



**SMITH
CHASON**
SCHOOL OF NURSING

**ASSOCIATE
DEGREE
IN NURSING
(ADN)**

Nursing Student Handbook

2022-2023

Los Angeles Campus

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INTRODUCTION

This Nursing Student Handbook will give you program-specific information regarding Triad Education's, dba Smith Chason School of Nursing ("Smith Chason"), Associate Degree in Nursing (ADN) program, including nursing policies and procedures and services available to facilitate your learning experience. Each student is responsible for becoming familiar with the content and adhering to these rules, policies and procedures. Due to the nature of the nursing curriculum and licensure requirements, program policies and procedures may be more stringent than those of Triad Education's other programs.

Smith Chason's curriculum, policies and procedures are reviewed periodically. Smith Chason reserves the right to change its rules, policies and procedures and will notify students of any policy change in writing.

While this Nursing Student Handbook provides nursing students with program-specific information, **nursing students are also responsible for becoming familiar with and agree to abide by the Triad Education's rules, policies and procedures that appear in the Catalog.** The Catalog provides pertinent information, including but not limited to: refunds, termination, notice concerning the transferability of credits, accreditation, drug testing, Satisfactory Academic Progress, Americans with Disabilities Act/Section 504 of the Rehabilitation Act, and anti-harassment and discrimination policies.

Please contact the Director of Nursing or the Nursing administration with any questions or concerns. We are here to support you and aid you in meeting your goal!

MISSION

The mission of Smith Chason is to prepare professional nurse leaders who are skilled in problem-solving, are responsive to the health needs of diverse cultures, and provide quality, safe and compassionate evidence-based care that enhances quality of life for individuals, families, groups, communities, and populations.

The mission is accomplished through the provision of an ADN nursing education program that promotes and supports student success. Faculty members are committed to evidence-based teaching and a learning-centered environment. They promote and exemplify values of altruism, autonomy, human dignity, integrity, mindfulness, and social justice, which promote personal and professional growth, lifelong learning and competent professional practice in our graduates.

PHILOSOPHY

The administrators, faculty, and staff at Smith Chason will work to create a climate of nursing education that fosters professional accountability and excellence, where students learn they have the authority, not just the responsibility, to practice nursing.

Faculty and administration believe in and are committed to:

1. Advancing the understanding of nursing's social contract to care for the vulnerable and suffering.
2. Integrating classroom and clinical teaching and learning to create a powerful learning experience and promote deep learning.
3. Using situated cognition and action in teaching and learning to build knowledge and develop a sense of saliency to quickly recognize what is most important.
4. Engaging in reflective practice to develop knowledge, skills, ethical comportment and formation, and the development of clinical and moral imagination.
5. Developing perceptual abilities and the ability to draw on knowledge and skilled know-how as a way of being and acting in practice and in the world.
6. Preparing ADN graduates with a commitment to lifelong learning with skills and dispositions to be reflective practitioners and expert learners.

Programmatic goals to educate future nurses:

1. Communicate effectively using interpersonal skills and to use appropriate informatic technology.
2. Utilized evidence-based nursing interventions to achieve best outcomes in patient care.
3. Prepare and prioritize the appropriate nursing care skills, from simple to highest level of care throughout the life span, always keeping safety as the top priority.
4. To teach and employ critical reasoning and critical thinking to effectively and safely provide the best nursing care.
5. To teach and lead by example demonstrating nursing as a profession and, as once believed, an occupation
6. To always provide patient-centered nursing care using the nursing process to accommodate social and cultural differences along with all members of the healthcare team.
7. Respect the rights of patients to participate in decision making process affecting their health and always ensuring confidentiality.
8. Be a patient safety advocate at all times, establishing compassionate, caring and therapeutic relationships in a physical and psychologically safe environment.
9. Assume responsibility for the quality of nursing care and always adhering to legal and ethical standards, giving a positive imagination to the profession.
10. Always serve as an advocate as continuity of care and promote quality access to healthcare for our patients and families.
11. Mentor students to transition into the nursing profession as life learners and promote continuing higher education.

CONCEPTUAL FRAMEWORK

The Neuman Systems Model (Betty Neuman) is used as the organizing conceptual framework for teaching and learning nursing. The organizing framework encompasses the concepts of person, environment, health, nursing, and teaching/learning, which are consistent with the Smith Chason philosophy. This model relates to the changing needs of the individual and focuses on the individual needs of the student and client/patients as they exist on a health/illness continuum.

The Neuman Systems Model provides a holistic overview of the physiological, psychological, sociocultural, developmental, and spiritual aspects of human beings. In addition, the model provides for a systematic evaluation of the impact of stressors on health and wellness, as well as a framework for the use of the three-step nursing process format of nursing diagnosis, nursing goals, and nursing outcomes to address and reduce stressors.

Utilizing the Neuman Systems Model to guide the ADN program curriculum, students develop the recognition that nursing practice is comprised of nursing professionals who use the nursing process for health promotion. The nursing process serves to provide the foundation for safe, effective care delivery in a wide variety of health care settings while utilizing the concepts of critical, creative, and reflective thinking. The nursing process is the functional way in which students approach their nursing role.

THREADS

There are “threads” of learning identified in the curriculum, which are topics in nursing that are taught in every quarter beginning with the simple and moving to complex. The following threads are included in each course:

- Communication skills
- Critical thinking, critical reasoning and the critical elements identified as caring, asepsis, and safety
- Information competency and informatics
- Diversity

- Professionalism, leadership, and civic responsibility, which includes patient/client advocacy, ethics, legalities, life skills, and collaboration

The “threads” of learning are reflected in the student learning outcomes. The following student learning outcomes have been identified as a requirement for students completing the Registered Nursing (ADN) program.

Upon completion of the Registered Nursing (ADN) program the graduating student will competently perform in the following areas:

1. Communication skills

Establish a therapeutic environment that promotes communication across the life span for vulnerable and diverse populations.

- Demonstrate effective therapeutic communication in nurse/client relationships in a variety of healthcare settings.
- Demonstrate effective therapeutic communication with other interdisciplinary healthcare professionals in the practice of nursing.
- Demonstrate effective teaching strategies for vulnerable and diverse populations.

2. Critical thinking, critical reasoning, and critical elements

- Formulate individualized nursing care plans and teaching plans for assigned patients/clients including assessing health status, implementing therapeutic interventions, and evaluating the outcomes of care.
- Integrate and demonstrate clinical decision making and critical thinking skills to provide effective nursing care for individuals throughout the developmental stages across the life span.
- Provide comprehensive direct nursing care to patients/clients using Neuman system theory, evidence-based practice, the nursing process, and the principles of asepsis, caring, and safety while taking into consideration the physiological, psychosocial, cultural, developmental, and spiritual aspects of care.

3. Information competency and Informatics

- Evaluate and integrate appropriate scientific resources and technology to plan and deliver patient/client care.
- Document patient/client care as per facility policy.
- Evaluate and integrate evidence-based information from traditional and electronic resources for health promotion activities.

4. Diversity

- Integrate the principles of diversity outlined as psychosocial, cultural, and spiritual influences in caring for patients/clients across the life span in a variety of health care environments.
- Prioritize nursing interventions to coincide with changing patient/client conditions, cultural considerations, and vulnerable population needs.

5. Professionalism, Leadership, and Civic Responsibility

- Demonstrate professional nursing behaviors which integrate accountability, responsibility, and self-direction in the areas of life-long learning, self-evaluation of learning goals, multidisciplinary collaboration, and effective communication.
- Demonstrate professional nursing practice while integrating the nursing program’s overriding critical elements and Neuman Systems theory, which adhere to the Nursing Practice Act, the Nursing Social Policy Statement, the Code of Ethics, and state and federal regulation pertaining to registered nurses.
- Demonstrate the principles of advocacy in nursing practice which includes but is not limited to prioritizing patient care, anticipating and intervening with ethical and legal issues in a variety of health care setting and with diverse and vulnerable populations.
- Demonstrate leadership principles in nursing practice which includes planning, managing, collaborating, delegating, and supervising the delivery of health care.

LEARNING OUTCOMES

The ADN program curriculum is designed to meet all BRN requirements and to prepare students through a progressive and systematic approach to achieve the program outcomes. The program outcomes, identified below, prepare the students to meet competencies required for entry level into nursing practice by maintaining quality and consistency of instruction. As such, the nursing curriculum prepares students to pass successfully the NCLEX-RN® licensing examination.

Upon completion of the ADN program the student will be prepared to:

- Successfully pass the NCLEX-RN® licensing examination
- Function in the role of an entry level registered nurse
- Demonstrate the competencies of clinical nursing skills for entry level nursing practice
- Demonstrate acquisition of theoretical knowledge by successfully completing the required courses in the program

ADN PROGRAM CURRICULUM

The ADN program is structured to provide theory with practical application of skills needed to function as an entry-level licensed registered nurse (RN). The curriculum and course sequence facilitate student learning and student learning outcomes as the nursing concepts progress from simple to complex, building on previously acquired knowledge and skills, while emphasizing caring, the nursing process, critical thinking, problem solving, and communication skills.

Coursework Requirements

24 months / 1926 clock hours / 99.5 Quarter Credit Units

Credential Awarded Upon Graduation: Associate Degree in Nursing

The ADN program is 24 months in length, a total of eight (8), 12-week quarters. The first two quarters consist of Natural Science and General Education courses (with additional GE courses in Quarters 4, 6, 7). The remaining six quarters of the ADN program include nursing theory and clinical core courses. Nursing courses in the ADN program are progressive, and the student must successfully complete each course prior to registering into the next quarter.

Course #	Course Title	Theory	Lab	Clinical	Total Hours	Quarter Credit Units
Quarter 1						
AP 201	Human Anatomy and Physiology and Lab I	58	42		100.0	6.0
AP 202	Human Anatomy and Physiology and Lab II	58	42		100.0	6.0
PSY 101	Introduction to Psychology	36			36.0	3.0
Quarter 2						
BIO 201	Microbiology and Lab	58	42		100.0	6.0

STAT 201	Statistics	36			36.0	3.0
PSY 202	Human Growth and Development	36			36.0	3.0
Quarter 3						
NURS 100	Fundamentals of Nursing and Clinical	36	72	108	216.0	8.0
NURS 255	Pharmacology	36			36.0	3.0
Quarter 4						
NURS 110	Beginning Medical Surgical Nursing and Clinical	36	36	144	216.0	8.0
NURS 146	Gerontology	30			30.0	2.5
OCOM 110	Oral Communication	36			36.0	3.0
Quarter 5						
NURS 130	Intermediate Medical Surgical Nursing and Clinical	36	36	108	180.0	7.0
NURS 120	Mental Health and Psychiatric Nursing and Clinical	36	24	84	144.0	6.0
Quarter 6						
NURS 140	Arts and Science of Nursing - Maternal Health and Clinical	36	6	48	90.0	4.5
NURS 150	Arts and Science of Nursing – Pediatrics and Clinical	36	6	48	90.0	4.5
WCOM 110	Written Communication	36			36.0	3.0
Quarter 7						
NURS 170	Advanced Medical Surgical Nursing and Clinical	36	24	84	144.0	6.0
SOC 101	Introduction to Sociology	36			36.0	3.0
NURS 105	Communication in Healthcare	36			36.0	3.0
Quarter 8						
NURS 180	Role Transition to Professional Nursing and Clinical	48		144	192.0	8.0
NURS 252	Leadership and Ethics in Nursing	36			36.0	3.0
Total:		828	330	768	1926	99.5

Course Descriptions

General Education Courses

Quarter 1

AP 201 Human Anatomy and Physiology and Lab I

Prerequisite: None

Course Description - Theory: This course introduces the learner to the structure of the body. The course will cover anatomical directions, geometric planes, and cavities of the body. Learners will learn the chemical basis of life, cellular metabolism, and the different types of organic and inorganic substances necessary for life. Included in this course are the different types of tissues that comprise the human body. Learners will address the structure and function of the integumentary, skeletal, muscular, nervous and endocrine systems, including pathology of each system.

