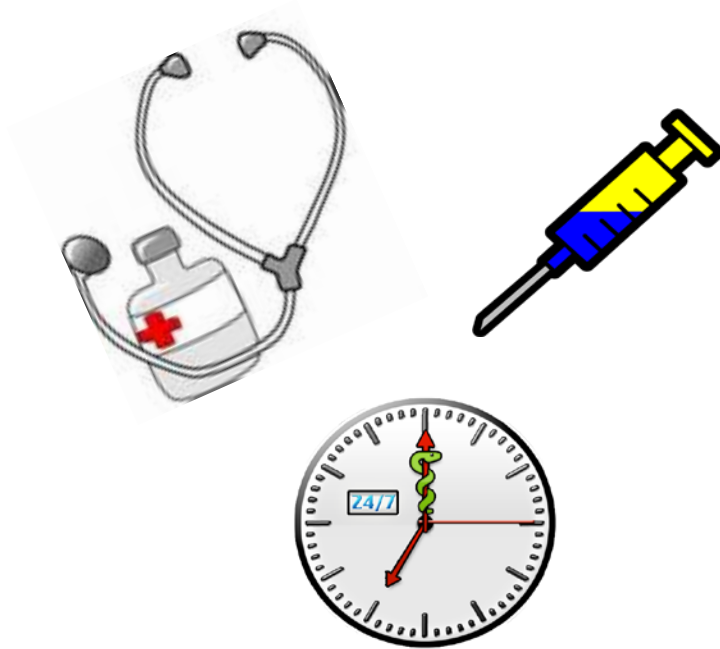


# Nursing Student Guidebook

**SANTA ANA COLLEGE**  
**Fall 2016**



**Revised: May 2016**



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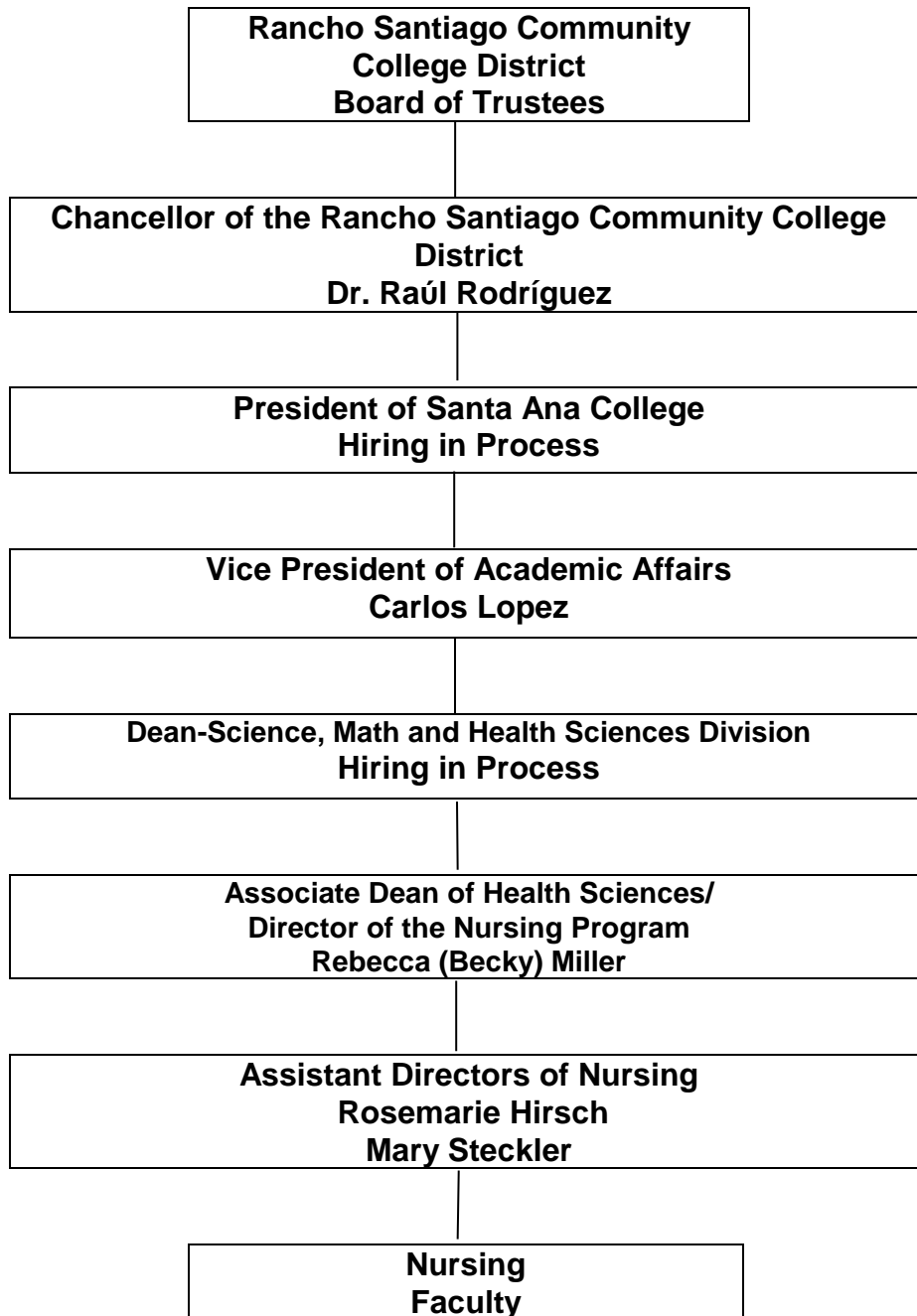
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# W E L C O M E

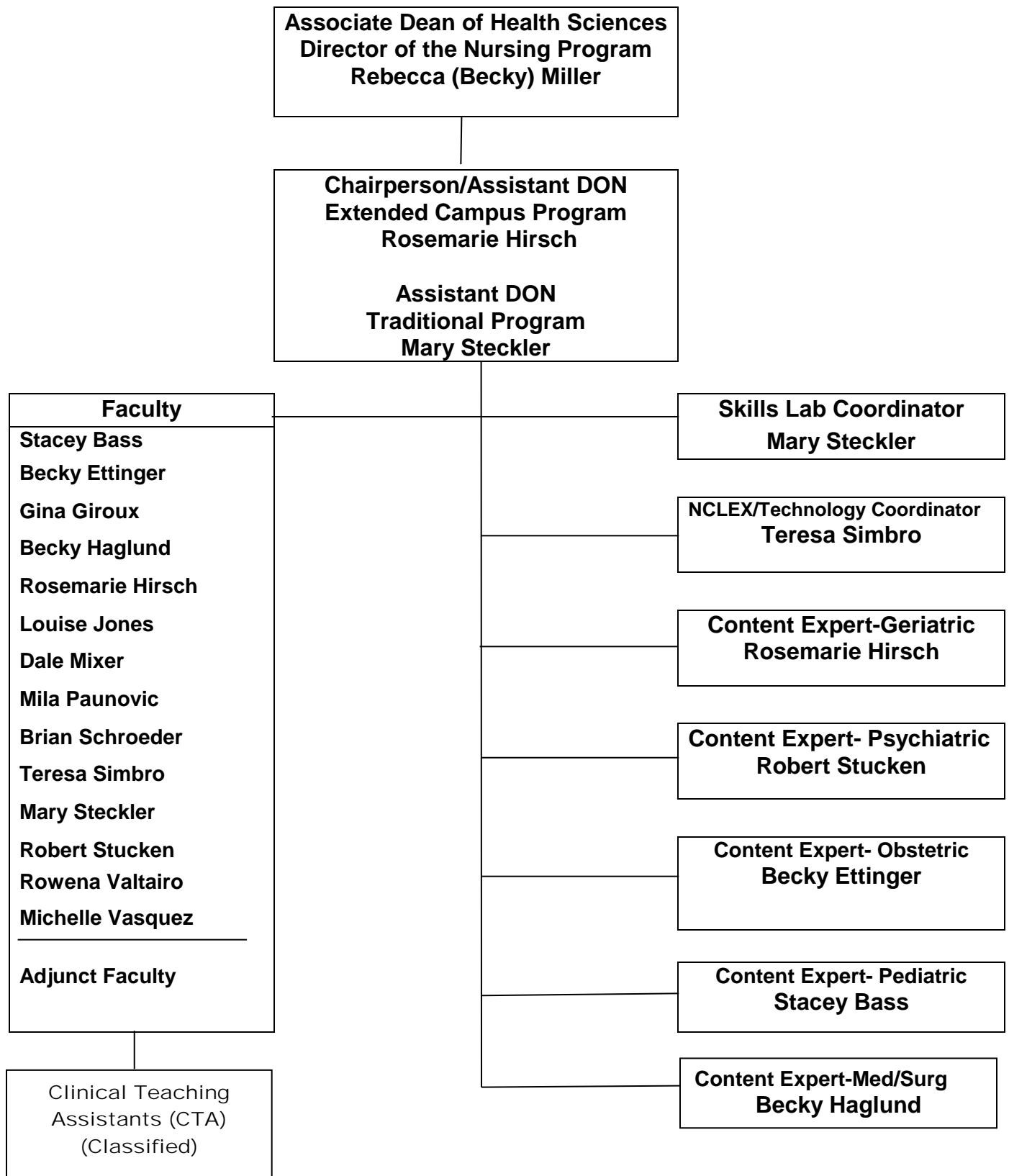
Welcome to the Registered Nursing (RN) Program at Santa Ana College (SAC)! This Student Guidebook was developed to provide each Nursing student with a wealth of information about the SAC RN Program. This Guidebook provides detailed information about the Nursing program philosophy, conceptual framework and procedures. The Nursing Department procedures are based upon compliance with college policies and Nursing program approval and accreditation agencies. It is important to thoroughly read this Student Guidebook and ask for clarification of any part you do not understand. Please keep this Guidebook as a reference throughout the Nursing Program. The guidebook is published at least every year. If there are any changes, RN students will be notified of those changes in program procedures between publication dates in writing in an addendum format. All nursing students will be provided these addendum pages to be inserted into their Student Guidebook.

Please refer to this Student Guidebook for any questions you may have as you progress through the Nursing Program. Other resources you should utilize are the Nursing Department faculty, the Associate Dean of Health Sciences, and office staff. In addition, students should have a copy of the Santa Ana College Catalog, Schedule of Classes, and Santa Ana College Student Handbook; all are available on-line at [www.sac.edu](http://www.sac.edu).

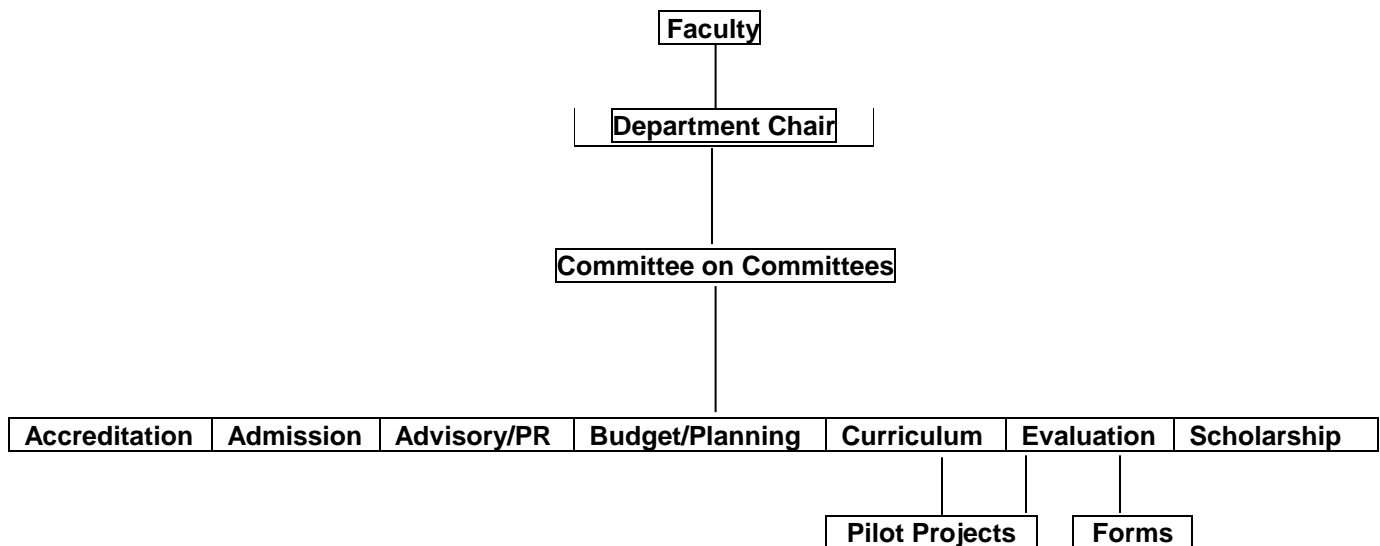
**RSCCD ADMINISTRATIVE ORGANIZATIONAL CHART**



## Nursing Program Organizational Chart



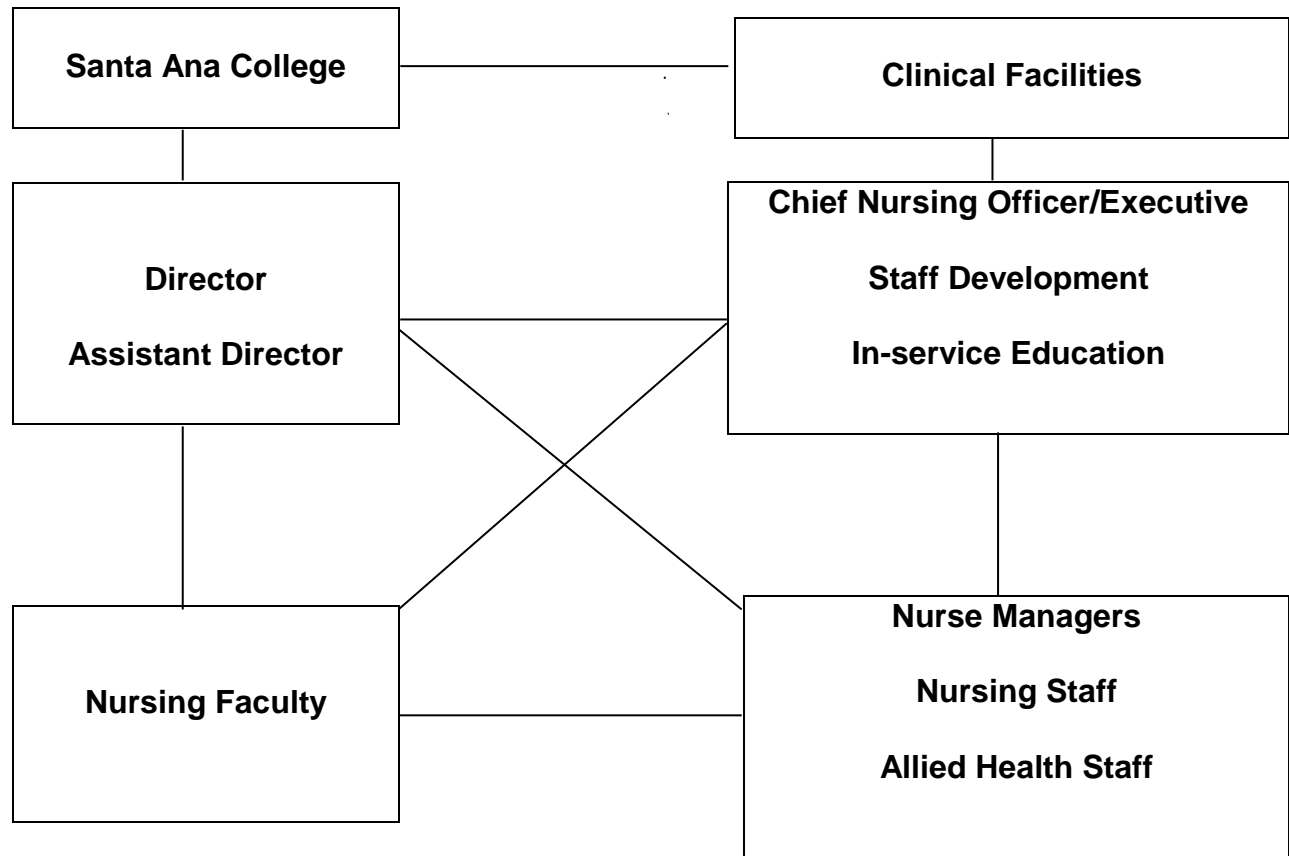
## Nursing Department Committee Structure Chart



**Membership:** Nursing faculty are assigned by the Committee on Committees. This Committee meets yearly and/or on an as needed basis to assign department committee membership. The Committee is chaired by the Department Chair and consists of a faculty member and the Director. Ad Hoc Committees are convened as necessary.



