an approved photo ID nametag may prevent that student from being allowed at a clinical site.

The photo ID nametags will be offered free of charge to students through the De Anza Student Body (DASB). Legal photo ID, such as a driver's license, will need to be presented in order to receive the nametag. *Only legal names will be allowed*- no nicknames will be included.

e.g. Elizabeth Browning- acceptable
"Betts" Browning- unacceptable

The photo ID nametags must be surrendered to instructors if the student takes a LOA or if the student is Withdrawn or Disqualified from the program and at the end of the nursing program.

The photo ID nametag may *only* be worn when a student is at clinical, a designated alternate learning activity (such as an observational day away from the clinical unit) or at

a *department sanctioned* volunteer event (such as a flu clinic or health fair). Anyone wearing the De Anza nursing student photo ID name tag *outside* the above mentioned activities is misrepresenting themselves as being on a nursing department learning activity, may be subject to withdrawal or disqualification from the program. If lost, the student must pay the \$10 replacement fee.

STUDENT SUPPLIES

Students are not allowed to carry any supplies or equipment out of the De Anza Nursing buildings or any of the clinical facilities/hospitals. Medical supplies on their person or in their belongings could be misconstrued as theft or other illegal/unethical behavior that would require disciplinary action by the Nursing Department and/or law enforcement. This may result in disqualification from the Nursing Program.

REGISTRATION FOR COURSES

Students must be registered by the first day of clinical.

All 6-week courses: in addition to being registered for the first clinical and theory courses by the first day of clinical, students must be registered in *all courses for that quarter*.

EXAMPLE: If Quarter 3 Peds is your first rotation, you must enroll in Peds clinical and theory by the first day of Peds clinical; *and* register for the appropriate section of OB theory, clinical and Pharmacology lecture and lab by the end of week one of that quarter. Failure to register on time may result in you not being able to remain in the current course, meet the clinical objectives or register for the 2nd 6 week courses and therefore, may result in withdrawal with penalty from the nursing program.

LATE ADD AND DROP POLICY

LATE ADDS: Late adds are not allowed in the nursing program. It is important for nursing students to be enrolled in their theory and clinical courses on (or preferably before) the first day of class. Clinical courses often begin on an off-site clinical facility, and for liability reasons all students must be registered before going to any off-site location. It is strongly encouraged that students register for all courses immediately when the courses become available for registration, as unforeseen circumstances may occur (such as internet outages) which can make it impossible for students to rely on last-minute registration. In addition, should the first day clinical orientation for a course occur off-site, and an unregistered student arrives at the facility, that student would be instructed to leave the premises, thus making them unable to attend the clinical orientation, which would make them unable to fulfill course objectives (the student would be required to withdraw from that quarter of the nursing program).

LATE DROPS: If, for whatever reason (LOA, family emergency, etc.) a student needs to drop his/her courses, it is the student's responsibility to drop *all courses* through the De Anza College registration system. If this does not happen, the instructor cannot "backdate" a drop, as it is against the law. The instructor will be forced to submit a grade of F for the student.

HESI EXAM PURCHASE

Students who are enrolled in a course which utilizes a HESI exam as the final exam must purchase the exam access no later than the third week of the course. If not, the student assumes the risk of being excluded from the final exam, missing the exam points and risking course failure. Special accommodations will not be made if students fail to purchase exam access in a timely fashion.

ATTENDANCE POLICY

In order to maximize learning opportunities, attendance is expected at all college and clinical sessions.

Campus laboratory classes are usually demonstrations of essential nursing skills. There is no effective way to “make-up” missed laboratory classes, therefore the instructor may require attendance.

For all clinical absences, the student must call the clinical setting a minimum of 30 minutes before the scheduled beginning time of the clinical session that will be missed and leave a message for the appropriate instructor. Any exception to this rule will be noted in writing in the individual course syllabus and green sheet.

Students who miss more than 10% of the clinical days in a course may not be able to meet course objectives.

It is the student’s responsibility to contact the appropriate instructor to determine “make-up” assignments for all absences.

If a student has excess absences as defined in a particular course, the student’s status may be reviewed by the nursing faculty. The student may not be able to satisfactorily meet course objectives and may earn a failing grade.

JURY DUTY

California law requires any resident who receives a **Summons for Jury Service** to respond, and failure to respond can subject one to a fine, a jail term or both (California Code of Civil Procedure section 209). However, the Summons contains a section called “**Not Qualified**,” whereby you may be excused from Jury Service for various reasons, such as not being a citizen of the United States. In addition, several **Postponement** options are available, whereby you can postpone your Jury Service to a future date. For example, a full-time student can request postponement of jury service to any future week within 6 months of the original service week stated on the summons. The nursing faculty strongly advise that jury duty be postponed until summer break if possible.

Avoiding Disruptions to Progress in Nursing Program (recommended)

Being “available” for Jury Service during the week specified on the Summons can interfere with your ability to perform successfully in the Nursing Program. Moreover, if you end up being seated on a Jury, the court proceedings could take a week, several weeks, or even longer. To avoid these disruptions to your progress in the Nursing Program, the Nursing Department offers the following recommendations:

1/ Carefully review the “Not Qualified” section of your Jury Summons to see whether your personal situation is covered. If it is, then check the line item that applies, complete the Response Form part of the Summons, and mail it to the address provided. Be sure to keep the top part of the Summons for your records.

2/ If you are Qualified to serve on a Jury, but doing so would interfere with your progress in the Nursing Program, then consider applying for a Postponement. Anyone may request a 90 day postponement. Mothers who are breast-feeding a child may request a 1 year postponement. Full-time students may request a postponement of up to 6 months. In each of these cases, you must specify the date of a future week when you *would* be available for Jury Service. Choosing a week during the summer months when there are no regularly scheduled classes for the Nursing Program is recommended – the earlier in the summer the better, so that you would be better able to complete your Jury Service before Nursing Program classes begin again in the Fall.

The Response Form part of the Summons also contains a “**Request to be Excused**” section for special cases (medical reason, financial hardship, etc.), however approval is not guaranteed and, if your request is denied, you may not get a chance to apply for a Postponement.

Whether you are not qualified to serve, want a postponement, or want to be excused from service, be sure to complete the RESPONSE FORM part of the summons, sign it, date it, and mail it to the address provided within ten (10) days of receiving the Summons.

Choosing to Serve on Jury Duty while Enrolled (not recommended)

If you choose to serve on Jury Duty while enrolled in the Nursing Program (not recommended), you must provide your Instructor(s) with a copy of your Jury Summons no later than 2 weeks prior to the scheduled week of Jury Service. During that week, your full attendance at clinical and theory class will be expected on any days that you are not required to report to the courthouse. (Being on “telephone alert” for Jury Duty is not an excuse to skip your class or clinicals.)

Being on “telephone alert” for Jury Duty involves checking twice a day for one week- either online or by phone- to see if you must report to the courthouse. Usually you must check after 5 p.m. the workday before each day of Jury Duty and then check back at 11 a.m. on each day of Jury Duty. The week may pass without your being required to report to the courthouse. However, if you are instructed to report, you will receive a Certificate of Appearance at the courthouse.

Even if you are required to report to the courthouse on one or more days, you still may not get appointed to a jury. However, this might cause you to miss one or two clinical and /or theory classes. In this case, as long as you present a Certificate of Appearance for each clinical/class day missed and fulfill any make-up requirements, your progress in the Nursing program will not be affected. Exception: Clinical orientation days, which ***must*** be attended on the given date.

However, if you do get appointed to a jury and you miss 20% or more of your clinical or class days, you must immediately apply for a Leave of Absence from the Nursing Program. In this event, you will be given priority for re-entry to the Nursing Program in accordance with the Leave of Absence Policy in the Nursing Student Handbook.

20% absence:

12 week class theory: 2.4 days clinical: 4.8 days

6 week class theory: 1.2 days clinical: 2.4 days

Note: All absences are counted in the 20%. If you have an absence (s) for any reason other than jury duty, it will be *added* to the days missed due to jury duty.

EVALUATION PROCESS

Throughout the De Anza College Nursing Program, students are asked to participate in on-going evaluations. The rationale behind evaluation is to provide constructive suggestions for improvement. Evaluations include self-evaluation (written on the clinical evaluation tool for each clinical course), course evaluations, instructor evaluations, evaluations of clinical agencies, and a final program evaluation. It is a professional responsibility of nurses to both provide and receive feedback in a professional and constructive manner.

- **Self-Evaluation**

A student's self-evaluation is solicited at various points during his or her clinical experience. When completing this evaluation, it is important to evaluate one's clinical performance objectively. It is important to recognize both strengths and areas for improvement, bearing in mind the clinical objectives of the course. It is important to focus on the nursing process, and avoid simply listing technical skills acquired during the clinical rotation.

- **Course and Instructor Evaluations**

Course and instructor evaluations are sought of every nursing student in an on-going effort to improve the quality of the nursing courses at De Anza College. At the end of the course the course evaluations are completed on-line, and anonymous hand-written comments are collected and are taken by a student volunteer to the office of the Director of Nursing. After the instructor submits course grades to the registrar, he/she will obtain and review the evaluations. *These evaluations are for the benefit of the course instructor* and are shared with other instructors and/or the Director only if the instructor wishes to do so. Each year, however, instructors must summarize evaluations of their courses, including areas needing improvement (as identified by the evaluations) and identifying an action plan by which they intend to improve the course, if needed.

- **Evaluation of Clinical Agencies**

At the end of each nursing course, the student is provided with an opportunity to evaluate the clinical agencies to which he/she had been assigned. These evaluations are collected at the same time and in the same manner as the course and instructor evaluations. After the instructor submits course grades to the registrar, he/she will obtain and review the evaluations. The instructor will provide a summary of clinical agency evaluations to the Director of Nursing and/or agency personnel on a regular basis.