Course Description - Lab: The laboratory component of the course parallels and reinforces lecture concepts. The lab course will use a lab-based systems approach, with integration of the structure of the tissue, and organ systems of the human body. The lab study materials will include a microscope, slide library of human and animal tissues, animal tissue for dissection, skeletons, anatomical models, and video clips of human cadaver dissections. All learners will receive an individual eScience lab kit.

AP 202 Human Anatomy and Physiology and Lab II

Prerequisite: None

Course Description - Theory: In this course, learners will learn the structure and function of the blood, cardiovascular, immune and lymphatic systems of the human body. Also, the structure and function of the respiratory, digestive, urinary, and reproductive systems will be studied, including pathology of each system. Learners will be introduced to the study of pregnancy, and growth and development. Learners will discuss nutrition and metabolism, pH, and water/electrolyte balance.

Course Description - Lab: The laboratory component of the course parallels and reinforces lecture concepts. The lab course will use a lab-based systems approach, with integration of the structure of the tissue, organ and organ systems of the human body. The lab study materials will include a microscope slide library of human and animal tissues, animal tissue for dissection, skeletons, anatomical models, and video film clips of human cadaver dissections. All learners will receive an individual eScience lab kit.

PSY 101 Introduction to Physiology

Prerequisite: None

Course Description: This is a general overview course focusing on the scientific study of both the behavioral and mental processes of human beings. This course introduces the learner to: the history of psychology and scientific thought, the biological basis of behavior, research methodology and statistics, sensation and perception, states of consciousness, memory, language, intelligence, developmental psychology, personality, learning patterns, biological and developmental processes, motivation and emotion, stress, psychopathology, and social behaviors. The course will discuss core skills needed for developing emotional intelligence.

Quarter 2

BIO 201 Microbiology and Lab

Prerequisite: None

Course Description - Theory: This is an introductory microbiology course that will cover the basic principles of microbial growth and metabolism, cellular morphology and structure, taxonomy, pathogenicity, immunity, and control. The course will focus on human diseases caused by microorganisms.

Course Description - Lab: The laboratory component of the course parallels and reinforces lecture concepts. The lab course will use a lab-based systems approach, with a focus on studying microbiological techniques that will be useful for understanding microbiology in a medical context. Topics covered will be microscopy, staining techniques, culturing bacteria, measuring microbial growth, use of selective media, and understanding the basics of microbes in food, and microbial genetics.

STAT 201 Statistics

Prerequisite: None

Course Description: This course teaches key principles that guide proper data collection and analysis using both statistical tools of computation and visualization. Learners will collect data using various sampling techniques, calculate key statistical measures, and create visualization of data - all to generate insight. This class places an emphasis on understanding both theory and practical application, especially as it relates to the healthcare industry and medical research. This will be achieved through weekly case studies analyzing real-life examples of how statistics is used in the world today.

PSY 202 Human Growth and Development

Prerequisite: None

Course Description: This course provides an engaging look at human development across the life-span, specifically the physical, cognitive, and socioemotional processes that are experienced through life's events. Engaging the conceptual model of Maslow's Hierarchy of Needs will assist learners in understanding the basic needs of human beings throughout their life-span.

Nursing Core Courses

Quarter 3

NURS 100 Fundamentals of Nursing and Clinical

Prerequisite: None. This course is a set of two co-requisite courses for 8.0 credit units. *The clinical course will include a lab*

and/or clinical hours.

Course Description: The learner will understand fundamentals of nursing. The course helps learners develop nursing process competencies to meet the essential needs of individuals throughout the life span. Learners will use a safe, legal and ethical approach, and learn concepts and theories basic to the art and science of nursing. The learner will incorporate Maslow's Hierarchy of needs model to utilize nursing process and critical thinking skills. They will manage comfort, pain, sleep, rest and psychological needs along with the family unit. Learners will be required to take responsibility for their education as a nursing professional. Learners will be taught knowledge, skills, and abilities necessary to function in accordance with the Nursing Scope of Practice. Learners will understand the fundamental competency requirements to become a Registered Nurse.

Fundamentals of Nursing Clinical. The learner will complete laboratory and clinical hours to learn basic fundamentals of nursing care using the nursing process and clinical reasoning to meet their client needs. The learner will learn how to perform therapeutic communication, learn to develop the nurse client relationship, establish trust with the patient, prioritize patient safety. Learners will demonstrate basic care of bedmaking, personal hygiene, pulse, respiration, blood pressure, physical assessment of the incoming patient, and establishing basics of patient care in the nursing process. Learners will implement Neuman's Conceptual Model including Assessment, Diagnosis, and Outcomes. Learners will assess evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.

NURS 255 Pharmacology

Prerequisite: Completion of AP 201 and AP202.

Course Description: The course focuses on basic drug classification, concepts, safe administration, contra-indications, interaction with other drugs, and a safety assessment/analysis for all drug administration. *Learners will learn to consider all safety ramifications of drug administration with safety certification upon successful completion of the course.* This course provides the foundation of basic pharmacology and math skills related to pharmacology, including the metric system, with emphasis on clinical application related to pediatric and adult drug administration. The course also focuses on nursing process and priority of needs special consideration to the physiological, psychosocial, cultural and spiritual needs of patient/client's effective drug therapy by disease and diagnosis. Learners will learn how to observe and monitor patients for specific drug actions and side effects. Clinical application of Pharmacology will be included in the lab portion of NURS 100 Fundamentals of Nursing and Clinical which will be taught concurrently.

Quarter 4

NURS 110 Beginning Medical Surgical Nursing and Clinical

Prerequisite: Completion of NURS 100 with a passing grade of 75 percent or better. This course is a set of two co-requisite courses for 8.0 credit units. *The clinical course will include lab and/or clinical hours.*

Course Description: The learner will begin learning nursing care for the adult and geriatric patients/clients with medical-surgical conditions. This course prepares the learner by focusing on nursing concepts and clinical trends. A pathophysiology review and types of surgery and how to manage the total patient care will be presented. The learner will learn roles and responsibilities of the developing nurse in planning and delivering evidence-based patient/client care using the nursing process. Neuman's conceptual model of assessment, diagnosis, nursing outcomes will be implemented throughout the course.

Beginning Medical Surgical Nursing Clinical. The learner will complete laboratory and clinical hours to provide safe and competent care for the adult and geriatric clients with medical and/or surgical conditions. Learners will understand and perform nursing safety policies and procedures. Learners will discuss case studies, pathology review, types of surgery, and the importance of managing the total patient/client using Neuman's concepts. Knowledge of pre-op, interoperative, and post-op care will be demonstrated in a clinical setting. Learners will adhere to the ethical, legal, and professional concepts of nursing.

NURS 146 Gerontology

Prerequisite: Completion of NURS 100 with a passing grade of 75 percent or better.

Course Description: This course provides an understanding of the nursing care for the aging population. The learner will apply health assessment skills to address the common physical changes of aging and the needs of older adult patients/clients. This course will focus on the cultural, spiritual, pharmacokinetics, and communication needs and care of aging clients. Learners will understand the psychiatric evaluation of the aging patient including dementia and end of life/palliative care. Rehabilitation concepts of care and acute, long term care and family care will also be addressed in this course. *Clinical application of Gerontology will be included in the lab portion of NURS 110 Beginning Medical Surgical and Clinical which will be taught concurrently.*

OCOM 110 Oral Communication

Prerequisite: None

Course Description: This course is designed to empower students to speak effectively in a public forum. Students will learn public speaking contexts, topic selection, audience analysis and ethical communication. Students will practice organizing and outlining ideas, constructing introductions and conclusions, and utilizing presentational aids. Students will deliver speeches in this class.

Quarter 5

NURS 130 Intermediate Medical Surgical Nursing and Clinical

Prerequisite: Completion of NURS 110 with a passing grade of 75 percent or better. This course is a set of two co-requisite courses for 7.0 credit units. *The clinical course will include lab and/or clinical hours.*

Course Description: This course is a continuation of the NURS 110 Beginning Medical Surgical and Clinical course. The learner will learn nursing concepts related to surgical pre-operative and post-operative care. The following subjects will be covered: critical care, emergency care, disaster nursing, orthopedic care, reproductive care, stroke care, neurological care, cardiovascular care, respiratory assessment, acute abdominal care, cancer care, urinary tract assessment, along with other acute and chronic illnesses associated with pre and post-operative outcomes and the nursing process. The learner will apply roles and responsibilities of the developing nurse, collaborating with the healthcare team to plan and deliver evidence-based care using the nursing process and following Neuman's conceptual model.

Intermediate Medical Surgical Nursing Clinical. The learner will complete laboratory and clinical hours to provide safe and competent care for the adult and geriatric clients with chronic illnesses. Learners will focus on data based clinical assessment as appropriate for the surgical procedure performed and following Neuman's conceptual model. Executing clinical skills related to the post-operative care of the patient. Learners apply sound nursing judgment to nursing situations using standards of care, critical thinking, clinical reasoning, and evidence-based practice. Learners will also apply a range of knowledge to promote health and well-being and prevent complications in adults experiencing illness and disease. Learners will apply the nursing process to patient learning needs.

NURS 120 Mental Health and Psychiatric Nursing and Clinical

Prerequisite: Completion of NURS 110 with a passing grade of 75 percent or better. This course is a set of two co-requisite courses for 6.0 credit units. *The clinical course will include lab and/or clinical hours.*

Course Description: This course is a continuation of the NURS 110 Beginning Medical Surgical and Clinical course. The learner will learn nursing concepts related to surgical pre-operative and post-operative care. The following subjects will be covered: critical care, emergency care, disaster nursing, orthopedic care, reproductive care, stroke care, neurological care, cardiovascular care, respiratory assessment, acute abdominal care, cancer care, urinary tract assessment, along with other acute and chronic illnesses associated with pre and post-operative outcomes and the nursing process. The learner will apply roles and responsibilities of the developing nurse, collaborating with the healthcare team to plan and deliver evidence-based care using the nursing process and following Neuman's conceptual model.

Mental Health/Psychiatric Nursing Clinical. The required clinical hours may be completed in either an inpatient/client or outpatient/client settings, or both. Learners will complete some independent hours (with approval) to meet their clinical course objectives. Learners will apply Neuman's conceptual model of stress adaptation and observe all nursing process behaviors from clinical faculty. The format of the clinical curriculum is concept based. Faculty will use the flipped classroom approach using ATI's real-life clinical scenarios. Learners will be required to complete a weekly assignment during clinical, topics include psychopharmacological drug administration, neurotic and psychotic behavior, crisis intervention, assertive training, training regarding abuse and neglect, substance abuse, and addictive disorders. The psychosocial components of Neuman's conceptual model will be integrated with all assignments.