## Clinical Affiliations Chart



## **HISTORY OF NURSING AT SANTA ANA COLLEGE**

Santa Ana College was established in 1915 and is one of the oldest community colleges in California. Its present 65-acre campus was developed in 1947 at the corner of 17<sup>th</sup> Street and Bristol Street, Santa Ana.

The college is fully accredited by the Accrediting Commission of Community and Junior Colleges, the Western Association of Schools & Colleges. The college offers a wide range of transfer and occupational courses. The Nursing Program is approved by the California Board of Registered Nursing (BRN) and accredited by the Accreditation Commission for Education in Nursing (ACEN).

Santa Ana College established a Health Sciences Department in May of 1970. The college decided to enter the health/nursing fields and chose a Licensed Vocational Nursing (L.V.N.) program as its beginning.

In 1971, a career ladder philosophy of nursing was developed. The college's next step was an experimental Associate Degree in Nursing (A.D.N.) program. L.V.N. applicants were accepted into a one year L.V.N. to A.D.N. program which was implemented in 1973. Additionally, a Nursing Assistant course was designed for the fall of 1973. This enabled the career ladder at Santa Ana College to extend from Nursing Assistant to L.V.N. to R.N. In 1982 the SANTA ANA COLLEGE CONCEPTUAL FRAMEWORK FOR NURSING was developed and copyrighted. The conceptual framework is the unifying thread of the nursing department curriculum. Copies of the Santa Ana College Conceptual Framework for Nursing are available for purchase in the College bookstore. In response to shifts in health care delivery, the L.V.N. program was phased out in 1986 and a two-year generic Associate Degree in Nursing program was implemented. Advanced placement for previous learning in nursing was granted to qualified students (i.e. Licensed Psychiatric Technicians and Licensed Vocational Nurses). The Nursing Assistant program was phased out in the 1990's.

The Health Sciences Skills Lab was developed in fall, 1991 with multiple subsequent renovations and expansions. It currently consists of a skills area, simulation lab, computer lab, and study area. In 1994, the nursing program received initial accreditation from NLNAC (formerly National League for Nursing; presently ACEN). The program has subsequently received re-accreditation for the maximum years each time re-accreditation was due.

Alternative scheduling in an evening/weekend format began as a pilot in 1998. In 2002, this alternative scheduling began at the off-campus site of St. Joseph Hospital of Orange. The Extended Campus Program (ECP) continues at this off-campus site as an ongoing collaborative project between the Rancho Santiago Community College District and St. Joseph Hospital.

In 2010, it was decided to begin a multi-criteria admission selection process when the entry list neared depletion. The multi-criteria admission selection process is based on points given for the science prerequisites' GPA, completion of English and general education courses, previous degrees, recent work in healthcare, life experiences, fluency in specific languages, and results on the Test of Essential Academic Skills (TEAS) test. The Nursing website at [www.sac.edu/nursing](http://www.sac.edu/nursing) gives the specific point breakdown.

The R.N. Program has articulation agreements with the California State University and University of California systems to facilitate matriculation of credits for any graduate pursuing a Bachelor of Science in Nursing degree. A collaboration with many universities, including CSU Fullerton, Concordia University, Vanguard University, and Chamberlin School of Nursing allows collaboration whereby students have the opportunity to begin a Bachelor of Science in Nursing (BSN) program while in the A.D.N. program and/or complete an A.D.N. to B.S.N. See the college catalog for additional information on transfer.

### Mission, College Institutional Learning Outcomes, and Program Learning Outcomes

The Santa Ana College Conceptual Framework for Nursing provides an overall guide in designing the curriculum and formulating teaching strategies. The conceptual framework addresses concepts central to the philosophy of nursing, the nursing process, and principles of nursing education and learning. The framework originates with the Santa Ana College Mission statement and carries through the nursing program terminal objectives to culminate in the program learning outcome.

### Santa Ana College Mission

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers, and lifelong intellectual pursuits in a global community.<sup>1</sup> Specialized community and college resources are provided to promote student retention and success. These resources include learning skills programs, job placement and re-entry, counseling and guidance, financial aid and scholarships, tutorial programs, and disabled student programs.

### Santa Ana College Institutional Learning Outcomes

At Santa Ana College, curriculum development and course design are guided by institutional learning outcomes (formerly core competencies). These institutional learning outcomes, which focus on communication skills, thinking and reasoning, information management, diversity, civic responsibility, life skills, and careers, facilitate structured and effective learning experiences that will lead to achievement of degree and general education requirements.<sup>1</sup>

The Santa Ana College Institutional Learning Outcomes are:

- Communication Skills - students will listen actively and respectfully to analyze the substance of others' comments; students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion; students will read effectively and analytically and will comprehend at a college level; students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.
- Thinking and Reasoning – Students will identify and analyze real or potential “problems” and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.
- Information Management - students will do research at a level that is necessary to

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<sup>1</sup> Santa Ana College Catalog, 2016/2017

achieve personal, professional and educational success; students will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly; students will use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards.

- Diversity – students will develop individual responsibility, personal integrity, and respect for diverse peoples and cultures of the world.
- Civic Responsibility – students will take responsibility for becoming informed, ethical and active citizens of their community, their nation, and their world.
- Life Skills – students will respond to and produce artistic and creative expression; students will demonstrate habits of intellectual exploration, personal responsibility and practical and physical well-being; students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.
- Careers – students will develop the knowledge and skills necessary to select and develop careers.

### Nursing Program Learning Outcome

The Nursing faculty believe the program learning outcome of “Careers” encompasses all of the institutional learning outcomes for the nursing graduate. The nursing graduate has completed the Registered Nursing Program and is able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings and will be qualified for the licensing examination. The college-wide institutional learning outcomes are operationalized in the Nursing Program through this program learning outcome. The cohesive outcomes of Santa Ana College and the Nursing Program facilitate a collaborative educational endeavor in meeting the learning needs of students that will foster success in the chosen career.

### Nursing Program Terminal Objectives

In addition to the program outcome, the nursing faculty have written objectives based on the California Nursing Practice Act’s “Standards of Competent Performance” (section 1443.5). These objectives, called Terminal Objectives, delineate what the student is expected to have learned upon completion of the nursing program. Each semester’s level objectives are derived from these terminal objectives and reflect expected behaviors at each level as the student progresses through the nursing program. Behavioral objectives, reflected in course modules, emerge from each semester level objectives to outline course content. The curriculum map (formerly threads) locates each concept within the curriculum.

It is the ultimate goal and program learning outcome of nursing at Santa Ana College that the graduate is able to function knowledgeably, safely, and effectively in nursing practice within a variety of health care settings. Dedication to the protection of life and health, treatment of illness, teaching of health, and respect for the dignity of both life and death is implicit. Upon completion of the program, the student is expected to have learned how to:

1. Modify the nursing process to meet the patient’s biological and psychosocial systems needs, which are influenced by the interaction of the physical, social, cultural, and spiritual environments, in order to maximize health and wellness;
2. Select theories related to natural, behavioral, and social sciences that influence a patient’s biological and psychosocial systems needs in order to provide individualized nursing care;
3. Design the health care teaching plan to assist the patient and family to recover optimal fulfillment of systems needs;

4. Manage effective, accurate, and congruent transfer of information using therapeutic verbal and non-verbal communication with the patient, family and health care team;
5. Demonstrate appropriate delegation of care to members of the health care team in various health care settings;
6. Evaluate one's own accountability and responsibility for nursing practice within legal/ethical boundaries;
7. Evaluate one's own development of professional awareness, commitment, education, and growth; and,
8. Operate as an advocate in the care of patients with biological and psychosocial systems needs.

### **Philosophy of Nursing at Santa Ana College**

The Nursing Program Philosophy consists of two components. The first component defines Nursing's metaparadigm of person, health/illness, environment, and nursing. The second component addresses nursing education.

The Nursing Program curriculum utilizes a conceptual framework for nursing based on the concepts of person, health/illness, environment, and nursing developed from the biological and psychosocial sciences and is driven by the program learning outcome. In this conceptual framework, **nursing** is viewed as an essential health service impacting health care recipients and that nursing has the right and responsibility to be involved in that care.

The Program is based on the concept of nursing that believes people are composed of biological and psychosocial systems. Each of these systems has needs, which must be met if persons are to maintain health and life. The conceptualization of **person** in the Santa Ana College Conceptual Framework for Nursing is composed of interacting biological and psychosocial systems and each of these systems has needs. Those systems where the needs are met are considered an asset. A system whose needs are not being met is considered a deficit. The acuity or severity and complexity of the systems needs determine the complexity of the nursing care.

**Health** is defined as the optimum fulfillment of the person's biological and psychosocial systems needs. On the other end of the continuum, **illness** develops when biological and/or psychosocial systems needs are not being met. The interaction of systems needs can be modified or enhanced by the **environment** – physical, social, cultural, and spiritual facets.

It is to the life and health of a person, as mutually defined by both the person and the nurse, that **nursing** is committed. Working with and through others, both professional and non-professional, nursing strives, with the full participation of the individual, to treat illness and teach health by assisting persons to recover optimal fulfillment of their systems needs.

The Nursing Faculty believes that nursing education should be structured on the premise that the life and health of individuals are their most personal and valuable attributes. Instructional approaches address a variety of learning styles and are selected to foster critical thinking skills. Therefore, both theoretical and clinical instruction are offered in diverse forms including, but not limited to patient care experiences, computer-assisted learning, audiovisual materials, demonstrations in a skills laboratory, simulation, and class discussion.<sup>2</sup>

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<sup>2</sup> Santa Ana College Conceptual Framework for Nursing, 2014

## **OPTIONS**

Option I – Generic RN, academic program of two years.

Option II – LVN to RN, academic program of one year.

Option III – Thirty (30) Unit Option, academic program of one year, non-degree. (California Board of Registered Nursing requirement).

## **GENERAL INFORMATION**

While all of the counselors can assist Nursing students, Mary Castellanos is designated as the Nursing counselor. The counselor should be contacted regarding program inquiries. Appointments can be arranged for Mary Castellanos at (714) 564-6103.

Nursing students may meet with a counselor to design a plan for matriculation from the A.D.N. to B.S.N. and M.S.N./M.N. programs at California State Universities and in the University of California system. Transfer to other college or university nursing programs requires special counseling appointments to acquaint the student with the catalog requirements for selected institutions.

The office of the Associate Dean Health Science/Nursing Program Director, Rebecca (Becky) Miller, is located in the Health Sciences/Nursing Office, in Russell Hall, room R-213. The Assistant Director of the Extended Campus Program (ECP) and Department Chair, Rosemarie Hirsch, has two offices: Russell Hall, room R-218-1 and on the second floor of the St. Joseph Hospital Northeast Building. The office of the Assistant Director of the Traditional Program, Mary Steckler, is located in Russell Hall, room R-218-1. The Administrative Secretary, Terry Grijalva, is located in R-213. The Nursing Department's phone number is (714) 564-6825.

The Nursing Department Computer Lab is located in R-303-1. The Skills Lab is located in R-203-A and R-203.

## **Program Descriptions**

There is one Santa Ana College Nursing Program. There are two scheduling/location opportunities- the Traditional Program and the Extended Campus Program. The Traditional Program admits students twice each year and is located on the Santa Ana College campus. The semesters are 16 weeks. Theory courses meet 2 times per week. Clinical courses are 12 to 24 hours per week generally on Mondays and/or Tuesdays with some possible Saturdays and Sundays.

The Extended Campus Program (ECP) admits students once each year to first semester in the Fall. Theory courses meet 1 day per week in the evening at St. Joseph Hospital of Orange except during fourth semester when they meet twice per week during the day on Santa Ana College campus. Clinical courses are 12 hours on Saturdays, Sundays, or every other Saturday and Sunday. The semesters are 16 to 21 weeks, depending on the semester (1<sup>st</sup> and 3<sup>rd</sup> semesters are 21 weeks; 2<sup>nd</sup> semester is 19 weeks; 4<sup>th</sup> semester is 16 weeks). The 1<sup>st</sup> and 3<sup>rd</sup> semesters begin in July (considered the Fall term) and end in December; the 2<sup>nd</sup> and 4<sup>th</sup> semester begin in February and end in June; (the 2<sup>nd</sup> semester ends at the end of June; the 4<sup>th</sup> semester ends at the beginning of June). ECP theory courses (generally) and Skills and Computer Labs are housed at St. Joseph Hospital of Orange. All students may participate in the Skills and Computer Labs at St. Joseph Hospital of Orange and Santa Ana College.

Community-based nursing clinical days for both the Traditional and ECP programs are arranged on days other than regular clinical days.

Students may request entry to the Traditional and/or ECP program. Determination is based on grant requirements and space availability. If a student begins in one program type but wants to change to the other, the student may place the request in writing and submit the letter to the Assistant Director of ECP or the Program Director. The request will be granted based on space availability.

Assignments are made for students to the specific clinical section based on the Santa Ana College registration process and Nursing Program procedure of offering a variety of clinical experiences.

## **Responsibilities of Director of the R.N. Program**

### **General Responsibilities**

Reporting to the Division Dean, the Associate Dean Health Science/Nursing Program Director assumes delegated responsibility for the administration of Health Science Programs including Registered Nurse (A.D.N.), Nursing Continuing Education, Emergency Medical Technician (E.M.T.), and Medical Assistant (M.A.). This is an administrative position for 100% time.

The Director prepares and administers the annual budget for the Health Science Programs, is responsible for staffing classes, and supervises/evaluates faculty and classified personnel. She/he promotes and provides opportunities for staff development and provides leadership and direction in departmental development per California Board of Registered Nursing (BRN) regulations. The Director provides orientation to new staff and students and reviews/monitors admission procedures.

The Director initiates and maintains contact as appropriate with the general community regarding programs in Health Sciences. He/She acts as a liaison with: 1) Board of Registered Nursing, 2) Accreditation Commission for Education in Nursing and 3) Orange County/Long Beach (OC/LB) Consortium for Nursing. She/he plans for self-study reports for approval/accreditation. The Director interprets program requirements and objectives to other college departments.

### **Essential Job Functions**

The director functions include the responsibility and authority to develop and implement the program budget and plans, manages and evaluates all aspects of the program including, but not limited to: faculty and staff, curriculum development and implementation, compliance with Board rules and regulations, and act as a student advocate (Associate Degree Nursing Directors' Handbook). The Director guides the decision-making process of the education program (i.e. budgeting and staffing) and the responsibilities assigned to Health Sciences related to administration of the Nursing, Nursing Continuing Education, EMT, and Medical Assistant programs.

## **Specific Responsibilities**

### **Administration**

- \* Develop and administer the budget with faculty input.
- \* Seek additional funding sources, grant development, etc.
- \* Provide required reports for program approval/accreditation and College.
- \* Conduct program approval/accreditation.
  - BRN approval visit preparation/documentation.
  - ACEN accreditation visit preparation/documentation.
- \* Determine that all of the criteria and guidelines for selection of clinical sites as found in CCR section 1427 have been met.
- \* Determine department procedures in conjunction with faculty.
- \* Work closely with College services such as financial aid, tutoring, counseling, and other programs and services for students.
- \* Conduct research; participate in College research.
- \* Evaluate faculty per the Faculty Association of Rancho Santiago Community College District (FARSCCD) contract.
- \* Assist with implementation of AB1725 with regard to new hires and other matters.

### **Curriculum**

- \* Maintain continual review of curriculum and make faculty assignments.
- \* Coordinate scheduling of classes.
- \* Review and revise catalog information relevant to programs.
- \* Plan new course program and course offerings in conjunction with faculty.
- \* Assure compliance with BRN rules, regulations, and ACEN guidelines.

### **Community**

- \* Liaison with clinical agencies.
- \* Represent program and College as a member of local and regional health committees and boards.
- \* Participate in professional organizations in health care and education.
- \* Act as a resource to the community regarding nursing education and health related programs and issues.

### **College**

- \* Advocate for the Registered Nursing, Nursing Continuing Education, EMT, and Medical Assistant programs.
- \* Represent health related issues to campus community.