- **Final Program Evaluation**

A Final Program Evaluation is collected at the end of Quarter 6. This evaluation asks the student to summarize his/her experience with the De Anza College Nursing Program and identify strengths and areas for improvement in the program. The evaluations are collected at the end of

Quarter 6 and are taken by a student volunteer to the office of the Director of Nursing. After the instructor submits course grades to the registrar, he/she will obtain the evaluations and forward them to the Curriculum Committee for discussion and review. The Curriculum Committee reviews trends in these evaluations and makes recommendations for modification of the curriculum, if needed.

GRADING POLICY

Theory and clinical courses are graded separately.

A course grade of “P” (Pass) or “C” or better makes the student eligible to progress in the nursing program.

A course grade of below a “C” or “NP” (No Pass) is considered not passing and the student is not eligible for the next nursing course. (See: Readmission Policy)

If a student earns below a “C” or “NP” as a final grade in two nursing classes the student is ineligible to continue in the nursing program. (See: Readmission Policy). Exception: When a student fails one of the co-requisite classes of theory/clinical, that student automatically fails the other. For example, a student who earns below a “C” in Nurs 82 automatically receives a “NP” in Nurs 82L, and vice versa. However, in view of continuation in the nursing program, this will only count as one failure.

Filing of a formal student grievance when a student has earned a course grade below a “C” or “NP” does not allow the student to progress to the next course until the grievance process has been completed.

CLINICAL GRADES

1. The clinical grade will be “Pass” (P) or “No Pass” (NP).
2. A “Pass” clinical grade is based on satisfactory performance on all critical elements for the course as specified on the clinical evaluation form.
3. The critical elements identified on the clinical evaluation form are central to each course. The student must perform all the critical elements at a safe level consistently by the end of the course in order to receive a “Satisfactory” (S) assessment on the clinical evaluation form and a “Pass” as a clinical grade.
4. The student must earn a “Pass” clinical course grade in order to be eligible to take the theory course written final examination(s).

THEORY GRADES

The final theory course grade is based on points earned on assignments and written tests. The specific grading policy for each course will be spelled out in writing in the syllabus and/or the green sheet. Course grades will be “A”, “B”, “C”, or “F”, with:

A = 92-100 %
B = 83- 91.99%
C = 75 -82.99%
F = < 75%

A failing grade on any theory exam will result in a PI. Conditions of the PI will include student completion of an analysis of the exam utilizing a format provided by the instructor.

A theory course grade of “F” is considered not passing and the student is not eligible for the next nursing course.

If a student does not pass clinical, the student is not eligible to take the final theory course(s) written examination(s) and will therefore also receive a non-passing grade in the theory course(s).

Pharmacology and Critical Thinking must be completed when a student is withdrawn with penalty from clinical or theory classes in order to be able to return later in the program.

TAKING OF EXAMS AND QUIZZES

It is the student’s responsibility to request an alternate exam time before the start of the exam for reasons of health or other special circumstances, with the understanding that any applicable green sheet rule for a course will prevail.

Once students *start* a quiz or examination, they will receive the grade they achieve without exception. Grades will not be changed or examination rewrites allowed *after the fact* for any reason.

PLAGIARISM

Consequences of Plagiarism: NO POINTS will be given for a paper containing plagiarism. No re-do, or opportunity to make up the paper will be given. The student will receive a program long PI for plagiarism.

- **Plagiarism:** “The use of another’s original words or ideas as though they were your own. Any time you borrow from an original source and do not give proper credit, and fail to put a quotation in quotation marks, you have committed plagiarism and violated U.S. copyright laws.” (plagiarism.com). **Writing five consecutive words from a source without quotation marks and an appropriate citation constitutes plagiarism.**

Example: Although PD was first used in 1923, it did not come into widespread use for chronic treatment until the 1970s with the development of soft, pliable peritoneal solution bags and the introduction of the concept of continuous PD. (Lewis, Heitkemper et al, pg 1216, 2007)

No quotation marks around the quotation from page 1216 of Lewis, Heitkemper, Dirksen, O’Brien and Bucher. Seventh Edition, 2007. Mosby Elsevier, St. Louis.

- **Paraphrasing:** ...”your own rendition of essential information and ideas expressed by someone else, presented in a new form.” (owl.english.purdue.edu).

Example: “reread the original passage until you understand its full meaning. Set the original aside, and write your paraphrase...”
(owl.english.purdue.edu).

The plagiarized example above can be paraphrased: Peritoneal Dialysis has only been more commonly used in the last 30 years. The discovery and use of soft solution bags makes it safer and easier for patients at home to perform continuous PD. (Lewis, et al. pg. 1216, 2007)

TUTORING

The Nursing Department maintains a peer tutoring program. The purpose of tutoring is to assist students to develop or improve study skills and thereby increase each student’s potential to be successful in the nursing program.

Students who accept tutoring must complete at least two study skills classes (usually 60-90 minutes long) offered each quarter in the campus Student Success Center, prior to tutoring sessions may begin.

Tutors may receive extra credit points (per current instructor’s policy), or they may be paid. Not all instructors give extra credit for tutoring and there are limited funds to pay tutors. A Tutor may not receive both extra credit and pay for tutoring.

The peer tutoring program guidelines include:

1. A current instructor must identify and make a recommendation to the student in need to consider tutoring (Tutee)
2. An instructor must recommend a student to be a Tutor, keeping area of Tutee need in mind
3. Prior to receiving tutoring, Tutee must present documentation of participation in two or more applicable study skills classes presented each quarter by the Student Success Center on the De Anza College campus
4. Tutors must have 3.0 GPA overall AND in nursing courses
5. Tutors must be in a more advanced quarter than Tutee
6. Tutor must be eligible to work in the state of California
7. After being selected *but before beginning* tutoring, Tutors must check with their instructor to be eligible for extra credit, or the Director of Nursing Department to be eligible for pay
 - a. If paid, Tutor must adhere to college processes, timelines & due dates, etc.
 - b. If receiving extra credit, Tutor must supply a copy of “Record of Tutoring” form to instructor, no later than due date for extra credit.

Refer to Appendix: Record of Tutoring.

- c. Failure to do the above may result in lack of pay or extra credit
8. Tutoring will be limited to up to three 60 to 90 minute sessions per course.
9. Tutors and Tutees will maintain “Record of Tutoring” form to document each session (available in the Skills Lab and Resource Room).
10. Tutoring is to be active and focused specifically on developing or improving processes such as study skills, test-taking strategies, organization, study time management, chapter outlining, clarification of theory concepts or textbook readings, application of material, proofreading papers, reviewing or providing guidance for Tutee to use in development of clinical paperwork, etc.
 - Tutors will NOT write clinical paperwork or nurses notes for the Tutee. They may give guidance to Tutee, but the Tutee must do their own work.
11. Tutoring is NOT to be focused on “things they need to know to pass the test”

- Tutors are not to disclose knowledge, memory, or copies of Tutee course exams or quizzes
12. Tutoring is NOT “studying with” the Tutee.
 13. Failure of Tutors and Tutees to follow these guidelines will, at minimum, result in the loss of tutoring privileges for the remainder of the nursing program

STUDENT PERFORMANCE

The student’s performance is evaluated on a continual basis in each nursing course. The instructor uses his/her clinical judgment and content expertise in consideration of the needs of the clients served, the needs of the agency, and the objectives of the nursing course. A Plan for Improvement (PI) and/or a Program Reflection may be given (designed) for deficiencies in theory, skills, clinical performance, math, communication, or nursing process.

The Plans for Improvement and Program Reflections become part of the student’s file until graduation. If the student refuses to sign the Plan for Improvement or Reflection, the course instructor may have any other instructor in the Nursing Department sign as witness that the student was presented the PI or Reflection, but refused to sign it. **In addition, if a student refuses to sign the PI or Reflection, he/she may not be admitted back into the clinical, skills lab, or classroom setting and will, therefore, be unable to meet the course objectives; thus resulting in failure of the course(s).** Special circumstances may warrant that a Plan for Improvement be extended to subsequent course(s). If the student fails to fulfill the Plan for Improvement, the instructor may give the student an unsatisfactory course grade and the student may be dismissed from the Nursing Program.

It is the student’s responsibility to notify their clinical and theory instructors each rotation/course/quarter of any unresolved PIs they currently have (clinical, skills, theory, etc.). This notification must occur during the first class/clinical meeting.

1. Program Reflection

The Nursing Program Reflection is completed in response to situations that are potentially hazardous to client safety or demonstrate a failure to retain previously learned knowledge. Consideration is given to the nursing student’s level in the program and the competencies expected of the quarter enrolled. Depending on the nature of the Reflection completed, a Plan for Improvement may or may not be implemented. Sample Reflections and forms are located in nursing course syllabi.

Any hospital incident report filed by the student, whether the incident is attributed to student action or not, must be reported as soon as possible to the Director of Nursing office utilizing the Program’s Reflection form. In addition, the Program Reflection may also be assigned at the discretion of the nursing instructor.

Reflections may be assigned for all aspects of theory or clinical. They are most commonly the result of an incident occurring due to a student’s error or lack of judgment. Reflections are an opportunity for the student to reflect on the occurrence and learn from it. They are also a method for documenting concerns regarding a student’s performance. A suggested format is as follows:

Describe the incident in your own words.

What factors led (contributed) to this incident?

How would you approach this or a similar situation in the future?

Refer to Appendix: Reflection

2. Plan for Improvement (PI)

The Nursing Program is designed to build knowledge, skills, and abilities from simple to complex. Growth is expected of students each quarter. There is the expectation that students will retain previously learned knowledge and skills and progressively build upon that base.

Plans for Improvement are utilized by the Faculty and students regarding significant concerns, which allow the student the opportunity to remediate and learn from mistakes so that they can successfully complete the course and the Nursing Program. Therefore, the actions or inactions that lead to a Plan for Improvement will vary depending on the specific course and quarter of the Nursing Program. The Plan for Improvement will include specific goals and a time-line for achievement. This PI will be discussed with the student within 2 working days of the incident and a copy of the PI will be given to the student within 5 working days. A Plan for Improvement may need to be assigned for the remainder of a student's time in a nursing program. It would be supervised by the Director of Nursing. A Plan for Improvement may be accompanied by a Reflection.