Quarter 6

NURS 140 Arts and Science of Nursing – Maternal Health and Clinical

Prerequisite: Completion of NURS 120 and NURS 130 with a passing grade of 75 percent or better. The course is a set of two co-requisite courses for 4.5 credit units. *The clinical course will include lab and/or clinical hours.*

Course Description: The learner will learn the art and science of nursing for the maternal and newborn care. The course focus on maternal care for clients in the antepartum, intrapartum, and postpartum nursing assessment, physiological conception, and the alterations that occur during pregnancy. Culture and childbearing families with review of anatomy and physiology from conception and fetal development. Learners will study a woman's reproductive health issues, common gynecological problems and concerns.

Arts and Science of Nursing – Maternal Health Clinical. The learner will complete laboratory and clinical hours to provide safe and competent care for the obstetrics and maternal clients. Learners will assess the risks of pregnancy, including nutritional requirements, cultural practices, and childbirth preparation applying Neuman's conceptual model and evaluation of maternal and newborn assessment and care. Learners will also participate in sixteen hours of ultrasound guided obstetric evaluation. Learners will engage with nursing simulators to identify the stages of labor and delivery.

NURS 150 Arts and Science of Nursing – Pediatrics and Clinical

Prerequisite: Completion of NURS 120 and NURS 130 with a passing grade of 75 percent or better. The course is a set of two co-requisite courses for 4.5 credit units. *The clinical course will include lab and/or clinical hours.*

Course Description: The student will learn the foundations of pediatric nursing with factors influencing child health review of growth and development from infant to adolescent, including atraumatic care, principles and concepts. Using Neuman's conceptual model, learners will address trauma prevention and how to minimize stress for children and families, attempting to attain balance on the health-illness continuum. Students will learn the foundations of family centered care, therapeutic communication, healthy/unhealthy environments, and health teaching to children. Health assessment for children of all ages, including those with special needs and children in diverse settings. Learners will demonstrate key pediatric nursing interventions and pain management in children of all ages. Learners will acquire knowledge of all pediatric health disorders.

Arts and Science of Nursing –Pediatrics Clinical The learner will complete laboratory and clinical hours to provide safe and competent care for pediatric clients. In the clinical skills setting, the learner will demonstrate nutritional screening, prevention of unsafe environments (child proofing), assessing physiological presentation of congenital abnormalities, presentations and assessment of diseases during the child growth and development process. Learners will become proficient in vaccination scheduling and immunization records for children.

WCOM 110 Written Communication

Prerequisite: None

Course Description: In this course, learners will learn the different applications of written communications including the mastery of grammar, punctuation, and writing mechanics. Learners will master the writing process as an effective way to write necessary workplace communication correspondence.

Quarter 7

NURS 170 Advanced Medical Surgical Nursing and Clinical

Prerequisite: completion of NURS 140 and NURS 150 with a passing grade of 75 percent or better. This course is a set of two co-requisite courses for 6.0 credit units. *The clinical course will include lab and/or clinical hours.*

Course Description: The learner will learn advanced nursing care for the critically ill adult and geriatric clients. This course is a continuation of prior medical surgical nursing courses. The learner will apply roles and responsibilities of the developing nurse, collaborating with the healthcare team to plan and deliver evidence-based care using the nursing process. The learner will address concepts related to the care of patient/clients across the life span with multi-system failure and other critical care conditions in local health care facilities and management with infectious and inflammatory system disorders and chronic pulmonary cardiac disease. This course covers emergency nursing. Learners will learn concepts related to patient care across the life span with multi-system failure, management of infectious and inflammatory system disorders, chronic pulmonary cardiac diseases, and critical conditions.

Advanced Medical Surgical Nursing Clinical. The learner will complete laboratory and clinical hours to provide safe and competent care for the adult and geriatric clients with chronic illnesses. Learners will cover professional practice issues and special populations in critical care, rapid response teams and disaster management (emergency). Learners will learn all body systems and evaluate any abnormal conditions for nursing assessment. Learners will analyze conditions and management of all body systems and multisystem dysfunction (shock, trauma, overdose, and poisoning). Learners will demonstrate the impact of utilizing evidence-based practice and collaborate practice on the care of critically ill clients. Learners will also employ Neuman's conceptual model relating to lifestyle recommendations with the goal of attaining balance on the health-illness continuum. Learners will understand legal requirements of end-of-life care. The clinical workflow will involve integrating clinical screening tools and competencies into each clinical setting to develop clinical decisions and treatment options.

SOC 101 Introduction to Sociology

Prerequisite: None

Course Description (General Education Course): Sociology is designed to introduce learners to the study of society. Sociology focuses on the systematic understanding of social interaction across all cultures, social organization, social institutions, and social change. The course highlights the social basis of everyday life. Sociology develops critical thinking by revealing the social structures and processes that shape cultural norms. Students will understand how people interact given the diversity of their backgrounds. Learners will be introduced to major concepts, theories, scholars, subfields, and research results of this very rich and diverse social science discipline.

NURS 105 Communication in Healthcare

Prerequisite: Completion of NURS 100 with a passing grade of 75 percent or better.

Course Description: The learner will learn professional communication and leadership for the healthcare professional. This course will focus on self-reflection, communication styles, and how to interact as a healthcare professional. This course focuses on self-reflection, different communication styles, and how to effectively interact in a professional healthcare environment, including both verbal and nonverbal communication. This course will help learners develop a conscious style of communicating with patients and healthcare providers to improve health outcomes and improve patient satisfaction.

Quarter 8

NURS 180 Role Transition to Professional Nursing and Clinical

Prerequisite: Completion of NURS 170 with a passing grade of 75 percent or better. This course is a set of two co-requisite courses for 8.0 credit units. *The clinical course will include lab and/or clinical hours*

Course Description: This course emphasizes the synthesis of the application of the nursing process, with medication administration, nursing skills, client teaching, communication skills, legal and ethical responsibilities, professional trends and issues, accountability, organization and time management skills, leadership and management skills, collaboration with members of the interdisciplinary healthcare team and theories. Care for patient/client with acute geriatric dysfunctions is included. Concepts are expanded to include professional issues in nursing, critical thinking, legal-ethical issues, quality improvement, managing a group of patients and role transition. Emphasis is placed on the application of knowledge, skills and attitudes needed for the entry level registered nurse within the scope of nursing practice. Experience is gained in the acute care settings managing multiple clients with rapidly changing and complex health care needs and their families. This course will facilitate the learner's transition into an entry-level position as a graduate nurse.

Role Transition to Professional Nursing Clinical This course will provide the learner with the experiential learning environment under the supervision of an RN to utilize the nursing process while delivering safe and competent care.

NURS 252 Leadership and Ethics in Nursing

Prerequisite: Completion of NURS 105 and NURS 170 with a passing grade of 75 percent or better.

Course Description: This course is designed to provide new graduates with the information they need to become effective managers and leaders in healthcare. The learner will study the synthesis of the application of the Registered Nurse scope of practice and Code of Ethics. This course will include the art and science of leadership and management, interpersonal communication, legal and ethical responsibilities, professional trends and issues, accountability, organization and time management skills, collaboration with members of the interprofessional healthcare team and theories. Concepts include professional issues in nursing, critical thinking, legal-ethical issues, quality improvement, managing a group of clients and the role transition from learner to the graduate nurse. Emphasis is placed on the application of knowledge, skills and attitudes needed for the entry level registered nurse within their scope of nursing practice. The transitional nurse will assume clinical assignments to learn how to care for patients but also be responsible and productive team member. Learners will learn to become leaders by making sound clinical decisions and learning from their mistakes.

Curriculum Guidelines

The nursing courses include a theory course with a concurrent clinical course except for Leadership and Ethics, Communication, Gerontology, and Pharmacology.

At the beginning of each quarter, course or module, the student is given a course outline with specific objectives and expected outcomes. Requirements and assignments are specified. Adult learning theory, the nursing department philosophy and educational model are implemented throughout the curriculum. Each student is expected to review the syllabus prior to each class for specific objectives, requirements and assignments and come to class prepared to fully participate in discussions.

Methods of Instruction

In order to address the individual abilities of students, a variety of instructional methods including collaborative group work is employed and may include such things as:

- Case Studies
- Collaborative in-class Exercises
- Computer Assisted Learning Activities
- Demonstrations
- Discussions
- Group Presentations
- Guest Speakers

- Independent Study Assignments
- Individual Oral Presentations
- Virtual Reality
- Internet Research
- Laboratory/Clinical Assignments
- Lecture
- Power Point Presentations
- Problem Solving Activities
- Reports
- Role Playing
- Simulations Scenarios
- Videos

The above instructional methods may also be used as tools for evaluation of student's cognitive and psychomotor performance. As such, it is expected that each student will participate fully in each class activity. Written, verbal and psychomotor skills are evaluated throughout the program.

Academic Clinical Course Guidelines

Clinical experiences are an important part of the ADN program. Students must comply with all policies and guidelines set forth by clinical site, OSHA, CDC, HIPAA and other agencies. Students are expected to demonstrate growth in clinical practice through application of knowledge and skills from previous and concurrent courses. The student should demonstrate growth in clinical practice as they progress through courses and must meet clinical expectations as outlined in the course syllabus.

Students are entrusted with the responsibility to uphold the following critical behaviors:

- Consistently demonstrate respect and courtesy for all faculty, staff, clinical agency personnel, and peers.
- Acknowledge and accept responsibility for one's own actions. This may include honestly and accurately reporting errors of omission or commission to appropriate persons.
- Seek appropriate supervision and/or consultation in the provision of care.
- Be academically and technically prepared to provide safe, competent care during all clinical experiences. Expectations for clinical preparation will be determined by course objectives and clinical instructor.
- Preparation may include, but is not limited to; a review of the clinical medical records, comprehension of the nursing care plan or treatment and familiarity with medications, tests, and procedures. Failure to adequately prepare for clinical experiences may result in verbal/written warning, being placed on probation or dismissal from the clinical facility.
- **Students must follow school dress code (stated in the Catalog) whenever present in a clinical setting.** Failure to dress appropriately for clinical experiences may result in verbal/written warning, dismissal from clinical area, or being placed on probation.
- Clinical practice must be performed in a safe manner in accordance with the student's level of preparation, legal limitations, and agency policy. Students are legally liable to ensure he/she is well prepared for any patient care assignment and must seek supervision or additional instruction when unsure of the care to be provided. Unsafe practice includes behaviors that place the patients or other personnel in the clinical area in either physical or emotional jeopardy. An unsafe clinical practice occurrence or pattern of repeated behaviors is unacceptable and may result in verbal or written warning, dismissal from clinical area, being placed on probation, or dismissal from the nursing program.
- Refrain from engaging in patient care when students physical or emotional condition may be a threat to patients and/or others. Student health must be such that no real or potential harm can come to a patient from his or her association with a student. If the clinical instructor has reason to question a student's ability to provide appropriate care for the patient, the student will be counseled and may be dismissed from the clinical setting.

