This is your student handbook.

This handbook contains the Associate Degree in Nursing Program policies, procedures, and other information you will need to refer to while in the program. ADN students are also responsible for Napa Valley College policies found in the college catalog.
TO: Napa Valley College Associate Degree Nursing (ADN) Students
FROM: Janice Ankenmann, Interim Director, Associate Degree Nursing Program

Welcome Class of 2014-2016

Congratulations on being accepted into the Napa Valley College Associate Degree in Nursing Program. The ADN student handbook contains critical materials, which will be used to guide you during this rigorous nursing program. There are forms at the end of the handbook, which you must sign and turn in to the Associate Dean by the first day of class. In signing the forms, you will attest to the fact that you have read the entire handbook and agree to adhere to all the policies therein for the program, skills lab and the simulation center. New policies may need to be added during the two years that you are in the program. Any updated policies will be in the syllabus for your courses or will be distributed in writing at the beginning of a course or will be posted on the ADN homepage. In addition to the ADN handbook, Napa Valley College publishes a catalog covering college wide policies.

The California Board of Registered Nursing re-approved Napa Valley College’s Nursing Program, Spring 2008. The Western Association of Schools and Colleges (WASC), which also promulgates high standards for academic rigor, curriculum requirements and evaluation of outcomes, and accredits Napa Valley College.

The handbook was designed to provide you with important information about the nursing program. It will be helpful to use this handbook as a guide throughout the nursing program. Click the following links to find information that may be helpful during the nursing program.

[Links to various Napa Valley College resources]

We look forward to having you be successful in reaching your goal to become a Registered Nurse. If you have questions, please contact Janice Ankenmann at jankenmann@napavalley.edu
# Table of Contents

- **Health Occupations Division Organization Chart** .......................................................... 1
- **Faculty and Staff** ............................................................................................................. 2
- **Program History, Nursing Advisory Committee, Mission Statement, Program Philosophy** ...................................................... 4
- **Unifying Theme** .............................................................................................................. 5
- **Program Outcomes** ......................................................................................................... 6
- **Course Outcomes Year 1** ............................................................................................... 7
- **Course Outcomes Year 2** ............................................................................................... 8
- **Curriculum Glossary** ...................................................................................................... 9
- **Clinical and Educational Partnerships** .......................................................................... 11
- **Graduation Requirements** ............................................................................................. 11
- **Four-Semester Curriculum** ........................................................................................... 12
- **National Nurses Association – Code of Academic and Clinical Conduct** ...................... 14
- **Requirements Before Starting Nursing Classes** ........................................................... 15
  - Information Card
  - Basic Life Support (BLS) Requirements
  - Health/Immunization Requirements
  - Health and Safety Policies and Guidelines
  - Criminal Background Check & Urine Drug Screening
- **Policies Regarding Uniform Dress Code** ..................................................................... 18
- **Policies Regarding Attendance** .................................................................................... 20
  - Attendance/Punctuality
  - Lecture and Seminar Absence
  - Clinical or College Laboratory Absence/Tardiness
- **Policies Related to Theory and Clinical** ..................................................................... 20
  - Telephone/Cell Phone/Other Personal Effects
  - Theory
  - Lab/Clinical
  - Travel
  - Group Assignments
  - Clinical Progress Folder
  - Clinical Preparation
  - Evening and Weekend Clinicals
  - Community Service
- **Standardized Mastery Tests** .......................................................................................... 22
- **Policy Requirements for Passing Nursing Courses** ...................................................... 22
  - Theory Grade
  - Test Policies
  - Testing Procedure
  - Assignments
Policies for Nondiscrimination on the Basis of Disability for NVC Nursing Students ................................. 25
Non-Harassment Notice .................................................................................................................................. 26
Definition of Academic Honesty .................................................................................................................... 26
Evaluations .......................................................................................................................................................... 27
course Evaluations
Clinical Evaluations
Formative Evaluations
Clinical Review Policy
Summative Evaluations
Clinical Skills Performance
Safe Nursing Practice
Unsafe Nursing Practice
Immediate Failure
Final Nursing Course Grade
Channels of Communication ............................................................................................................................ 30
Informal Process
Formal Grievance Process
Policies Regarding Closure of Classes Due to Inclement Weather ................................................................. 30
Student Participation in Program Planning and Evaluation ............................................................................. 30
Health and Safety Guidelines for Nursing Students ........................................................................................ 31
Procedure for Exposure or Injury of Student in the Clinical Area
Procedure for Exposure or Injury of Student in the NVC Campus Nursing Lab
Procedure for Injury of Student in the College Setting
Insurance Coverage
Required Notification Forms
Exposure to Blood borne Pathogens
Health and Safety Guidelines Summary
Policy Regarding Student Records .................................................................................................................. 34
Student's Right to Review Record
Other Student Policies ......................................................................................................................................... 35
Withdrawal
Emergency Leaves of Absence (LOA)
Readmission
Readmission and Transfer
Policies Regarding Challenging Courses
Drug Abuse and Emotional Illness
Appendix A .......................................................................................................................................................... 37
Board of Registered Nursing Policy: Standards of Competent Performance
Board of Registered Nursing Policy: Standardized Procedure Guidelines
Board of Registered Nursing Policy: Impaired Nursing Students
Board of Registered Nursing Policy: Clinical Learning Experiences - Nursing Students
Appendix B .......................................................................................................................................................... 43
Student Handbook Signature Page
Release of Information
Privacy and Confidentiality
Student Learning Outcome (SLO) Consent to Participate
Skills Laboratory Guidelines and Signature Page
Wine Country Regional Simulation Center Guidelines
Wine Country Regional Simulation Center Confidentiality Agreement & Consent to Video
Assumption of Risk
ASSOCIATE DEGREE PROGRAM IN NURSING
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ASSOCIATE DEGREE PROGRAM IN NURSING

The Associate Degree Program in Nursing (ADN) is a four-semester program approved by the Board of Registered Nursing (BRN). It is designed to prepare individuals to practice nursing in entry-level positions. Upon completion of the program, the student is awarded an Associate in Science Degree (A.S.) in Nursing and is eligible to take the National Council Licensure Examination for Registered Nursing (NCLEX-RN exam). Opportunities are provided for advanced placement, transfer and to challenge (BRN 1430.) previous education or for other acquired knowledge in the field of nursing through equivalence, challenge examinations, or other methods of evaluation.

The Associate Degree Nurse is prepared to coordinate, plan and provide nursing care in hospitals and community settings. The Registered Nurse assists clients with personal care, assesses the health status, provides teaching and counseling to prevent illness and promote health, and performs specialized treatments, medication administration and procedures. Registered Nurses function as members of an interdisciplinary team and direct the care provided by Licensed Vocational Nurses (LVNs), nursing assistants (aides), as well as unlicensed health-care workers.

HISTORY OF THE NAPA VALLEY COLLEGE ADN PROGRAM

The Napa Valley College Associate Degree Program in Nursing admitted its first class of students in 1970. The program was started at the request of the community which expressed a need for registered nurses. The program was approved by the BRN on September 23, 1970. The first class of students successfully completed the program in June, 1972. The program has maintained a close partnership with area health care facilities that provide clinical learning environments for our students and exciting career opportunities for our graduates.

NURSING ADVISORY COMMITTEE

The Nursing Advisory Committee provides communication between education and practice. It provides an opportunity to review how the college is meeting the needs of the community and to keep the community informed about our programs. The committee is composed of representatives of health-care agencies and schools in our community as well as NVC Health Occupation administrators, faculty and students.

ADN MISSION STATEMENT

The purpose of the ADN program is to educate individuals to earn an Associate of Science Degree, to pass the NCLEX-RN and to function as entry level nurses in diverse health care settings in roles as providers of care across the health care continuum, as managers of care and as active members within the profession of nursing.

Approved 1/26/09

PROGRAM PHILOSOPHY

The Associate Degree Program in Nursing supports the mission and goals of Napa Valley College and has developed a mission, philosophy and framework consistent with the stated mission. The following statements reflect the collective beliefs of the ADN faculty regarding individuals, health, environment, nursing practice and nursing education.

Each individual begins life with an initial genetic heritage and is further defined by past, present and future experiences within the context of family, culture and community relationships. Every individual has a different perspective of the world and has the capacity to grow, to develop, and to make decisions according to their own individual priorities. Individuals form groups to meet a variety of needs, including health care.

Health is a dynamic state with each individual experiencing varying degrees of health throughout a lifetime. Health is maintained and restored through the efforts and lifestyle choices of the individual and community. It
includes health promotion activities and the prevention, treatment and management of alterations in health. The management of health concerns is influenced by many factors including diversity and differs with each individual.

The environment consists of all the internal and external conditions and influences that affect where we perceive ourselves on the health illness continuum. They affect the growth, development and survival of individuals and communities. The environment of the college and the community influences the nursing program and dictates the types of students we receive and the experiences we can provide. Nursing practice takes place in an environment that is complex, and constantly changing. It takes place in a variety of settings and requires that the role of the nurse is also constantly changing. Standards for nursing practice and licensure are governed by state nurse practice acts and directed by professional organizations.

The practice of nursing is a deliberate caring process of using knowledge of health promotion, health maintenance and restoration to assist individuals throughout the life cycle towards increased health, and over the course of illness, a better quality of life or a peaceful death. The nurse uses nursing, biological and social science principles essential to the art and science of nursing. The nurse incorporates into practice critical thinking, communication, management, teaching, advocacy, and concepts of professionalism and community. Collaboration with other health professionals is essential for effective health care. Nurses are obligated to practice in a professional and ethical manner.

Nursing is practiced within the framework of nursing process. The major components are assessment, nursing diagnoses, planning, implementation and evaluation. It involves the sharing of health goals, knowledge and resources between the nurse, the individual and the family. It is based on scientific principles and requires the use of technology to communicate/share information and manage care. To optimize patient care outcomes, nursing continually evaluates the quality and effectiveness of nursing practice.

Education is a lifelong process that gives the learner the opportunity to develop personally and professionally. Nursing education is a planned program of measurable objectives that stimulate critical thinking and results in specialized skills, attitudes and knowledge. The goal is to educate students to deliver competent nursing care, incorporating the concepts of the role of the nurse, nursing process, and health and alterations in health.

The teaching-learning process is an interactive process, between a teacher and one or more learners, in which new knowledge, skills and attitudes are acquired. The process is based on caring, respect and collaboration. The learners with a variety of learning styles are active, self-directed and responsible individuals. The teachers provide knowledge and a stimulating environment that facilitates critical thinking.

