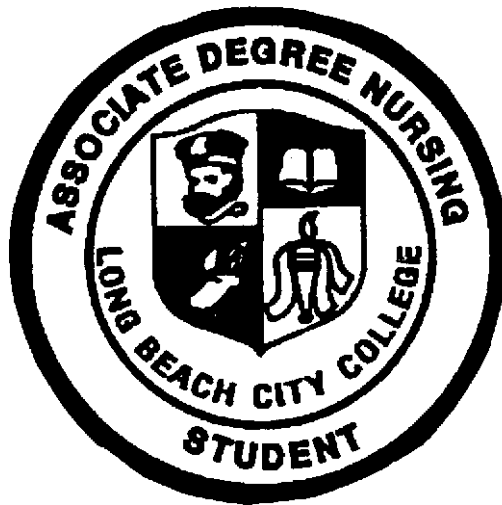


# Student Handbook

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## ASSOCIATE DEGREE NURSING 2011-2012



## Long Beach City College

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## PREFACE TO STUDENT HANDBOOK

Welcome to Long Beach City College Associate Degree Nursing Program. The student handbook has been developed to provide information needed by students in the ADN nursing program. Students are responsible for the material contained in the handbook that is in effect when they are admitted to the nursing program. Reentry students will be held responsible for the contents of the Student Handbook in effect on the date of reentry. You will be notified of any subsequent changes and these changes will be posted. Students will then be held accountable for this amended information. We, the faculty, hope that this handbook will keep you informed. We expect you to know and abide by the policies.

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Long Beach Community College District  
LONG BEACH CITY COLLEGE  
Associate Degree Nursing Program

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## **ASSOCIATE DEGREE NURSING PHILOSOPHY OF NURSING AND NURSING PRACTICE**

The faculty members of the Associate Degree Nursing (ADN) Program uphold the mission statement of Long Beach City College, a commitment to excellence and supporting the intellectual, cultural, economic and civic development of our students. The program is in compliance with the non-discrimination policies of the college as stated in the college catalogue. Orem's Self-care theory and the nursing process are used to develop and guide the curriculum content.

### **Humanity**

The faculty view individuals as complex beings with biophysical, psychosocial, emotional, spiritual, and cultural needs. As members of society, individuals are deserving of respect for their innate human uniqueness. People are capable of taking an active role in providing their own self-care. The faculty believes that individuals are rational and social beings who interact with their environments.

The faculty believes that individuals are human beings who continuously contribute to their own health and well-being. All humans practice self-care activities that are initiated and performed on their own behalf in maintaining life, health, and well-being. Nursing and other health services are used when individuals are incapable of continuous self-care. Nursing systems are formed when nurses use their abilities to prescribe, design, and provide nursing for individuals by performing discrete actions. These actions regulate the value of the individual's capabilities to engage in self-care and meet the self-care requisites of the individual therapeutically.

### **Art and Science of Nursing**

The faculty believes that the practice of nursing is an art and science based on biological, physical, behavioral and nursing sciences. The faculty believe that the art of nursing is practiced by 'doing for' the individual with a disability, by "helping him to do for himself and/or by helping him to learn to do for himself". The faculty believes nursing is a holistic endeavor and seeks to help patients achieve an independent state of well being/self care based on individual differences and respect for human dignity.

### **Nursing Education**

The faculty is committed to an educational philosophy that emphasizes demonstrated competency both theoretical and clinical, utilizing a simple to complex learning approach. Learning is a lifelong, self-initiated process by which knowledge, skills, attitudes, and values are acquired. Learning occurs independently through perception, assimilation, formulation, and synthesis. The program is designed to meet the educational needs of an ethnically and culturally diverse population of learners by recognizing their diverse learning styles. The faculty prepares students for the present and future nursing needs of the community within ever changing healthcare delivery systems utilizing a multidisciplinary approach. The faculty fosters learning by encouraging the utilization of current technology and all available support systems.

The faculty believes that evidence based teaching and practice is critical to the successful production of safe practitioners and professional nurses. The professional role of the nurse is embraced and taught with an emphasis on critical thinking, communication and collaboration. As a patient advocate, the nurse is responsible for managing all aspects of patient care and coordinating optimal patient outcomes with consideration to the various multicultural needs of and diverse backgrounds within the community.

### **Core Concepts**

We believe that the Associate Degree nurse is prepared to fulfill an important role in providing quality, cost-effective nursing care within the current and future rapidly changing healthcare delivery systems. The faculty believes that the practice of nursing is based on the National League for Nursing educational outcomes related to the core components of associate degree graduates. The following concepts are introduced in the first nursing course and are integrated throughout the program:

- **Professional Role**
- **Communication**
- **Orem's Self-Care Theory as it relates to the Nursing Process**
- **Critical Thinking**
- **Safety**
- **Teaching and learning**
- **Collaborative management of care**

**Revised: 5/05, 5/09**

## CONCEPTUAL FRAMEWORK

- I. Definition of Conceptual Framework
  - A. Symbolic, organized framework for viewing and making sense of the real world.
  
- II. Purpose of a Conceptual Framework
  - A. Defines the unique role of nursing among the health professions.
  - B. Describes those characteristics of people and environment that require analyzing and management via the nursing process.
  - C. Provides a framework for organizing the curriculum.
  - D. Directs nursing research.
  
- III. Description of the Orem Self-Care Deficit Nursing Model

All societies have developed more or less formalized mechanisms for providing care for their disabled. Nursing is the provision of care for those persons who cannot provide for their own self-care because of health related or developmental limitations. A need for nursing action exists when there is a deficit between the care an individual (or their usual caregiver) can provide and the care required by illness, medical treatment, or developmental crises.

  - A. Assumptions about Nursing
    1. Nursing is a form of help or assistance given by nurses to persons with a legitimate need for it.
    2. Nurses are characterized by their knowledge of nursing and their capabilities to use their knowledge and specialized skills to produce nursing for others in a variety of situations.
    3. Persons with a legitimate need for nursing are characterized by: (a) demand for discernible kinds and amounts of self-care or dependent care; and (b) health-derived or health-related limitations for the continuing production of the amount and kind of care required.
    4. Results of nursing are associated with the characterizing conditions of persons in need of nursing and include: (a) the meeting of existent and emerging demands for self-care and dependent care; and (b) the regulation of the exercise or development of capabilities for providing care.
  
  - B. Assumptions about Humans
    1. Human beings require continuous deliberate inputs to themselves and their environments in order to remain alive and function in accord with natural human endowments.
    2. Human agency, the power to act deliberately, is exercised in the form of care of self and others in identifying needs for and in making needed inputs.
    3. Mature human beings experience privations in the form of limitations for action in care of self and others involving the making of life-sustaining and function-regulating inputs.
    4. Human agency is exercised in discovering, developing, and transmitting to others ways and means to identify needs for and make inputs to self and others.
    5. Groups of human beings with structured relationships cluster tasks and allocate responsibilities for providing care to group members who experience

privations for making required deliberate input to self and others.

C. Value Systems

1. Nursing is a socially useful endeavor directed toward achievement of client self-care so that optimal health is achieved and maintained.
2. Optimal health for all persons is a desirable goal.

D. Major Components

1. The goal of nursing is achievement of client self-care to promote and maintain optimal levels of health.
2. Self-care: deliberate actions that regulate structural integrity, human functioning, and human development.
3. The client is a person who cannot assess and meet his/her own self-care requisites and is therefore in need of nursing care. The nurse, in order to make an individualized plan of care for the client, must assess his/her basic conditioning factors, universal self-care requisites, developmental self-care requisites, and health deviation self-care requisites.
  - a. Universal self-care requisites:
    1. Sufficient intake of air.
    2. Sufficient intake of water.
    3. Sufficient intake of food.
    4. Elimination and associated hygiene.
    5. Balance between activity and rest.
    6. Balance between solitude and social interaction.
    7. Prevention of hazards to life, functioning, and well being.
    8. Promotion of functioning and development in accord with human potential.
  - b. Developmental self-care requisites:
    1. Initiation and maintenance of living conditions that support life processes of development during various stages of life, with consideration given to each universal self-care requisites.
    2. Provision of care, either to prevent the occurrence of deleterious effects and conditions that can affect human development, or to mitigate or overcome these effects.
  - c. Health deviation self-care requisites:
    1. Seeking and securing appropriate medical assistance in the event of exposure to specific physical or biological agents or environmental conditions.
    2. Being aware of and attending to the effects and results of pathological conditions.
    3. Effectively carrying out medically prescribed diagnostic, therapeutic, and rehabilitative measures.
    4. Being aware of and attending to or regulating the discomforting or deleterious effects of medical care measures performed or prescribed by the physician, including effects on development.
    5. Modifying the self-concept (and self-image) in accepting oneself as being in a particular state of health and of needing specific forms of health care.

6. Learning to live with the effects of pathological conditions and states and the effects of medical diagnostic and treatment measures in a life-style that promotes continued personal development.

E. Role of the nurse and the intervention focus

When clients present themselves for health care, the nurse identifies the self-care requisites that are active at the time, and assesses whether the client or caregiver can meet these requisites. If a self-care deficit exists, the nurse provides the needed care, assists with the care, or teaches the client or caregiver to provide self-care.

F. Source of client difficulty

There is some interference with the ability to provide self-care. The source may be developmental or health associated.

G. Modes of nursing intervention

The nurse can act in a full compensatory mode, partially compensatory mode, or educative-supportive mode.

H. Consequences of nursing activity

The client's self-care requisites will be met, whether by the nurse, or by another care giver.

IV. Using the Orem Model with the Nursing Process

A. Assessment

Assessment is the initial and continuing determination of self-care deficits, i.e., the need for nursing care. This phase of the nursing process includes assessment of the client's:

1. Basic conditioning factors.
2. Therapeutic self-care demands (includes universal, developmental, and health-deviation self-care requisites).
3. Self-care capabilities, including: (a) self-care knowledge; (b) potential for engaging in self-care at a future time; (c) motivation or willingness to engage in self-care; and (d) consistency in incorporating self-care to protect already developed self-care capabilities for therapeutic purpose.

B. Planning

Planning is the designing of a system of nursing for the client that will meet identified self-care deficits and thus effectively contributes to the achievement of the client's health goals. The planning stage consists of two steps:

1. Prioritizing the client's therapeutic self-care demands.
2. Selection of nursing actions that will be both effective and efficient in compensating for the client's self-care deficits. The purposes of planning are to create a nursing care system that will: (a) result in good regulation of the health and developmental state of the client; (b) specify the timing and the amount of nurse-client contact and the reasons for it; and (c) identify the contributions of nurse and client to meeting the therapeutic self-care demand, to making adjustments in it, and to regulating the exercise or development of self-care agency.

C. Intervention

In the intervention phase of the nursing process, the planned nursing actions are carried out.

Modalities of nursing action or interventions include:

1. Acting for or doing for another.
2. Guiding another.
3. Supporting another (physically or psychologically).
4. Providing an environment that promotes personal development.
5. Teaching another.

D. Evaluation

Evaluation involves making a judgment regarding the effectiveness of the first three steps in the nursing process, in relation to whether or not goals have been met. In order to carry out evaluation, the nurse must:

1. Determine if self-care measures were performed, and monitor the sufficiency and efficiency of client and nursing actions directed toward these ends.
2. Determine the sufficiency and efficiency of methods/procedures performed to meet self-care requisites.
3. Assess the results derived for client and nurse performance for the well being of clients.
4. Make or recommended adjustments in the nursing system through, for example changes in the methods/procedures and/or changes in client/nurse roles.

## **PROGRAM STUDENT LEARNING OUTCOMES**

In addition to meeting the specific objectives for each course, the graduate of the Long Beach City College Associate Degree Nursing program will be competent in the following learning outcomes:

### **Professional Role**

- Practice within the ethical, legal, and regulatory framework of nursing, be a positive role model and act as a patient advocate.
- Demonstrate accountability for nursing care given by self and or delegated to others while maintaining appropriate professional boundaries and confidentiality.
- Value each individual as a complex being with emotional, cultural, and spiritual needs.

### **Communication**

- Exhibit therapeutic communication skills when interacting with patients, family and the healthcare team.
- Integrate relevant, accurate and complete information in a concise and clear manner by utilizing channels of communication and information technology to achieve positive patient outcomes.