- Maintain appropriate professional lines of communication with faculty, peers, and health care team members.
- Maintain confidentiality of patient information following HIPAA (Health Insurance Portability and Accountability Act 1996) guidelines. Breach of confidentiality guidelines is a serious offense and could result in dismissal from the program.

The clinical site is an educational opportunity. Students are expected to use their time and clinical resources in a professional and responsible manner. Failure to achieve any one or more of the above critical behaviors will result in disciplinary action, consisting of a written warning, placement on probation, dismissal from the clinical experience, failing grade in the course, or dismissal from the nursing program, depending on the nature of the incident.

ADMISSION POLICY

Entrance into the Associate Degree in Nursing program requires meeting the following criteria:

1. Applicant must be 18 years or older.
2. Completion of Application for Admissions.
3. Pass the Test of Essential Academic Skills (TEAS) by ATI with a satisfactory score of 62 or higher. (See TEAS Entrance Exam).
4. Submit proof of graduation from an accredited high school or the equivalent recognized by the U.S. Department of Education. Foreign high school transcripts must be evaluated by an approved evaluation agency.
5. Submit copy of an unexpired valid government-issued photo ID.
6. Completion of Letter of Intent (500-word essay).
7. Interview with the Nursing Program Director or Designee.
8. Completion of physical examination which includes:
 - a. Student health form (physical)
 - b. Tdap (Tetanus Diphtheria Pertussis) Booster (if not within 10 years)
 - c. Rubella, Rubeola, Mumps (MMR 1,2), Varicella (X2), and Hepatitis B Surface Antibody Titer Report
 - o If the titer is negative, immunizations required as medically warranted. If titer level indicates non-immunity, 1st injection required prior to starting program.
 - o Having the disease is not proof of immunity
 - o The series of Hepatitis immunizations takes several months to complete. Proof of each Hepatitis B immunization (#1,2, &3) is required to be submitted to the program office within one week of the immunization injection.
 - d. 2–step Tuberculosis (TB) tests with the **TB surveillance survey form**
 - o 2 step TB test required consists of 2 complete TB tests 2 step PPD test required. 2nd PPD after 7 days of receiving the first PPD and within 3 weeks of the 1st PPD If TB test is positive, chest X-Ray is required with an annual TB surveillance survey
 - o Chest X-ray must have been completed within the last 5 years. (Chest X-ray will only be accepted if proof of positive PPD or QuantiFERON® documented).
 - o Chest X-Ray is not accepted without a TB surveillance survey form
 - e. Annual influenza immunization by the official beginning of flu season or proper waivers and agreements as required by the county or institution.
 - f. COVID-19 vaccine may be required at clinical sites
9. Proof of current Basic Life Support (BLS) completion card (American Heart Association Health Care Provider)
10. Complete a criminal background check. Background check must be processed and cleared.
11. Provide fingerprinting and urine drug screenings prior to the start of clinical experience. Students are responsible for all associated costs.

12. Nursing Liability Insurance as required

*The Board of Registered Nursing requires that an applicant for the registered nurse license must successfully complete an approved general education course of study through the twelfth grade or the equivalent thereof as determined by the board.

Any student who is pregnant, or becomes pregnant while enrolled in the Nursing program, must present a written statement from her physician stating it will be safe for the student to continue participation in clinical. Students who have been injured (i.e., in clinical, car accident, back injury, etc.) must have a physician's medical clearance. This is to be written and presented to the clinical instructor upon return to the clinical setting.

Applicants applying for transfer credit must provide official transcripts from all colleges and universities for evaluation. Students must have an overall grade point average of 2.5 or higher in Human Anatomy, Human Physiology, Microbiology and English courses with no grade less than a "C" for each course and no more than one repetition of any of these courses. Students must have a cumulative grade point average (cGPA) of 2.5 for all college coursework taken. See Transfer Credit Evaluation Policy.

The student will be offered admissions into the ADN program when all criteria are successfully met. ***Admissions to the program is on a space available basis and is not guaranteed.***

ATI TEAS Entrance Exam Policy

All students applying for admission into ADN program are required to take the ATI TEAS Entrance Exam. The student's ATI TEAS scores are current for one academic year.

The current cost (August 2020) to take the ATI TEAS exam is \$115. Students are responsible for all associated examination costs. Examination fees are not included in the application fee when applying to the school.

When students register for the ATI TEAS exam through the ATI website, <https://www.atitesting.com/teas/register>, one transcript will automatically be sent to the institution associated with the test taker's ATI account. Additional transcripts may be purchased via the online store.

Following registration, students will receive a confirmation email, including their Assessment ID; details for taking the exam; helpful TEAS resources such as the 6-week Study Guide, Pre-Nursing Prep articles from the student blog, success stories of previous TEAS test takers, FAQs, etc.; available prep options and discounts; reminders and resources for test date. Twenty four (24) hours prior to the exam, students will receive an email reminding them to refer to this confirmation email to locate their Assessment ID.

The ATI TEAS entrance exam is a tool to determine if students have the academic skills necessary to perform effectively in a school of nursing. The ATI TEAS Entrance Exam is a 290-minute timed exam, 170-question, multiple-choice test that evaluates the basic reading, math, writing and science skills of students seeking entry into a nursing program leading to RN licensure.

- **The Reading section (53 questions)** includes Reading passages for Comprehension, Extraction of Main Idea, Reading for Details, Vocabulary in Context, Inference.
- **The Math section (36 questions)** tests Ratios and Proportions, Fractions and Decimals, the 4 Mathematical Functions, Word Problems. Focus is math skills required for Dosage and Calculation.
- **The English and Language (28 questions)** includes writing mechanics such as: Error Correction within the Context of the Sentence; Syntax; Word or Punctuation Misuse; and Logical development of passages.
- **The Science section (53 Questions)** tests students' knowledge of Physiology systems. Cardiovascular system, electrolytes, gastrointestinal system, immune system, neurology, renal system, hematological system, homeostasis, respiratory system, sensory system.

- Admission to the nursing program is based on the highest passing scores on the exam. **Minimum passing benchmark score of 62**

Remediation Process:

TEAS includes an Individual Focused Review (FR 1.0) for proctored assessments

- Focus Review (FR1.0), provided by ATI on the student's ATI account: Individual Performance Profile is provided by ATI to individual students by topic level. A focused review will direct the student to the specific topic needing remediation in the TEAS Study Manual.

Provided below are direct links to study guides:

- [ATI TEAS Study Guide](#)
- [Boostprep TEAS](#)
- [ATI SmartPrep](#)

Re-take ATI TEAS Exam

- Per ATI policy students may only take the TEAS exam 3 times in one year, student must remediate at least 2 weeks prior to any retakes. Please follow the study guide located [ATI TEAS Study Guide](#).

Screening and Selection

Admission into the Associate Degree in Nursing Program is limited and based on a competitive ranking system. Students who have completed the application process and meet all requirements for admission will be placed in rank order according to the number of points accumulated. After conditional acceptance, students are required to submit health, immunization, and CPR documentation. Students must consent to a criminal background check and urine drug screen prior to attending clinicals.

1. Student enrollment in the nursing program is limited. Applicants with completed files, including acceptable test scores and transcripts of previous college work, will be considered for admission to the nursing program that begins each quarter.
2. Points for each applicant will be totaled. The totaled scores will be placed in rank order, from highest to lowest, and will determine the applicant's position on the acceptance or alternate lists.

Requirements for Conditional Acceptance packet:

1. Proof of Identification
2. 500-word Nursing Essay
3. Proof of having graduated from either an accredited high school or the equivalent recognized by the U.S. Department of Education (see catalog) and/or official college transcripts (if applicable)
4. Completion of Entrance Exam
5. Background Check has been processed and cleared
6. Patient Care Certifications (if applicable): CNA/LNA, MA, EMT, LPN, LVN
7. Confirmation of current year(s) FASFA completed

All required documents must be submitted on or before the deadline given from students' admissions representative. Admissions application forms are provided to students when students receive Conditional Acceptance Packet. Any student who does not complete the required forms will be denied admission. The student's space will then be given to the next alternate.

3. Qualified applicants will be placed on the alternate list based on their scores. Alternates are qualified to enter the program but are not accepted and are accepted as spaces/resources become available. Alternates will be accepted, in order of their positions, if vacancies occur before the end of final registration. No alternates will be accepted after the end of final registration for the end of each quarter.
4. Applicants with the highest total points will be selected to interview and asked to complete a professional writing sample. Total points are calculated and then ranked numerically using the following formula: **ATI TEAS Exam**

Score + Certification + Transfer Credits + On-time Enrollment Process + On-time Financial Aid submission + Nursing Essay + Nursing Interview = Total points.

Formal Acceptance:

Alternates who are accepted must complete all required admissions and medical forms, provided upon acceptance, on or before the deadline stated in the conditional acceptance packet. When all required paperwork has been submitted by the deadline, the student is formally accepted into the program. Any student who does not complete the required forms will be denied admission, and that student's space will be given to the next alternate. **The alternate list does not carry over to the next year; therefore, alternates who are not accepted must reapply to the nursing program.**

Point System: See below

ATI TEAS Score	
Criteria	Points Given
Score of 85-100	6
Score of 74-84	4
Score of 63 - 73	2
Score of 62 (Meets Eligibility)	0
Score less than 62 (Ineligible to Apply)	N/A
Certifications	
Criteria	Points Given
LVN/LPN License	3
CNA Certificate	1
MA Certificate	1
EMT Certificate	1
Transferred Science/GE Credits Grade Awarded – each course	
Criteria	Points Given
A	3
B	2
C	1
On-Time Enrollment Process Submissions	
Criteria	Points Given
Admissions Paperwork Deadline Met	1
Admissions Paperwork Deadline Not Met	0
On-Time Financial Aid Process Submissions	
Criteria	Points Given
Financial Aid Paperwork Deadline Met	1
Financial Aid Paperwork Deadline Not Met	0
Nursing Essay	
Criteria	Points Given
11pts – 12pts	4
10pts – 8pts	2
5pts – 7pts	1
0pts – 4pts	0
Nursing Interview	
Criteria	Points Given
6pts	6
5pts	5
4pts	4
3pts	3
2pts	2
1pt	1
Maximum Points	24

ADN PROGRAM POLICIES

The following policies are applicable to the ADN program students. They are in addition to all student codes, rules, and policies listed in the School Catalog which pertains to all nursing students. Failure to adhere to the following policies may result in progressive remediation in the form of a Notice of Unsatisfactory Performance/ Need for Improvement and the student will be required to meet with the instructor and the Director of Nursing. In addition, failure to adhere to the following policies may result in a failing grade for a course and/or dismissal from the program.

Transfer and Credit Granting Policies

Transfer Credit

Students who have completed equivalent coursework at a college or university may request an evaluation for transfer credit.

Transfer credit may be awarded if:

- Courses successfully completed at a postsecondary school accredited by an agency recognized by the U.S. Department of Education.
- Course credit values are comparable in scope, content, and level of the learning experience to the courses those offered by the College.
- Science and General Education courses have been successfully completed within five (5) years of enrollment.
- Nursing Core courses have been successfully completed within two (2) years of enrollment.
- Course has been completed with a grade of 2.5 or higher.
- Course has a Pass grade and the minimum required grade to earn a pass is equivalent to 2.5 or higher.
- Student must have a cumulative grade point average (cGPA) of 2.5 for all college coursework taken. No grade less than a “C” for each course and no more than one repetition of any of the courses will be accepted.
- For accepted coursework, students may be required to take nursing theory and/or clinical examinations to validate mastery of course content. They must obtain a passing score of 75% or higher on all theory exams and 100% on all clinical competency-based exams. A course overview will be given prior to the exam.
- Recognition of credits earned at another institution is limited to no more than 50 percent of the total credits required for completion of the program.