Initiated: 6/92
Reviewed: 6/93, 6/94, 3/95, 2/97, 9/97, 1/09
Revised: 3/97, 9/97, 3/00, 1/09

UNIFYING THEME

The unifying theme reflects the philosophy of the nursing program and gives direction to the curriculum. It is designed to prepare the graduate to practice competently and safely in a rapidly changing, unstable health care system. This determines the course outcomes, the sequencing of content, and learning experiences of the students.

The individual is the central focus of the unifying theme and provides the basis for the purpose and direction of the nursing curriculum.

The curriculum emphasizes the roles of the nurse, the nursing process, and health alterations as the basis of nursing practice.

The nursing process is used in all the roles of the nurse for the purpose of assisting the individual to promote, maintain or restore health. It is a deliberate, caring approach which incorporates a problem-solving method of assessment, analysis, planning, implementation and evaluation of nursing care. Assessment is an ongoing purposeful process validates and communicates important data about the individual’s growth and development, diversity and common health alterations. Analysis is the interpretation of the data, using norms
from the basic sciences and the clustering of data to establish nursing diagnoses. Planning involves the prioritization of nursing diagnoses and establishing outcome criteria with the patient for measuring the effectiveness of planned interventions. Implementation is the carrying out of the established plan. Evaluation is the process of measuring and documenting the achievement of the outcomes and is used for modification of the plan of care as necessary.

Throughout the program, the curriculum builds from normal health and risk factors to common, short term, self-limiting and commonly occurring health problems to more complex, long term and inter-related alterations in health.

Content threads that recur throughout all courses provide continuity and establish a base of knowledge that assists students in decision-making. The content threads are pharmacology, nutrition, fluids and electrolytes, growth and development, environment, nurse and patient safety, communication, health alterations, and trends.

Six core components provide the framework for organizing our educational outcomes, also known as Student Learning Outcomes (SLOs). They are core components of nursing practice and of the three roles of the nurse. The core components of our program include use the nursing process, adhere to legal and ethical standards of practice, maintain effective communication, apply theory to practice, organize and manage care, and demonstrate professional and personal growth. These core components are introduced in the first course and are developed and built upon throughout the curriculum.

Initiated: 6/92
Reviewed: 6/93, 6/94, 3/95, 11/97, 1/09
Revised: 11/97, 1/09

PROGRAM OUTCOMES

At the completion of the program, the graduate will:

I. Use the nursing process in various settings to assist individuals and groups to promote, maintain, and restore health

II. Integrate ethical and legal guidelines from the Nurse Practice Act, ANA Code of Ethics and Nurse Practice Standards

III. Collaborate with individuals, families, groups, and health care team using therapeutic communication

IV. Evaluate theory and evidence-based knowledge for decision making to guide nursing practice

V. Integrate leadership and management principles in the nursing care of individuals or groups with alterations in health

VI. Demonstrate consistent commitment to professional growth and self-development

Initiated: 6/92
Reviewed: 2/93, 2/94, 5/94, 3/00, 4/09
Revised: 4/95, 3/00, 4/09
## Napa Valley College
### Associate Degree Program in Nursing

### COURSE OUTCOMES: YEAR 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 141</td>
<td>Introduction to Nursing</td>
<td>I Use the nursing process at an introductory level to promote health and care for stable individuals and families with health alterations</td>
</tr>
<tr>
<td>NURS 142</td>
<td>Nursing in Health Alterations I</td>
<td>I Use the nursing process to promote and maintain health and care for stable individuals and families with selected health alterations</td>
</tr>
<tr>
<td>NURS 143</td>
<td>Nursing in Health Alterations II</td>
<td>I Use the nursing process as a basis for the care of individuals and families with stable, recuperative or chronic health alterations</td>
</tr>
<tr>
<td>NURS 144</td>
<td>Mental Health in the Community</td>
<td>I Use the nursing process to care for individuals, families and groups experiencing psychosocial alterations</td>
</tr>
<tr>
<td>NURS 245</td>
<td>Nursing Bridge Advanced Placement</td>
<td>I Use the nursing process for the care of individuals and families with stable, recuperative or chronic health alterations</td>
</tr>
</tbody>
</table>

II Identify legal and ethical standards of practice in the nurse patient relationship
II Conform to legal and ethical principles in relationships with patients and families
II Apply legal and ethical principles to provide accountable, responsible and professional nursing care
II Apply legal and ethical principles to provide accountable, responsible and professional nursing care
II Apply legal and ethical principles to provide accountable, responsible and professional nursing care

III Identify basic principles of effective and therapeutic communication
III Apply basic principles of effective and therapeutic communication
III Use therapeutic communication with individuals, families, and health care team
III Apply various models of therapeutic communication
III Use therapeutic communication with individuals, families, and health care team

IV Identify relevant information to guide basic nursing care
IV Use relevant information to guide basic nursing care
IV Apply theory and evidence-based knowledge to guide nursing practice
IV Apply theory and evidence-based knowledge to guide nursing practice
IV Apply theory and evidence-based knowledge to guide nursing practice

V Provide basic nursing care for patients in a safe manner
V Provide basic nursing care in a safe and organized manner
V Manage nursing care of individuals with chronic health alterations
V Manage mental health nursing care to individuals, groups, and families
V Manage nursing care of individuals with chronic health alterations

VI Identify the attitudes and values of a professional nurse
VI Use professional attitudes and values for self development
VI Display professional attitudes and values that result in professional growth and self development
VI Display professional attitudes and values that result in professional growth and self development
VI Display professional attitudes and values that result in professional growth and self development

Revised 4/06/09
## Napa Valley College
### Associate Degree Program in Nursing

## COURSE OUTCOMES: YEAR 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Title</th>
<th>Course Title</th>
<th>Course Title</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 246</td>
<td>Nursing in Health Alterations III</td>
<td>NURS 247 Maternal-Newborn Nursing</td>
<td>NURS 248 Nursing in Community-Based Settings</td>
<td>NURS 249 Nursing in Health Alterations IV</td>
<td>NURS 250 Nursing Preceptorship</td>
</tr>
<tr>
<td>I Use the nursing process in the care of individuals and families with complex health alterations</td>
<td>I Use the nursing process with a family centered approach in the care of individuals, neonates and families during the childbearing period</td>
<td>I Use the nursing process to promote the health of individuals and groups in the community</td>
<td>I Use the nursing process for the care of individuals with multiple complex alterations in health</td>
<td>I Use the nursing process in various settings to assist individuals and groups to promote, maintain, and restore health</td>
<td></td>
</tr>
<tr>
<td>II Practice in accordance with the ethical and legal guidelines in the Nurse Practice Act, ANA Code of Ethics and Nurse Practice Standards</td>
<td>II Practice in accordance with the ethical and legal guidelines in the Nurse Practice Act, ANA Code of Ethics and Nurse Practice Standards</td>
<td>II Practice in accordance with the ethical and legal guidelines in the Nurse Practice Act, ANA Code of Ethics and Nurse Practice Standards</td>
<td>II Practice in accordance with the ethical and legal guidelines in the Nurse Practice Act, ANA Code of Ethics and Nurse Practice Standards</td>
<td>II Integrate ethical and legal guidelines from the Nurse Practice Act, ANA Code of Ethics and Nurse Practice Standards</td>
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<tr>
<td>III Use therapeutic communication with individuals, families, and health care team</td>
<td>III Use therapeutic communication with individuals, families, and health care team</td>
<td>III Use therapeutic communication with individuals, families, and health care team</td>
<td>III Collaborate with individuals, families, groups, and the health care team using therapeutic communication</td>
<td>III. Collaborate with individuals, families, groups, and health care team using therapeutic communication</td>
<td></td>
</tr>
<tr>
<td>IV Analyze theory and evidence-based knowledge from nursing and related sciences to guide nursing practice</td>
<td>IV Analyze theory and evidence-based knowledge to guide nursing practice</td>
<td>IV Analyze theory and evidence-based knowledge to guide nursing practice in the community</td>
<td>IV Evaluate theory and evidence-based knowledge for decision making to guide nursing practice</td>
<td>IV Evaluate theory and evidence-based knowledge for decision making to guide nursing practice</td>
<td></td>
</tr>
<tr>
<td>V Manage nursing care for a group of individuals with complex health alterations</td>
<td>V Manage nursing care of individuals, neonates, and families during the child-bearing period</td>
<td>V Manage nursing care for a group of individuals in the community to promote health and prevent health alterations</td>
<td>V Manage nursing care for a group of individuals with multiple complex alterations in health</td>
<td>V Integrate leadership and management principles in the nursing care of individuals or groups with alterations in health</td>
<td></td>
</tr>
<tr>
<td>VI Demonstrate responsibility for continued professional growth and self-development</td>
<td>VI Demonstrate responsibility for continued professional growth and self-development</td>
<td>VI Demonstrate responsibility for continued professional growth and self-development</td>
<td>VI Demonstrate consistent commitment to continued professional growth and self-development</td>
<td>VI Demonstrate consistent commitment to professional growth and self-development</td>
<td></td>
</tr>
</tbody>
</table>
ACUTE: Having a rapid onset of symptoms for a short duration.

ADVOCACY: The act or process of advocating (pleads the cause of another).

ALTERATION: The end result of change. The overall substance may remain unchanged yet is different in some respect.

BEHAVIORAL SCIENCE: Views the individual’s moods, emotions, actions, personality, and interaction styles.

CHRONIC: Impairment or deviations, residual physical or cognitive disabilities, pathologic changes, requiring special rehabilitation and long-term management. Fluctuations in intensity occur with acute exacerbations.

COMMUNITY: An aggregate of people who share some type of bond, who engage in interaction with each other and who function collectively regarding common concerns (Williams 1997).

COMMUNITY-BASED NURSING (CBN): Is the nursing care of individuals and families where nursing enhances their capacity for self-care and promotes autonomy in decision making. CBN is characterized by an individual and family-centered orientation, the development of partnerships with clients, and an appreciation of the values of the community.

COMMUNITY HEALTH NURSING: Is a nursing approach that merges the body of knowledge from public health science with professional nursing theories – promotes and preserves the health of populations.

COMPLEX ALTERATIONS: An alteration superimposed on or leading to another.

CRITICAL THINKING: Critical thinking is a dynamic, purposeful, cognitive process demonstrated by six skills including interpretation, analysis, evaluation, inference, explanation and self-regulation. Critical thinking is used to provide/promote safe, efficient, effective nursing care. A critical thinker is one who is open-minded, flexible, rational, inquisitive, intuitive, and reflective.

DELEGATION: The act of empowering to act for another; to entrust to another.

DELIBERATION: The process of analysis, synthesis and application of information for decision-making and problem solving.