### **Orem Self-Care Theory as it relates to the Nursing Process**

- Integrate Orem's Self-Care Theory to recognize each patient's health deviation as an actual and potential health problem.
- Adapt this framework as a basis for the provision of care in conjunction with the nursing process.
- Demonstrate all aspects of the nursing process to assess, intervene, and evaluate variety of health care settings.

### **Critical thinking**

- Critically evaluate information, problem solve and make decisions regarding patient care within the multidisciplinary team.

### **Safety**

- Manage patient care in a safe manner as supported by evidenced based best practices.
- Assess unsafe practices.
- Predict and alleviate potential health hazards.

### **Teaching and Learning**

- Display the knowledge to be successful on the NCLEX-RN examination.
- Act as a patient educator utilizing the nursing process as a means to focus on the needs of the patient, family members, community members in a variety of health care settings.

**Collaborative Management of Care**

- Prioritize, delegate, supervise and evaluate all aspects of patient care in a cost efficient manner utilizing available resources.

## NURSING PROGRAM OPTIONS

There are three enrollment options in the Nursing Program. Curriculum guides can be found on the Associate Degree Nursing website or the college website link at [osca.lbcc.edu/curriculumguides.cfm](http://osca.lbcc.edu/curriculumguides.cfm).

### ASSOCIATE DEGREE NURSING PROGRAM

Successful completion of this two-year program qualifies the student to take the National Counsel Licensing Exam – Registered Nurse (NCLEX-RN) given by state boards of nursing. The program satisfies the requirements for an Associate Degree and a Certificate of Completion. The graduate, as a registered nurse, is qualified for employment in acute care hospitals and many other health care facilities.

### LVN TO RN CAREER LADDER PROGRAM

The Career Ladder Program (Licensed Vocational Nurse to Registered Nurse Program) is designed to be completed in two and a half semesters. Students of this advanced placement program are integrated into the Associate Degree Nursing Program and qualify to take the NCLEX-RN. The program satisfies the requirements for an Associate Degree and a certificate of completion. The graduate, as a registered nurse, is qualified for employment in acute care hospitals and many other health care facilities.

### THIRTY (30) UNIT OPTION CERTIFICATE PROGRAM

The thirty (30) unit option program offered by Long Beach City College is a requirement of the California Board of Registered Nursing. By mandate, colleges must offer this option to any person who currently holds a valid LVN license and wishes to continue his/her education to obtain a RN license. This option does allow a person, upon completion, to sit for the NCLEX-RN. However, there are certain limitations to this option.

1. Students choosing this option are not considered graduates of the LBCC ADN Program nor do they receive the Program Completion certificate or degree.
2. Because the student is not a graduate he/she may not participate in the completion ceremony, or wear the LBCC nursing pin or cap.
3. Being a non-graduate of an NLN accredited program could create difficulties with future educational endeavors if the student wishes to attend a university that requires applicants to have completed an NLN accredited program for their undergraduate work.
4. Students choosing this option may not receive reciprocity when applying for a license in other states.
5. First level Obstetrics and Pediatrics are not required for this option. However, questions covering both of these areas may be included on the NCLEX-RN. In an attempt to prepare you for the NCLEX, the faculty has developed ADN 321A, Advanced Obstetrics and Women's Health and ADN 322A Adult Critical Care. These courses are required.

## NURSING PROGRAM COURSE DESCRIPTIONS

ADN 11A 2.5 units

### **Introduction to Nursing**

2.5 hours lecture

Prerequisite: Hospital agency requires CPR certification for health care providers. ANAT1, PHYSI 1, BIO 2, and ENGL 1 or 105 or ESL 34.

Corequisite: PSYCH 1 or SOCIO 1 (may be taken as a prerequisite)

Grading: letter grade or pass/no pass

The course is an introduction to the basic concepts of the Self-Care Theory of Nursing by Dorothea Orem. Included are the basic knowledge, skills and attitudes necessary to meet or to assist in meeting the universal self-care requisites of the hospitalized adult. Also included are the fundamental concepts upon which subsequent courses in the nursing program are built.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 11AL 1.5 units

### **Introduction to Nursing Lab**

4.5 hours laboratory

Prerequisite: ENGL 1, 105 or ESL 34 and BIO 60, 60L, and CDECE 47. Compliance with all clinical agency health and safety policies is required the first day of the course.

Corequisite: ADN 11A

Grading: letter grade or pass/no pass

The course includes on-campus lab practice and application of the course content in clinical nursing situations. This lab course aligns with the course content presented in ADN 11A.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 11B 2.5 units

### **Health Deviations 1**

2.5 hours lecture

Prerequisite: ADN 11A and ADN 11AL.

Grading: letter grade or pass/no pass

This course is an introduction to deviations in health of the adult client. It emphasizes the health deviation self-care requisites of intake of air, intake of water, balance of activity and rest. Collaborative problems are added to previously learned information about the nursing process, as well as medication administration, oral and injected. The course places an emphasis on teaching safety and communication for the hospitalized patient.

*Transfer Status: Transferable to CSU, see counselor for Limitations.*

ADN 11BL 1.5 units

### **Health Deviations 1 Lab**

4.5 hours laboratory

Prerequisite: ADN 11A and 11AL. Compliance with all clinical agency health and safety policies is required the first day of the course.

Corequisite: ADN 11B

Grading: letter grade or pass/no pass

This course includes on-campus lab practice and application of the course content in clinical nursing situations. Skill activities include oral and injected drug administration, respiratory, abdominal and lower leg assessment and related skills. This course may be

scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 12A 2.5 units

### **Health Deviations 2**

2.5 hours lecture

Prerequisite: ADN 11B and 11BL.

Grading: letter grade or pass/no pass

This course is the second medical-surgical nursing course in the program. The effects and results of specific health deviations and treatment modalities upon the surgical patient will be studied. Emphasis is placed on the collaborative management of nursing care including the professional role, communication, safety and Orem's Self-Care Theory as it relates to the nursing process with the middle-aged adult in the surgical setting. Must be enrolled in this course before attempting to enroll in ADN 12AL.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 12AL 1.5 units

### **Health Deviations 2: Lab**

4.5 hours laboratory

Prerequisite: ADN 11B and 11BL. Compliance with all clinical agency health and safety policies is required the first day of the course.

Corequisite: ADN 12A. You must first enroll in the corequisite course before you attempt to enroll in this class.

Grading: letter grade or pass/no pass

This laboratory course includes both on-campus laboratory practice and application of course content in the live nursing situation. Skill activities include intravenous therapy, medical and surgical aseptic practices and selected physical assessments. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 12B 2.5 units

### **Health Deviations 3**

2.5 hours lecture

Prerequisite: ADN 12A and 12AL.

Grading: letter grade or pass/no pass

This course continues to explore the professional role of the nurse and patient demands for increased care necessitated by health deviations in the hospitalized adult. The content emphasizes the nursing process using Orem's Self-Care Theory, specifically the requisites of sufficient intake of water and food, elimination, and excretion. Focus is placed on collaborative management of care, communication, safety, and critical thinking in assuming the expanding the role of the registered nurse. Additionally, the effects of specific pathological health deviations and medical treatment modalities for the medical patient are studied with attention to teaching and

learning. Must be enrolled in this course before attempting to enroll in ADN 12BL.  
*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 12BL 1.5 units

### **Health Deviations 3: Lab**

4.5 hours laboratory

Prerequisite: ADN 12A and 12AL. Compliance with all clinical agency health and safety policies is required the first day of the course.

Corequisite: ADN 12B. You must first enroll in the corequisite course before you attempt to enroll in this course.

Grading: letter grade or pass/no pass

This course provides on-campus lab practice and application of course content utilizing Orem's Self-Care Theory and the nursing process in the live nursing situation. Skill activities include intravenous therapy, physical assessments, and medical and surgical aseptic practice with related skills. Students assume the professional role of the registered nurse while collaborating and managing the safe care of a multiple patient assignment in the medical areas of the acute care facilities. Communication, teaching and learning, and critical thinking skills are emphasized. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 20A 1.0 unit

### **Transition to Second Level Nursing**

1.0 hour lecture

Prerequisite: ANAT 1,PHYSI 1, BIO 2, ENGL 105 or 1 or ESL 34 CPR Certification for health care providers.  
Corequisite: ADN 202AD.

Grading: letter grade or pass/no pass

This course is designed to prepare advanced placement licensed vocational nursing students for second level Registered Nursing content. The major foci are Orem's Self Care Theory of Nursing and the application of the nursing process as a second level practitioner.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 21A 2.5 units

### **Women's Health**

2.5 hours lecture

Prerequisite: ADN 12B and 12BL or 20A and CPR certification for health care providers.

Corequisite: ADN 31A. You must first enroll in the corequisite course before you attempt to enroll in this class.

Grading: letter grade or pass/no pass

This course emphasizes Orem's theory of developmental self-care requisites, health deviations and universal self-care requisites as it relates to women and newborns. The content involves the study of gynecological problems, deviations from normal pregnancy, care during prenatal, intraparturial, and postparturial periods, of normal and high risk pregnancy. In addition the assessment and care of the normal newborn is included.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 21AL 3.0 units

### **Women's Health Lab**

9.0 hours laboratory

Prerequisite: ADN 20A and CPR certification.

Corequisite: ADN 21A. You must first enroll in the corequisite course before you attempt to enroll in this class.

Grading: letter grade or pass/no pass

This course applies the course content in a live nursing situation. It includes on-campus/clinical lab practice and testing of required skills in perinatal units, newborn nursery, GYN, and community setting. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 21B 2.5 units

### **Mental Health**

2.5 hours lecture

Prerequisite: ADN 12B, 12BL or 20A .

Grading: letter grade or pass/no pass

This course is a study of Theory of nursing by Orem as it relates to mental health and/or mental illness in the client with acute/chronic debilitating diseases. Emphasis is placed on communication skills which is the focus of the course.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 21BL 3.0 units

### **Mental Health Lab**

9.0 hours laboratory

Prerequisite: ADN 12B and 12BL or 20A. Compliance with all clinical agency health and safety policies is required the first day of the course.

Corequisite: ADN 21B

Grading: letter grade or pass/no pass

This laboratory course includes both on and off campus labs that provide an opportunity to practice and apply the theory content in simulated and live nursing situations. The primary emphasis is placed on the application of theory and communication skills in both the psychiatric and medical-surgical acute care settings. Skill activity includes, IV venipuncture, group participations and varies communication techniques. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 22A 2.5 units

### **Adv Nursing I Critical Care Life Span**

2.5 hours lecture

Prerequisite: ADN 21A and 21AL and 21B and 21BL and CPR certification for health care providers.

Corequisite: ADN 22AL and ADN 31B.

Grading: letter grade or pass/no pass

This course emphasizes Orem's theory of developmental self-care requisites, health deviations, and universal self-care requisites as it relates to critically ill adults and ill children. The content involves the study of critical illness in adults and illness in children.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 22AL 3.0 units

### **AdvNurs I-Critical Care Life Span Lab**

9.0 hours laboratory

Prerequisite: ADN 21 and 21AL and 21B and 21BL and

CPR certification for health care providers.  
Corequisite: ADN 22A. You must first enroll in the corequisite course before you attempt to enroll in this course.

Grading: letter grade or pass/no pass

The activities for this laboratory course include on-campus practice and application, in acute care hospitals and outpatient settings, of course content in critical care and pediatrics taught in ADN 22A. The course emphasizes the educative/supportive role of the nurse. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 22B 2.5 units

### **Advanced Nursing II Role Transition**

2.5 hours lecture

Prerequisite: ADN 22A and 22AL or 322A.

Grading: letter grade or pass/no pass

This course provides the opportunity to integrate all previously learned theories and skills. Advanced geriatric content and leadership theory is utilized in a primary or team nursing setting on various hospital shifts and in the home health settings. The major emphasis is placed on the role transition from student to graduate nurse.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 22BL 3.0 units

### **Adv Nursing II-Role Transition Lab**

9.0 hours laboratory

Prerequisite: ADN 22A and 22AL or 322A. Compliance with all clinical agency health and safety policies is required the first day of the course.