Example: Not recognizing a break in sterile technique is more understandable in Quarter 1 than in Quarter 2. Therefore, the same mistake might result in a Plan for Improvement in Quarter 2 but not in Quarter 1.

Example: Not remembering to identify the client before administering a medication may not be viewed as serious in Quarter 1 as it would in Quarter 2. The faculty believe that by Quarter 2, a student should automatically check a name band before medication administration.

Not realizing or recognizing an error and not taking steps to ensure the safety of the client will probably result in a Plan for Improvement.

Example: Leaving the side rails down and walking out of the room is significant and would probably result in at least a Plan for Improvement. Leaving the side rails down, realizing your error at the door, and returning to raise the side rails is less serious.

A student may receive a Plan for Improvement in the *middle* of a nursing course for the same mistake that they made in the *beginning* of the quarter and for which they did not receive a Plan for Improvement at the earlier time. Patterns of errors or inappropriate behaviors will result in a Plan for Improvement.

Example: Failure to follow guidelines or directions. This is more understandable at the beginning of a new course with a new instructor. However, it is not acceptable after a few weeks into the course.

Example: Not following through with a plan of care agreed on by the student and the instructor or staff nurse. Not performing the planned interventions and then not reporting that it was not done (to instructor and staff nurse) is a very serious error.

Because a PI focuses on improvement and safe performance of the student, all faculty working with the student must be aware of the plan and its goals. The student must provide a copy and discuss all PI's with all clinical and theory instructors involved during the time frame in which the PI is in force. The discussion must include the student's plan to meet the terms of the PI. Failure to do so may cause the student to be withdrawn with penalty.

Example: Student receives a PI in Pediatrics clinical, first 6 weeks of quarter, that extends through end of Quarter 3. Student must provide copy and discuss PI with Pediatrics theory instructor (if different than clinical), OB theory and clinical instructor(s), and pharmacology theory and lab instructor(s).

Example: Student receives PI in Quarter 2 that extends through Quarter 4. Student must provide copy and discuss PI with all Quarter 2, 3 and 4 theory, clinical, pharmacology and critical thinking instructors.

There are times when a PI is not the appropriate course of action due to the seriousness of the error and/or insufficient time to improve the clinical deficiency in the course. In these situations, failure of the clinical course and withdrawal with penalty or disqualification may be recommended, depending on several factors such as the severity of the error, the type of the error, and the quarter in which the error occurs (See: Withdrawal With Penalty, Disqualification).

During a student's matriculation in the Nursing Program, any student who receives three (3) PI's for the same general reason will be Withdrawn with Penalty. Examples include, but are not limited to the following:

Example: Three PI's for being late to Clinical.

Example: Three PI's for errors in the medication administration process.

Example: Three PI's for any combination of inappropriate communications specified in the Nursing Student Handbook, such as: violating Confidentiality.

Example: Three PI's for violating the Dress Code.

A student may be withdrawn with penalty at any time the PI is in effect.

Implementation of "Three Strikes" Policy on PIs:

Instructors shall report all student PIs to the Director of Nursing, who shall maintain an up-to-date document listing of each PI given to each student throughout the student's matriculation in the Nursing Program.

If a student receives two PIs for the same reason (eg. medication administration process, which includes but is not limited to):

- lack of identifying a client prior to medication administration
- lack of aseptic technique during preparation or administration of medication
- not being able to provide adequate information about medications given to the instructor,

the Director of Nursing will send the student a warning letter ("second strike") explaining that if he/she receives *another* PI for an error in *medication administration process*, the student will be withdrawn with penalty.

On the other hand, a student may receive many PIs for different reasons during the program without receiving a warning letter from the Director of Nursing. (eg. PI in Q1 for dress code infringements, PI in Q2 related to problems in the medication administration process and PI in Q3 for issues related to patient safety).

The Director of Nursing will give a verbal notice of the 'second strike' to the appropriate instructor(s). **Refer to Appendix: Plan for Improvement**

3. **Skills Testing**

All nursing students are tested on their clinical skills each quarter and are responsible to master the clinical skills specified by the Nursing Program prior to the day of Skills Testing. Questions about skills will not be permitted on the day of Skills Testing and instructors supervising the testing are not allowed to set aside a skill to accommodate students who say they do not feel prepared for that skill regardless of the reason.

Skills testing normally occurs on a clinical day. Students are given two chances to perform a skill accurately. If a student fails the second skills test, a Plan for Improvement (PI) will be implemented which extends to the next course. The student will not be allowed to perform the skill in the clinical setting until he/she practices the skill in the lab and demonstrates satisfactory performance of the skill to the Nursing Skills Lab Associate.

During skills testing in the Nursing Skills Lab, students are required to conduct themselves in a quiet and orderly manner similar to that expected during administration of a written exam in the classroom. In fairness to students who are being actively tested, the other students who are waiting in the Lab must remain seated and quiet (no talking) and must avoid unnecessary movement, so that they do not disrupt the test. If a waiting student does not comply with these basic requirements and is deemed by an instructor to be distracting other students and/or instructors engaged in skills testing, the student may be given a PI (Plan for Improvement) and may also be asked to leave the Lab and reschedule his/her skills test for another time.

Non-generic students should refer to the skills testing policy specific to their status. **(See: Readmission, Out-Of-State RN and Advanced Standing Student Skills Testing)**

4. **Safety**

If a student's performance is unsafe or if, in the instructor's professional judgment, the student lacks the ability to perform safely or appropriately without constant or above average amount of instructor supervision, the instructor will remove the student from the clinical setting. The instructor will, with input from the Lead Instructor and/or Director, determine a course of action for the student- a Plan for Improvement, Withdrawal with Penalty or Disqualification. If the student's performance was detrimental to a client's safety or grossly negligent, the instructor may recommend disqualification. **(See: Withdrawal with Penalty or Disqualification from the Nursing Program and Grievance Process).**

When a student is asked to leave clinical for clinical performance issues, the student should report to the Director of Nursing as soon as possible. The student will then report to the Skills lab to practice skills and/or complete activities related to clinical objectives for the remainder of the day. Each instructor is to

have a plan for student activities on file with the Instructional Associate. If Instructional Associate or the lab is not available, the student is to follow the directions given by the clinical instructor.

Client safety may be endangered by practicing under the influence of alcohol or other drugs. Presenting for clinical practicum in this manner may necessitate immediate removal from the clinical setting. The faculty believes that substance abuse and mental illnesses are treatable diseases. **(See: Health of Students, Impaired Student Nurse)** The Director of Nursing will be notified. The student may be placed on LOA or Withdrawal Status. **(See: Leave of Absence and Withdrawal from Nursing Program).**

5. Eligibility to sit for Final Examination

If the student earns a “No Pass” clinical grade at the end of the course, the student is ineligible to take the related nursing theory final written examination(s) and will receive a failing grade in theory as well as clinical. Filing of a formal student grievance when a student has failed clinical does not allow the student to take the final written examination(s).

If the student earns a satisfactory clinical grade at the end of the course, the student is eligible to take the final written examination. If the student passes clinical but not theory, the clinical grade changes to “No Pass”.

LEAVE OF ABSENCE (LOA)

Criteria:

Satisfactory performance, nursing classes and clinical practice, at time of withdrawal

A leave of absence will be granted to a student with a PI in progress for documented medical reasons only. Upon return to the program the conditions of the PI remain, with an adjustment made to the due dates appropriately

A leave of absence will not be granted prior to satisfactory completion of the first quarter of the nursing except for documented medical reasons

Process:

Consult with the current instructors regarding intention of LOA

Notify the Director of Nursing, in writing, of request for LOA. This request must include: intention of LOA, reason for LOA, date LOA effective, and definite date of return. Failure to do any of the above may change the student status to “Withdrawal without Penalty,” which affects readmission priority status. **(See: Withdrawal from Nursing Program)**

After one (1) quarter in length, LOA converts to “Withdrawal without Penalty,” which affects readmission priority status. **(See: Withdrawal from Nursing Program)** After one (1) year, the student may be considered Advanced Standing, and may have to complete the requirements associated with that status. Students may be required to repeat previously completed coursework to ensure currency and retention of knowledge.

Readmission is on space available basis only. Readmission procedure must be initiated by the student. Nursing student may apply for readmission to the Nursing Program and will be readmitted according to Priority Status, Program Readmission Requirements and successful Readmission Skills Testing. (See: Priority Status, Readmission Policy and Readmission Skills Testing)

LOA in Quarter One

A Leave of Absence in Q1 will only be granted for a documented medical condition.

If during quarter one, the student develops a medical condition (including pregnancy) that necessitates a leave of absence from the nursing program, the student must notify the Director of the nursing program within 5 days of diagnosis and provide a letter signed by the medical provider, stating the condition, when the student needs to leave the program and when the student is expected to be able to return to the program. This letter must be provided to the Director within 5 business days of notification of the medical condition. The student will be put on medical Leave of Absence.

When the student is cleared by the medical provider to return to the program, the student must provide the medical clearance letter to the Director of the nursing program within 5 business days of receiving the clearance. The student is then put on the top of alternate list for the next available vacancy. The student will remain at the top of the alternate list until a vacancy opens, and will not "bump" a confirmed student, even if it will take more than one quarter for the student to be readmitted into the nursing program.

If the student does not take the first available vacancy, the student's name will drop to the bottom of the waiting list.

WITHDRAWAL FROM THE NURSING PROGRAM

WITHDRAWAL WITHOUT PENALTY

Criteria :

Satisfactory performance, nursing classes and clinical practice, at time of withdrawal

Final course grade below "C" in a prerequisite/required general education course, first occurrence

Failure to complete the required general education course before the start of Q 2

Nursing student planning remediation

Loa longer than one quarter (See: LOA)

Process:

Student must refer to the De Anza College Catalogue for policies related to withdrawing from a college course

Student must write a letter to the Director of Nursing stating: intention to withdraw from Nursing Program, reason for withdrawal and date withdrawal effective.