ENTRY LEVEL NURSE: New graduate who is licensed to practice nursing.

ENVIRONMENT: The conditions and elements that make up the surroundings and influence an individual. These conditions can be internal and/or external.

FAMILY: Conjugal, filial and/or significant others sharing cultural beliefs, behavior patterns, and life events.

GROWTH AND DEVELOPMENT: Physical and mental maturation and gradual changes from lower to higher stages of complexity, throughout the life span.
HEALTH: An individual’s perception of his/her physical, mental and social well-being, which is dynamic and is not constant.

ILLNESS: Undesirable changes in health and in social function that interfere with satisfying activities and decreases the capacity to participate in society.

INDIVIDUAL/CLIENT: A unique being of inherent worth and dignity.

INTERACTION: Reciprocal action or influence of persons and things on each other.

MANAGER: Coordinates resources through planning, organizing, directing and evaluating to accomplish specific goals and objectives. Using skills that include effective communication, collaboration, conflict resolution, problem solving and decision making.

MEMBER OF THE PROFESSION: Adheres to a code of ethics, participates in professional nursing organizations, self evaluates, maintains and enhances skills and knowledge and is accountable and responsible for clinical judgment. Facilitates communication between peers, focuses on the dignity and humanity of patients and continues professional and educational development consistent with the expanding role of the nurse.

MULTIPLE SYSTEM ALTERATIONS: Changes in more than one system.

NURSING PROCESS: A five-step process that requires critical and creative deliberation and serves as the basis for providing nursing care. (Assessment, diagnosis, planning, intervention and evaluation.

NURSING SCIENCE: Knowledge, concepts, skills and principles that form the scientific basis for the practice of nursing.

PROVIDER OF CARE: Uses the nursing process to provide direct care for health promotion, maintenance and restoration. Participates as a member of a multidisciplinary team to provide nursing care across the health-illness continuum within the context of the patient’s environment.

SOCIAL SCIENCE: The study of people in their society and their interrelationships.

SOCIETY: A highly structured system composed of heterogeneous populations of individuals with differences in cultural backgrounds, moral principles, personal goals, environment, and the fulfillment of human potential.

SPIRITUALITY: A belief in or relationship with some higher power or infinite source of energy. A need for meaning in life, to receive and give love, and have hope and creativity.

THERAPEUTIC COMMUNICATION: The process in which the nurse, using a planned approach, learns about the patient. Therapeutic communication develops an interpersonal relationship between the patient and nurse.

TRANSCULTURAL NURSING: A formal area of study and practice in nursing focusing upon comparative holistic cultural care, health, and illness patterns of individuals and groups with respect to differences and similarities in cultural values, beliefs, and practices. The goal is to provide culturally congruent, sensitive, and competent nursing care to people of diverse cultures.
CLINICAL PARTNERSHIPS

Many area clinical agencies and facilities assist Napa Valley College in preparing Registered Nurses. We have contractual agreements with the following health care facilities for clinical learning:

- Adventist Center for Behavioral Health – Vallejo
- Kaiser Medical Center – Vallejo/Vacaville
- Napa State Hospital – Napa
- Napa Care Center – Napa
- North Bay Medical Center – Fairfield
- Piner’s Nursing Home - Napa
- Queen of the Valley Medical Center – Napa
- Sonoma Valley Hospital – Sonoma
- St. Helena Hospital – Deer Park
- Sutter Memorial Medical Center - Sacramento
- VA Medical Center – Martinez
- Sonoma Valley Hospital – Sonoma
- St. Helena Hospital – Deer Park
- Sutter Memorial Medical Center - Sacramento
- VA Medical Center – Martinez

The nursing program also uses other community resources such as schools, senior centers, health departments, day care centers, HMO’s, physician’s offices, dialysis centers, etc. for community-based learning experiences. The faculty reserves the right to determine the appropriate clinical facility and schedule for each student. Not every student will be able to be assigned to every facility. During the fourth semester Preceptorship course, students will go to other facilities for selected clinical experiences.

EDUCATIONAL PARTNERSHIPS

Napa Valley College has agreements with the following colleges and universities, which offer Baccalaureate Degrees in Nursing (BSN) programs to our Associate Degree Graduates.

- Dominican University – San Rafael
- Samuel Merritt College – Oakland
- Pacific Union College – Angwin
- San Francisco State University – San Francisco
- Sacramento State University - Sacramento
- Sonoma State University – Rohnert Park
- University of Phoenix – Sacramento
- Brandman University, Chapman University system

SPECIAL AGREEMENT WITH SONOMA STATE UNIVERSITY (SSU)

Enrolled Napa Valley ADN students may apply to the SSU Department of Nursing to begin upper division nursing coursework toward BSN and MSN degrees while completing requirements for the ADN. The first eight units of BSN coursework (out of 24 total required units) may be completed in the summer term between the first and second year of the ADN program and the summer term following graduation from the ADN program. These courses are offered online only for ADN students at Napa Valley College, Mendocino College, Solano Community College, College of Marin and Santa Rosa Junior College. Find complete information at http://www.sonoma.edu/adnmsn

GRADUATION REQUIREMENTS

To receive the A.S. Degree in Nursing, all students must complete the degree requirements outlined in the NVC catalog and on the graduation check sheet. An ADN Program four-semester curriculum sequence is on the next page. Some courses are prerequisites for the next semester of the program. (Speech-Career Communications) is a prerequisite to fourth semester nursing courses. As of 2009, all graduates will be required to complete Math 94 Intermediate Algebra.

Effective 2009, students who possess and earned BA or BS degree from an accredited U.S. College or University will be able to waive General Education course requirements except the Biology requirements, Psych 125 (Human Growth and Development), and Speech 124 (Career Communication) which includes interpersonal communication and public speaking).

Students need to meet with a counselor to develop an education plan during the first semester in the ADN program. During the third semester of the program, students must petition for graduation between the first day of classes through the deadline date posted in the Office of Admission and Records. Re-admit students need to complete an updated graduation petition. In addition, BRN applications for licensure must be completed in the fourth semester.
The following sequence of courses is approved by the Board of Registered Nursing. The only way to reduce the time demand is to take the non-nursing courses **BEFORE** starting the program.

### APPROVED SEQUENCE OF COURSES

<table>
<thead>
<tr>
<th>PREREQUISITES</th>
<th>UNITS</th>
<th>THEORY HOURS/WEEK</th>
<th>LAB/CLINICAL HOURS/WEEK</th>
<th>TOTAL HOURS PER WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 218–Human Anatomy <strong>AND</strong>&lt;br&gt;BIOL 219–Human Physiology or Equivalent&lt;br&gt;BIOL 220 – General Microbiology or Equivalent&lt;br&gt;ENGL 120 – Reading and Composition I</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>FIRST SEMESTER</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 141 – Introduction to Nursing (12 weeks)</td>
<td>7</td>
<td>6</td>
<td>14</td>
<td>20</td>
</tr>
<tr>
<td>NURS 142 – Nursing in Health Alterations I (6 weeks)</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>PSYC 125 – Human Growth &amp; Development</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
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<tr>
<td><strong>TOTALS</strong></td>
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<td></td>
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<td>14</td>
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<tr>
<td><strong>SECOND SEMESTER</strong></td>
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<tr>
<td>NURS 143 – Nursing in Health Alterations II (9 weeks)</td>
<td>5.5</td>
<td>6</td>
<td>15</td>
<td>21</td>
</tr>
<tr>
<td>*NURS 144 – Mental Health in the Community (9 weeks)</td>
<td>5.5</td>
<td>6</td>
<td>15</td>
<td>21</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td></td>
<td>11</td>
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<tr>
<td><strong>THIRD SEMESTER</strong></td>
<td></td>
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<td></td>
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<tr>
<td>*NURS 246 – Nursing in Health Alterations III (9 weeks)</td>
<td>6.5</td>
<td>8</td>
<td>15</td>
<td>23</td>
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<tr>
<td>*NURS 247 – Maternal-Newborn Nursing (8 weeks)</td>
<td>4</td>
<td>6</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>*NURS 248 – Nursing in a Community-based setting (4 wks)</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>8</td>
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<tr>
<td>Social Science elective (except PSYC 125) from approved A.S. Degree list</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SPEE 124 – Career Communications (includes public speaking and interpersonal communications)</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
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<td></td>
<td></td>
<td>17.5</td>
</tr>
<tr>
<td><strong>FOURTH SEMESTER</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*NURS 249 – Nursing in Health Alterations IV (12 weeks)</td>
<td>7</td>
<td>6</td>
<td>13.5</td>
<td>19.5</td>
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<td>*NURS 250 – Nursing Preceptorship (6 weeks)</td>
<td>3</td>
<td>3</td>
<td>21</td>
<td>21</td>
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<tr>
<td><strong>Humanities from approved A.S. Degree List</strong></td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td></td>
<td></td>
<td>13</td>
</tr>
</tbody>
</table>

Courses in **BOLD AND UNDERLINED** can all be taken before starting the nursing courses.

**BIOL 105** - Human Biology: Nutrition, Health & Disease or **BIOL 120**, and **Math 94 and ENGL 90** is a prerequisite for **BIOL 218-Human Anatomy**

**BIOL 105** or **BIOL 120** and **ENGL 90 AND CHEM 110** are prerequisites for **BIOL 219-Human Physiology**

**BIOL 219 or BIOL 120** is a prerequisite for **BIOL 220-General Microbiology**

**PSYC 125** – Human Development is a prerequisite for **NURS 143 & NURS 144 AND** must be completed before beginning the second semester.

**SPEE 124** - Career Communications is a course that combines interpersonal Communications and Public Speaking.

- To qualify for the A.S. degree students must complete all courses listed under “Sequence of Courses” with a grade of “C” or better.
- Students must complete MATH 94 or higher, or equivalent, to meet graduation requirements at NVC. Students who take their ADN prerequisites at NVC will take MATH 94, prior to entering the program, as it is a prerequisite for CHEM 110, which is a prerequisite for BIOL 219. However, students who meet their prerequisites elsewhere might not have taken intermediate algebra.
- Students may select a Social Science or Humanities elective that meets the Cultural Diversity requirement for graduation.
- Students may select a Social Science or Humanities elective that meets the Cultural Diversity requirement for graduation.
- To remain in the nursing program, students must maintain a “C” grade or above, in all required Arts and Science courses and Nursing theory courses, have satisfactory evaluations in all clinical experiences and meet national standards in standardized tests.
- Computer literacy is required in the program.
- Multicultural/Gender Studies is a degree requirement. (Course may double count for one other general education area, where that particular course appears). Courses will explore cross-cultural views, including male/female perspectives and contributions.
- The best way to ensure all requirements have been met for the program and graduation is to keep in contact with your counselor.
Napa Valley College
Code of Conduct

In accordance with the Napa Valley College Board Policy D1130, the student Code of Conduct, and applicable state and federal laws, discrimination or harassment based on gender, gender identity, socioeconomic status, race, nationality, ethnicity, religion, sexual orientation, or disability is prohibited in any form. Students are encouraged to participate fully in class discussions and to engage other students and the instructor in honest productive discussions. All interactions online shall be professional and respectful.