Corequisite: ADN 22B

Grading: letter grade or pass/no pass

This laboratory course provides the opportunity to integrate all previously learned theories and skills in the clinical setting. It incorporates advanced geriatric content and leadership theory in a primary or team nursing setting on various hospital shifts and in the home health setting. The major emphasis is on the role transition from student to graduate novice nurse. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 31A 1.0 unit

### **Trends in Nursing A**

1.0 hour lecture

Corequisite: ADN 21A, 21AL, 21B and 21BL

Grading: letter grade or pass/no pass

This course is designed for students to study the trends and issues which effect current nursing practice. The major foci include the evolution of nursing, professional opportunities for the practice of nursing, the legal and ethical relationships in nursing, the economics of health care, the interpersonal relationships among health care professionals and current issues. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 31B 1.0 unit

### **Trends in Nursing B**

1.0 hour lecture

Prerequisite: ADN 31A

Corequisite: ADN 22A, 22AL, 22B and 22BL

Grading: pass/no pass

This course is designed to continue the study of the trends and issues in nursing. The major foci includes: Preparation for licensure, communication, development of a personal philosophy of nursing, the professional role of the nurse, professional employment, educational and volunteer opportunities. It also includes critical thinking, safety and collaboration.

*Transfer Status: Transferable to CSU, see counselor for limitations.*

ADN 200AD 0.5 unit

### **Nursing Skills Adjunct Laboratory**

1.5 hours laboratory

Grading: pass/no pass

This course allows self-paced, individualized instruction in basic bedside nursing skills and advanced nursing skills, with supervised practice to improve performance and is designed for students in the RN program, students approved for re-entry, individuals who are currently licensed as LVNs and/or foreign graduate nurses.

ADN 201AD 0.5 unit

### **Nursing Skills Adjunct Laboratory**

1.5 hours laboratory

Grading: pass/no pass

This course allows self-paced, individualized instruction in first semester basic bedside nursing skills with supervised practice to improve performance. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

ADN 202AD 0.5 unit

### **Nursing Skills Adjunct Laboratory**

1.5 hours laboratory

Grading: pass/no pass

This course allows self-paced, individualized instruction in second semester medical and surgical nursing skills with supervised practice to improve performance. This course builds on skills practiced in ADN 201AD. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

ADN 203AD 0.5 unit

### **Nursing Skills Adjunct Laboratory**

1.5 hours laboratory

Grading: pass/no pass

This laboratory course allows self-paced, individualized instruction in maternal-child and mental health nursing skills with supervised practice to improve performance. This laboratory builds on skills practiced in ADN 202AD. It is designed for students in the RN program, students approved for re-entry, individuals who are currently licensed as LVNs and/or foreign graduate nurses. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

ADN 204AD 0.5 unit

### **Nursing Skills Adjunct Laboratory**

1.5 hours laboratory

Grading: pass/no pass

This course allows self-paced, individualized instruction in advanced medical-surgical, critical care and pediatric nursing skills with supervised practice to improve performance. It builds on skills practiced in AND 203AD. This course is designed for students in the RN program, students approved for re-entry, individuals who are currently licensed as LVNs and/or foreign graduate nurses. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

ADN 212AD 2.0 units

### **Clinical Practicum I**

6.0 hours laboratory

Prerequisite: ADN 11A and 11B. Compliance with all clinical agency health and safety policies is required the first day of the course.

Corequisite: ADN 12A or 12B

Grading: pass/no pass

This course will provide student nurse experiences in approved health care agencies through a Board of Registered Nursing approved program. The purpose of this course is to apply theory and principles taught in the classroom to the clinical setting. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

ADN 221AD 2.0 units

### **Clinical Practicum II**

6.0 hours laboratory

Prerequisite: ADN 12A and 12B. Compliance with all clinical agency health and safety policies is required the first day of the course.

Corequisite: ADN 21A or 21B

Grading: pass/no pass

This course will provide student nurse experiences in approved health care agencies through a Board of Registered Nursing approved program. The purpose of this course is to apply theory and principles taught in the classroom to the clinical setting. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

ADN 222AD 2.0 units

### **Clinical Practicum III**

6.0 hours laboratory

Prerequisite: ADN 21A and 21B. Compliance with all clinical agency health and safety policies is required the first day of the course.

Corequisite: ADN 22A or 22B

Grading: pass/no pass

This course will provide student nurse experiences in approved health care agencies through the Board of Registered Nursing. The purpose of this course is to apply theory and principles taught in the classroom to the clinical setting.

ADN 225 3.0 units

### **Nursing Applications of Pharmacology**

3.0 hours lecture

Recommended Preparation: READ 82 and MATH 110 or 110B or High School Algebra.

Grading: letter grade

This course introduces the study of drugs and drug

administration as a part of health care. Representative drugs are classified into large sets so that relationships can be recognized and remembered. General principles of drug actions and interactions, both therapeutic and undesirable, are the basis for the study of individual drugs. Administration of medications, including dosage calculation, is emphasized. Not open for credit to students registered in or with credit in VN 225. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

ADN 321A 1.5 units

### **Women's Health & Advanced Obstetrics**

1.5 hours lecture

Prerequisite: ADN20A and CPR certification for health care providers.

Grading: letter grade or pass/no pass

This course is designed to fulfill the women's health and advanced obstetrics nursing requirement for the thirty-unit option only. The major focus is nursing care of the adult client in the gynecological surgical units and high-risk obstetrical units, including care of the high risk infant. It emphasizes the educative supportive role of the nurse.

ADN 321AL 1.5 units

### **Women's Health & Adv Obstetrics Lab**

5.0 hours laboratory

Prerequisite: ADN20A and CPR certification for health care providers.

Corequisite: ADN 31A and 321A

Grading: letter grade or pass/no pass

This course applies the course content in a live nursing situation. It includes on-campus/clinical lab practice and testing of required skills in perinatal units, newborn nursery, GYN, and community setting.

ADN 322A 1.5 units

### **Advanced Nursing I-Adult Critical Care**

1.5 hours lecture

Prerequisite: AND 321A and ADN 21B and ADN 21BL and CPR certification for health care providers.

Grading: letter grade or pass/no pass

This course is designed to fulfill the advanced medical/surgical nursing requirements for the 30-unit option student. The major focus of the course is nursing care of the adult patient in the critical care setting. It emphasizes the educative/supportive role of the nurse.

ADN 322AL 1.5 units

### **Adv Nursing I-Adult Critical Care Lab**

5.0 hours laboratory

Prerequisite: ADN 321A and ADN 21B and ADN 21BL and CPR certificate for health care providers.

Corequisite: ADN 31B and ADN 322A. You must first enroll in the corequisite course before you attempt to enroll in this class.

Grading: letter grade or pass/no pass

This course is designed to fulfill the advanced medical/surgical nursing requirements for the 30-unit option only. The major focus is nursing care of the adult patient in the critical care setting. This course will emphasize the educative/ supportive role of the nurse.

ADN 430 2.5 units

### **NCLEX-RN Preparation Course**

2.5 hours lecture

Prerequisite: Letter of Eligibility to take NCLEXRN or Authorization to test (ATI) letter from BRN.

Grading: letter grade

This course is designed to prepare the graduate nurse to pass the NCLEX-RN. The content includes medical, surgical, pediatrics, nursing of the child-bearing family mental health, pharmacology, critical thinking, community health and leadership refresher course.

ADN 600 0.0 unit

**Health Care Learning Center**

15.0 hours laboratory

Corequisite: Current enrollment in a health care program course.

Grading: LBCC Non-Graded Course

A non-credit course designed to augment classroom instruction and to improve student achievement through self-paced multi-media programs. Through the use of modern teaching machines, materials and methods, the student can receive personalized instruction beginning at his present level and progressing at his own speed.

ADN 610 0.0 unit

**Nursing Skills Refresher Laboratory**

0.7 hour laboratory

Grading: LBCC Non-Graded Course

This course is designed to provide students with individual and small-group instruction in basic bedside nursing skills and advanced bedside nursing skills. Supervised practice is available on a recurring, as needed, and/or drop-in basis to improve performance levels. This course may be scheduled using the "To Be Arranged" (TBA) scheduling format. Please see the section on "Curriculum Offerings" for a description of requirements for completing TBA.

ADN 810 0.5 unit

**Preparation for Nursing**

0.5 hour lecture

Grading: pass/no pass

This course is designed for a beginning nursing student with no previous experience in health care. The course supports the beginning nursing student in the development of effective study habits and test-taking skills, the study of common nursing terms, abbreviations and symbols, and reading drug labels that are basic to nursing. In addition it prepares the student for calculation of drug dosages.

## LIMITATIONS ON LICENSURE

## **Board of Registered Nursing Policy Statement on Denial of Licensure**

The California Board of Registered Nursing protects the public by screening applicants for licensure to identify potentially unsafe practitioners. Statutory authority for denial of licensure is set out in Business and Professions Code section 480-489, 496, 810, 820-828, 2750-2765, and 2795-2797 (Nursing Practice Act Rules with Regulations and related statutes, 2004).

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

A board may deny licensure on the basis of:

1. Conviction of a crime substantially related to the practice of nursing.
2. Any act involving dishonesty, fraud or deceit with intent to substantially benefit oneself or another, or to injure another substantially.
3. Making a false statement on the application for license.
4. Breaching examination security.

### **CONVICTIONS**

The Board considers most convictions involving sex crimes, drug crimes and crimes of violence to be substantially related to nursing practice. Board regulations list examples of such crimes or acts to include, but not to be limited to:

1. Assaultive and abuse conduct.
2. Failure to comply with mandatory reporting requirements.
3. Theft, dishonesty, fraud and deceit.
4. Convictions or acts resulting in registration under Section 290 of the Penal Code.

### **REHABILITATION**

If the Board determines that an act or crime is substantially related to the practice of nursing, it is the responsibility of the applicant to present sufficient evidence of rehabilitation.

When considering denial of license, the Board takes into account the following criteria to evaluate the rehabilitation of the applicant. (California Code of Regulations, Section 1445).

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

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

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

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

serious act or conviction may jeopardize licensure due to its substantial relationship to the practice of nursing.

### EVIDENCE OF REHABILITATION

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

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

The candidate for licensure must reveal all previous convictions. Fingerprinting is part of the process of application for licensure. Persons who have concerns about any past problems may ask the program director for advice, but the Board of Registered Nursing is the sole authority and will not make decisions prior to application for licensure.

## **STANDARDS OF ETHICAL AND LEGAL BEHAVIOR FOR THE STUDENT NURSE**

The practice of the student nurse in an Associate Degree Nursing Program is characterized by a commitment to professional growth, continuous learning, and self-development. The student must practice within the ethical and legal framework of nursing and is responsible for ensuring high standards of nursing practice within the scope of the knowledge and skills of the student. It is essential that the student understands ethical standards and the legal framework for practice; rules and regulations governing the practice of nursing; roles of the professional organizations; political, economic, and societal forces affecting practice; and lines of authority and communication within the work and college settings. It is also essential that the student uphold high standards for personal conduct both in the college setting and in the clinical setting.

The following competencies are expected of all nursing students:

- Practices within the ethical and legal framework of nursing as set forth in the ANA Code of Ethic, ANA Standards of Nursing.
- Practice according to the California Nurse Practice Act.
- Maintains confidentiality of all protected health information regarding patients in accordance with the Health Insurance Portability and Accountability Act (HIPAA).
- Communicates truthfully in verbal and written form both in the classroom setting and in the clinical setting.
- Values nursing as a career and values own practice.
- Supports peers and other workers in the delivery of patient care.
- Recognizes and reports ethical dilemmas encountered in practice.
- Serves as an advocate for patients.
- Practices in a cost-effective manner.
- Uses constructive criticism and suggestions for improving nursing practice.

Upon entry into the program you will be asked to sign a statement to affirm your commitment to ethical practice. See the following pages for examples of these affirmations. These affirmation statements will be maintained in the student's departmental record until graduation.

Long Beach Community College District  
LONG BEACH CITY COLLEGE  
Associate Degree Nursing Program

**Academic Honesty Policy**

The ADN faculty have the responsibility of assigning grades that accurately reflect the knowledge and skill of the individual student. Academic dishonesty interferes with this process and weakens the strength of the nursing program. Maintaining academic honesty is a shared responsibility of faculty, students, and classified staff. The consequences of cheating are severe and may include expulsion from the college according to Long Beach City College policy.