If withdrawal without penalty exceeds 3 quarters in length, the student may not directly reenter the nursing program. The student must, prior to reentry, meet with the Director of Nursing to develop a plan for readmission. This plan will include the Nursing 150 course, a Special Projects Course to review concepts, and may include other requirements unique to the individual student.

**Readmission procedure must be initiated by the student.
Nursing student may apply for readmission to the Nursing Program and will be readmitted according to Priority Status, Program Readmission Requirements and successful Readmission Skills Testing. (See: Priority Status, Readmission Policy, and Readmission Skills Testing)**

WITHDRAWAL WITH PENALTY

Due to the extreme frailty and vulnerability of the client populations for which we provide nursing care in the clinical setting, safety is paramount. At any time during the program, any student who is withdrawn with penalty due to gross negligence or performance or behavior that is detrimental to client safety will be reviewed by the nursing faculty for a potential disqualification from the nursing program.

(See: Disqualification from the Nursing Program) Gross negligence or safety issues may include (but are not limited to): inability to effectively verbally communicate with instructor or clients, failure to demonstrate safe aspects or principles that protect client safety, disregard of instructor's verbal or written policies or greensheet information, and/or inability to transfer theoretical or clinical concepts from lab/classroom to clinical, etc.

Criteria:

Unsatisfactory performance, classroom or clinical, at time of withdrawal

Grade below "C" in any nursing course (at completion of course or at time of withdrawal)

Clinical grade of "NP" (at completion of course or at time of withdrawal)

Unresolved or unsuccessfully resolved Plan for Improvement for Nursing Theory and/or Clinical course

Unsatisfactory ("U") performance on the Clinical Evaluation Tool (at completion of course or at the time of withdrawal)

Infraction of policies in the *Nursing Student Handbook*, during or between quarters

Infraction of the course greensheet

Disruptive behavior

Excessive clinical absences

Final course grade below “C” in a prerequisite/required general education course, second or later occurrence

Three PI’s for the same reason

Discontinuing one or more nursing courses without notification to the Nursing Department

Process:

Course instructor and/or lead instructor, within 3 business days, will inform Director and initiate meeting with student to discuss rationale and documentation related to Withdrawal with Penalty

Student must make an appointment with the Director of Nursing (or Assistant Director, if needed) within 2 business days following the meeting with instructor/s, to discuss the Nursing Department Grievance Process, department educational options while on Withdrawal with Penalty, and the process for readmission (**See: Readmission Policy**)

Student and Director of Nursing must sign a verification form that the following have been discussed: 1) option to petition faculty, 2) readmission policy, and 3) educational options while on withdrawal with penalty.

Students in Quarter One who receive a Withdrawal with Penalty will not be allowed to retake Quarter One the following quarter. They must reapply to the nursing program and will re-enter the general program admission pool. Should they be readmitted to the program, they will retain the ‘Withdrawal with Penalty’ status on their record and are subject to consequences should further infringements take place. (**See: Disqualification from the Nursing Program**)

Readmission procedure must be initiated by the student. Nursing student may apply for readmission to the Nursing Program and will be readmitted according to Priority Status, Program Readmission Requirements and successful Readmission Skills Testing. (See: Priority Status, Readmission Policy and Readmission Skills Testing)

NOTE: THE STUDENT MAINTAINS THE RIGHT TO PETITION THE NURSING FACULTY REGARDING WITHDRAWAL WITH PENALTY AFTER THE INSTRUCTOR RECOMMENDATION HAS BEEN MADE. (See: Grievance Process)

NOTE: STUDENTS WHO ARE DISQUALIFIED OR WHO HAVE BEEN WITHDRAWN WITH PENALTY FROM THE NURSING PROGRAM FOR A SECOND TIME ARE NOT ELIGIBLE FOR READMISSION. A STUDENT WHO HAS BEEN DISQUALIFIED AS A GENERIC STUDENT IS INELIGIBLE FOR READMISSION AS AN LVN TRANSITION STUDENT IN THE FUTURE.

DISQUALIFICATION FROM THE NURSING PROGRAM

Criteria:

Student clinical performance that is deemed, by the instructor, to be grossly negligent or critically detrimental to client safety is grounds for disqualification from the Nursing Program.

Client abandonment by the student is viewed as a serious act by the nursing faculty. A student who abandons his/her client will be recommended for disqualification by the clinical instructor. For client abandonment to have occurred, the student must have:

- accepted the client assignment, thus establishing a nurse-client relationship, and
- severed the nurse-client relationship without giving reasonable notice to the appropriate person (responsible nurse, nursing instructor or 'relief' student) so that arrangements can be made for continuation of care by others.

Unethical behavior by the student in the clinical setting is grounds for disqualification from the Nursing Program. This includes but is not limited to lying, falsifying records and failing to report errors, etc.

A second Withdrawal with Penalty is an automatic disqualification.

Any student who is disqualified is not eligible for readmission to the nursing program. A student who has been disqualified as a generic nursing student is ineligible for admission as an LVN Transition student in the future.

Process:

Student is asked to leave clinical area or test/exam room

Clinical or theory instructor and/or lead instructor, within two business days of the deficient clinical performance or removal from the test/exam, will inform the Director of Nursing and initiate a meeting with the student to discuss rationale and documentation related to disqualification

Disqualification is recommended by the instructor

Director of Nursing is informed of recommendation for disqualification by the instructor

Within 5 business days of removal from clinical or test/exam situation, the Director and a quorum of full-time nursing faculty will review the student's records, performance, and/or grades and make a decision whether or not to uphold the recommendation

The student will be notified by letter of the Faculty decision within 5 business days of the review

Following the disqualification the Director of Nursing will request a meeting with the student to discuss the Nursing Department Grievance Process and future academic options

If the student desires to petition the Nursing faculty, the student will be able to read a written summary of the reasons that led to the recommendation for disqualification

NOTE: THE STUDENT MAINTAINS THE RIGHT TO PETITION THE NURSING FACULTY REGARDING DISQUALIFICATION AFTER THE INSTRUCTOR RECOMMENDATION HAS BEEN MADE. (See: Grievance Process)

READMISSION POLICY

PROCEDURE FOR READMISSION

Following Leave of Absence:

Readmission is on space available basis only. **(See: Readmission Policy)**

If the student is unable to return to program on the date specified in the LOA contract, the LOA converts to “withdrawal without penalty”. **(See: Withdrawal from the Nursing Program)**

1. Student must write a letter of intent to the Director of Nursing requesting readmission. Four (4) weeks before the requested date of readmission, not including Fall readmission, the student will submit a letter explaining how resolutions were achieved while on the LOA. Student must also provide documentation of completion of all prerequisite/required general education courses in which grade is incomplete with a “C” or better.

Dates readmission request due:

June 1	for Fall readmission
December 1	for Winter readmission
March 1	for Spring readmission

2. Director of Nursing will determine completion of LOA readmission requirements and notify student of space or potential space available in the Nursing Program. **(See: Leave of Absence)**

3. Director of Nursing will direct student to the De Anza College nursing website to download and print a Nursing Skills Packet and skills testing guidelines. The Director will inform the student of the readmission and advanced standing student skills testing policies and the process to follow to be able to be scheduled for skills testing.

4. The student will be contacted by the Skills Committee Chairperson to schedule their skills testing. The Skills Committee Chairperson will verify skills testing eligibility with Director of Nursing before the appointment will be made.

5. The student must successfully complete Program Readmission Requirements:

- Letter to Director of Nursing stating intention to reenter Nursing Program, sent by date specified in #1 above
- Readmission skills testing
- CPR current until end of readmission quarter
- PPD current until end of readmission quarter
- Completion of required immunizations
- Health status/ medication update, if reason for LOA and/ or medical release

6. Readmission is based on the Priority Status (**See: Priority Status**)

7. Student with previous resolved PIs who are readmitted following an LOA keep the PIs as part of their 'history'. These PIs will be taken into consideration for subsequent 'Withdrawal' under the '3 PIs for the same reason' stipulation.

Following Withdrawal Without Penalty or Withdrawal With Penalty:

1. Student must refer to the De Anza College Catalogue for policies related to withdrawing from a college course.
2. Student must write a letter of intent to the Director of Nursing requesting readmission four (4) weeks before the requested date of readmission, not including Fall quarter readmission.

Date readmission request due:

June 1	for Fall readmission
December 1	for Winter readmission
March 1	for Spring readmission

3. Director of Nursing will verify eligibility status and notify student of space or potential space available in the Nursing Program.
4. Director of Nursing will direct student to the De Anza College nursing website to download and print the Nursing Skills Packet and skills testing guidelines. The Director will inform the student of the readmission and advanced standing student skills testing policies and the process to follow to be able to be scheduled for skills testing.
5. The student will be contacted by the Skills Committee Chairperson to schedule their skills testing. The Skills Committee Chairperson will verify skills testing eligibility with Director of Nursing before the appointment will be made.
6. The student must successfully complete Program Readmission Requirements:
 - Letter to Director of Nursing stating intention to reenter Nursing Program, sent by date specified in #1 (above)
 - Readmission skills testing
 - CPR current until end of readmission quarter
 - PPD current until end of readmission quarter
 - Completion of required immunizations

- Health status/ medication update, if reason for LOA and/ or medical release

7. Readmission is based on the Priority Status (**See: Readmission-Priority Status**)

- When a student is withdrawn with penalty their name will be put on the existing list for readmission in order of priority. If a student is called to return to the program and declines readmission at that time, the student's name will be placed at the bottom of the list. When the student is later called a second time for readmission and declines a second time, the student's name will be removed from the list and the student will be ineligible to return to the nursing program.