Napa Valley College does not tolerate harassment based on race, color, or national origin, including status as a non-native English speaker. The college encourages any student who believes he or she has been subjected to such harassment to report the harassment to the college’s Dean of Human Resources. In addition, college employees are obligated to report alleged, suspected or known harassment to the Dean of Human Resources. Reports may be submitted to the Dean of Human Resources, Laura Ecklin, in Room 1544. The Dean may also be reached by phone at 256-7100. Reports must be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known the facts underlying the allegation of unlawful discrimination. The college will conduct a prompt investigation of any reports of harassment.

Guidelines for Student Conduct

A. Civility
All students in the nursing program are expected to contribute to a positive learning environment. As a nursing student, you are expected to be reflective, courteous, respectful, and empathetic to classmates, instructors, and other college staff assisting you in your learning.

B. Student Expectation in Reporting Unprofessional Conduct
During the course of study in the nursing program, a student may observe behaviors in others that appear to violate the standards of academic and/or professional integrity or actions that have a potential to harm another individual. Each student has the responsibility to report any questionable activity to the instructor and/or Nursing Director. Personal responsibility is the beginning of the development of professionalism.

C. Professional Boundaries
Students enrolled in the Napa Valley College Nursing program must learn the importance of establishing and maintaining professional boundaries. In a student role, professional boundaries exist between the student and the instructor and between the student and the client. Students unclear of proper behavior or of an appropriate response to a client should consult the instructor for guidance.

D. Student and Faculty
Faculty and students will maintain a professional relationship:
a. Students should not expect an instructor to act as personal counselor or therapist. Students should seek assistance from academic advisors and counselors at the college.
b. Students should not ask or expect the instructor to join an individual, group, or class in any social situations while the course is in progress.
c. Students should not offer the instructor gifts or money as gratitude for instruction. Instructors may accept cards or notes when students wish to thank the instructor.

E. Student and Clients
Students will maintain a professional nurse-client relationship:
a. Professional Boundaries: Students providing nursing care strive to inspire the confidence of clients. Students must treat all clients, as well as other health care providers, professionally. Clients can expect those providing nursing care to act in their best interests and respect their
dignity. The student should abstain from obtaining personal gain at the client’s expense and refrain from inappropriate involvement in the client’s personal relationships.

b. **Boundary violations** can result when there is confusion between the needs of the student and those of the client. Such violations are characterized by excessive personal disclosure by the student nurse, secrecy or even a reversal of roles. Boundary violations can cause delayed distress for the client, which may not be recognize or felt by the client until harmful consequences occur.

Source: *Professional Boundaries*
National Council of State Boards of Nursing, Inc.,
111 East Wacker, Suite 2900, Chicago, IL 60601-4277 [www.ncsbn.org](http://www.ncsbn.org)

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**NATIONAL STUDENT NURSES’ ASSOCIATION, INC.**

**CODE OF ACADEMIC AND CLINICAL CONDUCT**

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us.

The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

**A CODE FOR NURSING STUDENTS**

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:

1. Advocate for the rights of all clients.
3. Take appropriate action to ensure the safety of clients, self, and others.
4. Provide care for the client in a timely, compassionate and professional manner.
5. Communicate client care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff, and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

REQUIREMENTS FOR ENTRANCE AND CONTINUATION IN THE ADN PROGRAM

Beginning Fall 2013, students will submit their health and immunization documents via fax or electronic upload using the Immunitrax service. Instructions will be made available on the Associate Degree in Nursing Current student page.

- All requirements are to be submitted and verified prior to the first day of class.
- Continuing student’s will submit updated requirements to ImmuniTrax service.
- Each student is responsible for maintaining current requirements for the ADN program.
- Students who do not have the current requirements will not participate in clinical activities.
- Please keep a copy of all information submitted for your records.

INFORMATION CARD

You will fill out an information card at the beginning of the program. If you have a change in your name, address, car license number, emergency contact, email address or telephone number, you must notify Health Occupations secretary within three (3) school days following the change. The change must also be submitted by the student, to the Office of Admission and Records, attention Margarita Ceja mceja@napavalley.edu

CPR - BASIC LIFE SUPPORT (BLS) REQUIREMENTS

1. American Heart Association BLS for Health Care Provider card. Both sides of the signed card need to be copied.
2. If your card is expired, you will not be able to participate in clinical until you have a current BLS card.

HEALTH/IMMUNIZATION REQUIREMENTS:

The immunization requirements are recommended by the Centers for Disease Control for Health Care Workers, the Advisory Committee for Immunization Practices (ACIP) and as established by the individual clinical facility requirements.

Documentation of a physical exam includes verifying ability to participate in clinical. The physical should be done no more than six (6) months before the start of the first nursing class. If a student has a change in their physical condition, they must provide an updated physical exam. Students can obtain the pre-participation physical exam, immunization review and TB testing for free at the Student Health Center when the Health Center is open (Fall/Spring) 707-256-7780. Click here to go to the Student Health Center.

<table>
<thead>
<tr>
<th>Tetanus-Diptheria-Pertussis</th>
<th>Booster must be within the last 8 years</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measles</strong></td>
<td></td>
</tr>
<tr>
<td><em>Two doses</em> of measles vaccine given at least one month apart</td>
<td>Laboratory evidence of immunity (positive titer) is acceptable for any or all of the three (measles, mumps, rubella)</td>
</tr>
<tr>
<td>First dose must be on or after 12 months of age</td>
<td></td>
</tr>
<tr>
<td>Measles vaccine given BEFORE 1/1/68 is NOT acceptable</td>
<td></td>
</tr>
<tr>
<td><strong>Mumps</strong></td>
<td>Females should not be given the MMR, Rubella, or Varivax vaccine if pregnant or if there is any reason to suspect pregnancy. Measles-mumps-rubella (MMR) vaccine and its component vaccines should not be administered to women known to be pregnant. Because a risk to the fetus from administration of these live virus vaccines cannot be excluded for theoretical reasons, women should be counseled to avoid becoming pregnant for 28 days after vaccination with measles or mumps vaccines or MMR or other rubella-containing vaccines.</td>
</tr>
<tr>
<td>One dose of mumps vaccine on or after 12 months of age</td>
<td></td>
</tr>
<tr>
<td><strong>Rubella</strong></td>
<td></td>
</tr>
<tr>
<td>One dose of rubella vaccine on or after 12 months of age</td>
<td></td>
</tr>
</tbody>
</table>
### Hepatitis B
- Three doses are required and anti-HBs serologic testing

- **Dose #1**, then
- **Dose #2** – no sooner than one month after the first dose
- **Dose #3** – at least 5-6 months after the first dose
- 2 months after dose #3 obtain anti-HBs serologic testing. Student must have **at least 2 doses** of Hepatitis B vaccine before starting clinical rotation

### Varicella
- History of Chicken Pox is not acceptable
- Laboratory testing for immunity (titer) should be done first
- **If lab test is negative**, two (2) doses of vaccine are required to provide immunity

- Laboratoty evidence of immunity (positive titer) is acceptable
- Varicella vaccine doses must be administered at least one month apart

Females should not be given the MMR, Rubella, or Varivax vaccine if pregnant or if there is any reason to suspect pregnancy. Measles-mumps-rubella (MMR) vaccine and its component vaccines should not be administered to women known to be pregnant. Because a risk to the fetus from administration of these live virus vaccines cannot be excluded for theoretical reasons, women should be counseled to avoid becoming pregnant for 28 days after vaccination with measles or mumps vaccines or MMR or other rubella-containing vaccines.

### Tuberculosis (TB) PPD Skin Test (Mantoux)
- If you cannot provide proof of a recent (within 1 year) TB (Mantoux) test or never received a PPD, you must have a two-step test done, 1-2 weeks apart instead of the one single testing.
- If you have a PPD result, you will need to have another PPD.

- **PPD**: Provide dates of two (2) negative PPD skin tests within the past 15 months, one within the last 3 months.
- **If TB test is or has ever been positive**, do not be retested - a chest x-ray is required. If positive TB skin test, provide the date of the test, any treatment received, and documentation for a negative chest x-ray report within the last year. If you have a record of positive PPD, you must provide chest X-Ray showing 2 views with no abnormalities and complete an Annual Symptom Review (ASR).
- **Tine test is not acceptable**

### Seasonal Influenza Vaccination

- If you are not able to receive the influenza vaccine due to medical or religious reasons, you need to sign a declination form each season.

### Immunizations

- **strongly recommended**
  - Polio vaccine (3 doses)
  - Hepatitis A

### a. Tuberculosis Screening Requirements
- The PPD must be repeated annually. If you are required to complete the Annual symptom review, this document needs to be submitted annually.
- If a student does not have the Tuberculosis screening requirements on file, they cannot participate in clinical.

### b. Hepatitis B
- Documentation of receipt of three doses of Hepatitis B vaccine and a documented seropositivity. (CDC guidelines for Health Care Professionals)

### c. Students may be exposed to Chicken Pox/Herpes Zoster or Mumps. If there is any reason for further titre testing, the physician should so indicate.
HEALTH & SAFETY POLICIES AND GUIDELINES

1. **SLEEP:** Adequate sleep is important for cognitive function to be optimal and for patient care to be safe. We recommend 7-8 hours of sleep prior to class and prior to clinical. At the discretion of the instructor, students will be sent home from class or clinical if they demonstrate symptoms of lack of sleep (which will be counted as absence).

2. **ILLNESS:** At the discretion of the instructor, the student may be required to submit a release from their health care provider.

3. **SURGERY OR INJURY:** The student who has had surgery or an injury must have a release form signed by his or her health-care provider allowing him or her to return to clinical practice. The health provider’s written release is to be presented to the instructor and is placed in the student’s file.

4. **PREGNANCY:** A nursing student may continue in the program during pregnancy only with the written permission of her health-care provider. For the safety of the student, as soon as pregnancy is confirmed, the health-care provider’s release document must be presented to the instructor and will be placed in the student file.