**Faculty Responsibilities:**

Faculty are to maintain an atmosphere that does not provide the opportunity for cheating, plagiarism, and dishonesty.

All incidents of suspected dishonesty are to be brought to the teaching team for a decision on the course of action.

Faculty are to meet with any student suspected of dishonesty and administer disciplinary action as outlined:

- In cases of suspected cheating, plagiarism, or dishonest conduct that cannot be proven or that may be the result of a lack of understanding on the student's part, an oral reprimand may be given.
- Written test: In the case of cheating on any written test, a grade of zero will be given, a progress note will be written, and the student will be referred to the Office of the Vice President of Student Affairs for further disciplinary action. A file will be maintained in that office on the student. Any further infractions may result in dismissal from the college.
- Skills testing: In cases of cheating during skill testing, the student will fail the skill and receive a written progress note.
- Dishonesty in the clinical setting will be handled on an individual basis depending on the seriousness of the event. For example, the falsifying of hospital records may lead to immediate dismissal from the nursing program.
- Any infraction involving academic honesty will be discussed with the teaching team and the Program Director.
- Any repeat offense or evidence of premeditation will result in the assignment of "F" for the course and follow-up disciplinary action will be taken as outlined in the College catalog.
- Any student knowingly or intentionally assisting another student to cheat will be disciplined in the same manner as outlined above.
- Incidents of dishonesty will be communicated to the next team via wrap-up minutes.

- Incidents will be reported to the Student Affairs Committee in order to maintain communication regarding students with dishonest behavior throughout their time with the ADN program.

**Student Responsibilities:**

- Students are to conduct themselves in an honest manner at all times.
- Students are to refuse to assist any student to cheat and are to report any knowledge of cheating by other students to the instructor or program director.

The Student Affairs Committee will be informed of all violations of the academic honesty policy.

If the student disagrees with the disciplinary action taken, the student may meet with the Program Director to discuss the issue. The Program Director may bring the issue to the Student Affairs Committee. If dissatisfied with the outcome, the student may follow the college grievance policy as outlined in the College catalog.

I acknowledge reading and accepting the above standards.

Student Name \_\_\_\_\_

(Print)

Signature \_\_\_\_\_

Date \_\_\_\_\_

Long Beach Community College District  
LONG BEACH CITY COLLEGE  
Associate Degree Nursing Program

OATH OF CONFIDENTIALITY

As a condition of performing clinical assignments required in the ADN Program, I agree not to divulge any information (verbally, written, or in electronic form) obtained in the course or such activities to unauthorized persons and not to publish or otherwise make public any protected health information regarding persons who have or are receiving services in such a way that the person is identifiable. I recognize that unauthorized release of confidential information may make me subject to a civil action under the provisions of the California Welfare and Institutions Code. I further recognize that unauthorized release of confidential information may make me subject to a criminal action, civil action, or both under provisions of Part 2 of Title 42 of the Code of Federal Regulations.

Signature \_\_\_\_\_ Date \_\_\_\_\_

MEDICAL EXPENSE AND PERSONAL LOSS STATEMENT

As a student in the ADN Program of Long Beach City College, I understand that I must assume responsibility for my own medical expenses. Neither the college nor the hospitals/clinical settings are responsible for emergency care rendered. I understand that the coverage included in the LBCC student health fee will become effective after all other primary health insurance coverage has been utilized and deductibles have been met. I am responsible for paying the deductible applied to the LBCC student health coverage. Further, I realize that neither the college nor the clinical agencies are responsible for any personal loss, i.e., uniform, purses, wallets, etc., I may suffer while assigned to the clinical agencies.

Signature \_\_\_\_\_ Date \_\_\_\_\_

MALPRACTICE INSURANCE STATEMENT

As a condition of assignment in clinical agencies, I agree to maintain registered nursing student professional liability coverage with at least minimum limits while enrolled in the program.

Signature \_\_\_\_\_ Date \_\_\_\_\_

STUDENT HANDBOOK STATEMENT

I have obtained a copy of the ADN Student Handbook and understand that I must comply with both the student policies and the standards of ethical and legal behavior described in this handbook.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **ASSOCIATE DEGREE NURSING ORGANIZATION**

### **Faculty**

The faculty of the Long Beach City College Registered Nursing Department acknowledges and accepts responsibility for carrying out the professional standards as defined in Article X, Section C of the Master Agreement for the Long Beach Community College District and California Teachers Association, Long Beach City College. Further, the faculty acknowledges and accepts the additional responsibility for conducting a nursing education program that fully complies with all regulations of the Board of Registered Nursing and with the criteria for accreditation established by the National League for Nursing Accrediting Commission. The faculty established a faculty organization in 1993 to facilitate the implementation of these responsibilities. The purpose of this organization is to create a shared governance structure that will promote an environment conducive to creativity and excellence in nursing education as the faculty carries out its responsibility for developing policies and procedures, planning, organizing, implementing, and evaluating all aspects of the Associate Degree Nursing Program. Student participation is encouraged in all areas of the Faculty Organization.

### **Teaching Team**

Several instructors, with one instructor designated as the lead instructor, teach clinical nursing courses. Teachers share the work of lectures, but are responsible for individual lab groups. Clinical lab groups in the first year include up to 10 students. In the second year, clinical lab groups include up to 12 students. Students should discuss any problems or issues with their clinical instructor first. If the clinical instructor cannot resolve the problem, the lead instructor should be consulted. Most student problems and issues involving a class are solved within the teaching team.

### **Program Director/Department Head**

The Program Director/Department Head is an elected member of the RN faculty with full responsibility for the conduct of the ADN program. The Program Director acts as liaison between the student and the faculty, the faculty and administration, the department and the clinical agencies, and between other departments in the college. The Program Director creates the department schedule of classes, assigns students to classes and lab sections, and reviews students' overall progress in the program. Questions regarding general education and prerequisite courses should be discussed with the program director. Students may seek consultation with the program director at any time. An appointment is sometimes necessary.

### **Assistant Program Director**

The Assistant Program Director is an elected member of the RN faculty who assists the Program Director/Department Head with the conduct of the program. The Assistant Program Director is responsible for the program if the Director is not available.

## **Student Representation**

The faculty encourages the participation of students in the continuing development and evaluation of the Associate Degree Nursing Program. Student representatives serve on

several committees. To serve as a student representative on a committee, the student must be in good standing in theory and in the clinical area.

### **Associate Degree Nursing Program Faculty Organization**

The LBCC Associate Degree Nursing Program Faculty Organization shall have, as non-voting members, one nursing student representative from each semester, with the exception of third semester which will have two representing each of the two courses taught simultaneously during this semester. During the second week of each semester, student elections will be conducted in each class to choose a representative and an alternate.

It is the responsibility of the representative or alternate to attend monthly faculty organization meetings. He/she is expected to meet with the class prior to the faculty meeting to hear any concerns the class might want presented to the faculty. After discussing these concerns with one of the instructors for the course in progress, the representative brings the concerns to the meeting. The student is then expected to report a summary of the faculty meeting to the class.

### **Faculty Organization Committees**

The Associate Degree Nursing Program Faculty Organization has four standing committees that are part of the shared governance structure. The committees are Curriculum, Program Review, Program Resources, and Student Affairs. An elected student representative serves on each committee for the length of their stay in the program. Every effort is made to have representation from each semester on these committees. An election is conducted by LBCC Nursing Student Association to elect a student for membership on a standing committee whenever a vacancy occurs. If no nominations are received, the faculty will recruit a student for membership on a standing committee.

The student representative functions as an active member of the committee, functioning as a student advocate.

**Curriculum Committee:** Plans, organizes, implements and evaluates all aspects of the curriculum as well as making recommendations to the faculty for changes in curriculum. It also oversees the review and adoption of textbooks.

**Program Review:** Evaluates the program, including admission, attrition, retention, and performance of graduates. The student representative assists the committee by providing a student's perspective of the evaluation process.

**Program Resources:** Determines the adequacy of clinical facilities, including review of contracts; determines adequacy of materials in the skill lab, learning center and library;

administers the material's fee; and monitors the physical environment of the building via the College Building Utilization Committee.

**Student Affairs:** Develops guidelines for student activities and/or behavior; oversees policy additions and/or revisions for faculty approval; reviews, organizes, and evaluates the student handbook for currency and accuracy.

- Being asked to sit as a student member of a committee is an honor and, although it is not required of any student, once the position has been accepted there are certain responsibilities that should be upheld.
- Committee attendance is one of these responsibilities. Outlined below is what is expected of any student who sits on a departmental committee associated with Long Beach City College ADN program:
  - If it is necessary for a student to miss a committee meeting, the student has the responsibility to notify the committee chairperson ahead of time.
  - If a student misses two consecutive meetings, the committee chairperson will contact the student regarding the absences.
  - The committee chairperson will have discretion regarding continued student participation on the committee.

### **Nursing Programs Advisory Committee**

The Nursing Programs Advisory Committee meets once each year and is composed of community members who assist the program in meeting the needs of the community. Those students elected to serve as class representatives to the Associate Degree Nursing Program Faculty Organization also serve as representatives to the Nursing Programs Advisory Committee. Student representatives will receive an agenda, date, and time for these Friday afternoon meetings. Participation at the Advisory Committee is not limited to elected student representatives. All students are invited to attend.

### **Health Care Associates**

The Long Beach City College Foundation Health Care Associates is a group of community members, faculty, and alumni who work to provide scholarships and funds for the special needs of students and faculty. Fund-raisers are held periodically. Students are actively recruited to participate at the fund-raisers.

## **LONG BEACH CITY COLLEGE NURSING STUDENT ASSOCIATION (LBCC NSA)**

You are invited to join the LBCC NSA, a pre-professional organization with both state and national affiliations. Local Membership is \$10.00 per year for all LBCC students interested in registered nursing. Some of the benefits of membership include:

1. Educational enrichment through guest speakers
2. Career enrichment through workshops
3. Financial support through workshops
4. Peer support through mentoring program

The students are responsible for directing LBCC NSA. This allows them to determine their own needs and to decide how to meet these needs. All students are encouraged to participate. As a new nursing student, LBCC NSA can often help lessen the confusion by answering some of your questions. LBCC NSA's focus is on SUPPORT, whether educational, professional, financial, or just plain friendship.

A schedule of meetings is placed on the LBCC NSA bulletin board and website. The bulletin board is located north stairwell. The website is [www.orgsync.com/LBCC/NSA](http://www.orgsync.com/LBCC/NSA).

In addition to the local level, LBCC NSA is affiliated with CNSA/NSNA (California Nursing Students Association/National Student Nurses Association). Membership is \$35 - \$45. LBCC NSA will pay your membership when the points you accumulate as an active member reach a specified level. The additional benefits of joining CNSA/NSNA are:

1. Free subscription to IMPRINT magazine
2. Discounts on two annual conventions and two mid-year conferences
3. Financial support through scholarships
4. Free admission to the annual Expo
5. Career opportunities through networking
6. Experience of membership in a pre-professional organization to help prepare you for membership in the ANA and the NLN as an RN

## **THE LEARNING CENTER FOR THE SCHOOL OF HEALTH AND SCIENCE**

The Learning Center was established to provide Health and Science students with a variety of learning tools and experiences to enhance understanding and competency in health care. The hours of operation and testing may change from time to time. Hours of operation are posted inside the Learning Center or by calling the center at 562-938-4299. Be sure to keep the current schedule with your notes. You are free to make a copy of the monthly calendar that will be available in the Learning Center.

The Learning Center (L.C.) is staffed and supervised by an Instructional Lab Coordinator. The Instructional Lab Coordinator will assist you with any questions you have regarding the operation of equipment or the location of resources in the L.C.

The Learning Center can accommodate individuals or groups of students as they review audio-visual materials in our collection. School of Health and Science periodicals, computers, televisions, video players, and DVD players provide easy access for students.