8. Students with previous PIs who are readmitted following a 'Withdrawal without Penalty' keep the PIs a part of their 'history'. These PIs will be taken into consideration for subsequent "Withdrawal with Penalty" under the '3 PIs for the same reason' stipulation. Any student with an unresolved PI, who is withdrawn for a *different* reason, will need to resolve the PI under the same stipulations within an amended time frame.

Priority Status:

Students taking a leave of absence or withdrawing from the nursing program will be readmitted in the following order pending space available and successful completion of Program Readmission Requirements:

1. Leave of absence
2. Withdrawal without penalty
3. Withdrawal without penalty, grade below "C" in a support course, (Pharmacology or Critical Thinking) first occurrence
4. Withdrawal with penalty
5. LVN Transition student
6. Advanced standing student

Students who are ineligible for readmission:

1. A student who has ever been disqualified from the nursing program as a generic nursing student is ineligible for admission as an LVN Transition student in the future.
2. A student who has withdrawn with penalty from the nursing program for a second time
3. A student who earns a grade below "C" or "NP" as a final grade in two nursing courses (*not including the "F" grade earned in a "linked" concurrent course that resulted from failure of the corresponding course, i.e., if a student receives an "F" in theory, s/he will also receive an "F" in the concurrent clinical course; this will be counted as ONE failing grade*)
4. A student who earns a grade below "C" or "NP" as a final grade the second time the same nursing course is taken
5. A student who does not successfully complete Program Readmission Requirements
6. A student who was withdrawn with penalty and has declined two offers of readmission from the nursing program.

ADMISSION STEPS FOR ADVANCED STANDING AND OUT-OF-STATE RN STUDENTS

Priority for Admission:

1. Leave of absence
2. Withdrawal without penalty
3. Withdrawal without penalty, grade below “C” in a support course, (Pharmacology or Critical Thinking) first occurrence
4. Withdrawal with penalty
5. RN licensed in another state who has practiced nursing for at least 6 months
6. Advanced standing student

Advanced standing students (transferring from another school) or LVN Transition:

1. Apply to the nursing program meeting the requirements as outlined on the De Anza College nursing website.
2. Evaluate transcripts. Must meet same prerequisites as any generic RN students (LVN Transition students are not required to take Nursing 50)
3. Familiarize self with Orem theory (video and readings)
4. Enroll in Nursing 150W and successfully complete admission skills testing,* at direction of Director of Nursing (skills to be tested include skills previous to quarter in which student will enroll). **(See: Out-of-State RN, and Advanced Standing Student Skills Testing)**
5. Provide documentation of meeting the Health Status requirements prior to entering the clinical setting. **(See: Health of Students)**
6. **Refer to Appendix: Student Health Status**
7. Enroll in quarter deemed appropriate by transcript evaluation, at discretion of Director of Nursing. This will be based on space availability, according to the Priority for Admission list.
8. Students entering quarter 4 or above must pass the Medication Calculation Examination. **(See: Advanced Standing Students Math Calculation Exam)**

Out-of-State RN students:

1. Letter from BRN stating expected requirements.
2. Familiarize self with Orem theory (video and readings)
3. Enroll in Nursing 150W and successfully complete admission skills testing*, at discretion of Director of Nursing (skills to be tested include skills previous to quarter in which student will enroll). **(See: Out-of-State RN, and Advanced Standing Student Skills Testing)**
4. Provide documentation of meeting the Health Status requirements prior to entering the clinical setting. **(See: Health of Students)**
Refer to Appendix: Student Health Status
5. Enroll in board required course or courses (eg. Pediatric Nursing, Psychosocial Nursing, etc) at direction of Director of Nursing. This will be based on space availability, according to the Priority for Admission list.

*Must be passing all courses currently enrolled in, prior to beginning admission skills testing. Student must have approval of Director of Nursing in order to be skills tested. Successful completion of skills testing and Medication Calculation Exam must be completed prior to enrolling in clinical and theory courses.

READMISSION, OUT-OF-STATE RN AND ADVANCED STANDING STUDENT SKILLS TESTING

Readmission Students:

“Enrollment in a clinical course” is defined as enrollment in any clinical nursing class including Nursing 150, Nursing 150W, and/or for a minimum of 1 unit of clinical time via any Nursing 56 class (special projects).

No lapse in clinical course enrollment

Skills testing on 2 skills (total) from previous quarters(s). Skills testing to occur prior readmission. Passes and failures will follow current skills testing procedure, per skills packet. If student had passed skills testing prior to withdrawing/failing, no further skills testing is required.

Examples: Student has failed Quarter 4 theory in Winter Quarter 2010 and will return to repeat Quarter 4 in Spring Quarter 2010. Student has not yet skills tested. Student will be tested in Winter Quarter on a total of (2) skills from either Quarter 1, 2, or 3, or any combination thereof.

Student has failed Quarter 2 in Spring Quarter 2010. Student had already passed Quarter 2 skills testing in Quarter 2.

Lapse in clinical course enrollment for less than one quarter

Readmission student must pass skills testing of quarter last completed prior to readmission to the program. Skills testing on 2 skills (total) from previous quarters(s). Skills testing must occur prior to readmission. Passes and failures will follow current skills testing procedure, per skills packet.

If student had passed skills testing prior to withdrawing/failing, no further skills testing is required.

Examples: Student has left in the middle of Quarter 4 theory in Winter Quarter 2010 due to childbirth LOA and will return to repeat Quarter 4 in Spring Quarter 2010. Student will be tested in Winter Quarter on a total of 2 skills from either Quarter 1, 2, or 3, or any combination thereof.

Lapse in clinical course enrollment for one or more quarter

Readmission student must pass skills testing of quarter last completed prior to readmission to the program. The student will be skills tested on four (4) skills (total) from previously completed quarter(s). Skills testing to occur the quarter immediately prior to re-enrollment.

If all four (4) skills are passed, student is eligible for readmission to the next quarter. If the student fails more than three (3) or four (4) skills in the first attempt of skills testing, the student is ineligible for readmission to the upcoming quarter.

If the student fails one (1) or two (2) skills in first attempt of skills testing, the student may return to be tested on the number of failed skills. **Student may be tested on any skills(s) from previously completed quarter(s), not necessarily those skills that were failed in first skills testing.**

If the student then passes all skills in second attempt skills testing, the student is eligible for readmission to the upcoming quarter.

If the student fails all but one (1) skill in skills testing, the student is eligible for readmission to the upcoming quarter, with a PI per current skills testing procedure, including enrollment in Nursing 150 (with the exception of Quarter 6; see Quarter 6 green sheet).

If the student fails two (2) skills after second attempt skills testing, the student is ineligible for readmission to the upcoming quarter.

Examples: Student has failed Quarter 3 theory in Fall Quarter 2009 prior to being skills tested and returns to repeat Quarter 3 in Spring Quarter 2010; Student who dropped Quarter 3 in Winter Quarter 2009 due to pregnancy LOA and returns to repeat Quarter 3 in Winter Quarter 2010. Student would be tested on a total of four (4) skills from either Quarters 1 or 2, or any combination thereof.

Out-of-State RN and Advanced Standing Students:
(students transferring into the program, including LVN Transition students)

Director of Nursing will notify student of space or potential space available in the nursing program. The Director, after screening student and determining eligibility status, will direct student to the De Anza College nursing website to download and print a Nursing Skills Packet and skills testing guidelines. The Director will inform the student of the student skills testing policies and the process to follow to be able to be scheduled for skills testing.

The student will be contacted by the Skills Committee Chairperson to Schedule their skills testing. The Skills Committee Chairperson will verify skills testing eligibility with Director of Nursing before the appointment will be made.

Out-of-state RNs, and advanced standing students must pass skills testing of quarter and the medication calculation examination prior to entry into the program. The student will be skills tested on four (4) skills appropriate for the quarter in which the student is applying. Testing will be completed the quarter immediately prior to enrollment.

If all four (4) skills are passed, student is eligible for admission to the next quarter. If the student fails three (3) or four (4) skills, the student is ineligible for admission to the upcoming quarter.

If the student fails one (1) or two (2) skills in the first attempt skills testing, the student may return to be tested on the number of failed skills. **Student may be tested on any skills(s) from previously completed quarter(s), not necessarily those skills that were failed earlier.** If the student then passes all skills in second attempt skills testing, the student is eligible for admission to the upcoming quarter.

If the student passes all but one (1) skill in second attempt skills testing, the student is eligible for admission to the upcoming quarter, with a PI per current skills testing procedure, and will be required to enroll in Nursing 150 (with the exception of Quarter 6; see Quarter 6 green sheet).

If the student fails two (2) skills in the second attempt of skills testing, the student

is ineligible for admission to the upcoming quarter.

Examples: Student transferring from another nursing program / out-of-state RN: If student applying for Quarter 5, would be tested on a total of four (4) skills from either Quarters 1, 2, 3, or 4, or any combination thereof.

ENTRANCE TO QUARTER 6 WITH A SKILLS PI

Student enrolls in Nursing 150W. Student is allowed to enroll in theory and clinical classes and begin preceptorship, if: 1) student practices in lab for 4 hours, 2) student successfully tests off on four (4) skills. Student must complete the remainder of hours (11) within the first 3 weeks of school. No further skills testing.

STUDENT CONCERNS

This policy defines the procedure that nursing students must follow to express verbal or written concerns that fall short of being “formal grievances.” In general, most student concerns can and should be resolved without requiring a formal grievance (for more information on formal grievances, refer to the Grievance section in the *Nursing Student Handbook* and the De Anza College Catalog). The following policy is consistent with De Anza College Grievance Policy in that the student is required to seek resolution at the lowest possible level, proceeding level-by-level in an orderly fashion up the chain of authority.