CRIMINAL BACKGROUND CHECKS and SEX OFFENDER and DRUG SCREENING

In accordance to the Joint Commission (2008) standard, clinical facilities may require criminal background checks and urine drug screens for all individuals providing patient care. The background checks, sex offender check and urine drug screening will be done by a designated independent service. Students are responsible for the costs associated with the background check/s, sex offender check and urine drug screen/s. Students will register and self-pay online through Verify.com service. Instructions for this service will be posted on the Associate Degree in Nursing Current Student page. The results will be maintained and protected by the nursing program director.

All students entering the program are required to obtain a criminal background check, sex offender and a urine drug screen before entering the first nursing course. If the student remains in continuous enrollment in the ADN program only one (1) background check may be required. All readmitted students will complete a background check, sex offender check and drug screen prior to the readmission into the nursing course.

If the drug screen result comes back as dilute negative, positive, adulterated, non-negative, the student may be allowed one retest at the student’s expense. A urine drug screen may be required at any given time during the nursing program. If the student does not have a negative drug screen, they shall be subject to dismissal from the program, as they will be unable to complete the mandatory clinical rotations.

If a student cannot be cleared for clinical due to a background check infraction, or has a sex offense, the student will not be able to participate in clinical which is a program requirement. In the event that a student is found ineligible for clinical placement by the clinical facility after admission to the nursing program, they shall be subject to dismissal from the program, as they will be unable to complete the mandatory clinical rotations.

The BRN does not require pre-licensure nursing programs to screen potential students for a history of convictions prior to acceptance into their program. The BRN only requires background checks on criminal convictions prior to the time of application for licensure. Furthermore, BRN staff reviews all applications with prior convictions on an individual case-by-case basis before issuing or denying licensure. The criteria used by the Board in evaluating an applicant’s present eligibility for licensure are found in the California Code of Regulations (CCR) Section 1445. ([www.RN.ca.gov](http://www.RN.ca.gov))
POLICIES REGARDING THE UNIFORM DRESS CODE

The following guidelines are based on the principles of standard precautions and are specified for the purpose of asepsis and safety. We are required to abide by the agencies policies regarding appearance and behavior.

**Hygiene**
Meticulous grooming and daily personal and oral hygiene are essential due to close proximity to patients and others. Odors of any kind may be offensive to patients. Products with strong odors must be avoided when working with patients, i.e. perfumes, tobacco, strong hair spray, aftershave, etc.

**Hair**
Hair must be clean and controlled. Hair that is shoulder length or longer must be secured at the neck or worn up. Most of our hospitals require that hair be in “naturalistic” colors.

Facial hair of men must be clean, neat and trimmed and worn in such a manner that it will not obstruct nursing activities.

**Nails/Make-up**
Make-up is to be natural and subtle; nails must be kept clean, short and manicured. Light or natural polish is permitted. No artificial or long nails are permitted, due to potential for infection transmission.

**Body Art**
Visible facial jewelry and body piercing/s must be removed for the clinical experience. No objects of any type may be worn on the tongue. Permanent facial jewelry and body piercings must be covered. Body art (tattoos) should be covered. If tattoos, piercings, etc, are visible while the student is in uniform, long sleeved undershirts and other coverings are required.

**Gum**
Gum is not to be chewed in clinical.

**Smoking**
Are you a smoker? Patients have complained that nursing personnel who smoke on breaks return to direct patient care with a strong odor of cigarette smoke on their clothing. It is best if you refrain from smoking while in clinical experience. Commercially available products, such as nicotine gum, may assist you with smoking cessation. Smoking is strictly limited to permitted areas only. CDC smoking cessation information

**Jewelry**
In clinical, a plain wedding band, wristwatch, and a single small earring post per ear lobe may be worn in clinical. No dangling or loop earrings are permitted. In order to wear any other visible jewelry, the student must petition the faculty for permission. The student is responsible for the loss or damage of jewelry and other personal possessions.

**Photo Identification**
A photo identification name tag is required when the student is wearing the uniform, lab coat, hospital scrub uniform and when attending clinical preparation and practice experiences in the skills lab and simulation lab. Students will be notified by the instructor when the photo identification name tag is not required and/or if the photo identification name tag is required to be worn with street clothes.

The photo identification nametag can be purchased ($20) through the Cashier Office, Building 1500. Pay the fee at the cashier office and take your receipt to the Associated Students of Napa Valley College (ASNVC) Office. This photo ID will also serve as your student ID while you are in the nursing program. If you have a break in the program, you may need to pay for a new ID card.

To purchase your photo Identification card, click here.
Uniform
Students are expected to dress in uniform in all clinical settings including skills lab and simulation lab. The only exceptions are NURS 144 and NURS 248.

Students must purchase their uniform(s) on-line from www.marcusuniforms.com (click on School Scrub Links – then click on Napa Valley College) or at Quinn’s Uniforms in the Alamo Plaza Shopping Center 814 Alamo Dr, Vacaville, CA.

A. Women:
- Scrub top, green and/or
- Polyester/cotton slacks green
- Women’s uniform lab jacket (white)
- Plain white round neck shirt (optional)

B. Men:
- Scrub top, green
- Polyester/cotton slacks green
- Men’s uniform lab jacket white
- Plain white round neck t-shirt (optional)

C. School Logo
A green and gold college logo, which includes the name of the nursing program, is to be worn on the left sleeve of the scrub top and the lab jacket. They can be purchased at the college book store. NVC name tags should be worn with uniforms at all times.

Shoes
Shoes are to be leather, all white, polished, supportive and safe, with closed heels and toes. Long white socks or stockings are worn with the pants uniform. NO high tops, canvas sneakers or clogs are permitted.

Students will need a ballpoint pen with black ink, a watch with a second hand, bandage scissors, stethoscope, pen light, Kelly clamp and a pocket calculator.

Students employed by health-care agencies may not wear the student nursing uniform or name pin at work.

Please avoid wearing the uniform in public settings (restaurants, etc.)

Clinical Preparation Attire
Attire for students going to agencies to prepare prior to clinical experiences will be professional and appropriate.

The nursing student uniform with name OR the lab jacket with name pin worn over dresses, culottes and slacks. No jeans, stretch pants or shorts.

Clinical Orientations
All our facilities have different record systems and policies regarding student nurses. Therefore, it is required that all students be oriented by Agency Staff according to their facility’s requirements. In order to reduce the time and redundancies of some mandated orientation requirements, Napa Valley College subscribes to an on-line orientation system called HealthStream. All students must complete rapid regulatory clinical I & II, hazardous communication and workplace violence modules on-line courses at 90% mastery before their first day of the nursing program. The modules need to be completed annually. There are many other optional courses available at the web-site www.healthstream.com. Students need to self-register an pay online. The instructions for HealthStream are found on the ADN current student page.
POLICIES REGARDING ATTENDANCE

Attendance/ Punctuality

Students enrolled in the Associate Degree Nursing Program are required to follow the Napa Valley College attendance policy, which stresses regular attendance in all classes.

Regular attendance in all classes is important for satisfactory academic progress. The Napa Valley College attendance regulations make provisions for a limited number of unavoidable absences. However, a student who is absent for as many times as a class meets each week will have exhausted this provision. An instructor may request verification of those absences. Further absences may cause the instructor to drop the student from the class.

The Students dropped from a class must submit a petition to the Vice President, Student Services in order to be reinstated. If a student is absent because of illness, a signed statement from a physician must be attached to the petition. It is important that the student contact the instructor as soon as possible after an absence has occurred. The Office of Student Services is located in Room 1330, 1300 Student Services Building, 256-7360.

The California Board of Registered Nursing requires that every student earn at least 18 semester units each in theory and clinical. Nursing students are preparing to work as nurses and for employers who require that their employees be dependable and reliable as well as safe in giving patient care.

*Therefore, it is expected that students will be present and on time for all classes, including lectures, tests, seminars, college laboratory sessions as well as clinical and community experiences. Students are responsible for notifying their instructor before any expected absence or tardies for all courses.

NOTE: Late students may not be admitted to classroom until the next break

Lecture and Seminar Absence
Any student missing more than one day during any course or any student who is consistently late will meet with the faculty member teaching the course to review progress and identify any missed work that needs to be completed. Instructors may assign a written assignment and/or attendance at another class, etc. for make-up.

Missed seminars – Student must hand in typed responses to seminar activity, which are due the next class day. If the faculty member determines that the assignment is not satisfactory it may be reassigned.

Clinical or college laboratory absence/tardiness
Any student missing clinical or college laboratory time during a course, or any student who is consistently late will meet with the clinical instructor and will be required to make up the hours by the agreed upon date. Failure to make up the hours can result in an incomplete grade or failure for the course. Clinical absences and tardies will be recorded on the student’s clinical evaluation form.

For unavoidable clinical absences or lateness, follow the directions for notification of your instructor from the course syllabus or direction from instructor at Orientation.

Students may not leave a clinical facility except for an emergency situation and must have the clinical instructor’s permission to leave.

The instructor will determine the appropriate make-up assignment and related written work. The instructor will determine make up assignments and related work to meet clinical objectives. Student will meet with instructor to discuss make-up assignment.
POLICIES RELATED TO THEORY AND CLINICAL

CELL PHONES
To be in compliance with Health Insurance Portability and Accountability Act (HIPAA), students are not to use any hand held personal devices in the clinical setting to photograph, video or audiotape at anytime. Cell phones and pagers must be turned off or on "silent" mode during classes and in clinical settings. If you must answer a call or enter a text message you will have to leave class, and you may not be permitted to return until the next class break. DO NOT bring phones or cameras to testing sessions.

At the faculty’s discretion, students may use handheld devices to obtain educational information.

General guidelines regarding audio taping for all students (including students that have a documented learning disability through Disabled Student Programs and Services (DSPS))

1. I will use recordings of class lecture solely for my personal use in study and preparation related to the class.
2. I acknowledge that the recordings are sources, the use of which in any academic work is governed by rules of academic conduct for Napa Valley College.
3. I will destroy any recordings that I was permitted to make when I no longer need them for my academic work.
4. I understand that failure to abide by these provisions may result in loss of permission to audiotape/audio record class lectures.

OTHER PERSONAL EFFECTS
For safety reasons, please bring only what can fit under your desk to class and leave book bags, etc., in a secure location.

THEORY AND CLINICAL LEARNING OPPORTUNITIES

THEORY
All courses provide theory and clinical concurrently as required by the BRN.

LAB/CLINICAL
Includes campus skills lab, the simulation lab or assigned experience in hospitals, clinics or other areas where health-care is observed or practiced. All students are expected to initiate a review session in the lab to practice skills not recently performed. There are ‘open hours’ available in the Skills Lab and Simulation+ Center. Check Calendars and sign in and out whenever you go to practice in a lab. Field trips may be required. Cost of trips and clinical assignments may include bridge tolls, parking, and food, which are the responsibility of the students.