The Learning Center has a selection of standard general practice nursing and health technology journals within the past five years. The library has online available to obtain selected specialty journals. The audio-visual materials, and articles are for use in the Learning Center only. There is a photocopy machine for your convenience (price is 10 cents per copy). You must purchase a print card in the Library or the Math Department to use the photocopier and the printer in the lab. Please show respect and courtesy to other students by not removing books, videos, computer software, journals or articles from the Learning Center.

### Testing

Appointments must be made with the Learning Center staff. A student may test only during designated times which are reserved for testing by appointment. Twenty-four hours notice is required for all testing appointments. This will allow the Learning Center staff to be prepared for you, as there are many students from different programs taking different tests.

Each student is responsible for making his/her own appointment. You may come into the Learning Center and sign-in for testing in person.

Tests and Scantrons will be delivered to the Instructor who is assuming responsibility for scoring, advising, etc. If you cannot keep your appointment, please call in and cancel.

Please be on time for your test since all tests are timed and coming in late will shorten the time you have to complete the test.

### Testing Rules

1. Students must personally sign up for a testing session.
2. A minimum of 24 hours is required to make a testing appointment.
3. Student must show ID before taking any test.
4. Students must be on time for the testing session or they will be prohibited from testing.
5. When a student comes to the Center to test, he/she will be required to sign a roll sheet containing information regarding honesty.

## Computer Room

Computers are available in the Learning Center for use by all students in the School of Health and Science. A variety of recommended computer programs are available to supplement course work. Please consult the Learning Center catalog for a list of appropriate programs. Computers should be used when the Instructional Assistant is available for consultation if the student is unfamiliar with computers. Students must comply with the Learning Center rules when using the computer room.

## Learning Center Rules

1. Upon entering the Learning Center sign in on the computer.
2. No children are allowed in the Learning Center at any time.
3. Absolutely no food or drink is allowed in the Learning Center at any time.
4. Avoid leaving trash and other debris in or around tables.
5. Do not talk loudly. Quiet conversation that is not disruptive is allowed. Follow the Learning Center staff instructions regarding noise level.
6. To reduce noise levels it is suggested that when using computer programs with audio, the student bring his/her own earphones.
7. Ask for assistance if you are unsure of the use of any equipment, especially the computers.
8. Books and magazines cannot be removed from the Learning Center.
9. School identification is needed to view printed materials and videos in the Learning Center.
10. Any student viewing a video must sign for the video and is responsible for that video until it has been returned and checked-in by Learning Center staff.
11. After using a video program, always rewind so that it will be ready for use by the next person. During busy hours, each student can watch a maximum of two videos.
12. All student files must be saved on a personal diskette when using the computers. Do not rely on the hard drive alone because Learning Center staff deletes all student-saved files from the computers on a regular basis.
13. Please report any broken, damaged, or malfunctioning equipment to the Learning Center staff immediately so that it can be repaired as soon as possible.
14. Reproduction of more than 20 copies at one time on the copy machine is prohibited when other students are waiting to use the machine.

## **THE SKILLS ADJUNCT LABORATORY FOR THE SCHOOL OF HEALTH AND SCIENCE**

The Skills Adjunct Laboratory is maintained to provide students with an opportunity to gain mastery of required skills. The Skills Lab is open to students for unassisted practice weekdays during the hours Building C is open. Assisted practice and testing is available during scheduled hours. On Saturdays, the laboratory is open only during hours when an instructor is present.

### **SIGN-IN PROCEDURE**

Students are required to sign-in each time they use the laboratory. The following information is to be entered by students on each laboratory visit: name, semester, date and time.

### **SUPERVISED PRACTICE**

Full or part-time faculty are available to assist students during the hours posted on the bulletin board outside of C200. Faculty members are well versed regarding skills being taught in the nursing program and are able to reinforce the critical elements associated with each skill. Each instructor maintains a sign-in sheet on the door for students who need individual instructor assistance. The sign-in sheets are divided into ten (10) minute increments. Students who have a scheduled appointment in the laboratory have priority over drop-ins for instructor assistance. Students may not sign up for more than two consecutive ten-minute blocks of time. Additional time may be allowed at the discretion of the instructor.

### **TESTING PROCEDURE**

A clinical instructor routinely tests skills for the first time. If an exception is to be made, the student must bring written permission from the clinical instructor. Retesting requires an appointment and is to be scheduled according to the guidelines in the course syllabus (see 5.10.2)Retesting is not permitted on the same day a skill test was failed. Assisted practice and testing of the same skill will not be allowed on the same day. A student who is testing in the Skills Lab must wear their blue scrubs, duty shoes and student name pin. Skills Lab instructors have the right to refuse to test a student who is not wearing his/her nametag.

## SKILL ADJUNCT LABORATORY RULES

After practice, all equipment is to be put away in its assigned location. Replace items in kits in the proper order.

All mannequins must be covered when not in use.

All IV lines are to be drained of fluid, capped and returned to the appropriate boxes after use.

All IV bags are to be plugged following use.

Sterile gloves are to be powdered lightly after use.

It is the student's responsibility to bring a partner for testing requiring a patient (e.g., physical assessment, vital signs).

Re-tests requiring extended time cannot be scheduled in the last thirty (30) minute time interval of an instructor's assigned shift.

Any personal belongings left in the laboratory will be turned in to the Building C office on the first floor.

Campus Lab and Skills Lab Attire

ALL STUDENTS

Name pin

Navy blue scrubs

White Duty shoes

Hair and make-up as per clinical policy

## POLICIES FOR STUDENTS

### 1. ATTENDANCE:

- 1.1 The Long Beach City College Associate Degree Nursing Program mission and goals include preparation of nurses for entry-level registered nurse positions. Reliable and prompt attendance at the assigned time and nursing unit is both a professional responsibility and a minimal expectation of employers of entry-level registered nurses. Therefore, during the nursing program, students must demonstrate reliable attendance and promptness behaviors.

For each nine-week course the following guidelines shall apply:

Theory Course Attendance: The college policy shall be enforced i.e., "Attendance is the student's responsibility. In the event of excessive absences, the instructor may drop a student from a course or lower a student's grade. Students who are absent more than twenty percent of the total class hours or for two consecutive weeks may be automatically dropped from the class." See current college catalog.

#### 1.1.2 Clinical and campus laboratory hours

The start and end of the shift may vary at different clinical facilities. Students need to consider this when scheduling other on campus classes. Sufficient time must be allotted to complete all portions of one's assignment in the clinical facility. Classes scheduled too close to the completion of the shift, may not allow time to satisfactorily complete all aspects of a student's assignment, and this is his/her primary responsibility.

Any combination of three episodes of absences and/or tardiness within a course shall result in the student receiving a Progress Report and a "Must Improve" rating in the appropriate area of the clinical evaluation. Any further absences and/or tardiness in the same course shall result in an "Unsatisfactory" rating in the appropriate area of the clinical evaluation and an overall clinical marginal rating for the course.

If absent from clinical for any reason a written assignment may be required. If allowed to have an additional clinical day it will not remove the absence. See class syllabus for more specifics regarding this issue.

Subsequent teaching teams will be alerted to students with attendance problems for assessment and follow-up. Recurrent attendance problems will be reflected in the letter of recommendation provided by the faculty at the time of graduation.

- 1.2 Whenever an absence or tardy occurs, it is entirely the responsibility of the student to obtain any handouts or assignments. Any assignment due on the day of absence must be turned in the day the student returns to class or lab, or alternate arrangements must be made with the instructor.
- 1.3 Students are responsible for accomplishing all of the behavioral objectives for the course regardless of absence.

- 1.4 Late written work is not acceptable. The student will receive a progress note indicating an individualized remediation plan to be determined by the teaching team. Failure to comply with the remediation plan will result in an incomplete for the course.
- 1.5 Students who have missed a quiz or test due to absence will be allowed to make up that test within two school days from the day of return to class or lab. It is entirely the responsibility of the student to make arrangements for a make-up test. The score received on a make-up test shall not exceed the class mean for the same test. Any test that is not made up within two school days from the day of return to class constitutes a zero. Make-up tests will be given in the Learning Center by appointment with the Learning Center Instructional Lab Coordinator.
- 1.6 When a student is going to be absent from a clinical/campus laboratory, it is his/her responsibility to contact the scheduled instructor in regard to make-up work and missed assignments. Be sure you know the telephone number of the clinical agency and unit to which you are assigned and the contact number for the assigned instructor. A progress note will be given if a call is not received as designated by the clinical instructor when a student is absent from clinical/campus laboratory. A second occurrence may result in a clinical marginal for the course.
- 1.7 No nursing classes will be canceled without prior notification of the students involved. Therefore, if an instructor is unavoidably detained, the students are to remain in the classroom assigned until class is started. One student should leave to notify the office of the School of Health and Science that the teacher has not yet arrived.

## **2. CLASSROOM RULES AND REGULATIONS**

- 2.1 Cell phones and pagers must be on vibrate or silence during class.
- 2.2 Any recording of lectures whether by audio recording or photography is to be done only with the permission of the instructor.
- 2.3 There is to be no food or drink except water in the classroom.

## **3. CLINICAL RULES AND REGULATIONS**

- 3.1 Only the following jewelry/body adornments may be worn when in the clinical, campus, skills lab and Simulated Hospital room uniform:
  - A plain band/ring.
  - For body piercings, male and female students may wear a single stud per ear. No exceptions will be made for the use of pierced implements placed in any other areas of the visible anatomy.
  - Watch that allows for taking pulses.
  - Medi-alert tags or bracelets if needed.
  - Nursing Students Association pin.

- 3.2 Hair is to be clean, controlled, neat, and without decorative ornaments. Hair must be worn away from the face and must be of a natural color. Long hair must be worn off the collar when in uniform. Long hair is defined as hair that falls into the face when the head is bent forward. Simple barrettes and bands which are white or blend with the hair color may be worn to keep the hair under control and should be kept in place until the student leaves the clinical facility or the campus laboratory. Extreme hairstyles are not appropriate in clinical uniform. These same rules apply to all students, male and female, whose hair requires some form of control. In addition, some of the clinical facilities have their own regulations regarding these issues and as "visitors" all students need to conform to the regulations of the facility as well as those imposed by the program. Check with the assigned instructor.
- 3.3 Fingernails should be rounded, trimmed neatly, and should not extend excessively beyond the fingertips. Nail polish must be in good condition and of a neutral color or according to agency policy. No artificial nails of any kind are permitted in the clinical setting.
- 3.4 Heavy or bizarre make-up is inappropriate and unacceptable in clinical uniform.
- 3.5 Heavy cologne or perfume can be offensive to the ill patient. Use good judgment in their use. Students caring for respiratory patients are not to wear perfume, cologne or after shave lotion, as this could adversely affect the patient's physical condition. Be aware that body and breath hygiene are critical considerations for good grooming. The odor of cigarette smoking is particularly distasteful to patients.
- 3.6 Clogs and canvas athletic shoes are not satisfactory duty shoes and are not permitted when in uniform. Duty shoes must have enclosed heels and toes and be made of white leather. White leather tennis shoes with white soles and no color adornments or decorative laces may be worn.
- 3.7 Facial hair must be clean, neatly trimmed, and controlled.
- 3.8 No gum chewing will be permitted in the clinical areas.
- 3.9 Clinical uniform includes:

#### ALL STUDENTS

- Name pin and hospital ID as required by facility
- Scissors
- Watch that allows for taking pulses
- Black ball-point pen and pencil
- Stethoscope
- A white program selected uniform jacket is required. Lab coats, athletic tops, colored jackets or sweaters are not acceptable.
- LBCC ADN program patch is to be neatly sewn to the center of left sleeve, approximately 3" down from the shoulder seam on both the uniform and the uniform jacket.
- Clipboards or "Fanny Packs" are not permitted in patient rooms.

## FEMALE STUDENTS

- Program-selected dress, pantsuit or pants and scrub top.
- White duty shoes.
- Beige, white, or flesh-colored hose.
- Panty hose must be worn with a dress (Socks, even with hose, are not acceptable with a dress. Top of stockings shall not be seen).
- White socks are permitted with pants.

## PREGNANT FEMALE STUDENTS

- A maternity uniform must be in the same fabric and of similar style to the regular uniform top.