To receive an evaluation for transfer credit, students must:

- Apply in advance prior to enrollment.
- Provide an official transcript from an accredited postsecondary institution to the Registrar with corresponding course descriptions and/or course syllabi.
- Official transcripts can be mailed directly from a school or delivered in person by the student. Seals must be unbroken, and the transcript must bear the official seal and/or signature of the Registrar of the school sending the transcript. Unofficial transcripts will not be accepted for evaluation.
- Graduates of foreign institutions of higher education must have their educational records translated and evaluated for U.S. equivalency by an approved evaluation agency.

The Director of Nursing will evaluate previous education that may be applicable to the program.

Transfer credits are not used in determining grade point averages (GPAs). Credit hours accepted from another institution applicable to the program are counted as both attempted and completed hours. If the credit is approved for transfer, tuition and program hours are adjusted accordingly which may also impact a student’s financial aid eligibility.

See Military Credit policy for the acceptance of military coursework and experience.

Challenge Credit

The Registered Nursing (ADN) Program follows the Credit by Examination policy with the exception that students must **apply prior to the start of the course** being challenged. This policy can be found in the catalog. Competency based credit shall be granted for knowledge and skills acquired in related nursing or medical vocations within the last five years. The amount of credit granted shall be determined by written and/or practical exams.

Military Credit

Students with military healthcare experience may petition to complete assessments for advanced placement through the Challenge Examination process at the time they are accepted and matriculate into the ADN program. All military coursework and experience on veterans' transcript reviews, military service records and credits-by-exam will be taken into consideration when determining the quantity and quality of applicable competencies in compliance with federal, state and accreditation regulations. Quarter credits will be awarded to didactic and clinical nursing courses for licensure.

To assist military veterans with healthcare experience in obtaining advanced placement into the ADN program, applicants must meet the program admission requirements to be considered for advanced placement.

1. A written request petition for advanced placement related to military healthcare experience must be completed within two years following discharge as evidenced by Form DD-214 and prior to ADN program matriculation.
2. Meet ADN program admission requirements.
3. Passing the Test of Essential Academic Skills (TEAS) by ATI with a satisfactory score of 62 or higher (refer to the school's admissions policy for more information about retaking the TEAS).
4. An individual appointment with the Program Director or designee is required.

Challenge Exam Process

The program will determine the course(s) the veteran or corpsman must complete based on the criterion established by the college. *Admissions to the program is on a space available basis and is not guaranteed.*

Veterans with military healthcare experience and an LVN

- An active, unencumbered Licensed Vocational Nurse (LVN) license.
- Submit official transcripts with detailed experience statement.
- Challenge exams of each course may be requested by the student to demonstrate both theoretical and clinical competency. Applicants must achieve a minimum 75% or higher on all written challenge exams and 100% on all clinical competency-based exams. A course overview will be given prior to the exam.
- Successful completion of the medical dosage calculation assessment.

Veterans with military healthcare experience and not licensed (not an LVN)

- Submit official transcripts with detailed experience statement.
- Challenge exams of each course may be requested by the student to demonstrate both theoretical and clinical competency. Applicants must achieve a minimum 75% or higher on all written challenge exams and 100% on all clinical competency-based exams. A course overview will be given prior to the exam.
- Successful completion of the medical dosage calculation assessment.
- Successful completion of the tests includes skills and simulated assessments of the required nursing courses in first quarter.

Attendance Policy

Theory Absences: A maximum of two (2) absence per quarter may be permitted under documented special circumstances such as an accident, illness, or death in the immediate family. However, each of the absences must be made up in order to complete the required hours. Absences must be made up within two weeks of the absence and within the quarter in which they occur. Students may be placed on probation for not completing the make-up hours within the two-week timeframe.

Attendance will be reviewed by the registrar daily and the nursing faculty/student success coordinator weekly. Students must make up all missed coursework, skills laboratory time and/or clinical time.

Regardless of the reason, a student must be counted as absent or tardy if time in the class is missed. An absence is only considered excused if the student provides the expected documentation (listed below). An absence categorized as

excused only allows the student to make up a test if the excused absence occurred on a day where a test was given. Test(s) missed due to an excused absence must be made up on the first day of the return to school. The maximum test grade allowed will be 75%. Test(s) missed due to an unexcused absence will result in a zero. No make-ups allowed.

Once a student is absent for a third time within a quarter, the student will be required to meet with the Director of Nursing and will be placed on probation. The goal is to review and assist the student in reducing absenteeism and to help the student have a successful outcome. Three (3) absences in the same quarter may result in termination from the program.

Arrangements for make-up hours and/or assignments must be made with the instructor so that the learning objectives are met. All make-ups MUST be documented with the instructor. Make-up work must be completed in the appropriate class, skills lab, or clinical site, and documented on a make-up form. Make-up work must be completed within two weeks of absence for students to move to the next level.

Students must notify their instructor, the nursing department or front desk at least two hours prior to the class start if they are going to be absent. Texting is not permitted.

Clinical Absences: Absences and tardies are not allowed in the lab and clinical setting. Absences, tardiness, and leaving early are detrimental to meeting the course objectives and leave an inadequate opportunity to evaluate the student's performance.

Students must call their assigned clinical instructor within two hours prior to the start of any clinical session. Progressive remediation in the form of a Notice of Unsatisfactory Performance/ Need for Improvement and/or disciplinary action will result when there is no call for an absent day. If absence time is to be made up, it must be made up during the quarter incurred, or the student will be given an incomplete for that quarter and must make up the time before advancing to the next quarter. **Attendance of partial clinical rotations will not be allowed; the full clinical rotation must be repeated if the student is unable to attend all the assigned clinical practicum days.**

Expected documentation of an absence:

- a. family emergency;
- b. student's illness or injury verified by a health care provider;
- c. significant illness or injury of a dependent verified by a health care provider;
- d. death of an immediate family member. Immediate family members include spouse or domestic partner, parent, child, sibling or grandparent; spouse's or domestic partner's parent, child, sibling or grandparent.
- e. mandated court appearance; or
- f. other circumstances preapproved by the Director of Nursing.

Illness Policy

For the protection of students, patients, clinical personnel, and faculty, the following policies must be adhered to:

1. Injury in the classroom or clinical setting must be reported immediately to the nursing instructor so that necessary medical care and forms are completed.
2. Students suffering from an obvious injury or illness that might jeopardize safe patient care may be removed from the clinical setting and may be required to furnish certification of health before returning to the class or clinical setting.
3. Students must have on file a physician release stating that they are physically able to participate fully without restrictions or limitations in the clinical area. **Limited assignments are not provided.** It may be necessary for a student to withdraw from the program and return [based upon space availability] when the physician's restrictions or limitations are lifted. In order to return to the clinical area, students must submit a written release from a physician stating there are no limitations after an injury or illness.

Absence from clinical, for any medical reason lasting more than one week, requires a medical release form from your physician before readmission. Any medical reason, which interferes with the ability of the student to participate without restriction, will be evaluated by the program faculty before the student is readmitted to any clinical experience.

Grading Policy

Smith Chason uses the following grading scale for the ADN program as provided in the course syllabus. Grades will not be rounded or curved at any time.

Nursing Courses:

Exams	50%
Quizzes	10%
Outside Work	5%
ATI Content Mastery Assessment	10%
Learning Resource Center Project	5%
Comprehensive Final	20%
Clinical/Lab/Simulation	Pass/Fail
Total	100%

Teaching Strategies:	This course includes skills lab and simulation lab experiences where interactive learning exercises, group discussions, case studies, homework and relate activities are integrated into the learning process.	
Evaluation Methods:	Point Values:	
Skills Lab and Simulation	50%	
Clinical Practice	50%	
Total	100%	
Grading:	At the end of each course, each student is assigned a final grade as follows:	
Grade	Percentage	
A	100-90	
B	89-80	
C	79-75	
D	74-60/FAIL	
F	59-0/FAIL	
P	PASS	
I	Incomplete	
R	Repeat/Replace	
W	Withdrawal	

TC	Transfer Credit
Course Completion Requirements:	Students must achieve a passing grade of 75% and submit all required exercise and projects, complete all required examinations, and meet the standards of the school attendance policy. Grades will not be rounded or curved at any time.

****The student must pass both Theory, Skills/Simulation Lab and Clinical portions to pass the class***

General Education Courses:

Letter Grade	Percent
A	90%-100%
B	80%-89%
C	70%-79%
F	0%-69%

Remediation and At Risk Categories

Remediation

Smith Chason is committed to the success of all of the students and is committed to taking steps to ensure that success. Students whose course work has fallen below the satisfactory passing level are alerted and placed on an action plan. During the first six (6) weeks of each quarter, Smith Chason will allow students who score below 75% to retake a failed exam according to the terms of the remediation plan. The maximum score credited for any re-take exam is 75%. An intervention of coursework and assignments is developed with the instructor for student improvement.

The following outlines the referral process for remediation to the Student Success Educator:

1. First Point of Contact- Faculty or nursing administration to complete the Academic Improvement Plan (AIP) form.
2. Referral made via email to Student Success Educator with attached completed AIP form.
3. Any student placed on Academic Probation will be referred to the Student Success Educator.
4. Student Success Educator to utilize Student High-Risk Form to gather data and identify areas of concern.
5. Students identified as having non-academic stressors will be referred to the Student Advocacy Department.
6. The Student Success Educator will submit the Academic Improvement Plan will be completed and sent to faculty or nursing administration.
7. Students identified with needs outside of the academic or advocacy criteria will be referred to upper administration.
8. Student Success Educator will meet with the student(s) until improved performance is identified.
9. Student Success Educator will communicate with faculty via email to provide update in progress as needed.
10. Student Success Educator to provide a verbal summary of student concerns and outcomes at the bimonthly faculty meetings.

At Risk

- Code of Conduct Issues: students that do not interact positively during class time, are not punctual, and/or do not follow Smith Chason's Code of Conduct will be considered at risk. Depending on the infraction, the student's instructor and/or the Director of Nursing will counsel the student. The instructor and/or the Director of Nursing will document the deficiency in writing and create a plan of action for the student.
- Academics: students that fail the second test are considered at risk and will be counseled by the instructor to

determine the root of the problem. Based on the counseling session, the instructor may refer the student to the nursing student success coordinator, the student services department and/or the Director of Nursing for more assessment and to set up a plan of action; including tutoring.