TRAVEL
The assigned clinical experience may involve traveling up to 70 miles or more from the NVC campus. Students are responsible to have their own reliable transportation. Carpooling is encouraged.

GROUP ASSIGNMENTS
Students are assigned to clinical groups and the groups rotate through a variety of health-care agencies. Students will be assigned to different groups each semester course. The faculty makes the student assignments according to identified individual learning needs and required clinical experiences.

CLINICAL PROGRESS FOLDER
Written assignments for clinical will be maintained in a folder for submission to clinical instructor on a weekly basis. This will be maintained in cumulative fashion throughout the program.

CLINICAL SKILLS CHECKLIST
A Clinical Skills Checklist is to be maintained by each student. The list consists of experiences that are appropriate for each semester. This list is to act as a guide to direct students in their learning. It must be submitted each week with clinical paperwork. Lack of availability may prevent the student from obtaining some experiences; this will not result in an incomplete or failed course. It is the student’s responsibility to actively seek learning experiences. The list will be reviewed every week and at the formative evaluation. The checklist is to be submitted to your instructor for attachment to your summative evaluation at the end of the course.
CLINICAL PREPARATION
For some courses, students are expected to go to their assigned clinical area the day before to begin preparation for their clinical assignment. This includes chart review, meeting their patient/s; review of lab tests, procedures, medications and the beginning of clinical prep sheets. Lab jackets with name tag required.

EVENING AND WEEKEND CLINICALS
Students may be assigned evening and weekend clinicals and other learning experiences at times throughout the program. Shifts range from 6 – 13.5 hrs/ day.

COMMUNITY SERVICE
Community service is an integral part of the health-care profession. Therefore, students will participate in community service activities as required learning experiences.

STANDARDIZED MASTERY TESTS & CASE STUDIES WITH PRACTICE TESTS
Students will pay for the standardized tests and case studies with practice tests at the beginning of each semester. The cost for these items will be distributed over each semester. For the 2013-2015 class, the fee is approximately $65.00. The tests and case studies will help to prepare you for the NCLEX-RN test. At the completion of the standardized test, you can create a remediation plan. The fees are non-refundable, non-transferable and are subject to change.

POLICY REQUIREMENTS FOR PASSING NURSING COURSES
To successfully complete the nursing courses, the student must have:

1) A cumulative average on all tests of a grade of C (75%).
2) A satisfactory final summative clinical performance evaluation.
3) A satisfactory final summative seminar performance evaluation.
4) Meet all attendance requirements.
5) Successfully complete the required number of Nursing Care Plans and other written assignments on time.
6) Each semester students must pass a medication dosage calculation (MDC) test. Students who fail this test are given one opportunity to take an alternate test on the same objectives. See semester calendar in syllabus for test schedules and required scores. Students who do not meet the course standard in the MDC exams will automatically fail the course.
7) Some courses require video recording of selected clinical skills for evaluation by instructors using criteria outlined in the syllabus. Unsatisfactory videos will be retained by the program. Refer to syllabus for specifics on video-skill requirements.

THEORY GRADE
The student must achieve 75% or better on theory tests in each nursing course in order to continue in the nursing program. Specific grading guidelines are developed by faculty for each course and are printed in the course syllabus.

a. For some courses, theory tests/requirements account for 95% of the final grade. Refer to course syllabus for specifics.
b. Standardized Mastery tests may account for 5% of theory grade – POINTS WILL BE CALCULATED BY MULTIPLYING THE CONVERSION SCORE BY 5%. This will be awarded only if the conversion score is 75% or greater. Students who achieve less than a 75% conversion score on the mastery test will receive no points.
c. No grade will be rounded up.
TEST POLICIES

1. Students must complete exams within the designated time frame.

2. Quizzes may be given at any time and may not be made up.

3. Any student found cheating on any test or assignment will be assigned a **zero** on that test. A zero on any test or assignment will result in a failing grade.

4. **Test Make-up.**

   Students are expected to complete testing as scheduled. In the unusual event that a student has to miss a test they must notify the testing instructor before the test is scheduled.

   A. The make-up test will test the same objectives(s) but may be in an alternative form from the original test.

   B. Students must take the make-up test in the testing center (Building 1700) on the day they return to class or clinical.

   C. A Student who does not take the make-up exam on the first day that they return, or does not notify the instructor will receive a zero for the make-up test.

   D. Absence from tests is the same as from class & shall be subject to the college attendance policy.

   E. Calculators used during quizzes and/or exams shall have no other function than computation.

   F. For students, for whom English is not their native language, faculty may permit the use of a non-medical translation dictionary during tests, if the student makes prior requests.

TESTING PROCEDURE

Tests may be administered using scantron test forms or computer assisted platform such as Blackboard.

1. Each student is responsible for bringing to each test a clean, unmarked, non-folded, Scantron test sheet #F-288-ERI-L and a Number 2 lead pencil. (Scantron sheets are available for purchase in the bookstore, 100 points – A B C D E).

2. Students are responsible for marking Scantrons accurately and correctly (including proper erasures). If the Scantron is improperly marked, or erasure is not complete, and read incorrectly in the machine, no credit will be given. A student should list the item numbers where they erased on the top of the Scantron sheet before submission.

3. Students may request to review their unit tests and their answers to the test within one week of each exam. The student’s individual test results will be destroyed following the end of each semester.
Students are expected to keep a current grade status record. An example of how each individual student can calculate his or her grade average is as follows:

<table>
<thead>
<tr>
<th>Test</th>
<th>Possible Total Points</th>
<th>Student Scores</th>
<th>Student Scores</th>
<th>Student Scores</th>
<th>Student Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>35</td>
<td>34</td>
<td>28</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>35</td>
<td>32</td>
<td>32</td>
<td>32</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>37</td>
<td>35</td>
<td>35</td>
<td>29</td>
<td>27</td>
</tr>
<tr>
<td>total</td>
<td>112</td>
<td>102</td>
<td>101</td>
<td>89</td>
<td>82</td>
</tr>
</tbody>
</table>

Weighted 100%:
- \( \frac{102}{112} = 0.91 \times 100 = 91\% \)
- \( \frac{101}{112} = 0.901 \times 100 = 90\% \)
- \( \frac{89}{112} = 0.7946 \times 100 = 79\% \)
- \( \frac{82}{112} = 0.7321 \times 100 = 73\% \)

Weighted 95% (0.95):
- \( \frac{102}{112} = 0.91 \times 0.95 = 86.45 = 86\% \)
- \( \frac{101}{112} = 0.901 \times 0.95 = 85.66 = 85\% \)
- \( \frac{89}{112} = 0.7946 \times 0.95 = 75.49 = 75\% \)
- \( \frac{82}{112} = 0.7321 \times 0.95 = 69.55 = 69\% \)

If Conversion score is weighted at 5% of theory grade (examples Conversion 75%, 80%, 95%, 99%):
- 75% multiplied by 5% (0.05) = 3.75 added to 86 = 89.75 = 89%
- 80% multiplied by 5% (0.05) = 4 added to 85 = 89
- 95% multiplied by 5% (0.05) = 4.75 added to 75 = 79.75 = 79%
- 99% multiplied by 5% (0.05) = 4.95 added to 69 = 73.95 = 73%

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>B</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
</table>

Percentages are converted to letter grades as follows:
- 90 - 100% = A
- 80 - 89% = B
- 75 - 79% = C
- 68 - 74% = D
- 67% or below = F

ASSIGNMENTS

1. Students are expected to follow written course guidelines; which includes due dates for written assignments, testing dates, and assume accountability for these expectations.

2. It is the student’s responsibility to schedule appointments with his/her instructor(s) during faculty office hours for assistance with class work, assignments and material.
POLICIES FOR NONDISCRIMINATION ON THE BASIS OF DISABILITY
FOR NVC NURSING STUDENTS

The NVC Nursing Program is committed to providing equal opportunity in its services, programs, and employment for individuals with disabilities. The Nursing program is proactive in promoting an attitude of, respect for, and sensitivity to the needs and abilities of persons with disabilities. Academically qualified students with disabilities will be provided with access to the individualized assistance that is consistent with the student’s needs, legitimate academic demands, and the College’s capacity to respond.

The Department of Nursing welcomes students with disabilities and is required by law to make reasonable accommodations for students who choose to self-identify as having a disability. The Associate Dean or faculty members will not request disclosure of disability at any time. Students requesting course accommodations should:

1. Seek assistance with accommodations from the Associate Dean for Nursing and the DSPS staff, the semester before starting the nursing program and before each semester begins.
2. Disclosure of a specific disability to the Associate Dean (or to faculty members) need not occur, but requested need for accommodations must be clearly stated.
3. Contact the staff at the DSPS and provide current documentation of the disability in accordance with DSPS policy, including medical or other diagnostic documentation.
4. Upon verification of the disability, DSPS certificated staff will provide the student and/or instructor an accommodations letter on which the student’s academic and clinical related accommodations are noted.
5. Students who have been diagnosed with learning difficulties by our Diagnostic Learning Service may be permitted to take their tests in separate rooms for longer periods of time. It is the student’s responsibility to ask the learning skills and testing center to release the information to their instructor if they qualify for special testing accommodations.
6. Students requiring extra time for testing must plan, with the instructor, the time for their testing.

Students with a documented need for accommodations, aside from standard theory and testing provision, are advised to:

1. Arrange a planning meeting with the Associate Dean of Nursing, DSPS certificated staff and the clinical instructor if accommodations are needed in the clinical area prior to the start of the semester.
2. Students who have permanent disabilities are asked to contact the DSPS and the Nursing program. This will assist both programs in completing the course arrangements in a timely manner, ideally before the first week of instruction.
3. Actively participate with the Associate Dean of Nursing and Nursing faculty members to identify the most appropriate modification, aid, or service.
4. Maintain contact with those attempting to provide assistance.
5. Promptly notify the DSPS staff of any problems in receiving the agreed-upon accommodations.
6. The role of the student is to determine, and request from faculty, the accommodations that are needed.
7. At least two weeks notice is necessary for accommodations to be put into place by the college. Less than two weeks notice may delay the accommodation process.
8. Students who experience a temporary disability are asked to contact the DSPS’s soon as possible upon identification of the need for course accommodation. Temporary disabilities are accommodated on a case-by-case basis and accommodations may not be granted.