## MALE STUDENTS

- Program selected uniform top (tee shirts/undershirts, if worn, must be white, short sleeved, in good condition and may have a crew or "vee" neck.)
- White uniform pants
- White duty shoes
- White socks

- 3.10 Leaving the clinical facility for lunch or breaks is not allowed unless arranged for by the clinical instructor.
- 3.11 When students are making assignments in the hospital or representing the program at a hospital, clinic, or in the community, appropriate attire must be worn, including a LBCC uniform jacket and name pin. Inappropriate attire includes, but is not limited to jeans, shorts, mini skirts, tee shirts, and sandals. This includes those times when the student anticipates changing into scrub attire.
- 3.12 White uniforms are not to be worn on campus. Exceptions to these policies will be made on occasion. Instructors will inform students of any exceptions.
- 3.13 Cell phones are to be turned off in the clinical setting; must follow agency policy if not allowed on the unit.
- 3.14 Simulated Hospital  
Long Beach City College has developed a simulation center to enhance nursing education and clinical practice. High fidelity adult (ECS/iStan), pediatric (VitalSim) and infant (VitalSim) simulators are used to simulate a realistic safe clinical environment. The Simulated Hospital Room offers a mix of technical and non-technical learning experiences.
- 3.15 Campus Lab, Skills Lab and Simulated Hospital Policies
- a. All learners will wear navy blue scrubs with a name badge and duty shoes when participating in the Simulated Hospital. Clinical attire rules will apply in the Simulated Hospital.
  - b. Learners should bring standard equipment required for clinical during simulator experience.

- c. Safety of all participants must be ensured as the simulator can be cardioverted and defibrillated. ACLS guidelines for the use and safety of these interventions must be followed.
- d. Learners will wash their hands to remove stains, ink or oils prior to working with any of the simulators.
- e. Absolutely **no food or drink** is allowed in the simulation area.
- f. Once the simulation experience is completed, learners must restore the simulator and environment to the baseline status.
- g. Standard safety precautions are to be followed.
- h. To maximize learning opportunities during the simulation, conversation and discussions will be limited to the scenario itself.
- i. After learning experience, learners will not share details and activities with learners who have not participated in the learning experience.
- j. Learners who are assessed by the instructor during simulation exercises to need additional practice or remediation for a skill or concept will be referred to the skills lab for followup.
- k. Consent to be photographed and voice taped will be obtained from all learners.
- l. Pencils only. No ink of any kind will be permitted in the room.
- m. Students are not allowed in the simulated hospital room without a faculty member.
- n. Do not touch the computers.
- o. Do not touch the black boxes.
- p. Do not place PO medication in the simulator's mouth.
- q. Never remove an IV Catheter from a simulator.
- r. Anyone who chooses to not comply with the rules will be asked to leave.
- s. LBCC NSA members who are not in the nursing program will be dressed in business casual.

### 3.16 Campus Lab, Skills Lab and Simulated Hospital Attire

ALL STUDENTS in the nursing program

Name pin

Navy blue scrubs

White Duty shoes

Hair and make-up as per clinical policy

### 3.17 Simulated Hospital Consent

As a nursing student at Long Beach City College, I will participate in clinical laboratory/hospital simulations. I understand that the content of these simulations is to be kept confidential to maintain the integrity of the learning experience for me and my fellow students. I also understand that in working side by side with my fellow students, I will be witnessing their performance. It would be unethical for me to share information with persons outside the laboratory/hospital.

I acknowledge that I fully understand that the unauthorized release, inappropriate exchange, or mishandling of confidential information is prohibited, and serious consequences may occur if I violate this agreement. I will exemplify the Long Beach

City College Department of Nursing values of integrity, human dignity and confidentiality.

I understand that for learning purposes I may be photographed/recorded during simulations. Further consent will be obtained for any other use; i.e., brochure.

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## 4. INSURANCE

### 4.1 Health Insurance

The student enrolled in the nursing program is neither an employee of the college nor an employee of the clinical agency. Neither is he/she considered an employee of any health care facility used as an extended campus site for this program. Therefore, at all times, the student is responsible for his/her own medical needs and costs. Students who purchase an ASB card will have limited coverage for college related injuries.

### 4.2 Malpractice Insurance

Students in the program are required to show proof of current individual malpractice insurance. Students should plan on an expenditure of about \$25-\$40 a year for insurance. Information and brochures are available through the Nursing Student Association and/or the Program Director. A copy of the insurance policy is to be submitted to the Teaching Team upon entering the program and annually thereafter until graduation. Proof of renewal is mandatory prior to clinical in the second year of the program. A copy will be kept in the student's file.

## 5. EVALUATION

### 5.1 Grading Policy

#### 5.1.1 Theory Grade

The theory grade is computed on percentage of total points earned using the following scale:

<u>Percent</u>	<u>Grade</u>
91 – 100	A
83 – 90	B
75 – 82	C
67 – 74	D

5.1.2 Overall clinical performance rating - see 5.10.3 Clinical Evaluation.

5.1.3 "Satisfactory" clinical evaluation

The course grade will be the theory grade earned.

"Marginal" clinical evaluation

Irrespective of the theory grade earned, the student's grade will not exceed a "C".

"Unsatisfactory" clinical evaluation

Irrespective of the theory grade earned, the student's grade will not exceed a "D".

- 5.1.4 A course grade of "C" or above in all required courses is a requisite for retention in the program. At the beginning of each module, students will be informed of specific criteria which must be met to achieve a grade of "C" or better.

## **5.2 Test - Make up Tests and Test Review**

- 5.2.1 Tests missed related to absence must be taken within 48 hours of student's return to campus or lab (see 1.5: Attendance for specific procedure). Students who take a make-up test will receive a score no higher than the mean score of the class.

- 5.2.2 Quiz review will be limited to students with a 78% or less on that test or in the course. The student should schedule an appointment for a review within two weeks after the quiz. Final exams are not reviewed with the students.

- 5.2.3 The department wishes to encourage participation in professional nursing activities. To this end, students may request that the teaching team provide individualized schedules of exams to allow participation in professional nursing activities. When such individualized schedules are provided, the student will receive his/her actual score for the exam.

## **5.3 Standardized Nursing Tests**

In some courses, an examination based on course content is given to provide both the student and the teaching team information related to the student's overall understanding of and ability to apply the concepts of the course. These tests are given to several different academic levels of students all over the United States (Diploma, Associate Degree, Baccalaureate).

Each student's raw score is compared only to the raw score of other students nationwide in the same type of program. The student is assigned a percentile rating based on this comparison. The higher the percentile, the better the student performance.

Students are responsible for the expense of the tests and will be notified in advance. Students who are unable to pay the testing fee shall see the Program Director as soon as possible. Students choosing not to take the tests will be provided with an alternative assignment. Fees are not refundable.

## **5.4 Course Projects and Computerized Programs**

Each course will have a computerized program and may have an independent project which must be completed in order to receive credit for the course.

## **5.5 Course Submodule Policy**

There may be one or more submodules required for some courses within the ADN Program. The policy for those submodules is as follows:

- 5.5.1 Satisfactory completion of the submodule within the prescribed time frame is a theory requirement. The time frame or due date will be assigned by the teaching team for the course and printed in the course schedule.
- 5.5.2 The specific content and behavioral objectives for the submodule will be included in the course syllabus.
- 5.5.3 The criterion for successful completion of a submodule is to achieve 85% or better on an objective examination. It is believed that a minimum of 85% is needed to achieve mastery of the material. (See Math Policy for exception)
- 5.5.4 An appointment to take the examination is to be made by the student in the Learning Center. The examination may be taken three times. If the student is retaking the same examination, the required scores on the second and third attempts are 88% and 90%, respectively. If the student is retaking another version of the test, the passing grade remains 85%.
- 5.5.5 A student who fails a submodule for the second time will be given a progress note. In addition the student must complete the behavioral objectives in writing, turn them in to the instructor at a specified time, meet with the instructor to discuss objectives and retake the test until it is passed.
- 5.5.6 A student who does not take a submodule test within the time frame will receive a progress note, indicating an individualized remedial plan as determined by the teaching team.

Teachers' prerogative may be used to resolve individual student problems.

- 5.5.8 If the sub-module is not completed and the test passed, a course grade of "incomplete" will be given.

## **5.6 Written Work/Individual Projects**

- 5.6.1 All written work submitted must comply with the LBCC Standards of Academic Honesty, more specifically plagiarism as outlined in the college catalog and schedule of classes. Written work not meeting this standard may be cause for dismissal.
- 5.6.2 Standard size 8 1/2" by 11" white paper is to be used for all written assignments. Paper torn out of a spiral notebook is not acceptable.
- 5.6.3 All written assignments are to be submitted as a hard copy on one side of paper only.

5.6.4 The following format is to be used for all written work:

- American Psychological Association (APA) format will be used on all written assignments. Copies of the APA guidelines are available in the Learning Center.
- Title on first sheet.
- All pages numbered.
- Assignments of more than one page to be stapled together.

5.6.5 Written work not meeting above criteria will be returned to students for revision.

## **5.7 Math Proficiency**

### **Math Submodule**

#### **What is eDose?**

You will be using eDose for your Math Submodule. The program, eDose, is a web-based computer program to assist you with learning Math for Medication Administration. You will take your Math for Meds test on this program. You must pass the test each semester with 93% to be allowed to continue in the Associate Degree Nursing Program. The third and fourth semesters will begin using eDose as follows: 3rd semester will begin Spring 2012 and 4th semester will begin in Fall 2012. These semesters will continue with the testing method that was in place when they entered the program until these dates.

The program consists of 4 sections: a numeracy test, modules, Authentic Diagnostic Assessment (a practice test) and the actual test called Authentic Assessment. The first section is a numeracy pretest that will identify any areas of math that you are struggling with. We recommend you take this as soon as possible to allow you time to work on any problem areas.

The second section includes the self learning modules. In the ADN 11A course you will be responsible for learning all the information in the Introduction, Medication Orders & SI Units, Tablets and Capsules, Liquid Medications, and Injections sections. These self-learning modules may be repeated as many times as needed so that you can become proficient with the information. These modules may be taken online at any time. See the course syllabus for due dates.

In the 12A course you will be responsible for learning all the information in the IV therapy and Injectable Medication. These self learning modules may be repeated as many times as needed so that you can become proficient with the information. These modules may be taken online at any time. See the course syllabus for due dates.

### **Are there practice tests?**

The Authentic Diagnostic Assessment is a pre-test that will be set up by the teaching team for practice prior to the administration of the Authentic Assessment. You may take this on any computer and repeat as many times as you wish.

### **What is the actual test?**

The Authentic Assessment is the actual test for Math for Meds Submodule. The Authentic Assessment (test) can only be taken in the Learning Center/Computer Lab during the posted times. No exceptions will be made. Please remember to bring your eDose username and password with you during testing times. This test must be taken during the first week of 11B, 12B, 21A/21B and 22A. You must pass with a 93% or higher by the end of the 3rd week of the course or you will not be allowed to continue in the nursing program. All re-entry students must pass the Authentic Assessment (test) by the end of the 3rd week of the course regardless of which semester you re-entered.

### **How many chances do I get?**

During 11B if you are unsuccessful on the first attempt you will have two additional attempts to pass. All subsequent semesters have a total of two attempts to pass.

## **5.8 Program/Clinical Facility Required Submodules**

### **5.8.1 Individual Clinical Facility Required Submodules**

All clinical facilities require all nursing students to comply on a yearly basis with the same Joint Commission (JC) standards with which their staff must comply. Many facilities have developed facility-oriented submodules with accompanying tests to demonstrate proficiency of the JC required content. Students are required to read the submodule specific to their assigned hospital and pass the accompanying test before beginning their clinical rotation. If a student fails a particular submodule test, he/she will retake the test until a passing grade is achieved. Information regarding the location of the facility-oriented submodules and due dates is found in the course syllabus. This same policy applies to the HIPPA education materials now required by healthcare facilities.

## **5.9 Progress Reports**

Written Progress Reports are given to students as a notice of "needs to improve" whenever a student is not satisfactorily meeting any course behavioral objective, e.g., promptness, attendance, academic grades, clinical or lab problems, etc. The expectation is that written notice will result in improved student performance.