- High-risk students – a student who is at risk of academic failure as evidenced by failing assessments, risk of clinical failure by not meeting clinical objectives, personal issues that disrupt the learning process, financial burden. To promote successful progression through the nursing program, (1) the Student Success Educator will complete the High-Risk Assessment Form upon referral from faculty or nursing administration; (2) The form will include the Academic Improvement Plan (AIP) which may include review of course content and materials and/or ATI assignments as requested by the Student Success Educator (i.e. ATI Practice Assessments, Custom Assessments, Completion of Focused Review, Nurse Logic, Case studies, etc.); (3) A copy of the form will be emailed to the referring faculty member within 3 business days; (4) Non-compliance with the AIP will result in the student being referred to the Director of Nursing with the possibility of being placed on Academic Probation.
- Attendance: the nursing faculty, student success coordinator, and the nursing administrative coordinator monitor student attendance. Students that have excessive tardies or absences are considered at risk. If a student exceeds 3 tardies, the student will be issued a deficiency notice and called for a counseling meeting with their instructor and/or the Director of Nursing. Depending on the reasoning for the student's absences, the student may also be referred to the student services department to assist the student with outside issues; such as transportation. After a student is absent twice, the Director of Nursing meets with the student to warn the student that he/she is at risk of being terminated from the program. The Director of Nursing also meets with the student to determine the root cause of the absenteeism. Depending on the root cause, the student will be referred to the nursing department and/or the student services department to aid the student.

Academic Disciplinary Process

The Nursing Department will execute professional judgment in the implementation of disciplinary actions related to academic and professional standards in both theory and/or clinical performance. Disciplinary action may consist of the progressive steps below. Please note, Smith Chason reserves the right to determine, based on the level of infraction, to not utilize progressive steps and the student may be immediately terminated from the program.

- Academic warning
- Academic probation
- Termination from the nursing program

Please see the Catalog for Information regarding the Satisfactory Academic Progress policy. Students receiving financial aid, should also refer to the Catalog for additional details regarding the disbursement of financial aid if a student is not meeting academic standards.

Academic Warning

A student in the nursing program, who is not satisfactorily meeting the objectives of a nursing didactic course in academic or attendance progress, will be given an academic warning which consists of a Written Advisory, documenting the unsatisfactory grade or performance. The Written Advisory will be reviewed with the student and the student will be given a copy. If necessary, a written remediation plan for improvement is developed by the instructor or Director of Nursing.

A student who is not in good academic standing at the end of a term is placed on academic warning and issued a remediation plan. This is a serious warning that the student's level of achievement is unsatisfactory. Class attendance becomes mandatory. To be in good academic standing, a student must have a cumulative grade point average (GPA) of

at least 2.5 (75%). A student must be in good academic standing at the end of the academic warning period or the student may be terminated from the program.

Academic Probation

If a student's academic performance in the program does not improve after receiving an academic warning, the student may be placed on academic probation. This may include the inability to meet course/clinical objectives, standard nursing care, and/or the student's term grade falls below 2.5 (75%). The probation procedure will consist of:

- Written documentation will be provided to the student regarding the unsatisfactory grade, or performance with the terms of probation.
- A meeting between the student and the theory/clinical instructor, and/or the Director of Nursing, as appropriate, to discuss grounds for probationary status.
- For clinical probation, a written plan for improvement will be developed and signed by both the instructor and the student. A copy will be given to the Director of Nursing for review and approval.
- For academic probation, a written plan for improvement will be developed and signed by both the student and the instructor/student success coordinator. A copy will be given to the Director of Nursing for review and approval.
- The probation notice and the student's plan for taking corrective action is placed in the student's file.
- Students may be removed from the probation when the identified deficiencies are corrected. If the student is unsuccessful in meeting the conditions of probation, dismissal from the program or repetition of the course may be required.

Academic Failure/Dismissal

If a student academically fails a term (achieving below 75%), the student must repeat the term. A student can retake a term only one time. A student who fails a term may not progress in the program until he/she has successfully passed the failed term; which can only be repeated once. Students may not matriculate more than 1.5 (one-half) times the length of the program. Enrollment into the term to be repeated is on a space-available basis.

Students can be dismissed from the program for the following reasons:

- Failing to maintain a cumulative nursing course GPA of 2.5 (75%) for the term following academic warning.
- The occurrence of a serious incident in the clinical area, patient, or classroom where the physical or mental safety of a faculty member/student/staff/patient has been significantly jeopardized.
- Behavior not congruent with the ANA Code of Ethics, Standards of Conduct as delineated in the Catalog.

Academic Procedure for Dismissal from the Nursing Program consists of the Director of Nursing or designee will provide written notice to the student documenting the reason for dismissal from the nursing program. The student must meet with the Director of Nursing/Assistant Director of Nursing, course/clinical instructor or advisor. Please see the Catalog for additional information regarding the Termination policy.

Students terminated from the program should refer to the Catalog for information regarding Appeal and Readmission.

Academic Graduation Requirements

For a student to be considered a graduate of the ADN Nursing Program, they must complete all required nursing coursework with 75 percent or better and have an overall GPA of 2.5 or better. All course work must be completed within 1.5 times of the normal length of the Nursing Program. In addition to the coursework requirements, students must also: (1) pass the ATI comprehensive exam by scoring above the national mean.

Students are strongly encouraged to take the NCLEX-RN test within 3 months of receiving the ATT letter.

General Code of Conduct Policy

The Catalog has a general code of conduct which students are strongly recommended to read. Because our students work in the clinical setting where patients are dependent upon their caregivers for their physical and emotional well-being, the code of conduct of the nursing program exceeds that of the general college student.

Professional Attitudes: integrity, truthfulness, responsibility, accountability, sound judgment and priority setting

Professional Appearance (see Dress Code Policy): cleanliness, neatness

Professional Behaviors: safe clinical performance, punctuality, conscientiousness in carrying out duties, maintenance of confidentiality, ethical conduct

Professional Dress Code Policy

The Registered Nursing ADN Program student is a representative of the Smith Chason Nursing Program both at the hospital and on campus and conduct and appearance should be appropriate. A professional image is an important aspect of the role of the registered nurse. Although style and fashion trends change for non-professional activities, general principles for daily student nurse dress codes do not. The student must present a neat, well-groomed appearance always. The Smith Chason ID serves **as a name badge which is always to be worn.**

Students who do not comply with the uniform policy will not be allowed to participate in their clinical assignment until the recommended adjustment is made. Students with excessive violations of the dress policy may be subject to dismissal from the program for failure to meet program objectives and professional standards.

1. The student school uniform should always be worn in the hospital clinical setting and while on campus.
2. The uniform is always to be clean and neatly pressed.
3. Any soft-soled white or solid color (brown or black) closed shoes may be worn except for clogs, crocs, sandals, Uggs, boots and canvas shoes.
4. Underclothing is required with all style uniforms and should not be visible through the uniform.
5. A white long-sleeved undershirt or a navy blue uniform coat may be worn, as necessary.
6. The student name badge must always be worn on the uniform.
7. Fingernails should be short and clean, **No acrylic, gel or artificial nails. No nail polishes.** Clear nail polish is not acceptable.
8. No rings other than simple wedding band may be worn with the student uniform.
9. Only small post earrings are acceptable. All other noticeable piercing shall be removed for safety and cleanliness reasons.
10. Chewing gum is not allowed in class, conference, or while giving patient care. No eating or drinking is allowed at the nurse's stations.
11. Hair is to be styled to keep it from lying on the collar of the uniform or falling into the work area. No extreme hairstyles or **unnatural colors** are permitted. Clips, barrettes, or anything used to contain hair should be small, plain white, or the color of the hair.
12. Conservative use of makeup, including mascara, false eye lashes, and eyeliner may be acceptable.
13. Heavy fragrances and body odors are offensive and harmful to patients; no perfumes and after-shaves should be worn.
14. Tattoos **MUST** be covered.

Note: Any deviation from the policy may result in dismissal from the clinical area, and may result in the failure of applicable clinical competencies.

Ethical Responsibilities

An ADN student is expected to:

1. Obtain and prepare own clinical assignment. Since it contains confidential information, it should be discussed only with the instructor **and/or** during pre or post conference.
2. Consult with instructor if student feels that circumstances regarding the assigned patient will interfere with giving effective care (e.g. personal friend or family member).
3. Maintain professional behavior at all times in your student role.
4. Channel any feedback, positive or constructive, regarding an agency or individual through the instructor.
5. Recognize that ethical standards are essential in the practice of nursing and strive to maintain them.
6. Maintain confidentiality of all information on your patient and any other patient or situation from the clinical area.
8. Hospital copy machines, phones, or other equipment are not to be used without the authorization of the instructor. Scrubs, office supplies, dressings, etc. should not be removed from the clinical facility.
9. Faculty will respectfully decline monetary gifts from students. Monetary gifts from patients **must** also be respectfully declined. If a student wants to donate to a scholarship fund, student fund, book fund, etc. please see the Director of Nursing.

Legal Responsibilities

The Board of Registered Nursing (BRN) recognizes the students in their role as student nurses providing patient care based on skills required for RN licensing. The student is accountable and responsible for actions taken in their role as a student nurse.

A nursing student is required to:

1. Be covered by malpractice insurance before entering the clinical area. **Registration in nursing courses assures malpractice insurance paid by Smith Chason.**
2. Maintain health and safety for self and others when caring for patients and interacting with the staff:
 - Completed physical examinations and immunizations must be on file prior to clinical agency assignment.
 - Copy of CPR certification must be on file prior to clinical assignment.
3. Report all injuries/incidents involving students and patients to the instructor immediately. The instructor will assist the student in obtaining medical care and completing the appropriate forms.
4. Submit signed copies of all required forms to the Nursing Department before entering the clinical agency. These will be discussed further when you start the nursing program.
5. Students are not allowed to enter the clinical agency to observe/provide patient care without prior approval from the instructor and agency.

Overriding Areas of Care-Critical Elements

It is accepted that each patient/client, for whom a nursing student provides care, has the right to receive safe nursing care. It is understood that it is essential to avoid physical jeopardy, emotional jeopardy, and a break in asepsis. It is also understood the nursing student will provide caring nurse- patient interactions. These areas of nursing function apply to every nursing situation at all times.

The following critical element areas to ensure safe nursing care include:

1. **Asepsis:** defined as the prevention of the introduction and/or transfer of organisms. Special consideration should be given to handwashing before and after the administration of care in the various areas of health care.

Examples of clear violation:

- A student does not wash hands before implementing patient care
- A student does not protect self from contamination
- A student does not protect client from contamination
- A student does not dispose of contaminated material in designated containers
- A student does not confine contaminated material to contaminated area
- A student does not establish and/or maintain a sterile field when required

2. **Emotional Jeopardy:** any action or inaction on the part of the student which threatens the emotional well-being of the client or significant others.

Example of clear violation:

- A student's use of words or body language that constitutes disapproval or disgust
- A student's use of overt or covert threats to elicit client's response and/or cooperation
- A student's use of probing, attacking-type questions when interacting with the client
- Any violation of client's legal protection, such as maintenance of confidentiality, which are protected under the client right's guarantees

3. **Physical Jeopardy:** any action or inaction on the part of the student which threatens the client's physical well-being.

Examples of clear violation:

- The student medicates a client with a central nervous system depressant and leaves the side rails down.
- The student leaves a client, adult or child in a bed or crib with the side rails down or unattended in other precarious situations.
- The student disconnects or interrupts a treatment (i.e., Intravenous therapy (IV), Nasogastric tube (NG), croupette, etc., and does not reestablish the connection as required.
- The student elevates urine collection bag in a closed drainage system above the level of the client's bladder.
- The student administers medication incorrectly.