### **Students**

- \* Serve as advocate for students.
- \* Assure faculty compliance with nursing program procedures and College policies affecting students.
- \* Assist students in applying for licensure examination.
- \* Develop studies with regard to follow-up data on graduates of the program.

### **Program**

- \* Coordinate staffing and operation of all programs under jurisdiction.



**Continuity**

- \* Provide role orientation to in-coming Director.
- \* Participate in Associate Degree Nursing Program Directors' Mentor Procedure.

**Other Professional Responsibilities**

It is understood that the Director of an Academic area may be assigned professional responsibilities such as special task forces, assignment of a special program, and to other duties within the academic area not enumerated above.

**Organizational Relationships**

The Associate Dean of Health Sciences/Registered Nursing Program Director reports to the Division Dean and works collegially with the Assistant Directors of Nursing, Department Chair of Nursing, Skills Lab Coordinator, NCLEX/Technology Coordinator, the EMT Facilitator, and Medical Assistant Department Chair.

**Qualifications****Education and Experience****The Director must possess:**

- \* A current California Registered Nurse License,
- \* Master of Science degree in Nursing from an accredited college or university.
- \* Minimum of one-year experience as a director or assistant director in a professional program.
- \* Minimum of three academic years experience in professional nursing education within the last 10 years of hire.
- \* Minimum of one-year continuous experience in the practice of professional nursing or equivalent experience as determined by the Board of Registered Nursing.

**Knowledge and Ability**

The Director must demonstrate the ability to work effectively with faculty, staff, students, management, and the community. She/he must have the ability to communicate effectively, both orally and in writing. Thorough commitment to the concept of the comprehensive community college as a college that is accessible to people from every social, racial, ethnic, and economic group is imperative. The Director must demonstrate a commitment to equal opportunity policies and ability to provide leadership to diverse groups.

**Responsibilities of Assistant Director of the R.N. Program**

The Assistant Director shall function under the supervision of the Director. The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies by which it is administered and who can perform the Director's duties in that person's absence (Section 1424(f), 1424(j)).

## **Education and Experience**

The Registered Nurse Assistant Director shall meet the education requirements and experience requirements listed below:

- Hold a Master's degree in Nursing from an accredited college or university.
- Have a minimum of two years' experience teaching in pre- or post-licensure nursing programs.
- Have at least one year's experience as a registered nurse providing direct patient care and/or equivalent experience as determined by the Board of Registered Nursing.

## **Administration**

- Coordinate orientation classrooms for each course.
- Assist with staffing and scheduling procedures.
- Attend and communicate information from meetings.
- Attend A.D.N. Program Director Meetings.
- Attend Orange County/Long Beach Consortium.
- Assist in implementing and determining need for new department procedures.
- Assist Director as needed in administration of program.
- Assist in grant development.
- Assist Director of Nursing with annual reports.
- Review and revise Nursing Faculty handbook every year and as needed.

## **Faculty**

- Interview and recommend candidates for part-time/substitute nursing staff.
- Maintain updated list of available part-time staff.
- Provide required forms for BRN approval and Personnel processing.
- Orient new faculty and part-time staff and/or assign to appropriate faculty team.
- Evaluate part-time faculty.
- Communicate to faculty relevant information from A.D.N., BRN, OC/LB Consortium and ACEN meetings.
- Promote activities that facilitate staff development and funding.
- Maintain file of RN license and clinical requirements for all faculty.
- Assist in scheduling of classes and faculty.

## **College/Community**

- Act as an advocate for the nursing program.
- Attend college and community meetings to communicate concerns of nursing education, the department, and its faculty or students.

## **Students**

- Collect evaluations for all theory and clinical course evaluations.
- Assist department in maintaining student records.
- Attend new student orientation.
- Act as Kaplan testing contact person.
- Review and revise Nursing Student Guidebook every year or as needed.
- Meet with prospective students as designee of Director.

## **Responsibilities of Department Chair**

The department chair shall adhere to the Santa Ana College job description for department chairs with additional responsibilities for nursing.

### **Administration**

- Assist faculty in formulating and implementing annual department goals in conjunction with college goals.
- Formulate agenda and chair faculty meetings.
- Attend Division orientation meetings with part-time faculty.
- Attend and communicate information from meetings:  
Division Curriculum/Chair's  
Nursing Department's Admission, Budget and Planning, Evaluation, and Advisory.
- Update textbook lists, coordinate textbook changes, and communicate with publishers.
- Assist in implementing and determining need for new departmental procedures.
- Assist with grant development and special projects.
- Update Program Review annually.

### **Curriculum**

- Review and revise catalog information pertaining to nursing courses through Division Curriculum Committee.
- Review and revise nursing curriculum as recommended by faculty using Division Curriculum, BRN, and ACEN guidelines.

### **Faculty**

- Provide general direction for new full-time and part-time faculty.
- Evaluate part-time faculty.
- Implement peer review for full-time faculty.
- Orient new faculty and part-time staff and/or assign to appropriate faculty team.
- Assist faculty in departmental activities, e.g., classroom assignments, preplanning meetings, maintaining current student rosters, submitting grades, and course evaluations.
- Distribute Nursing Faculty Handbook to all faculty.
- Review Department goals with faculty for current academic year and report on progress for previous year's goals.
- Communicate to faculty relevant information from C.O.A.D.N., BRN, ACEN, OC/LB Consortium, and Division Curriculum/Chair's meeting.
- Promote activities that facilitate staff development and funding.

### **College/Community**

- Act as an advocate for the nursing program.
- Attend college and community meetings to communicate concerns for nursing education, the department, faculty, and students.

### **Students**

- Assist the department in maintaining student records.
- Announce availability of and refer students for scholarships, part-time work, and financial aid.

## **ADMINISTRATION**

The Registered Nursing Program at Santa Ana College is in the Science, Math, and Health Sciences Division.

The Division Dean position is in the process of being changed for Fall 2016.

The Associate Dean of Health Sciences/Director of Nursing is Rebecca (Becky) Miller.

Rosemarie Hirsch is the Assistant Director of the Extended Campus Program and Department Chair of Nursing.

Mary Steckler is the Assistant Director of the Traditional Program.

## **FULL-TIME FACULTY and ADMINISTRATION**

Stacey Bass received her B.S.N from Loma Linda University; and her M.S.N. from C.S.U., Long Beach.

Becky Ettinger received her A.D.N. from Cerritos College; her B.S.N from University of Phoenix; her M.S.N. from C.S.U., San Bernardino; and her DNP from Western University of Health Sciences.

Gina Giroux received her A.D.N. from Cypress College; her B.S.N. from C.S.U., Fullerton; her M.S.N. and DNSc from the University of San Diego.

Becky Haglund received her B.S.N. from C.S.U., Los Angeles and her M.N. from U.C.L.A

Rosemarie Hirsch received her A.D.N. from Golden West College; her B.S.N. from C.S.U., Fullerton; and her M.N. from U.C.L.A. She holds Nursing Educator certification from the National League for Nursing.

Louise Jones received her A.D.N. from Santa Ana College; her B.S.N. and M.S.N. from C.S.U., Fullerton. She holds Nursing Educator certification from the National League for Nursing.

Becky Miller received her B.S.N. from C.S.U., Long Beach and her M.S.N. from C.S.U., Dominguez Hills.

Dale Mixer received his A.D.N. from Cerritos College; his B.S.N. from C.S.U., Fullerton; and M.S.N. from University of Phoenix.

JoAnn Nick received her B.S.N. from South Dakota State University and her M.S.N. from C.S.U., Long Beach.

Mila Paunovic received her B.S.N. from Loma Linda University, School of Nursing; and her M.S.N. from the University of Phoenix.

Brian Schroeder received his A.D.N. from Santa Ana College; his B.A. in Biochemistry from C.S.U., Fullerton; his B.S.N. and M.S.N. from Azusa Pacific University.

Teresa Simbro received her A.D.N. from Santa Monica College; her B.S.N. and M.S.N. from C.S.U., Dominguez Hills. She holds certification as a Certified Healthcare Simulation Educator.

Mary Steckler received her A.D.N. from Saddleback College; her B.S.N. and M.S.N. from C.S.U., Dominguez Hills. She holds Nursing Educator certification from the National League for Nursing.

Robert Stucken received his A.D.N. from Golden West College; his B.A. in General Science from C.S.U., Long Beach; and his M.S.N. from the University of Phoenix.

Rowena Valtairo received her diploma in nursing from Los Angeles County Medical Center, School of Nursing; her B.S.N. and M.S.N. from C.S.U., Fullerton; and her DNP from Western University of Health Sciences.

Michelle Vasquez received her A.D.N. from Golden West College; her B.S.N. from C.S.U., Fullerton; and M.S.N. from C.S.U., Long Beach.

### **CLINICAL FACILITIES**

Clinical experiences are available at a variety of clinical facilities. Santa Ana College Nursing Department has contractual agreements with the following clinical facilities to provide clinical experience for students. Not all facilities will be utilized by all students.

<u>Facility</u>	<u>Clinical Experience</u>
1. American Diabetes Association (Contractual agreement not required) 151 Kalmus Drive, Suite #C-100 Costa Mesa, CA 92626 714-662-7940	Community-Based Nursing
2. Anaheim Regional Medical Center 1111 W. La Palma Ave. Anaheim, CA 92801 714-774-1450	Medical-Surgical Nursing
3. Carehouse Convalescent Hospital 1800 Old Tustin Avenue Santa Ana, CA 92706 714-835-4900	Geriatrics Nursing
4. Children's Hospital of Orange County 1109 West La Veta Orange, CA 92668 714-997-3000	Pediatrics Nursing Community-Based Nursing
5. College Hospital 301 Victoria Street Costa Mesa, CA 92672 949-642-2734	Psychiatric Nursing

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| 6.  | College Hospital<br>Partial Hospitalization Program<br>1634 19 <sup>th</sup> Street, Suite C<br>Santa Ana, CA 92706<br>714-479-0102 | Community-Based Nursing                                       |
| 7.  | Companion Hospice<br>730 Town & Country Road<br>Orange, CA 92868<br>714- 560-8177   | Community-Based Nursing                                       |
| 8.  | Fountain Valley Regional Hospital<br>17100 Euclid<br>Fountain Valley, CA<br>714-979-1211  | Medical-Surgical<br>Obstetrical Nursing<br>Pediatrics Nursing |
| 9.  | Hoag Memorial Hospital Presbyterian<br>One Hoag Drive, Box 6100<br>Newport Beach, CA 92658<br>949-764-4624                          | Medical-Surgical<br>Obstetrical Nursing                       |
| 10. | Hospice Care of California<br>377 E. Chapman Ave., Suite 280<br>Placentia, CA 92870<br>800-889-3227                                 | Community-Based Nursing                                       |
| 11. | Irvine Adult Day Health Services<br>20 Lake Road<br>Irvine, CA 92604<br>949-262-1123  | Geriatrics Nursing  |
| 12. | Kaiser - Anaheim<br>3440 E. La Palma<br>Anaheim, CA 92806<br>714-644-7983   | Medical-Surgical Nursing                                      |
| 13. | Kaiser – Irvine<br>6640 Alton Parkway<br>Irvine, CA 92618<br>949-932-5000   | Medical-Surgical Nursing                                      |
| 14. | Kindred Hospital<br>200 Hospital Circle<br>Westminster, CA 92683<br>714-893-4541  | Geriatrics Nursing  |
| 15. | La Amistad Family Health Center<br>353 Main St.<br>Orange, CA<br>714-771-8006   | Community-Based Nursing                                       |

16.	Maternal-Fetal Testing Center 1140 W. La Veta Orange, CA 714-633-9111 ext. 8713	Community-Based Nursing
17.	Mission Hospital 27700 Medical Center Road Mission Viejo, Ca 92691 949-364-1400	Medical-Surgical
18.	Mission Hospital Laguna Beach 31872 Coast Highway Laguna Beach, CA 92651 949-499-1311	Medical-Surgical Nursing
19.	Mother Baby Assessment Center (St. Joseph Hospital) 714-744-8764	Community-Based Nursing
20.	Newport Nursing and Rehabilitation Center 1555 Superior Avenue Newport Beach, CA 92658 949-646-7764	Geriatrics Nursing
21.	Orange County Global Medical Center 1001 North Tustin Avenue Santa Ana, CA 92701 714-835-3555	Medical-Surgical Nursing Pediatrics Nursing Community-Based Nursing Obstetrical Nursing
22.	Placentia-Yorba Linda Unified School District 1301 E. Orangethorpe Ave. Placentia, CA 92870 714-986-7000	Community Based Nursing
23.	Regents Point 19191 Harvard Avenue Irvine, CA 92612 949-988-0849	Geriatrics Nursing
24.	Santa Ana College Health and Wellness Center 1530 W. 17 <sup>th</sup> St. Santa Ana, CA 92706 714-564-6216	Community-Based Nursing
25.	Santa Ana Unified School District 1601 E. Chestnut Ave. Santa Ana, CA 92701 714-558-5501	Community-Based Nursing

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| 26. | Santiago Canyon College<br>Health Center<br>8045 E. Chapman Ave.<br>Orange, 92869-4512<br>714-628-4773                         | Community-Based Nursing  |
| 27. | Silverado Senior Center<br>350 W. Bay Street<br>Costa Mesa, CA 92627<br>949-258-7109   | Community-Based Nursing  |
| 28. | St. Joseph Home Health<br>Nurse Family Partnership<br>1845 W. Orangewood Avenue, suite 200<br>Orange, Ca 92868<br>714-712-9500 | Community-Based Nursing  |
| 29. | St. Joseph Hospital<br>1100 Stewart Drive<br>Orange, CA 92668<br>714-633-9111  | Medical-Surgical Nursing<br>Psychiatric Nursing,<br>Obstetrical Nursing    |
| 30. | St. Jude Medical Center<br>101 E. Valencia Mesa Drive<br>Fullerton, CA 92643<br>714-871-3280                                   | Medical-Surgical Nursing   |
| 31. | U.C.I.M.C.<br>101 City Drive South<br>Orange, CA 92668<br>714-456-6610   | Medical-Surgical Nursing<br>Psychiatric Nursing<br>Community-Based Nursing |
| 32. | VIP Adult Day Care Center<br>1101-S. Grand Ave.<br>Santa Ana, CA 92705<br>714-558-1216   | Geriatrics Nursing<br>Psychiatric Nursing                                  |
| 33. | VIP Adult Day Care Center<br>1158 N. Knowlwood Circle<br>Anaheim, CA 92801<br>714-220-2114                                     | Geriatrics Nursing<br>Psychiatric Nursing                                  |



## BOARD OF REGISTERED NURSING REGULATIONS FOR R.N. STUDENT

The R.N. Student must be a high school graduate or provide evidence of education equivalent to completion of high school in the U.S. to qualify for taking the RN licensing exam (NCLEX) as a graduate. In addition, the student must complete an R.N. program from a B.R.N. approved school. The major nursing requirements for A.D.N. listed below were approved by the B.R.N. for fall 2004 implementation.

### **MAJOR NURSING REQUIREMENTS FOR ASSOCIATE DEGREE IN NURSING:**

<b><u>COURSE</u></b>	<b><u>UNITS</u></b>
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*The following courses may be taken in preparation to apply to the first semester (NRN 112 and NRN 103) or while on the entry list (NRN 200):*

Nursing – Registered 112	Nursing Concepts	1.5
Nursing – Registered 103	Pharmacological Concepts for Nursing	3.0
Nursing – Registered 200	Role Transition (required for advanced placement students only)	(2.0)

### **FIRST YEAR**

#### **FIRST SEMESTER**

Nursing-Registered 101	Nursing Process: Non-Critical Adults	4.5
Nursing-Registered 101L	Nursing Actions: Non-Critical Adults	5.0

#### **SECOND SEMESTER**

Nursing-Registered 102	Nursing Process: Women, Parents & Children	4.0
Nursing-Registered 102L	Nursing Actions: Women, Parents & Children	4.6

### **SECOND YEAR**

#### **THIRD SEMESTER**

Nursing-Registered 201	Nursing Process: Critical Biological and Psychosocial System Needs I	4.0
Nursing-Registered 201L	Nursing Actions: Critical Biological and Psychosocial System Needs I	5.0

#### **FOURTH SEMESTER**

Nursing-Registered 202	Nursing Process: Critical Biological and Psychosocial System Needs II	4.0
Nursing-Registered 202L	Nursing Actions: Critical Biological and Psychosocial System Needs II	5.4

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41.0

### Graduation Requirements for the associate degree in nursing:

<u>COURSE</u>	<u>UNITS</u>
Total nursing units required	41
Biology 239, General Human Anatomy or equivalent	4
*Biology 249, Human Physiology or equivalent	4
*Biology 139, Health Microbiology	4
Communication Studies 102 or 145 (SAC), Communication 101 or 110 (SCC)	3
English 101/101H	4
Sociology 100/100H	3
Psychology 100/100H	3
American Institutions (U.S. History or Political Science 101)	3
Humanities electives	3
Lifelong Understanding and Self-Development	met
Cultural Breadth	met
<b>TOTAL</b>	<b>72 units</b>

\* The asterisks before courses indicate they are required for Option III – 30 Unit Option LVN students.