## 5.10 Clinical Evaluation Process

### 5.10.1 Introduction

The curriculum of the Associate Degree Nursing Program at Long Beach City College is predicated on the belief that nursing theory, campus laboratory experience, and clinical practice should flow from the simple to the complex. Learning is indicated by behavioral change resulting from the acquisition of knowledge and experience.

The nursing faculty also believes that periodic and consistent evaluation must develop out of and be reflected by the behavioral objectives for each course. Evaluation is best accomplished as a mutual endeavor of teachers and students with the guidance of written expected behavioral outcomes for each course and the program.

Process - Clinical Evaluation is a continuous process with both scheduled and as needed evaluation times, forms, and processes. Skills testing in on-campus laboratory situations is an integral part of the clinical evaluation process.

### 5.10.2 Skills Testing/ Retesting/Campus Laboratory

Skills testing during on-campus laboratory sessions is an important component of the ADN Program. Students are responsible for all previously learned skills and may be tested on these skills at any time during a course. The time frame and or any other parameters specific to skill testing and in any course will be established by the teaching team and stated in the course syllabus. Students who fail skill testing will retest within two weeks of the failure and will be given a written progress note as follows:

New Skills - Students failing the second testing of new skill will receive a progress note. A third failure of new skill will result in a clinical marginal. If the student passes the fourth testing, the clinical marginal rating will be removed. If the fourth testing is failed, the student will receive an overall clinical marginal for the course.

Previously Learned Skills - Students failing testing of previously learned skills will receive a progress note on the first failure. A second failure of skill testing will result in a clinical marginal rating. If the student passes the third testing, the clinical marginal will be removed. If the third testing is failed, the student will receive a clinical marginal for the course.

### 5.10.3 Clinical Evaluation

Students in the Associate Degree Nursing Program participate in their own clinical evaluation at the end of each course. Mid course evaluations are informal for students who are performing satisfactorily, but formal for students who have areas which are not at a satisfactory level.

An informal evaluation may be an oral conference between teacher and student.

A formal evaluation involves a written evaluation as well as an oral conference between teacher and student.

All end-of-course evaluations are formal and must be completed by the end of the first week of the next course. The objective of evaluation is self-growth and includes the determination of strengths and weaknesses and provision for guidance where indicated.

Clinical evaluation forms for each course reflect the specific behavioral objectives to accomplish in that course. At the end of a course, the course clinical evaluations will be written initially by the student, and then finalized jointly during a conference with the clinical instructor.

Students sign the clinical evaluation to indicate that they have read it. If the student disagrees with any statement in the evaluation, he/she may write an addendum or note of explanation on the evaluation form.

### 5.10.4 Clinical Rating

#### **Satisfactory Clinical Rating**

A satisfactory clinical rating will be given for clinical practice when the student demonstrates the knowledge, skills, and attitudes identified as being necessary and appropriate for a student at that level in the program. A satisfactory student requires an average amount of supervision. A student may receive marginal in areas of the evaluation indicating a need for attention and improvement and still receive an overall satisfactory clinical rating.

#### **Mid-Course Clinical Marginal Rating**

At any time during a clinical rotation, if it becomes evident that a student is not meeting the expected clinical objectives, a written mid-course evaluation will be done. A meeting with the Program Director will take place to discuss the problems and explore methods of correcting the student's deficiencies. A specific plan, which establishes a time frame for remediation, will be developed. If the student corrects the identified deficiencies within this time frame, his/her final clinical evaluation

will reflect this progress. If the identified problems are not corrected, an overall clinical marginal rating will be given for the course.

### **Overall Marginal Clinical Rating**

An overall marginal clinical rating will be given for clinical practice when the student does not demonstrate the knowledge, skills, and attitudes identified as being necessary and appropriate for a student at that level in the program. A marginal student requires more than average supervision. An overall marginal rating may be based on one overriding area of safety or on a group of behaviors that have been identified as "marginal."

### **First Clinical Marginal Rating for a Course**

Students who receive an overall clinical marginal evaluation must see the Program Director with the instructor of record. The objectives of the conference with the Program Director include:

- Reassessment of the problem(s).
- Discussion of methods for solving the problem(s) with a specific plan for correcting student's performance deficiencies.
- Establishment of a time frame for remediation.

Every opportunity is given to assist the student to bring clinical performance to a satisfactory level.

Irrespective of the theory grade earned, the student's grade will not exceed a "C" in theory and clinical.

### **Second Clinical Marginal Rating for a Course**

A second overall clinical marginal evaluation is equivalent to an unsatisfactory evaluation, and the student cannot continue in the Associate Degree Nursing Program. The student must see the Program Director. Options will be presented to the student at a conference with the Program Director, the instructor of record and the teaching team leader. Options available to the student include:

- 1) Agreement with the assessment and withdrawal from the program.
- 2) Request that a full Review Committee be convened. (See 6. Grievance Policy)

Irrespective of the theory grade earned, the student's grade will not exceed a "D" in both theory and clinical.

### **Unsatisfactory Clinical Rating**

An unsatisfactory clinical rating will be given for clinical practice whenever the student receives a second overall clinical marginal evaluation or whenever the student demonstrates unsafe clinical practice, i.e., patient safety or welfare is compromised. A student who receives an overall unsatisfactory evaluation requires constant supervision and cannot continue in the Associate Degree Nursing Program. The process and options available to the student are the same as those above under "Second Clinical Marginal Evaluation". Irrespective of the theory grade earned, the student's grade will not exceed a "D" in both theory and clinical.

## **6. GRIEVANCE POLICY**

Students are urged to maintain close and clear communication with their clinical instructor. If problems occur that the clinical instructor cannot resolve, the student may speak with the Lead Instructor for the course. The Course Lead Instructor may act to resolve the problem, or may ask the entire teaching team to meet with the student. Any student may at any time make an appointment with the Program Director to discuss his/her status in the program.

The student may request that a full Review Committee be convened to review the student's record and current status. The student will have five working days from the time of the event to notify the Program Director that he/she has chosen this option.

Membership of the Review Committee:

- Dean, School of Health and Science
- ADN Program Director/Department Head
- Two registered nursing faculty members (one named by Dean, one named by student)
- Two nursing students enrolled in the nursing program at the time of the incident (one named by Dean, one by student)
- Two members of the Nursing Program Advisory Committee or their representatives

The instructor of record will be notified and may be contacted by the committee to clarify facts.

After the Review Committee process is completed, a conference with the Dean of the School of Math, Health and Science may be requested in order to review the findings of the Review Committee.

The Review Committee will meet within 10 working days and make recommendations to the Re-entry Committee. The Re-entry Committee will consider these recommendations and make a final decision no more than 10 days later. The decision of the Re-entry Committee is final. The student will be informed of the

decision of the committee in a meeting with the dean and Program Director. The instructor of record will be notified of the decision.

If the student is dissatisfied after exhausting all departmental avenues, he/she may request a conference with the Dean of Student Affairs to discuss further options. These options are established in the LBCC Policy on Student Conduct (6440) which can be found in the office of the Dean of Student Affairs.

## **7. PROGRESSION AND RETENTION OF STUDENTS IN THE PROGRAM**

- 7.1 Students are required to complete all prerequisites prior to registering for the nursing classes. A grade report, signed by the instructor of the current course work must be submitted to the Program Director at mid-term and at the end of the course.
- 7.2 Students who earn a “C” or better in the nursing courses and all prerequisites and co-requisites will progress through the program to graduation.
- 7.3 Students who officially or unofficially withdraw from a nursing course or from the program are defined as re-entry students and must follow the course of action outlined in the re-entry policy.

## **8. POLICY FOR RE-ENTRY TO THE ADN PROGRAM**

### **8.1 Limitations on re-entry:**

8.1.1 Re-entry consideration is given to any individual student twice during the completion of the ADN program. Only one re-entry will be allowed for reasons of academic failure. If an individual has a failing grade in the course at the time of withdrawal, this withdrawal is considered to be for academic failure. Another withdrawal may be granted for personal reasons provided the withdrawal is effective before the final drop date for the course and the student is in good standing. A student, who exits the program with an unsatisfactory clinical rating, will not be eligible for re-entry.

The Re-entry Committee will evaluate situations involving extenuating circumstances.

8.1.2 A student who fails or withdraws from the first course of the first semester of the program shall be required to re-apply for admission to the program.

8.1.3 In situations where a student has exited the program due to two clinical marginals and one of the two marginals is due to excessive absences or tardies, the student can be reconsidered for re-entry to the program based on presentation to the Re-entry Committee of a self-developed plan for correction of the problem behavior.

8.1.4 All re-entry applications are considered on a "space available" basis. Should there be more applicants than spaces available, requests will be prioritized in the following manner:

- a. Students leaving program in good standing.
- b. Transfer students in good standing in prior program.
- c. Students leaving with theory failure and satisfactory clinical standing, in rank order of highest percentage and review of their application by the reentry committee (8.3).
- d. Students who have been dismissed from the semester due to unsatisfactory performance in math proficiency testing (See 5.7).
- e. Students leaving with theory failures and marginal clinical standing, in rank order of highest percentage and review of their application.
- f. Transfer students not in good standing in prior program.

8.1.5 A student who re-enters or transfers into the nursing program assumes responsibility for all policies and requirements for course completion contained in the **current** handbook in effect on the date of re-entry. The student must comply with changes in the policies of both the program and the college.

8.1.6 Whenever a student withdraws from the program, the theory grade and clinical performance rating earned up to that point will be used to determine the student's status for re-entry consideration and/or eligibility.

## **8.2 Student responsibilities prior to re-entry include:**

8.2.1 Submission of completed Application for Re-entry form to the Program Director eight (8) weeks prior to anticipated re-entry date.

8.2.2 Evidence of physical and mental fitness by medical examination, if previous examination is greater than on (1) year old; and include proof of current immunizations, TB clearance, CPR, and malpractice insurance.

8.2.3 Current GPA of at least 2.0.

8.2.4 Compliance with any changes in the nursing program requirements since year of original entry; meaning one must meet the nursing requirements reflected on the curriculum guide in effect for the nursing class with which they will be graduating.

8.2.5 Compliance with the general education pattern and college requirements as it applies to the course and/or semester of re-entry (refer to curriculum and general education guides).

8.2.6 Re-entry must be accomplished within two (2) years of leaving program.

8.2.7 Completion of remediation plan as directed by the Program Director upon leaving the program.

8.2.8 Previous marginal clinical performance evaluations will be carried over upon re-entry.

8.2.9 Any previous noted problem areas (progress reports, mid-course marginal and overall clinical marginal rating) will be carried over upon re-entry.

### **8.3 Re-entry Committee:**

A committee will meet when needed to consider applications for reentry. The composition of the committee is as follows:

- Program Director
- Assistant Program Director
- Faculty members of the Student Affairs Committee of the Associate Degree Nursing Faculty Organization

The committee will meet to consider the applications for re-entry and will review:

1. Whether previous conditions and/or recommendations have been followed by the applicant, including current clinical experience.
2. Any other information considered pertinent by the applicant and/or the re-entry committee members. The Re-entry Committee may consider special student circumstances when making its decision.
3. Students who are dissatisfied with the committee's action may, upon written request, meet with the committee to discuss the issue. This meeting shall take place within two weeks of receipt of the request.

## 9. SUBSTANCE ABUSE POLICY

In order to provide a safe and secure environment for the patients, the nursing programs at Long Beach City College have instituted the following policy:

- 9.1 Students currently enrolled in a Long Beach City College Nursing Program: When a student in any of the nursing programs appears in the clinical area in a state of decreased functioning, the student will be sent out of the clinical area and must meet the following conditions:
  - 9.1.1 Provide written evidence of immediate counseling in chemical dependency and cannot return to the clinical setting until a written statement of starting counseling from the counselor is provided.
  - 9.1.2 Provide written evidence of continued counseling attendance for the duration of the program.
  - 9.1.3 Sign a release granting Long Beach City College nursing program directors the right to discuss student progress with the counselor.
  - 9.1.4 If a second offense occurs or if the student withdraws from her/his therapeutic support group, she/he may be dismissed from the program.