The Director of Nursing and Nursing Department faculty involved with a nursing course in which a student requests an accommodation will:

1. Following disclosure and documentation with the DSPS, consult with the student to make reasonable accommodations. These accommodations cannot fundamentally alter the essential academic or professional requirements of the program of study, cause disruption, or require financial commitment beyond the scope of the nursing program and/or DSPS resources.
2. Promptly notify the DSPS of any problems in providing the agreed-upon prescribed reasonable accommodations.
NON-HARASSMENT NOTICE

Napa Valley College does not tolerate harassment based on race, color, or national origin, including status as a non-native English speaker. The college encourages any student who believes he or she has been subjected to such harassment to report the harassment to the college’s Dean of Human Resources. In addition, college employees are obligated to report alleged, suspected or known harassment to the Dean of Human Resources. Reports may be submitted to the Dean of Human Resources, Laura Ecklin, in Room 1544. The Dean may also be reached by phone at 256-7100. Reports must be filed within one year of the date of the alleged unlawful discrimination or within one year of the date on which the complainant knew or should have known the facts underlying the allegation of unlawful discrimination. The college will conduct a prompt investigation of any reports of harassment.

DEFINITION OF ACADEMIC HONESTY

This policy is copied from the Napa Valley College Catalog 2012-2014, beginning on page 25.

Academic Honesty S6330

Definition of Academic Honesty

Napa Valley College values integrity, honor, and respect in all endeavors, both personally and professionally. Thus, the faculty at Napa Valley College wishes to help our students maintain the highest academic standards of honesty; therefore, it is expected that a student’s academic work be of his/her own making. In spite of the increased use of collaborative learning and other forms of group work (e.g., labs, study groups, group projects), it is important that each student remain accountable for his/her own work, whether it be work individual or group assignments or tests. We recognize that the vast majority of students maintain highly ethical work standards; however, failure to abide by this standard of conduct is considered to be academic dishonesty.

Types of Academic Dishonesty

• Copying from others on a quiz, examination, or assignment (“cheating”);
• Allowing another student to copy one’s work on a quiz, exam, or assignment;
• Having others take any exam instead of taking the exam oneself;
• Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as one’s own;
• Excessive revising or editing by another that substantially alters the student’s final work;
• Giving other students information that allows the student an undeserved advantage on an exam, such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class;
• Taking and using the words, work, or ideas of others and presenting any of these as one’s own work is plagiarism.

This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional, but it must be avoided at all costs.

To avoid plagiarizing, one must:

• Submit only one’s own work;
• Appropriately cite sources used;
• Appropriately paraphrase or summarize another’s ideas or language and acknowledge the source according to set academic standards;
• Document all verbatim borrowing from another according to set academic standards;
• Document any use of a format, method, or approach originated by others;

If a student is unclear as to what constitutes academic dishonesty, he or she should consult the instructor.

Consequences of Academic Dishonesty

Upon the first infraction of academic dishonesty, the instructor may do one or more of the following:

• Give a lower or failing grade on the assignment or exam;
• Refer the student to the Vice President of Student Services for student disciplinary action.
In the event of a second infraction, upon consultation with the division chair, the instructor may do one or more of the following:
• Fail the student from the course;
• Refer the student to the Vice President of Student Services for student disciplinary action.

If the student believes he/she is unjustly accused, he/she may appeal the decision to the Vice President of Instruction, or follow the student grievance process through the Office of Student Services.

NVC is a user of Turnitin Originality Checking and Plagiarism Prevention System. All electronic transmissions of course assignments may be checked through the Turnitin software at the instructor’s discretion. The availability of the originality report to the students is also at the instructor’s discretion. WriteCheck helps students to check for plagiarism.

EVALUATIONS

COURSE EVALUATIONS

At the end of every semester you will be required to go to a special link to take a survey about the current course, clinical rotations and skills lab you have just completed. We do these evaluations for every course in Health Occupations each semester. We are required to get student feedback, by the Board of Registered Nursing and Napa Valley College in order to use the student input for program and course improvement.

We use a survey tool called Survey Monkey, which is a very simple survey format you have probably taken online at one time or another. You will click on the link and then answer each question by clicking on the one best choice or typing in comments about your experiences. You may type the comments as long as you like.

The surveys are completely anonymous and confidential. The only person that can access the direct information from this survey is the department’s administrative assistant. Once everyone has taken the survey/evaluation she will close the survey and send the results to the ADN faculty for their review. The only thing they will see is a bar chart of responses from the entire class and the written comments. There are no identifying markers within this survey so it is completely confidential to allow you to answer questions freely without the worry of faculty knowing what each individual wrote. We request that you put both good and bad comments about your course experiences as this helps us plan changes in courses for future semesters. It’s your professional responsibility to submit all course, program and follow up program evaluations.

CLINICAL EVALUATIONS

Clinical performance is evaluated by the clinical instructor and is based on the course objectives derived from the program outcomes. The student also evaluates clinical performance using the same performance objectives. Students also are responsible for formulating goals for each clinical week. Clinical evaluation tools are used to document student progress in meeting clinical objectives for each course. These clinical evaluation tools are found in each course syllabus. The clinical evaluation tool includes formative and summative evaluation. The evaluation is to be in writing, discussed with the student and signed by both the instructor and the student. It is then maintained in the student’s folder and used to review progress throughout the program. See (Appendix B) for BRN standards of competent performance.

FORMATIVE EVALUATIONS

Formative evaluation monitors progress and provides direction for learning throughout the course. It provides feedback to the student and shall include their strengths and positive accomplishments as well as their weaknesses and performance that need to be improved. It informs the student regarding progress in meeting clinical objectives, identifies additional learning, and makes recommendations for ways to improve and meet objectives.

In some courses, Students will record a self-assessment in the student formative column one week before the instructor records the instructor’s formative evaluation. See course syllabi for frequency of the formative evaluation, and specific clinical objectives.
In the formative evaluation, performance is rated as follows:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory is defined as consistent performance of the objectives according to criteria or guidelines given. When errors are made they are recognized and corrected.</td>
</tr>
<tr>
<td>NI</td>
<td>Needs Improvement is defined as performance that impedes progress toward meeting clinical objectives and must be improved to satisfactory at the summative evaluation.</td>
</tr>
<tr>
<td>NO</td>
<td>Not observed behavior is defined as a behavior that should have occurred but was not observed and indicates an area to be given attention.</td>
</tr>
<tr>
<td>NA</td>
<td>A behavior rated as not applicable means it was not expected of the student.</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory is defined as inconsistent performance, does not meet criteria for performance, errors were made and not recognized or expected behavior was not performed at all.</td>
</tr>
</tbody>
</table>

**CLINICAL REVIEW POLICY**

Regular conferences with students will be held to review clinical performance. When deficiencies in performance occur—for example, when a student is not meeting clinical objectives or is demonstrating unsafe behavior—it will be discussed with the student as soon as possible, with documentation of the identified behavior(s) and a written recommended plan for change. The plan will include the actions required to achieve satisfactory performance (e.g., required lab practice).

**SUMMATIVE EVALUATIONS**

Summative evaluation occurs at the end of the course to determine if the clinical objectives have been achieved and establishes the grade for clinical practice.

The criteria for evaluation will be rated as follows:

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory is defined as consistent performance of the objectives according to criteria or guidelines given. When errors are made they are recognized and corrected.</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory is defined as inconsistent performance, does not meet criteria for performance, errors were made and not recognized or expected behavior was not performed.</td>
</tr>
</tbody>
</table>

An unsatisfactory rating in any one or more evaluation criteria will result in failure in the course.

**CLINICAL SKILLS PERFORMANCE**

Students are expected to maintain a satisfactory level of performance in all previously learned clinical skills from one semester to another. The student is responsible to assess and remediate any skill deficiencies in the nursing skills lab, when the lab is not booked for other classes. The lab is usually open from 8:00 am to 6:00 pm, Monday through Friday. Check the calendar on the door of the lab (room 814) to see when classes are scheduled and when labs practice time is available. Sign in and out of the lab when you are there to practice.

Faculty may assign a student to perform these skills without advance notice and the student is expected to perform these skills satisfactorily.
SAFE NURSING PRACTICE

The nursing faculty has the responsibility to determine whether practice is safe or whether it is unsafe and unprofessional. They also have an obligation to protect the patient and society against harm. Therefore, if necessary, faculty may remove students from the clinical area and recommend dismissal of students from the nursing program for unsafe, unprofessional, coming unprepared, dishonest and/or disruptive conduct.

UNSAFE NURSING PRACTICE

Unsafe Nursing is behavior that places the patient or staff in physical or emotional jeopardy and is an unacceptable risk. Some major areas of concern for safe practice are:

1. Failure to practice medical asepsis which is any action or inaction that places a patient at risk for infection.
2. Physical jeopardy is any action or inaction that threatens a patient’s safety and physical health. (ex. medication errors)
3. Emotional jeopardy means that the student creates an environment of anxiety and distress which puts the client or family at risk for emotional or psychological harm.
4. A student may be removed from a patient care assignment and sent home from clinical if any unsafe practice occurs, as determined by the instructor.

IMMEDIATE FAILURE

Some behaviors in the clinical area can lead to immediate failure, for example:

1. Behaviors indicating the use of illegal drugs or alcohol;
2. Theft or destruction of property;
3. Physical or verbal abuse of patients, staff, faculty, peers or any person while at a clinical setting;
4. Willful falsification of records;
5. Breech of patient confidentiality;
6. Actions, which threaten a patient’s safety or emotional well-being.

FINAL NURSING COURSE GRADE

To successfully complete a nursing course, the student must achieve a cumulative average of 75% or better on theory tests, pass all required nursing skill check-offs during the stated time frame, receive credit for seminar participation and receive a satisfactory final summative clinical performance evaluation. Students must also pass the Math competency tests and the course Standardized Mastery requirements.
CHANNELS OF COMMUNICATION

Informal Process:
In a timely manner, follow appropriate channels to resolve concerns such as testing and evaluation procedures, classroom activities, clinical environment, or unethical/competent practices of peers/staff:

Student

Instructor

Director, ADN Program

Dean, Health Occupations

Click here for the Student Complaint and Grievance Procedure

POLICIES REGARDING CLOSURE OF CLASSES DUE TO INCLEMENT WEATHER

In the event that conditions appear to threaten (1) the safety to travel and (2) the closure of Napa Valley College, the faculty and students should:

1. Check the www.napavalley.edu website.
2. Listen to radio station KVON (1440 AM or 99.3 FM) for information regarding possible closure of Napa Valley College.
3. Monitor highway conditions by calling Cal Trans @ 1-800-427-7623.
4. Call (707) 256-7200, (707) 256-7150 or (707) 256-7160 to determine if the college will be open.
5. Napa Valley College supervisors will attempt to call the employees they supervise to inform them about travel and work conditions.
6. If the Napa Valley College campus closes, then clinical/lab experiences will also be canceled.