Science courses must have been completed within seven (7) years upon submission of your application.

Satisfactory score on Mathematics Department Proficiency Test, or Intermediate Algebra or any other 4-unit mathematics course numbered above the level of Intermediate Algebra with a grade of “C” or better must be achieved for graduation. Lifelong understanding and self-development, and cultural breadth requirements are met by nursing students with degree completion.

All R.N. students must possess the Graduation Requirements or their equivalents as interpreted by the Admissions and Records Department of Santa Ana College with a 2.0 or better grade point average in order to advance to graduation.

The California B.R.N. stipulates that R.N. students MUST complete sixteen (16) units of natural, behavioral, and social sciences as well as six (6) units of communications skills, to qualify for examination and licensure.

All R.N. students should complete the Santa Ana College Associate Degree in Science with a major in Nursing before taking the National Council Licensing Examination - Registered Nurse (NCLEX-RN). All courses in the Graduation Requirements list, except for American Institutions, Humanities and the math requirement, are required as “Content for Licensure.” This means a student is not eligible to take NCLEX-RN unless the Content for Licensure classes have been completed except for students choosing Option III, LVN 30 Unit Option per the California BRN.

Students may elect to not complete the degree requirements of American Institutions, Humanities and the Math requirement. Should a student take the licensure examination before completing all of the degree requirements, she/he would be considered a non-graduate, not having graduated from an approved nursing program. This non-graduate status is a final designation within the BRN’s data base, and cannot be reversed. Therefore, it is critical that R.N. students assume responsibility for completing the degree requirements before taking NCLEX-RN.

## BACKGROUND CHECKS

A hospital requirement mandates criminal background checks on all healthcare students per The Joint Commission. To meet this requirement, all nursing students will be required to have a background check utilizing the company "Castle Branch" (formerly Certified Background) at [www.CastleBranch.com](http://www.CastleBranch.com) after acceptance to the Nursing Program.

Certain background information may preclude or delay a student from entering the clinical setting. Should a situation arise, the student will be counseled by the Program Director as to appropriate options based on the student's individual situation. Students who fail or withdraw from the Nursing Program for one semester or longer will need to complete another background check upon re-entry.

Students/prospective students who have a misdemeanor or felony conviction must meet with the Program Director upon entry to the program to review Board of Registered Nursing requirements for NCLEX-RN application.

If a student is convicted of a misdemeanor or felony while in the Nursing Program, the student is required to notify the Program Director. Clinical placement could be affected by a conviction. It is suggested that the student meet with the Program Director after an arrest and prior to a conviction.

## CHALLENGE OF COURSES

Application for Credit by Examination may be obtained in the Admissions & Records Office. The application must be completed by the student and processed by the Admissions & Records Office. The student will contact the Director.

The Student is to notify the instructor of intent to challenge the course and will be given the challenge instructions. The student must be currently enrolled at Santa Ana College and in the course(s) to be challenged. The challenge exam(s) must be completed within the first two weeks of the semester for a theory course. A theory course must be successfully passed before challenging the concurrent clinical course. The student must meet all program requirements including prerequisites, physical exam, immunizations, drug testing, malpractice insurance, CPR, and background check requirements. All courses require a challenge fee. Students may attempt "Credit by Examination" only once in a particular course. Grading of the examination is on pass/no pass basis. "Pass" represents a grade of "C" or better and will be shown on the transcript as "Credit by Examination." Grades that are less than "C" will not be recorded on the transcript. "Pass" grades will be computed as units earned but will not be counted in the grade point average. *If a student has been unsuccessful in a theory or clinical course in any Nursing program, he/she is not eligible for credit by examination in that course.* A student who is unsuccessful in the challenge cannot remain in the course. A student successfully challenging a course will be placed on the bottom of the entry list for the next course. The granting of credit to students for previous education is based on section 1435 of the BRN Rules and Regulations

## **CLINICAL REQUIREMENTS**

Students are required to have a cleared background check, physical exam, immunizations, drug testing, flu shots, lab work, CPR, and malpractice insurance (See Student Guidelines for specific information and requirements). All documentation regarding the physical exam, immunizations, drug testing, flu shots, lab work, CPR certification, and malpractice insurance is required to be uploaded to the company "Castle Branch" at [www.CastleBranch.com](http://www.CastleBranch.com). Students must be in compliance with all requirements for clinical in order to be in the clinical area.

When a student's documentation has passed the expiration date, the student is non-compliant. Students who are not in compliance with all clinical requirements are not allowed in clinical. Therefore, prior to being non-compliant, the student is required to upload documents showing the required renewal prior to the expiration date to Castle Branch. If the student is non-compliant, then a Compliant Form, available in the Health Sciences/Nursing Office, R-213, must be obtained by demonstrating documentation has been uploaded to Castle Branch. The student must give the Compliant Form to the clinical instructor in order to be allowed in the clinical area.

## **DRUG TESTING**

All entering Nursing students are drug tested using Castle Branch for a urine drug test due to clinical requirements. All students must have test results that are negative or cleared by the Medical Officer for Castle Branch. If the results are found to be positive/not cleared, the student will not be allowed to enter/remain in the program. Note: A positive marijuana result is not considered cleared even if the student has a prescription.

If a student cannot enter/has been dropped due to a positive/not cleared drug test; in order to have the opportunity to enter/re-enter, the student must make an appointment with the Director within 20 business days of the notification of denial/removal, wait at least one year to re-apply/request re-entry, be drug tested through urine and hair testing and have negative/cleared results. If a student was removed from the program for positive/not cleared drug testing results and more than 18 months have passed since removal, re-entry is at the discretion of the Director due to length of time out of the program.

## **NONDISCRIMINATION POLICY**

The Rancho Santiago Community College District complies with all Federal and State rules and regulations and does not discriminate on the basis of race, color, national origin, gender, or disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Harassment of any employee/student with regard to race, color, national origin, gender, or disability is strictly prohibited. Inquiries regarding compliance and/or grievance procedures may be directed to District's Title IX Officer and/or Section 504/ADA Coordinator: Judy Chitlik, 2323 N. Broadway, Santa Ana, CA, 92706, and (714)480-7489.

## **NURSING SCHOLARSHIPS**

The following are nursing scholarships awarded each year. Applications for these scholarships are available at the Scholarship Office on campus (S-201). The following criteria exist:

### **MING T. CHENG MEMORIAL NURSING SCHOLARSHIP**

GPA: 2.0

STATUS: C

Continuing full-time student at Santa Ana College in Fall and Spring.

AWARD(S): Number of awards to be determined

AMOUNT: \$1,000 total awards available

Requirements: Nursing major; must be 3rd or 4th semester nursing students.

### **JOAN DOWDEN MEMORIAL NURSING SCHOLARSHIP**

GPA: 3.0

STATUS: C

Continuing in the Santa Ana College Nursing Program in Fall and Spring.

AWARD(S): One

AMOUNT: \$250

### **Schoenfelder O'Dell Nursing Scholarship**

GPA: 3.0

STATUS: C

Continuing student in the Santa Ana College Nursing Program; priority given to single parents.

AWARD(S): One

AMOUNT: \$2,000

Requirements: Nursing major; priority given to single parents.

### **KAISER PERMANENTE RN SCHOLARSHIP**

1. Must be a California resident from within the Kaiser Permanente Southern California Region (from Bakersfield to San Diego).
2. All degrees must be in nursing except at the doctoral level where study in a related field will be considered.
3. All nursing programs must be accredited by ACEN or the Western Association of Schools and Colleges.
4. Candidates must have been accepted into a nursing course of study except for doctoral studies, which may be in a related field.
5. Students must apply through their Nursing Program.

## **STUDENT GUIDELINES**

Nursing students are legally responsible and accountable for their own acts, commission and/or omission in the clinical area. See the Criteria for Unsafe Clinical Performance in the Appendix for examples.

### **Academic Honesty Policy**

Students at Santa Ana College are expected to be honest and forthright in their academic endeavors. To falsify the results of one's research, to steal the words or ideas of another, or to cheat on an examination, corrupts the essential process by which knowledge is advanced. Academic dishonesty is seen as an intentional act of fraud, in which a student seeks to claim credit for the work or efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. As institutions, we also consider academic dishonesty to include forgery of academic dishonesty documents, intentionally impeding or damaging the academic work of others, assisting other students in acts of dishonesty or coercing students into acts of dishonesty.

In cases where a violation of academic honesty is discovered, the faculty member is encouraged to file an "Academic Misconduct Incident Report" form and distribute the form to the appropriate offices listed.

There are two categories of sanctions: Limited and College-wide. Limited sanctions include an academic action such as assigning a lower grade or a grade of "F" for the assignment, project, or test. College-wide sanctions include any sanction that will affect a student's standing with the college-at-large, up to and including suspension or expulsion from the College.

**In matters relating to academic honesty violations, the primary responsibility for disciplinary proceedings rests with the instructor and the academic division where the violation allegedly occurred. The Associate Dean of Student Development will assist in all College-wide sanctions.**

See the Nursing Student Code of Conduct Contract (refer to "Code of Conduct" and see Appendix) for Nursing Program procedures.

### **Administration of Medications**

The RN student is expected to be proficient in the administration of drugs given by all routes of administration depending on the semester. The student must check the doctor's order sheet to verify medication orders, check the chart for patient allergies, and the time of last administration of prn medications. The student is to be familiar with the actions of the medications ordered, dosage, and method of administrations, side effects, and nursing implications. Students are to notify the instructor as to the times of the medications so the instructor will be present for supervision as necessary. All students administering medications should have drug references, PDA's or pharmacology cards for ready referral and to promote learning.

Any failure to observe the six rights of the patient receiving medication is cause for completion of a Report of Potential/Actual Medication Error Form (See Appendix). The student may be allowed to reach that point in the medication procedure where an error is clearly going to occur, but it is expected that the instructor will intervene and prevent medication error(s). The instructor

will issue the student a Written Warning Notice or Anecdotal Note for the intent to commit an error and jeopardy to patient safety (see Appendix). Choice of Written Warning Notice or Anecdotal Note is at the clinical instructor's discretion based on the circumstances.

The instructor is with the first semester student for all medication administration. Instructors for the second, third and fourth semester students determine the amount of supervision during medication administration. The process for co-signing is based on the clinical facility's policy and procedure. Intravenous push medications are to be given only in the fourth semester (except for the Heparin/saline in Heparin/saline locks) with the instructor present at all times during the administration in the first twelve weeks and the precepting nurse during the preceptorship. If any student gives an intravenous push in any other semester or in fourth semester without the instructor/preceptor, the student will be given an Anecdotal Note or a Written Warning Notice at the instructor's discretion. The clinical staff is advised to page the instructor immediately in the event of any questions or problems regarding students. Students must notify the instructor if a medication error occurs.

### **Attendance Procedure**

Regular attendance in the classroom and clinical area is necessary for students to meet program and course objectives. Students are required to meet the objectives of the course in order to receive a passing grade. Absence may make it impossible for a student to meet course objectives. Absences are evaluated by the current classroom or clinical instructor based on competencies and college policy.

In a theory class, a student may be dropped when the total hours of absences exceed 10% of the total, scheduled hours of the class (2016-2017 SAC Catalog). In a clinical class, *a student may be dropped if absent more than 24 hours per semester*. Three tardies equal one absence. A student who is tardy must contact the clinical instructor upon arrival. A student who has missed report may not be allowed to stay in clinical. The course instructor defines excessive absence and evaluates extenuating circumstances on an individual basis.

**It is the responsibility of the student to notify the clinical instructor of any clinical absence prior to the beginning of the clinical shift. If a student is a "no call, no show" for clinical, the student will be issued a Written Warning Notice or Anecdotal Note (See Appendices) at the clinical instructor's discretion.**

After an absence, the clinical instructor will complete a Skills Lab Referral Form, identifying acceptable make-up activities for the clinical absence. A student must complete clinical absence make-up within one month from the date of the absence (or by the end of the semester). If the student does not complete the designated make-up hours within the month, the make-up time will double and will continue to double until completely finished. All make-up time must be completed by the end of the semester. A student will receive a "no pass" for the course if make-up work is not completed.

Arrangements may be made in advance for clinical makeup in extenuating circumstances such as documented jury duty at the discretion of the instructor. It is the responsibility of the student to make arrangements with his/her instructor(s) for these events.

Leaving the hospital/agency while on duty without notification to the instructor and staff constitutes abandonment, and may result in immediate suspension from the program. If a student must leave a hospital/agency and has notified the instructor and staff, the student is not to return that day and is given a Skills Lab Referral Form to make up the missed hours.

### **Cell Phones**

Personal cell phones must be set on vibration mode. Cell phone use in the clinical facility is dependent upon hospital policy.

### **Change of Address or Phone Number**

Changes of address and/or phone number must be submitted immediately to the Nursing office and instructor(s), as well as the college, to maintain current student contact information.

### **Class Officers**

Each class will elect the following officers: President, Vice President, Secretary/Historian, and Treasurer. These officers will be elected at the end of the third week of the first semester. A list of all the elected officers including their phone numbers and e-mail address will be given to the nursing department secretary. If an elected student cannot fulfill the duties, an election to fill the position will occur at the earliest possible time.

The description of the class officer duties are included but not limited to the following:

**President:** The President is responsible for attending all faculty meetings and, if possible, to participate in other committee meetings. Information received at class meetings should be relayed to the class at periodic class meetings. At these meetings, the President will receive any suggestions or student/class problems, have discussion, and if necessary call for a vote to determine class preference. If the class so decides, the President will bring these items up to the faculty at the next meeting for discussion. The President is not to be a sounding board for personal problems that should be handled by the student complaint procedure policy, but is to act as a liaison between faculty and students. These are serious responsibilities and should not be undertaken unless the student is willing to undertake the commitment to this office. Agendas and minutes of the faculty meetings and other announcements are emailed to the class Presidents.

**Vice President:** The Vice President should be willing to assume the office of President if the occasion arises until an election can occur and have the same commitment to the job as that of the President. The Vice President is responsible for organizing and overseeing committees related to graduation, i.e. pinning ceremony, party, awards, etc. A volunteer committee may be organized to assist in this endeavor if the class so desires.

**Secretary/Historian:** The Secretary/Historian keeps a record of the minutes from all class and class officer meetings, keeps class records, (e.g., votes, new business, and old business), and maintains a current list of names, addresses, e-mail addresses, and phone numbers of all students in the class and provides a phone list to each student. As the Historian, she/he assigns one person from each clinical rotation to take pictures of the students and instructors as well as keep a diary of memorable events to be used at the class pinning ceremony and any other duties the class so decides.



**Treasurer:** The treasurer is to keep records of all financial matters pertaining to the class. She/he collects monies from dues or fund-raising events (if dues are to be collected, the amount of dues is determined by a vote of the class), gives out receipts to individual students for dues collected, and deposits the money with SACSNA. An accounting of all transactions will be given every semester to the class President & Vice President.

The Faculty Team Leader of each semester will provide assistance in interpreting college and department procedures, to act as a resource person and to assist the class in problem solving. The Pinning Ceremony faculty advisors will assist the class with the Pinning Ceremony.

### **Code of Conduct**

The Santa Ana College Nursing Program integrates social responsibility, high integrity, and ethical and moral reasoning in a complex health care environment. In addition to the Santa Ana College Student Code of Conduct, all students in nursing courses will be held to the ethical and moral standards for the nursing profession. Each student in a nursing course must initial and sign a Nursing Student Code of Conduct Contract (see Appendix).