## 10. STANDARD PRECAUTIONS

### 10.1 Statement of Policy

Guidelines for Working With All Patients: Standard Precautions shall be followed at all times for all patients. The following precautions must be taken whenever there is even the slightest possibility of exposure to blood or other body substances:

- 10.1.1 Wash hands before and after patient care. Wash hands immediately after gloves are removed. Hand sanitizers are also appropriate for use.
- 10.1.2 Wear gloves when you anticipate direct contact with moist body substances from any patient. These include blood, semen, vaginal secretions, cerebral spinal fluids, pathology specimens, wound exudate, urine, feces, sputum, vomitus, etc. Remove gloves after each individual task.
- 10.1.3 Wear mask and protective eyewear during procedures likely to generate droplets of blood or other body fluids to prevent exposure.
- 10.1.4 Wear gown or disposable plastic apron when you anticipate that your clothing may be soiled by any of the body substances noted above.
- 10.1.5 Protect your non-intact skin from contact with body substances.
- 10.1.6 Wash your hands, arms, face, etc., as appropriate, if you have had any unprotected contact with blood or other body fluids.

- 10.1.7 Discard sharp instruments, needles, and syringes in puncture resistant containers. Utilize safety devices such as needle protectors as per agency guidelines. Needles should not be bent, broken, recapped, or unnecessarily handled.
- 10.1.8 Treat all specimens that you handle as if they were infected.
- 10.1.9 Notify your instructor immediately if you are accidentally stuck with a needle or otherwise come into contact with body fluids.

## **10.2 Guidelines for Dealing with Accidental Exposure to Body Substances**

In the event of accidental exposure to body fluids, the following steps should be taken:

- 10.2.1 Any remaining blood/body fluid should be washed away immediately. Skin punctures should be allowed to bleed to express any material deposited in the wound, and then thoroughly washed.
- 10.2.2 Notify the instructor of the body fluid exposure.
- 10.2.3 The student should be advised to seek treatment immediately at a facility covered by their insurance or the student may be directed to the appropriate facility as determined by the LBCC Student Health Services. A determination of risk of exposure to blood borne pathogens will be made and appropriate therapies will be offered. The source patient may be tested for HIV and hepatitis to determine the student's risk of exposure. In the case of risk of HIV exposure, preventive therapy is most effective if initiated within the hour following the exposure incident.
- 10.2.4 Documentation of the incident should be made according to the facility's policy. An Accident Report must be completed by the instructor and submitted to the Dean of the School of Health and Sciences. The instructor is to notify the nurse in charge at the facility and the ADN program director. Student Health Services is to be notified within 24 hours.
- 10.2.5 The student should be advised to seek follow-up care for testing at appropriate intervals for HIV, immunity to Hepatitis B and to detect exposure to Hepatitis C.

## **11. HEALTH AND SAFETY REQUIREMENTS**

In order to comply with all standards established by the Orange County/Long Beach Consortium for Nursing and various clinical agencies attended by students throughout the program, health and safety information and records must be maintained in each student's program file. Each student must submit to the Program Director or her designee copies of the documents that prove that requirements have been met and are current. The originals should be kept in a safe

place. Students are to use the accompanying page to keep an active written record of all expiration and/or renewal dates for each of these requirements.

## REQUIRED

### 11.1 Physical and Mental Health Evaluation

All students entering or reentering the nursing program must submit a "Health Evaluation for the Associate Degree Nursing Program" (LBCC form) completed within the last year demonstrating good physical and mental health.

### 11.2 Tuberculosis Screening

A two step TB test must be completed within 6 months prior to the start of the program. What is a two step TB test?

- a. Have a TB test and have it read within 48-72 hours. If it is negative then proceed to next step. If it is positive go to #3.
- b. Step 2 is to have a repeat TB test done in one to four weeks of the first TB test. This second TB test must be read in 48 to 72 hours. If negative submit the paperwork to the nursing department.
- c. If you have ever had a positive TB test your must have a chest x-ray every 5 years and a TB health questionnaire completed every year.
- d. If you have ever received BCG, you must have a chest x-ray done every 5 years and a TB health questionnaire completed every year.
- e. All students with a negative TB in the past must have a two step TB test to enter the program.
- f. If you received a MMR booster then you may not have a TB test for 4 weeks after.

### 11.3 Measles, Mumps, and Rubella Immunity

Must have a positive MMR (rubella, rubeola, mumps) titer. If any part of the MMR titer is not positive, you will be required to have a booster and repeat the titer in 6-8 weeks.

### 11.4 Chicken Pox Immunity

Must have positive varicella titer. If negative then you will need to have a booster and repeat the titer in 6-8 weeks.

### 11.5 Hepatitis B Immunity

Demonstrate proof of completion of a series of 3 Hepatitis B vaccinations. Any student, who refuses to be vaccinated, must sign a declination statement. Persons who have been infected with Hepatitis B must provide documentation by blood titers. You will not be allowed into the clinical setting without having the first two shots of the series.

### 11.6 Tetanus and Diphtheria Immunizations

An adult Tdap immunization within the last 5 years is required.

Tdap Changes for 2011.

The newest immunization schedule at-a-glance includes the following recommendations:

All adults need a one-time dose of the Tdap vaccine (Tetanus, diphtheria, acellular pertussis).

If you're due for your tetanus booster, ask for the Tdap vaccine instead.

If you just got your tetanus booster and you will be around infants and young children, you should get the Tdap booster. There's no need to wait.

If you're 65 years or older and anticipate being around infants, get a Tdap regardless of the timing of your last Td booster.

#### 11.7 Influenza Immunization

An annual influenza immunization is required for all health care workers during the months of October through April.

#### 11.8 CPR

Cardio-Pulmonary Resuscitation (CPR) training for healthcare providers. Must be current and through the Red Cross or American Heart Association. No on line courses are accepted.

#### 11.9 Malpractice Insurance

A copy of current Malpractice Insurance (renewed annually).

### RECOMMENDED

#### 11.10 Hepatitis A Immunization

Hepatitis A immunization (2 are required for full immunity) is available and recommended for all health care workers.

The student must provide missing or outdated information to the Program Director or her designee BEFORE the first clinical day or he/she will not be permitted to attend clinical. Any clinical day missed due to an incomplete file will count as a clinical absence (behavioral objectives for the day not met).

Students with physician imposed limitations need medical clearance from their physician in order to return to the clinical setting. Such clearance should state restrictions if any. Pregnant students need medical clearance to continue in the clinical area. Such clearance should identify restrictions, if any. Weekly clearances may be required toward the end of the pregnancy. Medical clearance is needed to return to the clinical setting following delivery. The student maintains the ultimate responsibility for adhering to physician imposed restrictions. Regardless of restrictions, students must satisfactorily meet the clinical objectives of the course in order to receive a passing grade.

### **Background Checks**

11.10 Nursing students go to the local medical centers with their nursing instructors to provide nursing care for patients. The medical centers require that students comply with all policies of the medical center, therefore, a clear background check is required.

A clear background check must be obtained by each student admitted to the Associate Degree Nursing Program. The clearance must be obtained by each student admitted to the Associate Degree Nursing Program, must be dated within two months of admission, and must be presented to the Program Director prior to enrollment in the first course of the program (Introduction to Nursing 11A/AL or Transition to Second Level Nursing, ADN

20A). The background check must include all names that were used within the past seven years, all addresses for the past seven years, any sexual offense, any abuse of others, and any medical fraud. Forms will be provided for students to purchase the background check. Only one background check is required if student remains in continuous enrollment. All re-entry students will complete a background check prior to acceptance into the Associate Degree Nursing Program.

### **TEAS SCORES**

A minimum of 62.0 or higher on the TEAS test 5.0 is required to begin course work in the nursing program. Failure to achieve at least the minimum score disqualifies you from entering into the program. If you have already taking the TEAS outside of LBCC and passed, you must order transcripts through ATI allowing the program director to view those results on line. TEAS 5.0 results more than three years old will not be accepted.

### **Financial Aid**

Long Beach City College offers comprehensive student financial aid programs. The Financial Aid Office assists student in accessing a variety of financial aid programs, including federal, state, and local funding. Applications are available year round. More information is available in the Long Beach City College Catalog. Interested students should contact the Financial Aid Office (562) 938-4257 at the Liberal Arts Campus (LAC) or Online: [www.fina.lbcc.edu](http://www.fina.lbcc.edu).

## INFORMATION REGARDING COMPLETION, GRADUATION, AND APPLICATION FOR NCLEX-RN

In the last semester, lots of exciting things happen as you get ready to leave us and change your role from student to graduate nurse. Information about what usually happens in the fourth semester is intended to help you prepare for these activities, but please recognize that things may change between the time you receive your Student Handbook and when your graduation day arrives. Only graduates of the ADN program may purchase the pin, cap, plaque, and participate in the completion ceremony and graduation ceremonies. Both graduates of the Associate Degree Nursing Program and those who have completed the 30 Unit Option Certificate Program are qualified to sit for the NCLEX-RN.

### **National Council of Licensing Examiners - Registered Nursing (NCLEX-RN)**

The NCLEX-RN examination will be given continuously at the test centers throughout the nation prior to graduations students will download the application form from the California Board of Registered Nursing website ([www.rn.ca.gov](http://www.rn.ca.gov)) The Program Director will assist the graduates in completing the forms correctly in ADN 31B, Trends in Nursing. Students who wish to take the NCLEX-RN in another state must contact that state's Board of Registered Nursing.

### **Nursing Pins**

Nursing pins are gold lapel pins which graduates of nursing programs may wear on their uniforms to signify their school of basic nursing preparation. The pins are usually designed by the first graduates of the school to symbolize the achievement of becoming a nurse. The pin serves the same purpose as a high school or college class ring in identifying the wearer as an alumnus. The LBCC pin can be purchased from the bookstore only by graduates of the ADN program. There are three variations in price, depending upon the amount of gold on or in the pin, with a price range of \$30 to \$100. The graduates' initials and date of graduation may be engraved on the back of the pin.

### **Class Plaque**

Every graduating class has had a plaque which students may purchase as a memento of their student days. Usually a photographer will come to the campus to take pictures of the class members and faculty. A plaque will be prepared from the pictures taken. Students are expected to pay for the plaque at the time of photograph sitting. The cost, which has been about \$38, includes the 2 x 2 size photos needed for the NCLEX-RN application. The photograph is taken early in the semester (about the second month) in order to have the plaque ready by the time of graduation. The school uniform is worn and the hair and make-up must be appropriate for the uniform. All of the plaques from previous classes are displayed on the walls near the faculty offices.

## **Nursing Caps**

Nursing caps are white caps of various designs which are individual to each school of nursing, and were worn in the past to identify the wearer as a graduate of a certain program. In the past, students have voted to wear the traditional LBCC cap for their school plaque and for the graduation ceremony. When the nursing caps are worn during the completion ceremony or for the class plaque, the students' hair must be groomed as per clinical requirements

## **Completion Ceremony**

The School of Math, Health and Science conducts a Completion Ceremony twice a year. Some other schools call this ritual a pinning ceremony because the faculty pin the school nursing pin on the new graduates' uniform. All students will be pinned with a ribbon during the Completion Ceremony. The faculty, Dean, and the Health Care Associates of the Long Beach City College Foundation wish to provide this special night for our graduates by hosting a reception following the ceremony. A committee that includes the Dean, faculty from each program and an elected representative from the graduating class from each program participating decides details of the ceremony. Each participating class also elects a classmate to speak at the Completion Ceremony.

## **Graduation Ceremony**

Students graduate from Long Beach City College in May and December with the appropriate date on their transcript. The transcript will also specify the field of concentration, which is Nursing (RN). The college graduation ceremony is conducted only in late May. Graduates receive a diploma which specifies "Associate in Science" with the appropriate month and year. Students who graduate in December participate in the completion ceremony for the School of Health and Science in December and in the college graduation ceremony the following May. Rental of the black gown, mortarboard, and cape will cost about \$20. Family and friends are seated on the lawn in Veteran's Stadium, and the ceremony takes place on the playing field of the stadium.

## **Announcements**

Announcements of your college graduation can be purchased in the LBCC Bookstore. Announcements of your completion of the Associate Degree Nursing Program can be purchased from an outside source and should be ordered at least two months before graduation. The announcement includes a card which specifies "Associate Degree Nursing Program." If you want to include your name card, you will have to purchase that card through the college bookstore. Remember that you cannot put RN after your name on the card. This can only be used after you get your license.