4. **Caring:** a pattern of behavior that pervades the nurse-client interaction as characterized by attentiveness to other's experiences, the establishment of a trusting relationship with the client and/or significant other, and respect for the values, dignity and culture of others.

Examples of clear violation:

- The student does not encourage the patient's expression of needs.
- The student does not respond to the client's verbal expressions.
- The student does not respond to the client's nonverbal expressions.
- The student does not facilitate goal-directed interactions by:
 - Explaining the nursing actions to be taken
 - Asking questions to determine the client's comfort level
 - Focusing communication towards client-oriented interest

- Using language consisted with the client’s level of understanding
- Eliciting the client’s choices/desires in the organization of care
- The student uses verbal expressions that are overly familiar, patronizing, demeaning, abusive or otherwise unacceptable.
- The student uses physical expressions that are overly familiar, patronizing, demeaning, abusive or otherwise unacceptable.
- The student does not utilize interpersonal communication skills that respect the values, dignity and culture of others.

Impaired Student Policy

Preamble - The nursing faculty requires the students to provide safe, effective and supportive client care. To fulfill this purpose, nursing students must be free of chemical impairment and effects of emotional illness can be helped to recover.

Smith Chason has developed the following policy which is consistent with the Board of Registered Nursing Guidelines. Confidentiality will be strictly maintained at all times.

Policy - A student who, in the opinion of the instructor, is exhibiting impaired behaviors will be removed from any classroom, laboratory, or clinical setting. These behaviors may include, but not be limited to:

1. Physical impairment
2. Impaired judgment
3. Mental or emotional impairment
4. Disruptive actions
5. Inconsistent behavior patterns

When a student, in the instructor’s opinion, is exhibiting any of the above behaviors, the following actions will be taken in the classroom, laboratory, or clinical setting:

1. The student shall be removed from the classroom, laboratory, or clinical patient area. The student and instructor, when possible, are to meet in a private location and the instructor shall inform the student of the observed sign(s) and behavior(s) observed and allow the student to provide a brief verbal explanation. A report of the observed student behaviors indicative of impairment will be prepared by the involved faculty member, signed by the student, and submitted to the Director of Nursing.
2. The instructor shall immediately report the incident to the Director of Nursing for investigation, pursuant to school regulations, and the Change in Health Status Form will be completed and submitted to Director.
3. The student shall immediately report to the Director Nursing for an investigation, pursuant to school regulations, and submit the Change in Health Status Form for review.
4. The student shall be referred for further professional assessment. The student shall be given a referral form indicating the impaired behavior, which led to the program exclusion. This form must be signed by a health care professional, indicating clearance or non-clearance, and returned to the Director of Nursing before the student may be readmitted to the program.
5. The professional assessment shall be performed by someone other than a member of the college faculty.
6. A college employee (Director, Assistant Director, faculty, classified support staff) will call the student’s emergency contact person for transport from the campus if, in the instructor’s judgment, the student is incapable of driving safely.

Smith Chason complies with the Drug Free Schools and Campuses Act of 1989, and the Drug- Free Workplace Act of 1988, and strives to maintain the school community free from illegal use, possession, or distribution of alcohol or of controlled substances as defined by local, state, and federal laws.

Patient safety is an overriding principle in the delivery of health care. For the health care professional to provide safe care, the health care professional must be able to make sound judgments. The use of chemical substances can adversely affect thought processes and decision-making.

Any student whose thought processes and decision-making ability is impaired by the use of chemical substances will be considered unsafe to provide health care services and will be removed from the clinical setting. The student will be subject to faculty review and possible dismissal from the program.

As health care professionals, we recognize that dependency on chemical substances is a condition that can be treated by early recognition and rehabilitation. Rehabilitated students will be encouraged to re-enter the educational process for successful completion of the nursing program.

At this time the student will be referred for further professional assessment. A statement from a licensed chemical dependency/mental health counselor indicating that the student is safe must be submitted to the Director before the student can be readmitted to class or the clinical situation.

When an instructor identifies a student as being impaired and is a danger to self or to others and the student refuses to submit to the required assessment, the student may be dismissed from the program.

It is the student's responsibility to furnish evidence of rehabilitation. The student will be expected to show reasonable evidence that he/she would be able to function effectively in providing safe and therapeutic care of patients in the clinical setting.

Academic Honesty

Academic Honesty is highly valued at Smith Chason. A student must always submit work that represents their original words or ideas. If any words or ideas are used that do not represent the student's original work or ideas, the student must cite all relevant sources both in the text and in the reference listing at the end of the paper. The student should also make clear the extent to which such sources were used. Words or ideas that require citations include, but are not limited to, all hardcopy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

Dishonesty of any type in a course, including cheating on examinations/assignments or plagiarizing materials, may result in a failing grade for the course and may be cause for suspension and/or dismissal from your program and/or the school. Academic dishonesty could involve:

- Having a tutor or friend complete a portion of your assignments
- Using third parties to complete an assignment
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student
- Using information from online information services without proper citation
- Taking exam answers from another student's paper or using old exams not approved by the instructor of the course
- Falsifying sign in or sign out times for lab attendance (blue or black ink only should be used, no pencil)
- Operating any type of audio or video recording device in a classroom, laboratory, or clinical setting without prior expressed permission from the Campus Director or Director of Education
- Utilizing materials not allowed to answer exam questions
- Plagiarism in papers, presentations, projects, discussion posts, and exams.

Plagiarism

The most common form of academic dishonesty is taking someone else's work or ideas and presenting them as one's own and is referred to as "plagiarism". To avoid plagiarism, students must cite their sources and give credit where credit is due. Students can refer to the APA Citation information (links to an external site) in the Smith Library for samples, templates, and guidance for how to properly cite resources. Students are expected to produce work that displays proper use of the most up-to-date version of APA. This includes, but is not limited to, the use of in-text citations, quotation marks, and references to ensure proper acknowledgment is given to any external source(s) used in the creation of academic material.

Students violating this policy by failing to submit original work may be subject to disciplinary sanctions up to and including dismissal from the institution. Any alleged incident of plagiarism will be investigated to determine if it is a reportable offense. An appropriate form of disciplinary action or sanction will be determined based on severity of the offense. Sanctions are determined by the faculty member after discussion with the student and the Program Director or Director of Education.

Sanctions may be combined as appropriate for the level of offense and take several forms, including the following:

- **REMEDIATION:** Following an investigation, a first offense or an incident deemed to be unintentional may result in providing the student an opportunity to revise and resubmit the assignment for regrading. Consultation with the school's librarian to review the APA Citation resources and templates available in the Smith Library will be required.
- **FAILING GRADE:** Some assignments may result in an automatic failing grade for the assignment (or course). Examples of an automatic failing grade include reusing another student's work, contract cheating where another person or organization is hired and compensated to complete academic work on the student's behalf, manipulation of a submitted assignment to avoid detection of content that is non-original, and/or a pattern of dishonest student behavior has been documented.
- **WARNING:** The student will receive an official warning and the violation will be recorded in the student's file. Students will be required to work with the school's librarian to review the APA resources and requirements and will be notified any subsequent violations will result in an Academic Integrity Acknowledgement.
- **ACADEMIC INTEGRITY ACKNOWLEDGEMENT:** Students who have a pattern of behavior resulting in more than one reportable violation must sign an Academic Integrity Acknowledgement form acknowledging that any future offense can result in suspension and/or dismissal. The violation and the acknowledgement form will be recorded in the student's file.
- **SUSPENSION OR DISMISSAL:** The student is suspended or dismissed from their academic program and the institution with the inability to return. A copy of the official letter of dismissal will be recorded in the student's file. The Chief Academic Officer (or their designee) has the authority to dismiss a student from the institution based on the investigation, findings, and recommendations from faculty or other appropriate personnel.

Copyright Policy

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for infringement include civil and criminal penalties. Please see the catalog for further explanation of these penalties

Turnitin

Smith Chason utilizes the Turnitin® Originality Verification Tool to assist students in ensuring the work they are submitting is their own. Students are encouraged to utilize the tool prior to submitting their work for grading. While the Turnitin® Tool does not detect plagiarism, it does assist in the verification of the overall integrity of the work being presented by the student. Students can review the information provided in the Turnitin report and revise their assignment before the official submission. Faculty members thoroughly review each student assignment regardless of the score provided by Turnitin® to determine the most appropriate action. Exclusive use of the Turnitin® similarity score % as criteria for

identifying possible violations of academic integrity is prohibited. All student work must be assessed based on the content and contextual use of sources.

Collusion:

Collusion occurs when any student knowingly or intentionally helps another student perform an act of academic dishonesty. Collusion or an act of academic dishonesty will be disciplined in the same manner as the act itself. This is the philosophy of the California Board of Registered Nursing regarding sage nursing practice:

“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 sections 480-487, 496, 810, 820-828, 2750-2765, and 2795-2797.”

The law provides denial of licensure for crimes or acts, which are substantially related to nursing qualification, functions or duties. If a crime or act meets the criterion or to a substantial degree, it indicates present or potential unfitness to perform nursing functions in a manner consistent with public health, safety or welfare (California Administrative Code Section 1444).

The Board of Registered Nursing may deny licensure on the basis of:

- Being convicted of a crime substantially related to the practice of nursing;
- Committing an act involving dishonesty, fraud or deceit with intent to substantially benefit oneself or another, or to injure another substantially;
- Making a false statement on the application for license;
- Breaching examination security.

The ADN program faculty believes that the dishonest behaviors described within this policy are inconsistent with safe nursing practice and, therefore, reserve the right to dismiss any student from the ADN program who demonstrates evidence of the above-described behaviors.

When a student is charged with Academic Dishonesty and the instructor has reasonable proof, or documentation, or the student admits the violation; the instructor may choose one or more options. The options that the instructor may choose are:

1. Warn the student and issue a “no credit” or failing grade for the assignment or test in question
2. Unacceptable standards of behaviors will result in progressive remediation in the form of a Notice of Unsatisfactory Performance/ Need for Improvement
3. Referral to the faculty for a full faculty review which may include disciplinary action
4. Drop the student from the class up to the last day to withdraw from the quarter (a student dropped after the last day to withdraw will be assigned a failing grade for the class)
5. Referral to the Associate Dean and Director for disciplinary action

Computer Usage Policy

The ADN program recognizes that computers are used to support learning and enhance instruction. The computers available for student’s use have been provided to the program by grant funding requiring the computers to be used solely for the purpose of nursing education. It is our program’s general policy that all computers are to be used in a responsible, efficient, ethical and legal manner.

The ADN program declares unethical and unacceptable behavior as just cause for taking disciplinary action, revoking information network access privileges, and/or initiating legal action for any activity through which an individual:

- Uses the information networks for illegal, inappropriate, or obscene purposes, or in support of such activities. Illegal activities shall be defined as those that violate local, state, and/or federal laws. Inappropriate use shall be defined as violation of the intended use of the network, and/or purpose and goal. Obscene activities shall be defined as a violation of generally accepted social standards for the use of publicly owned and operated communication vehicle.
- Uses the information networks for any illegal activity, including violations of copyrights or other contracts violating such matters as institutional or third party copyright, license agreements and other contracts.
- Intentionally disrupts information network traffic or crashes the network and connected systems.
- Degrades or disrupts equipment or system performance.
- Steals data, equipment, or intellectual property.
- Gains unauthorized access to the files or vandalize the data or files of another user.
- Forges electronic mail messages or uses an account owned by another user.
- Invades the privacy of individuals.
- Posts anonymous messages.