It is expected students adhere to the Santa Ana College Student Code of Conduct (link: <http://sac.edu/StudentServices/StudentLife/Documents/Student-Handbook2013.pdf>), are academically honest, are accurate and truthful in any records of patient care documentation in the clinical setting, give only accurate and true information to any member of the nursing program or clinical staff, adhere to HIPAA (Health Insurance Portability and Accountability Act), perform safe patient care, exhibit professional behavior, and report any violations by another student.

Definitions of plagiarism and cheating include but are not limited to the following: Plagiarism is the act of presenting the words, work, or other opinions of someone else as if they were the original work of the submitter. These may be the product of another student, a professional writer, or be from any source whether the author is known or unknown, i.e. encyclopedia, magazine, textbook, Internet, or models used by instructors.

Examples of behaviors that constitute cheating include: stealing tests, copying test questions onto another sheet of paper, photographing test questions, tape recording when questions are read orally, providing answers to other students, beginning an exam prior to distribution of the exam to the entire class, removing material from the classrooms without authorization, or examining materials on a teacher's desk without permission.

All students are expected to conform to the California Nursing Practice Act rules and regulations. Students are expected to interact with faculty and peers in a professional manner. The BRN states it is mandatory that nursing instructors have the unquestioned authority to take immediate corrective action in the clinical area with regard to student conduct and performance. The Nursing Program supports this unquestioned authority of faculty in the clinical area. The conduct and performance of students must maintain safety and prevent jeopardy to the patient at all times.

### **Complaint Procedure / Chain of Command**

Students who have a complaint should contact the instructor involved. If unresolved, then contact the Assistant Director and/or the Director of Nursing at Santa Ana College. If the problem is still not resolved, the student may contact the Division Dean of Science, Math, and Health Sciences. If further resolution is needed, the Associate Dean of Student Development should be consulted per current Rancho Santiago Community College District guidelines.

### **Convictions**

The California Board of Registered Nursing (BRN) requires a California Department of Justice and Federal Bureau of Investigation review when applying for licensure (upon completion of the program). Section 480 (a)(1) of the Business and Professions Code, authorizes the BRN to deny licensure to applicants convicted of crimes substantially related to nursing (see Appendix – Policy Statement on Denial of Licensure). Anyone who wishes clarification may contact:

The Board of Registered Nursing  
P.O. Box 944210  
Sacramento, CA 94244-2100  
Web Site: [www.rn.ca.gov](http://www.rn.ca.gov)  
Telephone: (916) 322-3350

Misdemeanors and felonies may prevent students from obtaining a California nursing license. It is the student's responsibility to notify the Program Director of any conviction upon entry into or during the nursing program. It is the student's responsibility to inform the California Board of Registered Nursing (BRN) of any such incidence at the time of application for licensure. Students may be allowed in the Nursing Program and yet be denied licensure by the BRN due to the nature and timing of the convictions.

### **CPR Cards**

All R.N. students must have a current CPR card for Health Care Provider from the American Heart Association (A.H.A.) before being allowed into the clinical area. CPR cards are to be renewed every year (even though the card expiration date may show two years). Students with expired CPR cards are not allowed to attend clinical until they have been cleared for re-admittance from the Health Sciences/Nursing Office.

**NOTE: University Training Center DOES NOT provide AHA cards. Neither CPR cards from University Training Center nor American Red Cross are recognized as meeting the program's CPR requirement.**

### **Dress Code in Clinical**

Conservative use of jewelry and cosmetics is permitted. Only one small stud earring is allowed per ear and no facial piercings are permitted. No tattoos can be showing. Nails are to be manicured and appropriate length. Faculty and students are not allowed to wear acrylic nails. If nail polish is worn, it is to be clear. Cologne/perfume is not to be worn and gum is prohibited while in clinical.

Attire will conform to each clinical facility's dress code. In the clinical setting, appropriate attire means a clean, neat uniform and clean, polished shoes. Psychiatric units and some community health settings require appropriate professional, non-uniform clothing.

Professional, non-uniform clothing is also termed "business casual". This means slacks or dress pants, no jeans, no shorts; no blouse or shirt that is revealing; enclosed shoes with only a small heel; if wearing a dress, it is not to be short or revealing; no tattoos can be showing; only one stud-type earring/ear. If further assistance about what to wear when a uniform is not required/needed, search "business casual attire" on the Internet.

**Faculty has the right to exclude the student from the clinical setting if not appropriately attired.**

### **Uniforms**

Students must be in the approved SAC Nursing Program uniform with SAC badge and white shoes. No clogs are permitted. Hair must be neat, a natural color, and off the collar. Mustache and beard must be neat and trimmed.

Washable, button up white sweaters may be worn. A solid white turtleneck may be worn under the top.

Bandage scissors, stethoscope, penlight, watch with seconds noted and Nurse Pack are required. A name pin/picture identification must always be worn on the upper left side of the student's uniform or appropriate attire in the clinical setting.

### **Educational Program Concerns**

Students have the right to contact the California Board of Registered Nursing (BRN) or Accreditation Commission for Education in Nursing (ACEN) regarding concerns about the educational program. It is recommended that this be done after all college means for resolving the problem have been exhausted. The BRN and ACEN addresses and phone numbers are as follows:

California Board of Registered Nursing  
P.O. Box 944210  
Sacramento, CA 94244-2100  
Web Site: [www.rn.ca.gov](http://www.rn.ca.gov)  
Telephone: (916) 322-3350

Accreditation Commission for  
Education in Nursing  
3343 Peachtree Road NE, Suite 850  
Atlanta, GA. 30326  
(404) 975-5000

### **Employment**

Excessive work commitments during the program have been associated with an increased risk of failure. It is suggested that students should work no more than 12 hours per week to allow adequate study and clinical preparation time. Two to three hours of study time are expected for each course hour. Scholarships are available to financially assist students. Applications are available in the Nursing and Scholarship Office.

Students are not to work during the eight hours prior to a clinical rotation due to the demanding nature of the clinical environment.

Students are to care for patients to the level of the Nursing Program in which they are enrolled and not their certified or licensed level.

Students being employed as a Nursing Assistant, L.P.T., L.V.N. or other healthcare provider at their place of employment will not:

1. Wear the Santa Ana College Nursing Uniform.
2. Accept assignments beyond the level of the Nursing Assistant, L.P.T., L.V.N., or healthcare provider role.
3. Use the abbreviation S.N./S.A.C. after his/her name.

### **Gifts**

According to professional standards, students are advised that it is considered ethically inappropriate to either accept gifts of value from patients or to present gifts to them.

### **Going on Duty**

Students are to report to the clinical area at the time and place designated by the instructor. Instructors take attendance in the clinical facility prior to going on duty. Students cannot go on duty unless their clinical instructor is there to supervise them. Students are to wait 30 minutes before phoning the Health Sciences/Nursing Office (714) 564-6825 or Campus Security (714-564-6330) if the instructor has not arrived. Students may not make patient contact when the instructor is not on-site.

In the second semester of the program students are required to complete preparation as designated by the clinical instructor before reporting to class each week. If this is not completed, the student will be sent home and an absence recorded for the day.

See page 31 for attendance procedures.

### **Grading**

The nursing department has the following grading scale for theory courses:

100-90	=	A
89-82	=	B
81-75	=	C
74-70	=	D
Below 70	=	F

There is no rounding of the final course grade. For example, a final grade of 74.9 is 74 and constitutes a grade of "D" for the course. A student must achieve a "C" in order to pass.

Clinical courses are graded on a Pass/No Pass basis. A student must have 75% of the total points to achieve a "Pass."

1. The instructor is solely responsible for the grade assigned in both theory and clinical courses. Instructors may not be directed to change a grade except in certain narrow circumstances authorized by the California Education Code, Section 76224(a). The

Education Code states: "When grades are given for any course of instruction taught in a community college, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor of the course, in the absence of mistake, fraud, bad faith or incompetence shall be final". When a student believes that the District grading policies have not been followed, the student should discuss this concern with the appropriate course instructor. If the issue cannot be resolved to the student's satisfaction, he/she may grieve the assigned grade to the Director/Division Dean through the grade complaint process. The Director/Division Dean will determine if any mistake, fraud, bad faith, or incompetency has occurred.

2. Course overviews containing course requirements and academic standards are distributed in writing on the first day in each course with any changes notified to students as soon as possible and made through written and electronic means. Students are expected to complete every assignment of the course, to submit assignments on time, and to perform other course requirements within the standards of achievement established by the instructor.
  - 2.1 Evaluation of students by faculty is based upon course objectives. Objectives are stated in the course overview, modules, and clinical evaluation forms. Theoretical knowledge is tested by written examinations. Computer examinations are also utilized. Tests are timed at 60 minutes for 50 questions.
  - 2.2 The student may not use a personal calculator in the testing environment. Instead, in testing situations where calculators are needed, calculators will be provided by the Department.
  - 2.3 Scantron forms for test scoring are not returned to the student. If a student believes that a discrepancy exists between the scoring of the test and what she/he answered, a review will be done on an individual basis in the presence of the faculty member.
  - 2.4 The department will provide reasonable accommodations for students with disabilities that may affect their ability to take examinations. Accommodation is determined by Disabled Student Program and Services (DSPS). Accommodation requirements must be kept on file with the faculty and department and updated every semester. Students should meet with the Director to begin the accommodation process.
3. It is the practice of the Nursing Program to construct tests that measure critical thinking. The faculty are aware that testing is anxiety producing for both students and themselves. It is important that the program's tests be an effective, consistent evaluation of intellectual skills. Consequently, a test analysis is done on all tests given within the program. To allow time for faculty to analyze test reliability and examine response frequencies, faculty reserve one week for evaluating test results prior to posting exam grades.
4. Faculty assesses clinical performance by a variety of methods:
  - 4.1 Clinical Evaluation Tools express in behavioral terms the course objectives in which the student must demonstrate competence. The student will be formally evaluated at midterm for progress notification and upon conclusion of the course for the course grade.

- 4.2 Clinical paperwork will be assigned. Concept maps, research papers, case studies, reports, and reflection papers are examples of possible paperwork. Course overviews will specify the paperwork, points, and grading of paperwork assignments. If a student has concerns regarding the completion of paperwork, he/she may contact the clinical instructor for further clarification. Assistance may also be obtained from the Skills Lab. The faculty person of record is solely responsible for the grade assigned.
- 4.3 Anecdotal Notes (See Appendix) are utilized by the faculty as a means of documenting student behavior for counseling or commendation.
- 4.4 A Written Warning Notice (see appendix) is given to a student by the instructor to indicate to the student that his/her behavior in the clinical setting does not meet course and program objectives. A student may be given a Written Warning Notice two times throughout the course of the program. If a student receives a third Written Warning Notice, the student will be disqualified from the R.N. Program at Santa Ana College.

A student may be given a Written Warning Notice at any point during the program for any of the following reasons:

1. Placing a patient in physical jeopardy.
  2. Placing a patient in emotional jeopardy.
  3. Failure to demonstrate competence.
  4. Gross Negligence.
- Physical jeopardy is defined as any action or inaction on the part of the student, which in the judgment of the instructor, compromises the patient's physical safety.
  - Emotional jeopardy is defined as any action or inaction on the part of the student, which in the judgment of the instructor, compromises the patient's emotional safety.
  - Failure to demonstrate competence is defined as the lack of possession of or the failure to exercise that degree of learning, skill, care, and experience ordinarily possessed and exercised by students of the same level. The student exercises an inability to demonstrate mastery of previous or current course content as described in course objectives.
  - Gross Negligence is defined as an extreme departure from the standard of care, which, under similar circumstances would have been exercised by a student of the same level.\*

\*A student may be disqualified from the R.N. Program for one instance of behavior that can be classified as gross negligence.

Students given their first Written Warning Notice will meet with their instructor for a conference. Students given their second Written Warning Notice will meet with their instructor and should meet with the Assistant Director of Nursing or the Director of Nursing for a conference. Students given their third Written Warning Notice (and disqualified from the R.N. Program) will meet with their instructor and the Director of the Nursing Program for a conference.

- 5 Continuation in the program will be determined by the faculty in accordance with the following rules:
  - 5.1 Due to recent changes in the California Community College Chancellor's Office attendance repeatability requirements, students must achieve at least a "C" grade in the theory course(s) and "Pass" in the clinical course in order to pass the semester and continue in the program. If a substandard grade (D or F) is achieved in a theory course, the student will be given a "No Pass" in the clinical; if a "No Pass" is achieved in the clinical course, the student will be given a "D" in the theory course.
  - 5.2 A student who fails or withdraws from one concurrent course must withdraw from the concurrent course.
  - 5.3 An Academic Failure Warning (See Appendix) will be given when a student is not receiving a passing grade in theory courses. Plans for remediation accompany the Academic Failure Warning.
  - 5.4 A student may receive a grade of "I" (incomplete) in a theory course when the student has attended regularly, but because of illness or unavoidable circumstances is unable to complete course work or take a final examination. If the required work is not completed within two academic weeks into the next term, the student will receive a failing grade for the course.
- 6 Withdrawal/Failure
  - 6.1 A student wishing to withdraw from a course must do so prior to 75% of the course being completed. If a student withdraws from a course, the student may not continue to attend/audit the class. It is the student's responsibility to withdraw from the theory and clinical courses as well as any other courses, as necessary, through the college's Web Advisor system. If the student does not withdraw, the grade of "F" and/or "NP (No Pass)" will be given.
  - 6.2 Students who are dropped, withdraw, or receive a failing grade in a nursing course (NRN 101, 101L, 103\*, 112\*, 102, 102L, 200, 201, 201L, 202, 202L) MUST make an appointment with the Director of Nursing within 60 business days of the decision except in cases of disqualification (see 6.5). The student may re-enter the program ONLY after meeting with the Director of Nursing to discuss reasons for the failure/drop/withdrawal, remediation requirements, and student options. If a student does not meet with the Director within 60 business days of the drop/withdrawal/failure and does not complete the remediation as required within one year, the student will not be eligible to re-enter the program.

\*Students who are taking NRN 103 or NRN 112 but are not concurrently enrolled in NRN 101 and NRN 101L are held to the Nursing Student Code of Conduct but not required to meet with the Nursing Program Director. Once a student has entered the Nursing Program in NRN 101 and NRN 101L, NRN 103 and NRN 112 are deemed the same as any Nursing Program course with the procedures of the Nursing Program Code of Conduct, requirements of meeting with the Director and remediation, and number of the attempts in the program in effect.

- 6.3 A remediation plan will be created at the Director of Nursing's discretion for students who have dropped, withdrawn, or have failed. Remediation may include but is not limited to skills lab activities, communication skills, reading skills, college courses, and remedial courses. Remediation may take at least three months but must be completed within one year.
  - 6.4 After meeting with the Director and completing remediation, the student is placed at the bottom of the waiting list for re-entry. If multiple students complete remediation at the same time, a lottery will be done to determine the order on the re-entry list. Re-entry is on a space available basis. Re-entry students have priority over advanced placed students unless special circumstances such as grant funding occur.
  - 6.5 If a student is dropped, withdraws, or fails from the program a second time or has been given three Written Warning Notices, the student is disqualified from the program. The disqualified student should meet with the Program Director within 20 business days to review the circumstances and college processes.
  - 6.6 A student may initiate a one-time pre-approved withdrawal for personal reasons, excluding impending academic or clinical failure. This exit from the program will not be counted as a failure/withdrawal. A committee including the director/assistant director, the clinical instructor of the student and another faculty member from the team, will determine if the reason for this pre-approved withdrawal is acceptable. Re-entry is on a space-available basis.
- 7 Students enrolled in the R.N. Program are responsible for adhering to the policies and regulations established by the Rancho Santiago Community College District Board of Trustees (see catalog), the California Board of Registered Nursing (see BRN Rules and Regulations available online <http://www.rn.ca.gov/>) and the Nursing Program (as described herein).

### **Instructor Contact**

Instructors can be emailed using the college email system. The Instructor email format is lastname\_firstname@sac.edu. Therefore, to contact Mary Steckler, a student would email Steckler\_Mary@sac.edu. Faculty is expected to respond in reasonable timeframes.

Instructors will provide students with cell phone numbers at the beginning of each clinical. Instructions will be given for contacting the instructor both inside and outside the clinical facility. Students must notify instructors of all clinical absences/tardies prior to the absence/tardy using the cell phone number. Failure to do so may result in an Anecdotal Note or Written Warning Notice.