Students who wish to express verbal or written concerns about a nursing course, instructor, clinical site, or any other element of a nursing program must seek to resolve the concern at the lowest possible level. Students must first seek to resolve such concerns directly with their instructor. If “best effort” attempts on the part of the student fail to resolve the matter with their instructor, then the student may take the concern to the next highest level, which would be either the Lead Instructor for the quarter or the Director of the Nursing Department. **Again, the student must do their best to get the matter resolved at that level before proceeding to the next highest level, which would be the Division Dean. This process may be continued on up the channel of authority at De Anza College, but the student is required to make a sincere best effort to get the matter resolved at the lowest possible level.**

In the event that a student or students take a concern directly to a higher level without first trying to get the matter resolved at all lower levels, the Nursing Department will provide that higher authority a copy of this policy and ask that the student or students be redirected to proceed level-by-level in accordance with this policy. Therefore, to get the concern resolved as quickly as possible, it is in the student’s best interest to follow this policy from the outset.

Reminder: Under no circumstances will anonymous letters be considered by the Nursing faculty or the Director. If the student desires to write a statement about his/her concerns, such statement must be signed and dated and the due process followed (**See: Grievance Process**).

GRIEVANCE PROCESS

In general, most student concerns can and should be resolved with the course instructor. The student will contact the instructor and schedule an appointment to discuss the issue in question. If the issue is unresolved following this meeting, the student will schedule an appointment with the Lead Instructor for the course. If the issue remains unresolved, the student will schedule an appointment with the Director of Nursing to discuss further options. **If the issue remains unresolved, the student may pursue the nursing program grievance process.** The process is as follows:

1. The student will submit a written request (“petition”) to the Director of Nursing to meet with the nursing faculty. This meeting may be requested when a student desires an exception to any policy or decision of faculty or the Director. The request must be made *within five business days of the decision in dispute*. A meeting will be called with a quorum of full-time nursing faculty in a timely manner.
2. Until a petition regarding withdrawal or disqualification is resolved, the student may attend theory classes and participate in quizzes, midterm exams and class activities. The student will be required to take an incomplete on a final theory examination pending the outcome of the petition, i.e., the student may not take the final examination for the theory course and will be given an incomplete grade in that course. **The student will be allowed to take the final examination only after a successful outcome of the student petition (i.e., the decision is in favor of the student).** The student may not progress to the next course until the incomplete grade is resolved.

Exception: If the course is a 6-week course, the student can take the final examination and attend the second 6-week course until the petition is resolved.

If the issue for the petition is a clinical issue, the student will not be able to attend clinical pending the outcome of the petition.

3. The student has the option of appearing at this faculty meeting and presenting statements and/or documentation in support of his/her request. The student may be accompanied by a counselor from College and Academic Services; however, the counselor may only serve as a support person and cannot participate in the discussion. Any other persons, such as spouses, personal attorneys, etc. may not accompany the student. Documentation prepared for the meeting may be read by the student. Following the meeting, the nursing faculty and Director of Nursing will arrive at a decision regarding the student’s request.
4. The student will be notified in writing of the decision within 5 business days.
5. The student has the option to appeal the faculty’s decision through the Division Dean within 10 business days of the date of the notification letter.
6. The student has the option to appeal the Division Dean’s decision through the Vice President, Student Services. **Refer to De Anza College Catalog**

Note:

- **Filing of a formal student grievance when a student has earned a course grade of “F” or “NP” does not allow a student to progress to the next course.**
- It is the student’s right to contact the Board of Registered Nursing. They are located at: 1625 North Market Blvd. Suite N-217, Sacramento, CA 95834-1924; Telephone: (916) 322-3350 at any time.
Mail address: BRN, PO Box 944210, Sacramento, CA 944210-2100

STUDENT GUIDELINES WHEN PETITIONING TO MEET WITH THE NURSING FACULTY

When meeting with the faculty for the purpose of requesting an exception to a policy or decision by a faculty member, there are guidelines which the student must follow. If the student does not adhere to the following guidelines, acts inappropriately or in a threatening manner, or makes libelous accusations regarding the instructor initiating the disputed decision, the meeting will be terminated without notice. In keeping with professionalism, the student must:

- State clearly the decision or policy to which the student desires an exception. This statement may be presented in writing, verbally, or both.
- Speak clearly and audibly, and present your information in a logical sequence.
- Speak about the issue in your own words. Give examples of your clinical performance which you believe meets the clinical objective(s) in question.
- Present only information that is pertinent to the policy or decision at hand and your clinical/classroom performance. Information regarding other students, current/past instructors, instructor personality traits, etc. is inappropriate and unacceptable.

APPLICATION FOR LICENSURE

NOTE: At the time of application for RN licensure in the state of California all individuals are required to provide detailed information concerning any misdemeanor or felony law infractions. The infractions include everything except minor traffic violations. Reportable infractions include trespassing, loitering, driving while under the influence, or possession of illegal substances. The California Board of Registered Nursing observes no statute of limitations; in other words, all infractions must be reported, no matter how long ago they occurred. Failure to report infractions and sufficient evidence of rehabilitation, where indicated, may result in denial or revocation of the RN license.

APPLICATIONS FOR THE RN LICENSING EXAM

The following students are Eligible for NCLEX - RN:

- Associate of Science Degree in Nursing
- Non degree RN student (completed all requisite nursing courses, but not all G.E. requirements)

These students must submit an application to the State Board for Registered Nursing in order to take the NCLEX - RN. Cost is approximately \$150 for the examination.

Students will complete the application for RN licensure in the State of California during the sixth quarter of the nursing program. All necessary forms and written instructions will be distributed by the lead faculty member of the last quarter of the RN program. Specific questions regarding the application process will be answered at that time.

In addition to submission of the application to the Board of Registered Nursing for NCLEX - RN, students must make an appointment with a De Anza counselor and obtain an Application for Associate Degree form. Students are then to give a copy of the Application form **AND** the State Board's Request for Transcripts form to the Director. (The form is available on-line at: www.rn.ca.gov/pdfs/applicants/end_transcript.pdf). **This must be completed within the first month of the sixth quarter of the nursing program.**

GRADUATION, PINNING AND/OR CAPPING CEREMONY

A pinning and/or capping ceremony exclusively for nursing will be held once a year. This ceremony will usually be conducted on the same day as the College Graduation. The ceremony will be planned, run, and funded by all students graduating within the same academic year (e.g., classes of fall 2009, winter 2010, and spring 2010).

Student plans for the pinning and/or capping ceremony must be approved by the Student Advisor.

For graduating students choosing to be "capped" during the pinning ceremony, the following rules apply:

- The student must wear a traditional nursing uniform.
- Females - white nursing uniform dress or a white uniform skirt and white blouse (no pants or scrubs). The dress/skirt cannot be shorter than one inch above the knee. The white uniform dress/blouse cannot be sleeveless and cleavage cannot be showing.
- Plain white or skin-toned stockings (no seams, texture or prints, etc) must be worn with the uniform dress or skirt and white closed toe nursing shoes.

For graduating students participating in the pinning ceremony but choosing NOT to be "capped", the following rules apply:

- The students must wear conservative attire, either "dressy" or "dressy casual"
- Women may wear dresses, skirts/tops or slacks/tops
- Men should wear button-down dress shirts; ties are optional
- Modesty should be maintained: no cleavage, spaghetti straps, high slit skirts or very short skirts
- No jeans, athletic wear, shorts, tank tops, t-shirts

It is highly recommended that faculty, if invited, attend the nursing pinning and/or capping ceremony. In addition, faculty may participate in the ceremony itself, if asked to do so by the nursing students. Faculty may attend individual completion functions, if invited; however, may not act in any official capacity such as pinning, speaking, etc.

It is highly recommended that students participate in the College Graduation ceremony. Attendance indicates appreciation and recognition of the investment made to nursing students by the faculty, college and community at large.

Upon successful completion of the RN program, students are eligible to purchase a De Anza College Registered Nursing pin. The nursing lab instructional assistant will provide the necessary form so students may purchase a pin. Students will not be able to purchase a pin without the required permission form.

STUDENT NURSE ORGANIZATION (SNO)

The Student Nurse Organization (SNO) of De Anza College is open to all nursing students. SNO usually meets before the Student Assembly on the first day of each quarter.

SNO offers nursing equipment such as stethoscopes, scissors, hemostats, and pocket organizers at reduced prices. Used uniforms and vests can be purchased at low prices; used books may also be available. SNO provides discount information on nursing magazines.

SNO members participate in blood drives, immunization programs, Club Day, De Anza Day, and fundraising events such as the De Anza Flea Market. Scholarships are available to SNO members; information is in S83, in the Financial Aid Office and on the SNO website at: www.deanzasno.com. Emergency loans may be available for SNO members who qualify. Job opportunities are posted in S83.

SNO is your support group and is here to listen to and help nursing students. We look forward to seeing you at the next SNO meeting.

GUIDELINES FOR INTERNET COMMUNICATION (“Netiquette”), EMAIL, TEXTING, SOCIAL MEDIA, AND ALL OTHER FORMS OF NETWORK COMMUNICATION

The internet has brought new methods of communicating with students and with each other with email and social networking. Along with the convenience these communication media create, there are potential pitfalls to be careful of. In your text, email and social media communication, you will be held accountable for the following points:

Do’s:

- Make it easy on the recipient: use the subject line of an email to describe the contents.
- Use the same rules regarding good grammar, punctuation and word choice as you would for any written communication.
- Use the same courtesy as you would extend someone you are having a face to face or telephone conversation with. If you would not say it to the person's face don't write it in a text, email, or social media.
- Use mixed case. UPPER CASE LOOKS AS IF YOU'RE SHOUTING.

- Remember that the recipient is a human being whose culture, language, and humor may be different from your own. Be especially careful with sarcasm. Without facial expressions and tone of voice, they do not translate easily through email.
- Use email, texts, and social media in a professional manner. Remember, you cannot control where your message might be sent.