Any student found to have violated his/her rights to computer usage will be required to meet with the Director of Nursing. Disciplinary action may include dismissal from the program.

Any student accused of any of the violations has all the rights that would normally apply if the person were accused of school vandalism or any other illegal activity.

STUDENT PARTICIPATION IN THE ADN PROGRAM

In order to facilitate student input into the ADN program, one student and one student alternate from each quarter will be elected by his/her peers to represent them at faculty, curriculum, and advisory committee meetings. Students elected to this role must agree to solicit input from their classmates and report back to them pertinent information after each meeting.

COMMUNICATION

Students are responsible for checking their email and the college's online LMS (learning management system) and SIS (student information system) and communication posts in the Nursing Department for posting of information pertinent to nursing students such as campus announcements and opportunities, scholarships, jobs, clinical rotations, review courses, hospital open houses, etc.

Cell phones are required to be turned off during class and clinical time. If they are on "vibrate", the students may answer them only during break from the classroom or clinical setting. Failure to adhere to this policy will result in a verbal warning followed by a written warning and disciplinary consequences.

Change of Address

Change of contact information such as address, telephone number, cell phone number, or email address **MUST be reported in writing immediately** to the Nursing Office and clinical instructor. Failure to comply may result in missed messages/communication.

Change of Name

Change of name **MUST be made officially** at the Admissions and Records office. Following the appropriate filing at the College, the student **MUST also** make the name change in the Nursing Office. A student **MAY NOT USE** a name in class that is different from the name that is on file with the college and reflected on the official class roster.

VACCINATIONS

Smith Chason policies are designed to comply with clinical agency requirements and the recommendations of the State of California Department of Health Services. A Tdap immunization within the past 10 years is required by the clinical agencies. Rubella, Rubeola, Mumps, Varicella, and Hepatitis B surface antibody titers are required as proof of immunization for students entering nursing programs. If the titer is negative, immunizations are required as medically warranted. If the immunizations are administered, proof of each immunization injection is required to be submitted to the program office within one week of the injection. Students are responsible for making sure all immunizations are current and that the department has a copy of the dates of the immunizations. Clinical sites may require students to be vaccinated against COVID-19, including boosters to protect against variants.

One initial TB 2-step PPD or a QFT test is required with a TB surveillance survey. An annual TB test will be accepted after the initial 2-step TB test provided that the annual TB test documentation (proof of TB testing every 12 months) can be provided by the student along with a TB surveillance survey. If the TB test is positive, a chest x-ray within the past 2 years is required with an annual TB surveillance survey. In addition, a QFT titer will be accepted in place of TB testing.

Failure to maintain currency of immunizations including meeting of annual influenza, "flu shot," requirements will result in the student not being permitted to attend clinical as these requirements are part of the contractual agreement between the school and the clinical agency. Violation of these places the nursing program and the clinical agency in jeopardy.

Based on personal beliefs or medical condition, the student may choose not to have the required immunizations. The student understands that in making this choice, they absolve Smith Chason and/or any clinical agency of any responsibility should they contract the disease. If the clinical agency requires immunity or the immunization prior to admission for the clinical practicum, the student will be required to make a choice to either have the immunization or withdraw from the program.

CPR CERTIFICATION

Students are responsible for making sure their BLS certification is current, scheduling classes to renew in a timely fashion. A copy of the up-to-date BLS card must be filed with the nursing office prior to expiration date so that the student can continue in the clinical area without interruption. The BLS must be certified through the American Heart Association.

Failure to maintain current CPR certification will result in the student not being permitted to attend clinical as these requirements are part of the contractual agreement between the school and the clinical agency. Violation of this requirement places the nursing program and the clinical agency in jeopardy.

PHYSICAL AND EMOTIONAL DEMANDS

In order to participate in the ADN Program, students are required to travel to facilities and hospitals with unpredictable environments. Students need to have the endurance to adapt to a physically and emotionally demanding program.

Students must be able to perform these physical and emotional requirements, with or without accommodations. Students wanting to request accommodations for physical or mental disabilities should contact the ADA Compliance Coordinator: Andrew High (310-289-5123; ADACoordinator@wcu.edu) and review the Disability Accommodation policy in the Catalog.

Physical Demands

- **Strength:** Sufficient strength to lift, move and transfer most patients; to move and carry equipment; and to perform CPR (which requires sufficient body weight and adequate lung expansion). Students may be required to stand for long periods of time.

- **Mobility:** Sufficient to bend, stoop, get down on the floor; combination of strength, dexterity, mobility and coordination to assist patients; ability to move around physically and adequately in confined spaces (patient rooms, bathrooms, treatment settings, around patient equipment, etc.). Be able to perform all physical skills required to deliver patient care such as CPR, ambulation, transport, reposition, lifting, and other nursing duties.
- **Fine Motor Movements:** Necessary to manipulate syringes and IVs; to assist patients with feeding and hygiene; to write appropriate notations; to document in health record; to perform sterile procedures and other skilled procedures. Use hands to handle, control, or feel objects, tools, or controls.
- **Speech:** Ability to speak clearly in order to communicate with staff, physicians, patients and families.
- **Vision and Hearing:** Visually assess patients in order to determine and observe their health status; skin tone, color changes, dermatological conditions, non-verbal behaviors, changes in signs and symptoms of illness, health improvement or deterioration, etc. Auditory and hearing sensory requirements may also include monitoring signs and symptoms, communicating with patients, being alerted and responding to alarms, communicating via telephone, and use of a stethoscope.
- **Touch:** Ability to palpate both superficially and deeply and to discriminate tactile sensations.

Emotional Demands

The student must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing nursing care in real patient situations while being observed by the instructors and other health care personnel.

Physical Exam

Clinical sites may require students to complete a physical exam conducted by a medical professional prior to participation in a rotation at their facility. Students are responsible for the cost associated with a physical exam and must return documentation of the physical exam to the School prior to beginning clinicals.

PROFESSIONAL LICENSURE

Smith Chason's Associate Degree in Nursing program curriculum meets educational requirements for licensure in the state of California.

Smith Chason has not made a determination as to whether our California Associate Degree in Nursing program curriculum meets educational requirements for the following states: Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut, Delaware, District of Columbia, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin and Wyoming.

Estimated Costs California NCLEX-RN Licensure Exam

- NCLEX-RN application fee: \$150.00
- Live Scan: \$80.00
- NCLEX fee: \$200.00
- Interim permit or temporary license: \$50.00

STATEMENT OF NON-DISCRIMINATION

In accordance with Title IX of the Education Amendments of 1972, Smith Chason does not discriminate on the basis of sex/gender in its employment practices or its educational programs or activities. Smith Chason also prohibits Sexual Harassment (as defined below) committed against persons in the United States as part of its education programs or activities.

Smith Chason prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internally or externally. Reports of misconduct, questions regarding Title IX, and concerns about noncompliance should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, please contact the Title IX Coordinator or the Assistant Secretary of Education within the Office for Civil Rights, email OCR@ed.gov, website <https://www2.ed.gov/about/offices/list/ocr/index.html>].

If you believe that you have experienced or witnessed other incidents of sexual misconduct or discrimination, please follow procedures outlined in Smith Chason’s Non-Discrimination and Code of Conduct policies.

Smith Chason reserves the right to make changes to this policy as necessary, and once those changes are posted online, they are in effect. If government laws, regulations or court decisions change requirements in a way that affects this Policy, the Policy will be construed to comply with the most recent government regulations or holdings.

TITLE IX COORDINATOR

The Title IX Coordinator is responsible for implementing Smith Chason’s Title IX policy, coordinating Smith Chason’s efforts to comply with its Title IX responsibilities and maintaining accurate Clery Act crime statistics. The Title IX Coordinator or Deputy Title IX Coordinator are available to intake reports, Formal Complaints of Sexual Harassment and provide Supportive Measures.

Title IX Coordinator: Lisa Ingoldsby, Corporate Director of Compliance, 3580 Wilshire Blvd. 4th Floor Los Angeles, CA 90010, 310.289.5123 x138 / lisa.ingoldsby@wcu.edu

Title IX Deputy: Maria Loja, Student Success Advocate, 3580 Wilshire Blvd. 4th Floor Los Angeles, CA 90010, 310.289.5123 x204 / maria.loja@wcu.edu

STUDENT COMPLAINT AND GRIEVANCE POLICY

Smith Chason believes that students should be free of unfair and improper actions on the part of any member of the nursing faculty or staff. If a student who believes an injustice has been done to him/her a grievance may be initiated with the policy and procedure set forth by Smith Chason.

In accordance with the directions in the Catalog, the appropriate channels must be utilized by a nursing student wishing to initiate a grievance. These steps would include:

1. Complaints directed at an individual instructor or staff member should be discussed directly with the individual involved.
2. If one-on-one discussion fails to result in a satisfactory resolution, a written complaint must be submitted to the Director of Nursing. The Director of Nursing must respond to the complaint in writing within ten (10) business days (excluding weekends and Federal holidays).
3. If the student is not satisfied with the proposed resolution, the student must respond to the Corporate Director of Compliance: Lisa Ingoldsby, 3580 Wilshire Blvd., 4th Floor, Los Angeles, CA, 90010 (310) 289-5123, lisa.ingoldsby@wcu.edu, in writing, within ten (10) business days, excluding Saturday, Sunday, and State and Federal holidays. The Corporate Director of Compliance will issue a final written response to the student within ten (10) business days (excluding weekends and Federal holidays).
4. If the complaint cannot be resolved after exhausting the College’s grievance procedure, the student may file a complaint with the Department of Consumer Affairs. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau’s internet website at (www.bppe.ca.gov).

5. Colleges accredited by the Accrediting Commission of Career Schools and Colleges must have a procedure and operational plan for handling student complaints. If a student does not feel that the College has adequately addressed a complaint or concern, the student may consider contacting the accrediting commission. All complaints reviewed by the Commission must be in written form, and should grant permission for the Commission to forward a copy of the complaint to the school for a response. This can be accomplished by filing the ACCSC Complaint Form. The complainant(s) will be kept informed as to the status of the complaint as well as the final resolution by the Commission. Please direct all inquiries to Accrediting Commission of Career Schools and Colleges: 2101 Wilson Blvd. Suite 302, Arlington, VA 22201, (703) 247-4212, www.accsc.org | complaints@accsc.org. A copy of the ACCSC Complaint Form is available at the school and may be obtained from the Campus Director, or by contacting complaints@accsc.org or at <https://www.accsc.org/Student-XCorner/Complaints.aspx>.
6. After following the chain of command listed above a student may file a complaint with the Board of Registered Nursing: P.O. Box 944210, Sacramento, CA 94244-2100, Fax (916) 574-7693, <https://www.rn.ca.gov/>

ACKNOWLEDGEMENT

I, the undersigned, have received a copy of the ADN program Nursing Student Handbook and I understand that it is my responsibility to read the handbook. I agree to abide by the terms of the handbook and the rules, policies and procedures stated in the Catalog.

Print Student Name: _____

Signature of Student: _____

Date: _____