### **Make-Up Exams/Late Assignments**

If a student is absent from a scheduled test, a 10% late penalty may be deducted from the score. The instructor evaluates extenuating circumstances individually. Missed examinations must be made up according to the course overview. Personnel in the Testing Center or Disabilities Office (if the student has special testing accommodation) may monitor the examination. Quizzes cannot be made-up.



## **Malpractice Insurance**

Students are required to obtain individual malpractice insurance upon admission to the program. This must be renewed every year prior to the expiration date. Students are not allowed in clinical if their malpractice insurance is expired. In addition, malpractice insurance is carried by the college to cover students while working under the supervision of college instructors.

## **Medication Administration Competency & Remediation**

### **1. Medication Administration**

A timed medication administration competency will be administered in RN 101L, 102L, 201L, and 202L. The student must achieve a grade of 85% in order to receive a passing grade for the competency. Students may use provided calculators in solving questions on the medication competency. A passing grade on the first medication competency attempt or successful remediation must be achieved prior to actual medication administration in the clinical setting. If a grade of less than 85% is achieved on the medication administration competency, the student will receive an Anecdotal Note (See Appendix) and must remediate. See the specific course overview for testing information.

### **2. Remediation**

The remediation process begins upon the student's failure to achieve a passing grade of 85% on the medication administration competency. It is the student's responsibility to practice any areas of undemonstrated mastery. The Skills Lab is available as a remediation resource for students. This remediation can include correcting mistakes on the initial competency and selected activities to assist the student in gaining mastery of medication administration questions.

### **3. Re-test**

Following the remediation process, the student will re-test. The date and time for re-testing will be specified in the course overview. The student must achieve a grade of 95% in order to pass remediation.

### **4. Failed Remediation**

If a grade of less than 95% is achieved on the re-test, the student fails the remediation process and is subsequently dropped from the course. Refer to section 6.2 through 6.5.

## **Patient Assignment**

Students in this program provide care to patients in long-term, acute care, and community-based settings. The program has procedures that are designed to protect the physical and emotional well-being of these patients.

Students may be required to care for patients with communicable diseases. Therefore, standard precautions are in effect with all patients as well as specific precautions where required.

Nursing students are not to take a doctor's verbal or telephone order.

## **Patient Confidentiality**

1. All information obtained about a patient is considered strictly confidential. Only initials are to be used in paperwork when referring to patient(s) and health care team members.  
**Absolutely no clinical facility forms with patient information may be removed from any clinical facility under any circumstances. Refer to the Code of Conduct section and the Nursing Student Code of Conduct Contract (see Appendix).**
2. The student will:
  - a) Show respect for patient confidentiality by accessing a patient's medical record for the provision of nursing care only per Health Insurance Portability and Accountability Act of 1996 guidelines (HIPAA).
  - b) Respect the privacy of all patients (e.g. do not express nursing or medical information about patients that can be overheard by others).
  - c) Speak English in patient areas. When required for patient care, communicate directly or through an interpreter in the language best understood by the patient whenever possible.
  - d) Discuss any patient care concerns with the instructor and/or nurse outside of the patient area.
3. Students will not divulge personal information about self, such as: address, telephone number, etc. to the patient or significant others.
4. Recording devices are not to be taken into or utilized in a clinical facility.
5. Pictures cannot be taken of patients for any reason at any time.

## **Physical Examinations**

Proof of physical examination is required of all beginning or re-entering students prior to placement in the clinical environment. A student will not be allowed in clinical if non-compliant or does not meet the health requirements. Physical exams include documentation of immunizations.

Immunization documentation/requirements include:

- MMR titers – positive or vaccinations in progress following negative titers
- Varicella titer – positive or vaccinations in progress following negative titer
- Hepatitis immunization – positive titer, vaccinations in process, or declined
- Tdap – received
- Complete Blood Count and Urinalysis – completed
- Influenza vaccination – received or declined
- Annual TB testing – negative results or negative chest x-ray every 4 years. If a chest x-ray is needed for TB results, the student will submit chest x-ray results every 4 years with a negative symptomatology review every year as part of the physical.

All documentation must be uploaded to Castle Branch.

## **Physical Requirements for Program**

Students must be able to perform the following activities based on what a Registered Nurse does. These activities and their percentages give an overview of what the student must be able to perform without restriction:

1. **STANDING/WALKING** - 75% to 95% of work day spent standing/walking on carpet, tile, linoleum, asphalt and cement while starting IV's, getting medication from the pharmacy, delivering lab specimens, monitoring patient response, charting, and handling patient flow. Approximate distance: 3 - 5 miles.
2. **SITTING** - 5% to 25% of work day spent sitting while operating computers, answering the telephone, writing reports, reviewing computer printout, charting, and scheduling appointments.
3. **LIFTING** - 10% to 15% of work day spent floor to knee, knee to waist and waist to shoulder level lifting while handling supplies (5 pounds - 2- to 30 times per shift), handling IV bags (2.5 pounds - 20 times per shift), using trays (5 to 10 pounds), charting patient information (1 pound) and assisting with positioning patient in bed/moving patients on and off gurneys and exam tables (average weight 200 pounds). While "lift teams" may be in use, it is expected that students will still be in situations where lifting over 50 pounds is required.
4. **CARRYING** - 65% of workday spent carrying at waist level, tray (5 to 10 pounds) for up to 5 miles.
5. **PUSHING/PULLING** - 40% of workday spent pushing/pulling while moving vital sign monitoring carts, relocating IV stands, utilizing crash carts, repositioning patient beds, opening and closing patient doors and stairway doors, opening refrigerator door, pushing/pulling beds, gurneys, and wheelchairs, and moving office equipment and furniture.
6. **CLIMBING** - 15% to 25% of workday spent climbing stairs going to and from other departments, offices, and homes.
7. **BENDING** - 20% of work day spent bent at the waist while performing patient checks, gathering supplies, assisting with patient positioning, priming IV tubing, adjusting patient beds, adjusting exam table, tying and untying patient restraints, bathing patients, and emptying tubes.
8. **STOOPING/KNEELING** - 10% of work day spent stooping/kneeling while retrieving medications from refrigerator, loading tray from supplies on lower shelves, using lower shelves of cart, stocking shelves, and retrieving things from bedside stands, bathrooms, storerooms, etc.
9. **BALANCING** - 15% to 25%, see climbing.
10. **CROUCHING** - 2% retrieving patient belongings.
11. **CRAWLING** - 2% retrieving patient belongings.

12. **REACHING/STRETCHING** – 35% of work day spent reaching/stretching while hanging IV bottles, checking IV solutions, gathering supplies, operating the computer, disposing of dirty needles in boxes, plugging in tubing over bed, assisting with patient positioning, connecting equipment: CPM's, PCA's and cardiac monitor, cleaning office equipment, retrieving patient files.
13. **HANDLING** - 90% hand-wrist movement required.
14. **FINGERING** - 90% fine and gross finger dexterity required.
15. **FEELING** - 90% normal tactile feeling required; sensitivity to heat, cold, pressure, etc.
16. **THROWING** - None required.
17. **TWISTING** - 15% of work day spent twisting at the waist while gathering supplies and equipment, operating equipment, providing patient care, and checking IV's.
18. **TALKING** – 95% average ability required. Fluent in English. Absence of speech impediments. Ability to communicate with wide variety of people and styles, ability to be easily understood.
19. **HEARING** - 95% ability to hear and interpret many people and correctly interpret what is heard; i.e., physicians' orders whether verbal or over telephone given to Registered Nurse, patient complaints, physical assessment, fire and equipment alarms, etc.
20. **SEEING** - 95% acute visual skills necessary to detect signs and symptoms, coloring and body language of patients, color of wounds and drainage, infiltrated IV sites, and possible infections anywhere. Interpret written work accurately and read characters on the computer.

### **Pregnancy, Illness, and Surgery**

If a student is pregnant during the program, she is to obtain a statement giving approval for her continuance in the clinical and classroom setting and that she meets the physical requirements from a licensed caregiver or attending physician. The student is to inform her clinical instructor so appropriate assignments can be made. The approval must be given to the Nursing Office before the student may attend class and the clinical area every semester while pregnant. The submitted approval will be placed in student's file.

If a student has a prolonged illness and/or surgery during a class, he/she is to obtain a statement giving approval for his/her continuance and meeting the physical requirements in the clinical and classroom setting from a licensed caregiver or attending physician. The student should inform the clinical instructor for possible assignment consideration. The approval must be given to the Nursing Office or before the student may attend the clinical area. The submitted approval will be placed in student's file.

### **Reference Format for Paperwork**

The APA style is to be used when referencing sources. A student may seek assistance for referencing paperwork from multiple resources and written directions, assigned clinical instructor, and the Skills Lab Coordinator.

## **Registration**

Nursing students are assigned to the clinical group based on district and program procedures regarding priority, facility, and faculty. Students will be notified regarding which clinical group to register for. District procedure allows students to register according to their scheduled registration date, which is based on units earned at RSCCD only. Effective Fall 2013, changes by the California Community College Chancellor's Office registration policy require students with over 100 units to no longer have priority registration. However, Nursing students maintain their priority in registering due to the number of units in the Nursing Degree. The registration date can be checked online at <http://www.sac.edu/>.

## **Role of the Student and Instructor**

Adult learners have a goal in mind that they want to achieve. They do not want to be "spoon fed" someone else's ideas but seek and learn on their own. Ultimately, the primary responsibility of students is to see to it that learning occurs.

This requires the following:

- Knowing what is required;
- Learning to be honest with one's self;
- Identifying and using ideas, strategies, and techniques that support learning;
- Avoiding over-commitment;
- Establishing priorities that support learning;
- Planning and goal setting;
- Developing a personal support network;
- Attending classes and being on time;
- Taking advantage of extra opportunities;
- Speaking up in class;
- Being attentive in class;
- Turning in assignments that look neat;
- Turning in all work and assignments on time;
- Seeing the instructor before or after class;
- Engaging the instructors in meaningful conversation; and
- Using correct English grammar and spelling on written assignments.
- Being respectful and caring of others and not talking while someone else is speaking (the student(s) may be asked to leave the classroom if disruptive); and
- Silencing phones so as not to interrupt class.

The instructor has responsibilities to:

- Listen to the students;
- Support the students in achieving success;
- Help the students problem solve;
- Give the students timely feedback; and
- Be prepared to teach.

To achieve learning, the student and instructor need to communicate while maintaining professional instructor/student boundaries. Students are encouraged to speak with their instructor regarding educational problems they are experiencing. Unless the instructor is aware of a problem, he/she is not able to assist the student in resolving the matter.

## **SACSNA**

Students are encouraged to join the National and California Student Nurses Association and the Santa Ana College Student Nurse Association (SACSNA). Applications are located on the SACSNA bulletin board or from a SACSNA board member.

SACSNA is run by and for student nurses. Any student who is interested in nursing may belong. SACSNA meets monthly to share experiences and educational topics in nursing. There are guest speakers from the nursing profession, fundraisers, conventions, and scholarships as well as networking with fellow nursing students and their instructors. Involvement in professional activities, such as SACSNA, is the best way to keep up-to-date on local, statewide, and national trends in nursing.

## **Signature on Charts: Legal Requirement**

Students will sign the patient's chart as follows: Student's 1st initial, last name, SN/SAC.

## **Social Networking Sites**

The Nursing Department at Santa Ana College recognizes that social networking websites are used as a means of communication. **Future employers** often review these network sites when considering potential candidates for employment as can the Nursing Department and Board of Registered Nursing. No privatization measure is perfect. Information can “**live on**” beyond its removal from the original website and continue to circulate in other venues.

In your professional role as a care-giver:

- DO NOT present the personal health information of other individuals. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, type of treatment, use of photograph, or facility location may still allow the reader to recognize the identity of a specific individual.
- DO NOT present yourself as an official representative or spokesperson for the Santa Ana College Nursing Department.
- DO NOT utilize websites and/or applications in a manner that interferes with your clinical commitments. Students should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful.
- DO NOT display language or photographs that imply disrespect for any individual or group because of age, race, gender ethnicity, or sexual orientation.
- DO NOT present information that may be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

**Think carefully before you post any information on a website or application. Failure to follow these guidelines could result in disciplinary actions including suspension and expulsion.**

## **Student Injury/Exposure and Standard Precautions Procedure**

If the student is injured while on duty in the clinical area, the injury (including needle sticks) must be reported immediately to the clinical instructor.

## **Student Input**

Students are encouraged to become involved in the program by participating in faculty/committee meetings, SACSNA, and questionnaire/survey completion. Student participation at meetings provides a forum for information sharing and problem solving. All students are welcome to attend. The faculty, staff, and Nursing Director maintain an open-door policy so that students can discuss issues.

Student input is encouraged through participation of class officers at faculty committees, student forums, surveys and course/program evaluations (see Appendix). Six to eight months after graduation, students are contacted and requested to participate in a questionnaire, the Santa Ana College Registered Nursing Graduate Questionnaire (RNGQ). Student input is a valuable component of program evaluation and student feedback is used in modifying and changing program procedures. Employers are surveyed regarding general performance of graduates from the Santa Ana College Nursing Program. ACEN requires graduate and employer surveys with an appropriate rate of return for continued accreditation.

## **Substance Abuse**

Nursing students are required to abide by standards for professional conduct for use, possession, and administration of narcotics or drugs required of licensed registered nurses as defined in Business and Professions Code Section 2762. Specifically, it is unprofessional conduct to use any narcotic or any drug or alcoholic beverages to an extent or in a manner dangerous or injurious to one's self, any other person, or the public, or to the extent that such use impairs one's ability to conduct with safety to the public the practice authorized by one's license.

The Nursing Faculty of Santa Ana College support the BRN's Guidelines for Schools of Nursing in Dealing with the Matter of Nursing Students Impaired by Alcoholism, Drug Abuse, and Emotional Illness (See Appendix). Abuse of substances by students (which may include drugs that are prescription and over-the-counter, street drugs, alcohol, food substances, and other chemicals) has the potential of serious consequences, which if left untreated may lead to disciplinary action and may prevent the student from being licensed to practice nursing in the state of California. No student under the influence of drugs (prescribed or otherwise), alcohol, or other chemicals will be allowed to be present in any clinical setting. Students and employees are prohibited from use, possession, and distribution of alcohol and illicit drugs while in any college/district activity/event/function (Board Policy #5500 and #3550).

## **Testing Fee**

Kaplan testing fees for each semester must be paid prior to the required proctored Kaplan test. The appropriate semester fee is to be paid online to Kaplan. Access to Kaplan services and testing will be revoked if payment has not been received by Kaplan. If access to Kaplan has been revoked at the time of a required test due to non-payment, the student will receive 0% for that test. This test cannot be made up due to non-payment. Remediation is required if a Kaplan test is not passed at the national standard. Remediation processes are listed on the course overview/syllabus.

## **Transportation**

Students are responsible for their own transportation to and from the clinical facilities. A parking fee may be required at some of the facilities. Students are to park only in designated student parking areas. Parking distances vary and students need to plan appropriately to assure being on time for the clinical experience.

## **GRADUATION**

Commencement exercises are held once a year at the end of spring semester for those students who complete the requirements for the degree during the year, including the summer session.

If desired, a pinning ceremony may be funded and implemented by the graduating class.

## **PINNING CEREMONY GUIDELINES**

The symbolism of the nursing pin relates to the customs established in the 1600's when the privilege of wearing a coat of arms was limited to noblemen. As centuries passed, this custom was passed to schools and craft guilds. Florence Nightingale attempted to capture the spirit of wisdom, strength and courage that pins represent when she chose the Maltese Cross as a symbol for the first nursing school graduates (Ellis & Hartly, 1998).

As nursing schools developed, each school chose a unique pin. Faculty and students designed the Santa Ana College school pin. The Pinning Ceremony heralds the completion of the Nursing Program and represents entry into professional practice.

In this spirit, the Nursing Department and the Santa Ana College Student Nurse Association (SACSNA) provide the guidelines to be used during ceremonies. A faculty person specializes in the Pinning Ceremony guidelines and assists students with planning.

## **APPLICATION FOR LICENSURE**

Application to take the RN licensing exam, National Council Licensing Exam – Registered Nurse (NCLEX-RN), occurs during the fourth semester of the program. The NCLEX-RN is administered using Computerized Adaptive Testing (CAT). Applicants are required under law to report all misdemeanors and felony convictions to the Board of Registered Nursing at the time of application as well as infractions and tickets over \$1000. "Driving under the influence" convictions must be reported. Convictions must be reported even if they have been expunged under Penal Code 1203.4 or even if a court ordered diversion program has been completed under the Penal Code or under Article 5 of the Vehicle Code. Department of Justice and Federal Bureau of Investigation (FBI) checks are done at the time of application for licensure.