Don'ts:

- Never send or post anything that would potentially compromise an individual's reputation, or the reputation of the college or any affiliated clinical agencies. Internet communications, in general, are not secure.
- Avoid sending ANY confidential or sensitive information via email. Remember, it's very easy for someone else to forward messages you thought were confidential.
- Remember, even if you thought you had set your privacy settings on your social network for maximum privacy,
- you may be mistaken, or the company operating the social network can (and has) changed its customer settings without notification.
- Avoid improper language and any language that could be insulting to someone's race, gender, sexual orientation, or other personal characteristics.
- Do not send abusive, harassing or threatening messages.
- Do not send heated messages ("flames"), and avoid responding to these messages.
- Never send chain letters.
- Avoid sending "forwards:" although they can be cute, again remember that humor does not necessarily travel well. Keep the forwarded messages for your personal email contacts.
- Do not talk about or refer to faculty, staff nurses or other students - it is unprofessional, mean-spirited and can be considered libel
- Never include any photos of patients, faculty and/or peers in any situation which may be interpreted as 'nursing school related'. Such photos are considered a violation of HIPAA regulations and may result in disqualification from the program and/or civil charges for invasion of privacy

Remember...

- Any discussion group and/or chat room that will involve nursing students and/or faculty and staff needs to be password protected. HIPAA regulations apply to all such activities.
- It is expected that a student in the De Anza College nursing program maintains the ethical and moral conduct and social decorum appropriate to a nursing student (see Student Responsibilities).
If inappropriate, vulgar or derogatory content or gossip about another student or instructor is reported or discovered on a text, email, or social network site belonging to a student, disciplinary action may result, up to and including disqualification from the nursing program, depending on the content. This

includes, but is not limited to, information about patients, clinical agencies, and information or gossip about other students or faculty (or references to other students/faculty in a manner that will allow other people to identify who you are writing about).

- Laws governing copyright, defamation, discrimination and other forms of written communication also apply to email, texts, and social media.
There is a saying that sending an email is similar to sending a postcard. Using that line of thinking, posting information on your social network page is similar to using a megaphone.

References:

Hambridge, S. (1995). RFC 1855: Netiquette. Available at:
<http://www.dtcc.edu/cs/rfc1855.html> Accessed 5/12/06.

Linfield College. E-mail Netiquette. Available at:
<http://www.linfield.edu/policy/netiquette.html>. Accessed 7/1/08.

Academic Writing Standard Policy

1. Unless otherwise specified, this policy applies to all courses delivered by De Anza College (DAC) Nursing Department.
2. All written course assignments submitted for grading must comply with the publishing standards of the American Psychological Association, henceforth referred to as *APA Standards*.
3. All students are required to follow the publishing guidelines outlined in the latest edition of the *Publishing Manual of the American Psychological Association*, henceforth referred to as *APA Manual*. Should a new edition of *APA Manual* become available after a student cohort commenced the quarter one courses, students enrolled in that cohort will be allowed to continue using the version of *APA Manual* that was the latest at the time they enrolled quarter one courses for the duration of the nursing program.
4. Failure to comply with *APA Standards* will result in grade reduction or plagiarism related penalties (see plagiarism policy in student handbook).

IV Push Policy

If agency permits, students in Quarters 4 and above will be allowed to give IV push medications in the clinical setting only after:

- 1) receiving theory and clinical instruction and practice in quarter 3 Pharmacology, and
- 2) demonstrating the procedure proficiently in Quarter 4 utilizing De Anza criteria (and facility policy).

Students performing medication administration via IV Push must be directly observed by their clinical instructor or the RN assigned to the patient during the entire procedure.

Supporting Documents:

- DAC Intravenous Therapy Policy
- Skills criteria Sheets
 - IV Push Medication (Running)
 - IV Push Medication (Lock)
 - Central Line Heparin Lock Flush

APPENDICES

Accountability Statement

Your socialization into nursing includes the earning of certain rights that will be essential to your practice. Since these rights are not owed to you automatically, you must begin to integrate them into your practice while you are a nursing student. The nursing faculty is accountable to society, clients, clinical agencies, De Anza College, and the individual student to insure that the student is a safe and effective practitioner and, therefore, has the authority and professional responsibility to give feedback to the student related to clinical and theory performance in a timely manner.

Some important rights for you to begin earning as a nursing student include the following:

1. the right to practice nursing in accord with professional standards
2. the right to be trusted by members of the public
3. the right to be believed when speaking in the area of his/her expertise
4. the right to be trusted by colleagues
5. the right to intervene when necessary to protect patients or the public

The above stated rights reflect the duties or responsibilities of the nurse that must be upheld. Failure to uphold the duties of practicing within the standards of nursing can mean the withholding of the rights either legally (through the BRN) or through the action of the employer or even fellow professionals or patients/clients and/or their families.

Specifically, the primary duty of the nurse is to provide adequate and safe care within standards defined by professional and institutional/agency policies. For a nurse to fulfill this primary duty, he or she must possess some important character traits, namely: benevolence, honesty, respect, fidelity and integrity.

In brief, this means that a nurse must be truthful and honest, respect the human rights of others, and be committed to the goals of nursing. From the moment you enter nursing school, you are expected to practice and demonstrate these character traits. Therefore, in all matters relevant to patient care you will be held accountable for speaking the truth; and for all behaviors that impact on patient care:

1. Patient safety and welfare are more important than your need to *appear* "perfect" or "right" all the time.
2. Patient safety and welfare are more important than your desire to avoid:
 - Losing points for attendance (e.g., when you are sick)
 - A reprimand or Plan for Improvement
 - Filling out a Reflection
3. Patient safety and welfare depends on prompt acknowledgment and reporting of errors in the clinical setting (e.g., omission of a scheduled treatment or a medication error). These kinds of serious errors generally require remediation (e.g., practice in the skills lab); however, *lying* about an error is even more serious and could result in immediate disqualification from the Nursing Program.

References: 1/ "Collegial Ethics of a Caring Profession," Leah L. Curtin, Nursing Management, vol. 25, no. 8, pp. 28-32 (1994).

2/ ANA Code for Nurses.

DeAnza College Nursing Program STUDENT HEALTH STATUS

HEALTH STATUS ITEM	REQUIREMENT	WHEN REQUIRED
Mumps Rubeola (red measles) Rubella (german measles)	Positive titer Positive titer Positive titer	Before entering Nsg program
Varicella (chicken pox)	Positive titer	Before entering Nsg program
Tetanus, Diphtheria, acellular Pertussis (Tdap)	Proof given (within 5 years)	Before entering Nsg program
Hepatitis B vaccine	Positive titer	Start series before entering Nsg program
QuantiFERON test	QuantiFERON test	Within 4 weeks of entering the Nsg. Pgm. ----- Before beginning of the Quarter in which the QuantiFERON result will expire and within 2 weeks prior to leaving the nursing program
CPR: (Healthcare Provider) certification o AHA 2-year cert.	Must be kept “current” at all times	Quarters 1 through 6 before beginning of the Quarter in which the CPR certification will expire

- Note: 1/ No immunization or CPR may expire during the clinical rotation. All immunizations must be appropriate for the entire quarter, **before** the first day of clinical.
- 2/ All documentation required for an upcoming quarter must be given to the Learning Resource Assistant no later than the following deadlines:

Fall Quarter	Wednesday before the start of Fall classes
Winter Quarter	Wednesday before Fall finals week
Spring Quarter	Wednesday before Winter finals week

Progression to the next Quarter will not occur unless these deadlines are met.

A student who does not comply may be placed on LOA.

BACKGROUND CHECK- NOTICE OF RIGHTS

California Notice Of Rights For Investigative Consumer Reports

1786.22.

(a) An investigative consumer reporting agency shall supply files and information required under Section **1786.10** during normal business hours and on reasonable notice.

(b) Files maintained on a consumer shall be made available for the consumer's visual inspection, as follows:

- (1) In person, if he appears in person and furnishes proper identification. A copy of his file shall also be available to the consumer for a fee not to exceed the actual costs of duplication services provided.
- (2) By certified mail, if he makes a written request, with proper identification, for copies to be sent to a specified addressee. Investigative consumer reporting agencies complying with requests for certified mailings under this section shall not be liable for disclosures to third parties caused by mishandling of mail after such mailings leave the investigative consumer reporting agencies.
- (3) A summary of all information contained in files on a consumer and required to be provided by Section **1786.10** shall be provided by telephone, if the consumer has made a written request, with proper identification for telephone disclosure, and the toll charge, if any, for the telephone call is prepaid by or charged directly to the consumer.

(c) The term "proper identification" as used in subdivision (b) shall mean that information generally deemed sufficient to identify a person. Such information includes documents such as a valid driver's license, social security account number, military identification card, and credit cards. Only if the consumer is unable to reasonably identify himself with the information described above, may an investigative consumer reporting agency require additional information concerning the consumer's employment and personal or family history in order to verify his identity.

(d) The investigative consumer reporting agency shall provide trained personnel to explain to the consumer any information furnished him pursuant to Section **1786.10**.

(e) The investigative consumer reporting agency shall provide a written explanation of any coded information contained in files maintained on a consumer. This written explanation shall be distributed whenever a file is provided to a consumer for visual inspection as required under Section **1786.22**.

(f) The consumer shall be permitted to be accompanied by one other person of his choosing, who shall furnish reasonable identification. An investigative consumer reporting agency may require the consumer to furnish a written statement granting permission to the consumer reporting agency to discuss the consumer's file in such person's presence.

Information in this document is intended only as a service to inform or be educational in nature. Nothing herein should ever be construed as legal advice or opinion, nor as the offer of such.