A Social Security Number or Tax ID Number is required by the BRN to apply to take NCLEX-RN.

First time examination candidates may apply for an Interim Permit to work while waiting for results of their examination. "A permittee shall practice under the supervision of a registered nurse, who shall be present and available on the patient care unit during all the time permittee is rendering professional service" (Section 1414 (c), Title 16, California Code of Regulations). The permit is issued once the student has completed the nursing program and been found eligible by the Board for the examination.



## **POST GRADUATION EMPLOYMENT RECOMMENDATIONS**

Requests for references should be addressed to:

Director of Nursing  
Santa Ana College  
1530 W. 17th Street  
Santa Ana, CA 92706

The department does not give personal references after one year. Personal recommendations from faculty require the permission of the faculty person. Students requesting a recommendation are to put in writing the following: purpose of the recommendation, all the information needed for addressing the recommendation and include a resume. The request must be made at least one week prior to the due date.

## NOTES

# APPENDICES

# CRITERIA FOR UNSAFE CLINICAL PERFORMANCE

Nursing **students are legally responsible and accountable for their own acts, commission and/or omission** in the clinical area. The **examples noted below are not an inclusive** list of all possible acts of “unsafe clinical performance” but are examples only. Unsafe Clinical Performance may result in verbal counseling, Anecdotal Note(s), Written Warning Notice(s), and/or disqualification from the Nursing Program.

<b><u>Safety (S)</u></b>	<b><u>Examples</u></b>
<p><b>Violates or threatens the <u>physical</u> safety of the patient.</b></p> <p>Placing a patient in physical jeopardy is defined as any action or inaction on the part of the student which in the judgment of the instructor, compromises the patient's physical safety.</p>	<ol style="list-style-type: none"> <li>1. Fails to properly position patient.</li> <li>2. Failure to carry out medical/nursing orders.</li> <li>3. Does not appropriately utilize side rails/restraints.</li> <li>4. Comes unprepared for clinical.</li> <li>5. Does not wash hands appropriately when caring for patients.</li> <li>6. Injures a patient, i.e. burns patient with hot packs, heating lamp, etc.</li> <li>7. Functions under the influence of mind altering substances (see Student Guidebook) *</li> <li>8. Makes repeated faulty judgment/decisions resulting in ineffective nursing care.</li> <li>9. Fails to observe/report/document critical patient data in a timely fashion.</li> </ol>
<p><b>Violates or threatens the <u>psychosocial</u> safety of the patient.</b></p> <p>Placing a patient in emotional jeopardy is defined as any action or inaction on the part of the student which in the judgment of the instructor compromises the patient's emotional safety.</p>	<ol style="list-style-type: none"> <li>1. Repeatedly uses non-therapeutic techniques.</li> <li>2. Attacks/degrades the individual's beliefs or values.</li> <li>3. Calls individual by inappropriate names.</li> <li>4. Inappropriately sharing information about the patient's diagnosis, either with the patient or family.</li> </ol>

<b><u>Safety (S)</u></b>	<b><u>Examples</u></b>
<p><b>Failure to demonstrate competence</b> of previously mastered principles/learning objectives in carrying out nursing care skills and/or delegated medical functions.</p> <p>Failure to demonstrate competence is defined as lack of possession of or the failure to exercise that degree of learning, skill, care, and experience ordinarily possessed and exercised by students of the same level. The student exercises an inability to demonstrate mastery of previous or current course content as described in course objectives.</p>	<ol style="list-style-type: none"> <li>1. Fails to recognize and correct violations of aseptic technique.</li> <li>2. Does not wash hands appropriately when caring for patients.</li> <li>3. Violates the "6 Rights" in administering medications.</li> <li>4. Fails to accurately prepare and monitor IV infusions.</li> <li>5. Fails to observe safety precautions during O<sub>2</sub> therapy.</li> <li>6. Unable to identify basic patient deficits through assessment.</li> <li>7. Unable to perform previously learned skills.</li> <li>8. Unable to verbalize key information previously covered in lab and/or class.</li> </ol>

<b><u>Decision Making</u></b>	<b><u>Examples</u></b>
<p><b>Assumes inappropriate independence</b> in action or decisions.</p>	<ol style="list-style-type: none"> <li>1. Functions beyond scope of practice.</li> <li>2. Fails to appropriately seek assistance with assessment and/or skills.</li> <li>3. Supervised by a staff nurse when the Instructor has specifically stated that students are only to do certain procedures with his/her supervision.</li> <li>4. Accepts a verbal/telephone order from a doctor.</li> </ol>
<p><b>Fails to recognize own limitations, incompetence and/or legal responsibilities.</b></p>	<ol style="list-style-type: none"> <li>1. Refuses to admit error.</li> <li>2. Cannot identify own legal responsibility in specific nursing situations.</li> <li>3. Fails to complete assigned nursing responsibilities.</li> <li>4. Violates Academic Dishonesty or Student Conduct Code (e.g. cheating on written work, plagiarism).</li> </ol>

<b><u>Professional Accountability</u></b>	<b>Examples</b>
<p><b><u>Gross negligence: Failure to accept responsibility for his/her own actions</u></b> thereby violating professional integrity as expressed in the ANA Code for Nurses and the Nurse Practice Act.</p> <p>Gross negligence is defined as an extreme departure from the standard of care which, under similar circumstances would have been exercised by a student of the same level.</p>	<ol style="list-style-type: none"> <li>1. Falsifies information.</li> <li>2. Reports on duty in an impaired state (see Student Guidebook criteria) *</li> <li>3. Does not follow school/healthcare institution policies and procedures.</li> </ol>
<p><b><u>Violates patient confidentiality</u></b></p> <p>can also be a violation of Federal Law (HIPAA) &amp; may result in fines and/or incarceration.</p>	<ol style="list-style-type: none"> <li>1. Shares patient information on the phone/social media.</li> <li>2. Photocopies patient records.</li> <li>3. Shares patient information with individuals outside the health team.</li> <li>4. Puts patient name and/or identifying information on student assignment(s).</li> <li>5. Discusses patient information in public areas such as the lobby or cafeteria.</li> </ol>

\* Impaired Student Nurse: The instructor has reasonable suspicion that the student is impaired when observing signs or symptoms commonly associated with intoxication including, but not limited to:

- Impaired mental ability
- Drowsiness
- Boisterous or slurred speech
- Dilated pupils
- Inability to maintain balance
- Awkward movements
- Staggering
- Odor of alcohol
- Erratic behavior

In making a determination of reasonable suspicion, the instructor may take into account observations of lay persons, other staff or faculty and/or health care professionals.

When the instructor finds reasonable suspicion of impairment, the student will be instructed to leave the clinical area and will meet with the instructor in private to discuss the behavior(s) observed.

The instructor will consult with the Director of Nursing and shall make a determination as to whether to refer the student for drug and alcohol testing.

**SANTA ANA COLLEGE  
NURSING DEPARTMENT**

**Report of Potential/Actual Medication Error**

1. Student name		2. Course	
3. Date of report		4. Date of incident	
5. Facility name		6. Unit	
7. Patient initials			
8. The original physician's order: (Drug name, dosage, frequency, and route)			
9. Does Medication Administration Record match the order? <input type="checkbox"/> Yes <input type="checkbox"/> No			
10. What was given? (Drug name, dosage, frequency, and route)			
11. To whom was the medication given? <input type="checkbox"/> Right patient. <input type="checkbox"/> Wrong patient.			
12. Explain in your own words what occurred:			
13. Outcome to the patient:			
14. Your intervention:			
15. How can you prevent this from happening again in the future?			
Student signature:		Date:	
Faculty signature:		Date:	

Distribution: Program Director / Faculty / Student / Student's File  
Fall 2016

**SANTA ANA COLLEGE  
NURSING DEPARTMENT**

**Procedure of Medication Error Report**

**Purpose**

1. To ensure proper documentation of medication error in Nursing Department.
2. To enhance nursing students' awareness of factors leading to medication error.
3. To prevent medication error.

**Procedure**

1. Definitions
  - a. Potential medication error has occurred when student has done one or more of the following: prepared the wrong medication, including; wrong drug, wrong dose, wrong dosage form and wrong time prior to administering the drug to the patient.
  - b. Actual medication error has occurred when student has already done one or more of the following: administered wrong medication, including; wrong drug, wrong dose, wrong route, and wrong time to the patient.
2. The report needs to be completed by student on the date of error.
3. The faculty should discuss the content of report with the student to prevent further medication error.
4. The report will be distributed to the student, the assigned faculty, the student's file, and the program director.

**Instruction**

1. "Student name": self explanatory.
2. "Course": the name of the nursing course; e.g. RN 101L, RN102L, RN201L, RN202L.
3. "Date of report": record the date you fill out the report.
4. "Date of incident": record the date of medication error happened.
5. "Facility name": the name of clinical facility.
6. "Unit": the name of the unit/floor in the clinical facility.
7. "Patient initials": self explanatory.
8. "The original physician's order": record the correct medication order the physician wrote originally including drug name, dosage, frequency, and route.
9. "Does Medication Administration Record match the order?": self explanatory by checking the appropriate box.
10. "What was given?": explain the given wrong medication including drug name, dosage, frequency, and route.
11. "To whom was the medication given?": self explanatory by checking the appropriate box.
12. "Explain in your own words what occurred": self explanatory.
13. "Outcome to the patient": explain what happened to the patient after you gave the wrong medication; e.g. changed VS, altered LOC, etc.
14. "Your intervention": explain what you did after you committed the medication error; e.g. perform head to toe assessment. notify physician, etc.
15. "How can you prevent this from happening again in the future?": self explanatory.



**SANTA ANA COLLEGE**  
**Registered Nursing Program**

**Written Warning Notice**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_  
Clinical Course: \_\_\_\_\_

This Written Warning Notice is to inform you that your behaviors in the clinical setting do not meet course objectives. You are receiving this Written Warning Notice as of \_\_\_\_\_ for:  
(include description of what occurred as well as what should have occurred) \_\_\_\_\_

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A student may receive a Written Warning Notice two times throughout the course of the program.\* If a student receives a third Written Warning Notice, the student will be disqualified from the R.N. Program.

Please be advised that this is your \_\_\_\_\_ First Written Warning Notice  
\_\_\_\_\_ Second Written Warning Notice  
\_\_\_\_\_ Disqualification Notice from the R.N. Program at  
Santa Ana College.

Please note that students who receive a first Written Warning Notice should meet with their instructor for conference. Students who receive a second Written Warning Notice should meet with their instructor and the Assistant Director of Nursing or Director of Nursing for a conference. Students who are disqualified from the R.N. Program will meet with their instructor and the Director of Nursing for a conference. Please refer to the Student Guidebook for Reinstatement Appeal Process.

A student may be placed on Written Warning Notice at any point during the semester for any of the following reasons:

- 1.) Placing a patient in physical jeopardy.
- 2.) Placing a patient in emotional jeopardy.
- 3.) Failure to demonstrate competence.
- 4.) Gross Negligence.

**Physical jeopardy** is defined as any action or inaction on the part of the student which in the judgement of the instructor, compromises the patient's physical safety.

**Emotional jeopardy** is defined as any action or inaction on the part of the student which in the judgement of the instructor compromises the patient's emotional safety.

**Failure to demonstrate competence** is defined as the lack of possession of or the failure to exercise that degree of learning, skill, care, and experience ordinarily possessed and exercised by students of the same level. The student exercises an inability to demonstrate mastery of previous or current course content as described in course objectives.

**Gross Negligence** is defined as an extreme departure from the standard of care which, under similar circumstances would have been exercised by a student of the same level.\*

\* A student may be disqualified from the R.N. Program for one instance of behavior that can be classified as gross negligence.

You are receiving a Written Warning Notice as your behaviors fall into the category(ies) of \_\_\_\_\_  
\_\_\_\_\_ listed above.

This memo also constitutes written warning of clinical lab failure in NRN \_\_\_\_\_.  
Please recognize that unless immediate changes occur in your behavior, a below passing grade may be issued  
at the end of the semester.

Specific suggestions for improvement are as follows:

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Student comments:

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I have read and understand this memo. I have received a copy of this memo.

Signature of Student \_\_\_\_\_ Date \_\_\_\_\_

Signature of Instructor \_\_\_\_\_ Date \_\_\_\_\_

cc: 1) Student 2) Instructor 3) File (original document) 4) Director of Nursing

revised: 5/2016

\_\_\_\_\_  
Signature of Assistant Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Director of Nursing

\_\_\_\_\_  
Date

SANTA ANA COLLEGE  
Nursing Program

Anecdotal Note

STUDENT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Student behavior observed:

Student counseled/commended regarding behavior:

Noted by \_\_\_\_\_, Instructor

Acknowledged by \_\_\_\_\_, Student  
(Your signature indicates this report has been received by you  
in conference. You are welcome to write any comments below.)

Student Comments:

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Director or Assistant Director  
(if required)

## **IMPAIRED NURSING STUDENTS**

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### **GUIDELINES FOR SCHOOLS OF NURSING IN HANDLING NURSING STUDENTS IMPAIRED BY CHEMICAL DEPENDENCY OR MENTAL ILLNESS**

#### **BOARD STATEMENT:**

The Board of Registered Nursing considers the student use of controlled substances, dangerous drugs or devices or alcoholic beverages to an extent or in a manner injurious to self or others to constitute unprofessional conduct. The conviction of a criminal offense involving the prescription, consumption or self-administration of the above substances is conclusive evidence thereof. (B&P 2762).

Nursing students showing signs of mental illness or chemical dependency should be directed to a health care provider for diagnosis and treatment of the illness. Chemical dependency and mental illness are diseases and should be treated as such. The Board has established a diversion program for impaired registered nurses as a voluntary alternative to traditional Board disciplinary actions. (B&P 2770)

#### **NURSING PROGRAMS ARE EXPECTED TO:**

- Have a policy for students who are impaired by or demonstrate characteristics of chemical dependency or mental illness which directs the student to seek appropriate assistance through a health care provider and provide the nursing program with proof of treatment.
- Provide instructors with the authority and responsibility to take immediate corrective action with regard to the impaired student's conduct and performance in the clinical setting. This includes removing the impaired student from the patient care area until the student is deemed medically safe to return to patient care activities.
- Provide this information to incoming students in their nursing program handbooks along with factual material related to chemical dependency and mental illness among nursing students.
- Handle the matter confidentially.

#### **STUDENTS ARE EXPECTED TO:**

- Voluntarily seek diagnosis and treatment for chemical dependency or mental illness and provide evidence of treatment and fitness for practice to the nursing program.
- Show evidence of rehabilitation when submitting their application for licensure.

## **POLICY STATEMENT ON DENIAL OF LICENSURE**

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The California Board of Registered Nursing protects the public by screening applicants for licensure in order to identify potentially unsafe practitioners. Statutory authority for denial of licensure is set out in Business and Professions Code Sections 480-487, 492, 493, 496, 810, 820-828, 2750-2765, and 2795-2797.

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

The Board may deny licensure on the basis of:

- Conviction of crime substantially related to the practice of nursing.
- Any act involving dishonesty, fraud, or deceit with intent to substantially benefit self or another or to substantially injure another.
- Any act which is grounds for revocation of a license.
- Making a false statement on the application for license.
- Breach of examination security.

### **Convictions**

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

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

### **Rehabilitation**

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

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

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

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

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

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

## **EVIDENCE OF REHABILITATION**

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

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

**STATUTORY AUTHORITY FOR DENIAL OF LICENSURE**  
**(Summarized Version of Business & Professions Code)**

**Grounds for Denial**

- 480 (a) Board may deny a license on the basis of:
- (1) Conviction of a crime, after time for appeal, irrespective of a subsequent order under Section 1203.4 of the Penal Code.
  - (2) Any act involving dishonesty, fraud or deceit with intent to substantially benefit self or another, or substantially injure another.
  - (3) Any act which is grounds for suspension or revocation of registered nurse's license.
- (b) May not deny license solely on basis of felony conviction if there is certificate of rehabilitation. (Penal Code 4852.01)
- (c) May deny license if applicant knowingly made false statement of fact required in application.

**Criteria for Related Crimes Required**

- 481 Board must have criteria to assist in considering denial, revocation, and suspension of license in order to determine whether a crime or act is substantially related to nursing qualifications, functions, or duties. (BRN criteria specified in Section 1444 of California Code of Regulations).

**Criteria for Rehabilitation Required**

- 482 Board must have criteria to evaluate rehabilitation when considering (a) denial or (b) suspension or revocation of license. Board must consider all competent evidence of rehabilitation furnished by applicant or licensee. (Section 1445 of California Code of Regulations).

**Attestations of Good Moral Character Not Required**

- 484 No applicant can be required to submit attestations of good moral character.

**Procedure for Board Upon Denial**

- 485 Upon denial the Board must (a) serve a statement of issues or (b) notify the applicant of the denial stating the reasons and the right to a hearing. The right to a hearing is waived if a written request is not received within 60 days.

**Reapplication After Denial**

- 486 Upon denial the Board must inform the applicant of the earliest date for reapplication, state that all competent evidence of rehabilitation will be considered upon reapplication, and send a copy of the criteria for rehabilitation.
- 487 If a hearing is requested it must be conducted within 90 days of request, except for OAH extensions or at applicant's request.
- 492 Successful completion of any diversion program under the Penal Code or successful completion of an alcohol and drug problem assessment program under the Vehicle Code does not prohibit the Board from denying or disciplining a license based upon the underlying misconduct.
- 493 The record of the conviction of a crime shall be conclusive evidence of the fact that the conviction occurred and the Board may inquire into the circumstances surrounding the crime in order to fix the degree of discipline or to determine if the conviction is substantially related.

### **Violations of Exam Security**

- 496 Board may deny, suspend, revoke, or restrict license on grounds that applicant for licensure subverted or attempted to subvert administration of examination.

## **REGULATIONS RELATING TO LICENSE DENIAL** **(Summarized Version of California Code of Regulations)**

### **1444. Substantial Relationship Criteria**

A conviction or act is considered substantially related to the practice of nursing if, to a substantial degree, it evidences present or potential unfitness of a registered nurse to practice in a manner consistent with the public health, safety, or welfare.

Such acts or crimes include, but are not limited to:

- (a) Assaultive and abusive conduct under Penal Code Section 11160.
- (b) Failure to comply with any mandatory reporting requirements.
- (c) Theft, dishonesty, fraud, and deceit.
- (d) Conviction or act subject to registration under Penal Code Section 290.

### **1445. Criteria for Rehabilitation**

- (a) When considering denial of license, the Board is to consider the following criteria in evaluating the rehabilitation of the applicant and his/her present eligibility for a license.
  - (1) Nature and severity of acts or crimes.
  - (2) Evidence of any additional, subsequent acts which also could be considered grounds for denial.
  - (3) Time that has elapsed since commission of acts or crimes.
  - (4) Extent to which applicant has complied with terms of parole, probation, restitution, or other sanctions.
  - (5) Evidence of rehabilitation submitted by applicant

12/95 Adopted by Board, Retyped 7/07



Rancho Santiago Community College District  
**ACADEMIC HONESTY INCIDENT REPORT FORM**

Santa Ana College

Santiago Canyon College

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

\_\_\_\_\_  
Student ID Number

Class: \_\_\_\_\_  
Title

\_\_\_\_\_  
Ticket # Semester

Instructor: \_\_\_\_\_  
Name (Please Print)

\_\_\_\_\_  
Department

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

\_\_\_\_\_  
Phone Number

**Date of Incident:** \_\_\_\_\_

**Description of Incident:** (Attach additional pages or supplementary report as necessary; please include original, photocopy or facsimile copies of supporting documents.)

Academic penalty assessed by instructor (limited to assigning a lower grade or a grade of "F" for the assignment, project, quiz or exam): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Instructor must forward copies of completed form to:**

- Student
- Associate Dean of Student Development
- Division Dean

SANTA ANA COLLEGE  
Nursing Program

**Academic Failure Warning**

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_ Your present grade is: \_\_\_\_\_

This notice is to inform you that you are not receiving a "C" or better grade in this course at this present time.

Instructor Comments:

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Remediation plan / Skills Lab: ☐ Yes ☐ No

Specific suggestions for improvement:

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Student Comments:

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I have read this notice and am aware that my grade in RN\_\_\_\_\_ is\_\_\_\_\_ at the present time. I have received a copy of this written advisement of academic failure.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Comments from Skills Lab Coordinator—if applicable:

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Skills Lab Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(1) to Student All other copies to Nursing Office for distribution.

## Online Assessment

Home	New Survey	Surveys	Libraries	Templates	Email Lists	Reports	My Account	Help	Logout

**Modify Survey**
Launch Done

This survey has at least one response. Only limited changes are allowed on a survey with responses. To fully edit this survey, you must first delete all of the responses, which can be done by clicking [here](#).

**RN**  **Survey**  edit

**RN**  **Lecture Evaluation**

Please give us your comments about your experience with RN 202 this semester. This is NOT an evaluation of the instructor, but is about the course.

edit page properties

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1. The course followed stated objectives\*
 edit  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
 move  
pipe

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2. The modules were useful in guiding learning of course content.\*
 edit  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
 move  
pipe

---

3. The course concepts increased my knowledge of:\*
 edit  

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
nursing process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pharmacology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

move  
pipe

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4. Concepts presented in the dassroom and skills presented in the clinical course reinforced each other.\*
 edit  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
 move  
pipe

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5. The textbook:\*
 edit  

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
is dear and understandable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
is current	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
complements the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

move  
pipe

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6. Evaluation of student learning is fair and consistent.\*
 edit  
☐ Strongly Agree ☐ Agree ☐ Neutral ☐ Disagree ☐ Strongly Disagree
 move  
pipe

7. The following teaching methods were effective in helping me to learn course content:\*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
lecture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
small group discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
audiovisual materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
computer software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
case studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
handouts/course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
guest lectures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
anatomical and other models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

edit  
move  
pipe

8. Please type any additional comments below:

edit  
move  
pipe

Launch Done

## Online Assessment

Home	New Survey	Surveys	Libraries	Templates	Email Lists	Reports	My Account	Help	Logout
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### Modify Survey

Launch Done

This survey has at least one response. Only limited changes are allowed on a survey with responses. To fully edit this survey, you must first delete all of the responses, which can be done by clicking [here](#).

**RN [redacted] Survey Fall [redacted]** [edit](#)

**RN [redacted]**

Read each statement and make your response at the right.

[edit page properties](#)

1. What clinical facility did you use for RN [redacted] L?\*

[edit](#)  
[move](#)  
[pipe](#)

2. The course objectives were clear.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
select one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[edit](#)  
[move](#)  
[pipe](#)

3. The course increased my application of:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
nursing process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
application of theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
health care teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
therapeutic communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
delegation of care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pharmacology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[edit](#)  
[move](#)  
[pipe](#)

4. The course helped develop my professional growth in:

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
patient advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

edit  
move  
pipe

5. The agency provided:

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
sufficient numbers of patients to meet objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
positive role models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a supportive learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
opportunity to delegate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

edit  
move  
pipe

6. What clinical experience was the most meaningful to you?

edit  
move  
pipe

7. What did you like most about the preceptorship program?

edit  
move  
pipe

8. What changes would you recommend to strengthen the preceptorship program?

edit  
move  
pipe

Launch Done

## Online Assessment

Home	New Survey	Surveys	Libraries	Templates	Email Lists	Reports	My Account	Help	Logout

**Modify Survey**
Launch Done

This survey has at least one response. Only limited changes are allowed on a survey with responses. To fully edit this survey, you must first delete all of the responses, which can be done by clicking [here](#).

**SAC Program Completion Survey** edit

**Student Completion Survey**

Please read the following statements and indicate your degree of agreement/disagreement.

edit page properties

---

↓ 1. I entered the Nursing Program as a:\*
 

☐ Traditional Campus Program student  
☐ Extended Campus Program student

edit  
move  
pipe

---

↑ 2. I entered the Nursing Program as a:\*
 

☐ 1st semester nursing student  
☐ 2nd, 3rd, or 4th semester nursing student  
☐ LVN

edit  
move  
pipe

---

↑ 3. I am able to modify the nursing process to meet the changing needs of the patient.
 

select one

Consistently

Usually

Sometimes

Rarely

☐ ☐ ☐ ☐

edit  
move  
pipe

---

↑ 4. I am able to apply the appropriate theoretical concepts to provide individualized patient care.
 

select one

Consistently

Usually

Sometimes

Rarely

☐ ☐ ☐ ☐

edit  
move  
pipe

---

↑ 5. I am able to effectively teach health care concepts based on patient needs.
 

select one

Consistently

Usually

Sometimes

Rarely

☐ ☐ ☐ ☐

edit  
move  
pipe

---

↑ 6. I am able to effectively communicate verbally and non-verbally with patients, family, and members of the health care team.
 

select one

Consistently

Usually

Sometimes

Rarely

☐ ☐ ☐ ☐

edit  
move  
pipe

---

↑ 7. I am able to delegate according to the five rights of delegation.
 

select one

Consistently



Usually

Sometimes



Rarely

☐ ☐ ☐ ☐



edit  
move  
pipe



 8. I am able to evaluate my accountability and responsibility within the legal and ethical boundaries of my profession.
 
[edit](#)  
[move](#)  
[pipe](#)



	Consistently	Usually	Sometimes	Rarely
select one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



 9. I am able to perform safe, competent, and culturally sensitive care.
 
[edit](#)  
[move](#)  
[pipe](#)



☐ Yes  
☐ No  
☐ If no please explain why




 10. I am able to effectively utilize emerging technology.
 
[edit](#)  
[move](#)  
[pipe](#)

	Consistently	Usually	Sometimes	Rarely
select one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



 11. I am satisfied with the program of instruction I have received.
 
[edit](#)  
[move](#)  
[pipe](#)

	Strongly Agree	Agree	Disagree	Strongly Disagree
select one	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



 12. What are the strengths of the SAC Nursing Program?
 
[edit](#)  
[move](#)  
[pipe](#)


 13. Suggested changes for the SAC Nursing Program:
 
[edit](#)  
[move](#)  
[pipe](#)

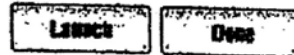
[Launch](#)
[Done](#)



# Online Assessment



## Modify Survey



### SAC Registered Nursing Graduate Questionnaire

Click on the "New Pg" button to add a new item on a new first page.

new pg

### RNGQ for SAC Nursing Graduates



#### 1. Are you currently employed as a/an:\*

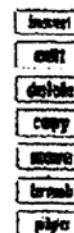
- ☐ Registered Nurse (RN)
- ☐ Licensed Vocational Nurse (LVN)
- ☐ Medical Assistant (MA)
- ☐ Emergency Medical Technician (EMT)
- ☐ Pharmacy Technician
- ☐ Psychiatric Technician
- ☐ Unlicensed Assistive Personnel (CNA, Home Health Aide, etc.)
- ☐ Unemployed
- ☐ Other, please specify



#### 2. At what type of agency are you currently employed?\*



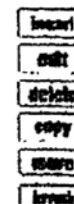
- ☐ Acute Care
- ☐ Community-based
- ☐ Skilled Nursing/Long Term Care
- ☐ Home Care
- ☐ Hospice
- ☐ Physician's Office
- ☐ Other, please specify



#### 3. In what area are you currently working? (Please select one)\*



- ☐ Medical/Surgical
- ☐ Obstetrics
- ☐ Pediatrics
- ☐ Mental Health



- ☐ Critical Care
- ☐ Emergency Department
- ☐ Operating Room
- ☐ Outpatient
- ☐ Geriatrics
- ☐ Not Employed in the Acute Care Hospital
- ☐ Other, please specify

\_\_\_\_\_

4. What professional development courses/activities have you participated in since graduation to enhance your professional growth? (Please select all that apply)\*

- ☐ ACLS/PALS/NALS
- ☐ EKG
- ☐ Fetal Monitoring
- ☐ Physical Assessment
- ☐ Organization Membership
- ☐ Leadership/Delegation
- ☐ IV Therapy
- ☐ Legal/Ethical
- ☐ Specialty Certification
- ☐ Other, please specify

\_\_\_\_\_

5. Are you currently:\*

- ☐ Pursuing a higher degree in nursing
- ☐ Pursuing a higher degree in another field
- ☐ Planning to pursue a higher degree at a later date
- ☐ Not planning to pursue a higher degree
- ☐ Other, please specify

\_\_\_\_\_

6. What is your greatest challenge as a new graduate nurse?\*

7. Identify your level of competency for each of the following items using this scale: 1=Not Competent, 2=Sometimes Competent, 3=Usually Competent, 4=Competent\*

	1	2	3	4
Using the nursing process in delivering	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

patient care

Applying theory to practice

0

0

0

0

more

break

page

Performing individualized teaching based on patient needs

0

0

0

0

Using effective communication with the patient, family and health care team

0

0

0

0

Demonstrating appropriate delegation of care to health team members

0

0

0

0

Using legal and ethical principles in practice

0

0

0

0

Acting as a patient advocate

0

0

0

0

Using effective time management in the care of patients

0

0

0

0

Working with a culturally diverse population

0

0

0

0

Performing psychomotor skills

0

0

0

0

Using emerging technology

0

0

0

0

Making safe and competent clinical judgments

0

0

0

0

Overall competency as a new graduate

0

0

0

0

8. How do you feel the SAC Nursing Program prepared you for your current position?\*



insert

edit

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show

break

page

9. What are the strengths of the SAC Nursing Program?\*



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page

10. Suggested changes for the SAC Nursing Program?\*



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11. Please enter any general comments not covered above.

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delete

copy

paste

break

page

Click on the "Insert" button to add an item here.

Click on the "New Pg" button to add an item here on a new page.

insert

new pg

Launch

Done

insideSAC.net

## Online Assessment

Home	New Survey	Surveys	Libraries	Templates	Email Lists	Reports	My Account	Help	Logout

**Modify Survey**

PreviewCloseDone

This survey has at least one response. Only limited changes are allowed on a survey with responses. To fully edit this survey, you must first delete all of the responses, which can be done by clicking [here](#).

**Employer Survey**

**SAC Nursing Employer Survey**

1. How many Santa Ana College RN graduates are you evaluating in this survey?

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5 or more

2. The graduate(s) demonstrate(s) competence as a safe, competent, culturally sensitive entry level RN.

☐ Strongly Agree

☐ Agree

☐ Disagree

☐ Strongly Disagree

3. I am satisfied with the Santa Ana College graduate(s).

-- None --

4. Any further comments (please exclude all names):

CloseDone

# Santa Ana College Nursing Program Nursing Student Code of Conduct Contract

The Santa Ana College Nursing Program integrates social responsibility, high integrity, and ethical and moral reasoning in a complex health care environment. In addition to the Santa Ana College Student Code of Conduct, all students in nursing courses will be held to the ethical and moral standards for the nursing profession.

**I understand that the following items violate the Nursing Student Code of Conduct:**

**Initial before each item:**

- \_\_\_\_\_ 1. Violations of the Santa Ana College Student Code of Conduct (link:  
<http://sac.edu/StudentServices/StudentLife/Documents/Student-Handbook2013.pdf>)
- \_\_\_\_\_ 2. Academic dishonesty
  - Plagiarism: The act of presenting the words, works, or other opinions of someone else as if they were the original work of the submitter.
  - Cheating.
- \_\_\_\_\_ 3. Purposely falsifying any records of patient care documentation in the clinical setting
- \_\_\_\_\_ 4. Knowingly giving false information to any member of the nursing program or clinical staff
- \_\_\_\_\_ 5. Violations of HIPAA (Health Insurance Portability and Accountability Act) including, but not limited to:
  - Leaving the clinical setting with any printed patient documentation
  - Having protected patient information in the student's written notes
  - Photographing patient information
  - Placing patient information on any electronic device
  - Having unauthorized access to patient information
- \_\_\_\_\_ 6. Performing patient care that has been deemed unsafe by the clinical instructor
- \_\_\_\_\_ 7. Exhibiting behavior that is unbecoming of a Nursing professional
- \_\_\_\_\_ 8. Not reporting a violation by another student

**I understand that I must abide by the Santa Ana College Student Code of Conduct and the Nursing Student Code of Conduct as outlined above.**

**Student Signature**\_\_\_\_\_ **Date**\_\_\_\_\_

**Printed Name**\_\_\_\_\_