Course Evaluation Process

All evaluations are to be completed anonymously. Please follow these directions:

1. Go to the nursing webpage: (www.deanza.edu/nursing)
2. Click on the link on the left side labeled: 'Resources'
3. Click on the link labeled: 'For Enrolled Nursing Students'
4. Enter the user name (student) and password (forNursing). Note: These are case-sensitive entries.
5. Scroll to the bottom where it is labeled: 'Evaluation link'
6. There are 3 separate links for the 3 different evaluation materials:
 - Student Evaluation of Classes- used for written comments about theory classes. Type it on-line, print it off and turn in to the designated student on the scheduled date. (per greensheet or instructor's directions) This is an anonymous evaluation as your instructor is only interested in honest and unbiased comments.
 - Nursing Theory survey- an on-line evaluation of theory classes (8 questions). You will need the password (forNursing) to access it. It is anonymous.
 - Clinical survey- an on-line evaluation of clinical classes (8 questions). You will need the password (forNursing) to access it. It is anonymous.
7. In efforts to save paper, please e-mail the survey completion receipts for both the Nursing Theory survey and the Clinical survey to your instructor at his or her preferred e-mail address. Copy each receipt electronically as you receive it, and paste it into an e-mail to your instructor. In this way your instructor will know that you have completed the evaluations. The only paper you will need to bring on the designated scheduled day will be the comment page on the Student Evaluation of Classes.
8. It is **absolutely critical** that you enter the correct course number and instructor name when completing these evaluations. Please take special care to enter the information correctly.

Record of Tutoring

Tutee: _____

Quarter/year _____

Tutor: _____

Tutor and Tutee will each maintain duplicate record of tutoring. Up to three 60-90 minute sessions may be completed. See Student Handbook for tutoring guidelines.

Date	Time (<i>beg. & end</i>) (<i>must be 60-90 minutes</i>)	Tutoring subjects (<i>see Tutoring guidelines in SHB</i>)
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1.

2.

3.

(*no more than 3 sessions allowed*)

Tutor will provide copy to Tutee's current Lead Instructor before the end of Finals Week.

Physician Name and Address:

Date: _____

Re: Release Request for Student: _____

Dear Dr. _____,

_____, a patient of yours, is a student in the Nursing Program at De Anza College. Upon successful completion of the program, he/she will be a candidate for licensure as a Registered Nurse.

_____ notified our school of his/her recent injury/surgery/situation. In view of the physical duties and mental acuity at which our students are required to perform in the clinical area, it is important that we be assured of his/her ability to implement patient care safely and competently.

We also need assurance of this student's own personal safety in clinical areas that require physical and emotional fortitude, for example: lifting, transferring, positioning and ambulating medical-surgical patients, and working with potentially violent and emotionally unstable psychiatric patients.

Please complete the enclosed release form stating that the student is physically, mentally, and emotionally well enough to perform safely and competently in the health-care setting. **An immediate reply is essential, as it may affect the student's status in the Nursing Program. The student will not be allowed to return to the clinical setting until your letter is received.**

Thank you for your prompt attention to this matter.

Sincerely,

Judith Clavijo, RN, MSN
Director of Nursing

DE ANZA COLLEGE
REGISTERED NURSING PROGRAM

TO: NEW STUDENTS ENTERING THE REGISTERED NURSING PROGRAM
FROM: JUDITH CLAVIJO, DIRECTOR OF NURSING

RE: PROFESSIONAL BOUNDARIES

THE FOLLOWING IS A WEB ADDRESS WHERE YOU CAN VIEW A BROCHURE FROM THE NATIONAL COUNSEL OF STATE BOARDS OF NURSING, INC. ENTITLED PROFESSIONAL BOUNDARIES: A NURSE'S GUIDE TO THE IMPORTANCE OF APPROPRIATE PROFESSIONAL BOUNDARIES. PLEASE READ THIS BROCHURE IN PREPARATION FOR ENTRANCE INTO THE REGISTERED NURSING PROGRAM.

<https://www.ncsbn.org/ProfessionalBoundariesbrochure.pdf>

RETURN THIS PAPER, SIGNED AND DATED, ON THE FIRST DAY OF SCHOOL.

Name: _____
(Please Print)

I have read and understand the National Council of State Boards Nursing pamphlet: Professional *Boundaries: A nurse's guide to the importance of appropriate professional boundaries*. My signature below indicates that I agree to observe the professional standards of conduct outlined in the pamphlet while I am enrolled in the De Anza Nursing Program, and I understand that failure to observe these standards may result in disciplinary action, up to and including disqualification from the Nursing Program.

Signature

Date

ADA Compliance Statement

In compliance with the 1990 Americans with Disabilities Act (ADA), De Anza College School of Nursing does not discriminate against qualified students with disabilities. According to the ADA, a disability is:

- A physical or mental impairment that substantially limits one of more “major life activities”
- A record of such impairment
- Being regarded as having such an impairment

A qualified student is one who satisfies the skills, education, experience, and job-related requirements. Nursing students at De Anza College need to be able to perform essential nursing skills with reasonable accommodation. A nursing student should not pose a direct threat to the health and safety of others.

The mission of De Anza College School of Nursing is to educate and prepare safe and effective entry level nurses who are able to provide nursing care in a variety of health care settings. To this end, the faculty has identified essential skills which student nurses must be capable of performing. These essential skills can be categorized into the areas of cognitive learning, communication, and psychomotor skills. Examples of each of these areas are delineated as follows.

Cognitive Learning Skills

- Possess critical thinking abilities sufficient for clinical judgment: the ability to assess client status and make appropriate clinical decisions regarding courses of action within given time constraints.
- Effectively synthesize client data from a variety of sources including written, verbal, and observational (assessment).
- Prioritize nursing care for needs of multiple patients simultaneously.
- Demonstrate independence in reasoning and decision making.
- Solve practical problems and deal with a variety of variables in situations where only limited standardization exists.
- Perform mathematical calculations for medication preparation and administration.

Communication

- Communicate clearly, verbally, nonverbally, and in writing, demonstrating appropriate grammar, vocabulary and word usage.
- Demonstrate the ability to read cursive writing
- Interact effectively on an interpersonal level with clients, families, and groups from a variety of social, cultural, emotional, and educational backgrounds.
- Function effectively under stress.
- Provide client teaching in a variety of modalities including written, oral, and demonstration.
- Receive instruction verbally, written, and by telephone; is able to interpret and implement these instructions

- Demonstrate appropriate control of affective behaviors, verbal, physical, and emotional levels to ensure the emotional, physical, mental, and behavioral safety in compliance with the ethical standards of the American Nursing Association.

Psychomotor Skills

- Demonstrate sufficient sensory perception (visual, auditory, tactile) to accurately assess and monitor client health needs and respond quickly to emergencies.
- Demonstrate physical abilities and stamina sufficient to move from room to room and maneuver in small spaces.

If the student is unable to perform any of these essential skills, it is his/her responsibility to request an appropriate accommodation. The School of Nursing will determine, on an individual basis, whether or not the necessary accommodations or modifications can reasonably be made.

De Anza College
Department of Nursing
Program Reflection

Student's Name _____
Facility/Unit _____
Course _____
Date _____

Event/Situation prompting this document _____

On a separate piece of paper, write a narrative note reflecting on the event/situation. In accordance with the Student Handbook, under **Student Performance, Reflection**, follow the guidelines listed:

1. Describe the incident in your own words.
2. What factors led (contributed to this incident)?
3. How would you approach this or a similar situation in the future?

DATE DUE: _____ At this time the appropriateness of the written reflection will be determined.

The following signature indicates that the student understands the purpose of this document.

Student signature: _____ Date: _____

**Instructor's signature: _____ Date: _____

The following signature indicates that the student has been presented with this assignment but has refused to sign the document.

Witness: _____ Date: _____
(Any other De Anza Nursing Instructor)

**INSTRUCTORS: Keep this original: give a copy to student.

Plan for Improvement

TO:
FROM:
DATE:
RE:

I: I have identified that your performance is deficient in the following areas:

- 1.
- 2.
- 3.

II: In order to achieve satisfactory improvement of your performance and successful resolution of the Plan for Improvement, you must be demonstrating the following:

- 1.
- 2.
- 3.

III: Evaluation of the improvements: Immediately and ongoing, through _____ (the last clinical/ theory day of this course, or until), you must be demonstrating accurate performance of the above designated behaviors. During this period any infraction of these will lead to immediate removal from the course, failure of the course and a withdrawal with penalty. If no infractions happen during this period, your PI will be considered "successfully resolved." If, during the course of the nursing program, you acquire two additional PIs for _____, you will be withdrawn with penalty.

IV: Suggested activities for improvement:

Clinical and/or theory instructor(s) will provide you with verbal or written feedback on an as-needed basis.

The following signatures indicate that the instructor has explained the student performance deficiencies that led to this Plan for Improvement. Furthermore, the following student signature indicates that student has read, understands, and has had the opportunity to discuss this Plan with the instructor.

Student_____Date_____

Instructor_____Date_____

Plan for Improvement Outcome(s):

The student must provide a copy and discuss all PIs with all clinical and theory instructors involved during the time frame in which the PI is in force.

Memorandum of Understanding: Leave of Absence or Withdrawal

I, _____ will have a break in the continuity of my nursing student experience due to a (circle one):

Leave of absence (LOA)

Withdrawal without penalty

Withdrawal with penalty

from the nursing program.

I have met with the Director of Nursing and we have discussed

- The readmission policy for the nursing policy
- Educational options available to me during my absence from the nursing program

I understand that I will notify the Director of Nursing, in writing, of my desire to return to the nursing program no later than one month before the end of the preceding quarter, excluding Summer Quarter (e.g. for an anticipated Fall Quarter readmission, I must notify the Director of Nursing one month before the end of Spring Quarter).

My current address is:

My current telephone number is: _____

Student: _____ Date: _____

Print Name: _____

Director of Nursing: _____ Date: _____

Memorandum of Understanding: Filing a Petition

I, _____ understand that I have the right to request a meeting with the nursing faculty (file a “petition”) regarding my withdrawal with penalty/disqualification from the nursing program. My options and their consequences have been explained to me.

If I choose to request such a meeting, I must inform the Director of Nursing, in writing, by _____ (date/time).

My current street address to receive certified mail is (must be a street address – not a P.O. Box):

My current telephone number is: _____

Student: _____ Date: _____

Print Name: _____

Director of Nursing: _____ Date: _____