STUDENT PARTICIPATION IN PROGRAM PLANNING AND EVALUATION

Students are expected to participate actively and concurrently in planning and evaluating the program. In addition to completing course evaluations on Survey Monkey, students elect representatives who attend course, general faculty, and curriculum committee meetings. The students may bring student issues and input to the meetings, and relay information back to their respective student groups.
HEALTH AND SAFETY GUIDELINES FOR NURSING STUDENTS

The health and safety of all students is important. Instructors and students will comply with the Napa Valley College Exposure Control Plan for Bloodborne pathogens.

Faculty will provide information and training to students for their own personal and professional use. It is important that students know and understand exposure procedures and strictly follow them. Students providing care to patients will be instructed in the proper precautions to follow. These precautions are based on the guidelines provided by the Center for Disease Control (CDC), the Federal Occupational Safety and Health Administration (OSHA), the United States Public Health Service (USPHS), the California Board of Registered Nursing Statement on Delivery of Health Care, and the National League of Nursing (NLN) guidelines for schools of nursing.

PROCEDURE FOR EXPOSURE OR INJURY OF STUDENT IN THE CLINICAL AREA

1. Wash your hands, arms, face, etc. immediately and thoroughly with soap and water if you have had unprotected contact with blood and/or body fluid/substances. If eyes or mucous membranes have been exposed, flush with water/saline.

2. Report injury, illness, or exposure such as a needlestick or a splash immediately to the instructor.

3. Use the protocols available in the clinical agency to which you are assigned. (Employee health or emergency room) for immediate evaluation to assess risk of exposure, for post exposure management and counseling.
   a. If the injury requires evaluation or treatment, the student should be seen in the Emergency Department.
   b. If immediate attention is required, the student should report to the Emergency Department.
   c. The NVC Workers Compensation Plan should be designated as the paying party.

4. Complete the required notification forms to ensure that insurance coverage is maintained. Submit to the Associate Dean of the ADN program.
   a. Workers Compensation Forms
      (1) Employee’s injury report within 24 hours of injury
      (2) Employee’s claim form
   b. NVC blood borne pathogen exposure incident report if indicated

5. Follow-up care will comply with NVC Exposure Control Plan for Blood borne Pathogens.

PROCEDURE FOR EXPOSURE OR INJURY OF STUDENT IN THE NVC CAMPUS NURSING LAB

1. Call Public Safety (707-256-7770) or dial 911.

2. Report injuries or exposures immediately to the instructor or to the Instructional assistant.

3. Students who have their own health insurance coverage should contact their own health provider for medical evaluation. If medical treatment is required, the student should be referred to an emergency room or other medical facility. (Take a copy of the accident report and other relevant medical information, which may include HBV vaccine status, source individual’s HBV/HIV status if known.) Students without their own health insurance coverage should contact Student Health Services at 707-256-7780.

4. Complete the required notification forms and submit to the Director of the ADN program.
   a. Student accident insurance claim form
   b. NVC blood borne pathogen exposure incident report if indicated

Credit students have paid a health fee and are covered by a secondary accident insurance for class-related injuries sustained as the direct result of an accident. Students must bill their primary insurance first for services given. Student accident insurance is a secondary source of payment.
PROCEDURE FOR INJURY OF STUDENT IN THE COLLEGE SETTING

1. Call Public Safety (707-256-7770) or dial 911.

2. Notify your instructor immediately if you sustain an injury in order to ensure the proper forms are completed and insurance coverage maintained.

3. Students who have their own health insurance coverage should contact their own health-provider for medical evaluation. If medical treatment is required, the student should be referred to an emergency room or other medical facility. (Take a copy of the accident report and other relevant medical information, which may include HBV vaccine status, source individuals HBV/HIV status if known). Students without their own health insurance coverage should contact Student Health Services at 707-256-7780.

4. Complete the required notification forms and submit to the Assistant Dean, ADN Program.

Credit students have paid a health fee and are covered by a secondary accident insurance for class-related injuries sustained as the direct result of an accident. Students must bill their primary insurance first for services given. Student accident insurance is a secondary source of payment.

INSURANCE COVERAGE

If an injury occurs while assigned to a clinical area and while performing duties within the scope of the curriculum, students are covered under the Napa Valley College worker’s compensation program.

While on campus, in a class or lab, an injury is covered under the student accident insurance. Student insurance is secondary to private health insurance and only covers “injuries.”

Both workers’ compensation and student insurance only cover injuries that occur while participating in course activities.

REQUIRED NOTIFICATION FORMS

Student insurance claims must be filed as soon as possible in the health occupation office
- Injury report
- Student insurance claim form signed by both student and Instructor
- Verification of other insurance form
- NVC bloodborne pathogen exposure incident report, if indicated

Workers’ Compensation claims
- Employee injury report within 24 hours of injury
- Employee’s claim form
- NVC blood borne pathogen exposure incident report, if indicated

EXPOSURE TO BLOODBORNE PATHOGENS

By definition, under workers’ compensation an “exposure” to blood borne pathogens is not an “injury” unless an infection develops. Treatment for an infection is considered an illness. A needlestick is considered a puncture wound that would be considered an accident so that type of “injury” is covered.

Every facility that provides health care where exposure to pathogens could occur is required to have a pre- and post-exposure protocol. In order to ensure coverage under workers’ compensation, and to ensure the best follow-up to an exposure, it is important to follow the agency exposure protocol.

If an exposure occurs on campus, follow the NVC protocol as outlined in the Exposure Control Plan for Bloodborne Pathogens.

Time is of the essence. Evaluation of the exposure and follow up should be initiated immediately. Take a copy of the exposure report and any other pertinent documentation (immunizations, etc.) to your personal health provider who should advise you on the best course of action for follow up and precautions.
# HEALTH AND SAFETY GUIDELINES SUMMARY

<table>
<thead>
<tr>
<th>EXPOSURE OR INJURIES IN CLINICAL AREA</th>
<th>IN NVC CAMPUS LAB</th>
<th>INJURY OF STUDENT IN COLLEGE SETTING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash</td>
<td>Away Any Blood or Body Substances</td>
<td>Away Any Blood or Body Substances</td>
</tr>
<tr>
<td>Report</td>
<td>To Instructor immediately</td>
<td>To Instructor or Instructional Assistant</td>
</tr>
<tr>
<td>Call</td>
<td>Ext. 7770 or dial 911</td>
<td>Ext. 7770 or dial 911</td>
</tr>
<tr>
<td>Use Available Protocols</td>
<td>Clinical Agencies</td>
<td>NV College Exposure Control Plan</td>
</tr>
<tr>
<td>Provider of Care</td>
<td>Use Emergency Department</td>
<td>Students Own Health Provider or Emergency Department</td>
</tr>
<tr>
<td>Payment</td>
<td>NVC Workers Compensation Plan</td>
<td>Primary – Students Own Insurance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary – NV Student Accident Insurance</td>
</tr>
<tr>
<td>Paper Work and Forms</td>
<td>Workers Compensation Forms</td>
<td>Accident Reports</td>
</tr>
<tr>
<td></td>
<td>Employees Injury Report within 24 hours of Injury</td>
<td>HBV/HIV Status if known</td>
</tr>
<tr>
<td></td>
<td>Employees Claim Form</td>
<td>HBV Vaccine Status Form</td>
</tr>
<tr>
<td></td>
<td>NVC Blood borne Pathogen Exposure Incident Report if Indicated</td>
<td>Student accident Insurance Claim Forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NVC Blood borne Pathogen Exposure Incident Report if Indicated</td>
</tr>
</tbody>
</table>

Further interventions and follow-up care, serial testing and/or medication established as a medical necessity may be provided based on the medical evaluation.

*Reviewed and updated July 2014*
POLICY REGARDING STUDENT RECORDS

1. Admissions and Records Office include the following:
   A. Official transcripts
   B. High School or equivalent verification
   C. Applications

2. Health Occupations Division (Temporary Records)
   A. Copies of:
      (1) Graduation Check Sheet
      (2) Student Information Card
      (3) CPR Certification (Healthcare Provider or Professional Rescuer only)
   B. Documentation of health and immunization requirements
   C. Clinical Performance Evaluations

STUDENT’S RIGHT TO REVIEW RECORD

Policy

By law, students have the right to review, make comments, and add to their student records. Students should make appointments with their course instructor to review their record with the instructor.

Procedure

1. When students are reviewing their student records, an instructor must be present. The instructor may make copies of the record upon written request of a student. Instructors should indicate in the record what was copied and given to student.

2. Clinical evaluation forms are intended to evaluate clinical performance based on clinical objectives. It is not intended to be used as a reference or a performance evaluation for any potential employers, etc.

3. Students will not be allowed to take records from their folders.

4. Students who wish to submit comments in writing may do so. These will become a part of the student’s record.

5. At the age of 18, the student has the exclusive right to his/her record. A release of information request will be obtained from the student to share information with parents, other individuals and/or agencies.

6. Affiliating clinical agencies may obtain validation of immunizations and CPR certification on students practicing in their facilities based on the student’s signature on their health forms.
OTHER ADN STUDENT POLICIES

WITHDRAWAL

To withdraw from a course, obtain a college drop card from the Office of Admission and Records. The drop card must be processed before 75% of the course has been completed i.e. before the end of week 6 in an 8 week course or before the end of week 9 in a 12 week course.

Nursing faculty may recommend the withdrawal of any student whose health, conduct, academic, or clinical performance makes it inadvisable for the student to continue in the nursing program.

EMERGENCY LEAVES OF ABSENCE (LOA)

Students in good academic standing experiencing a major health or family crisis may request an emergency LOA. They must meet with the Director to complete a LOA request. Such requests may be reviewed by appropriate faculty and the student will be notified of the decision in writing.

READMISSION

If a student fails any nursing course, they will have an opportunity to be re-admitted at some future time as long as there is space available in the class they require. Such students must meet with the Director to complete a readmission form and develop a plan for success. Such a student may be administratively dropped from any other nursing course that they may have pre-registered for. There will be only one opportunity to repeat a course as a readmission student. If a student withdraws from or fails another nursing course, there will not be another opportunity to repeat a nursing course.

READMISSION & TRANSFER

If a student, who does not complete the first course, Introduction to Nursing (NURS 141), wants to re-enter, they must request that the Admissions and Records Nursing Coordinator add their name to the end of the ADN waiting list.

Re-admission and transfer criteria require the same program and semester prerequisites as established for all applicants to the ADN program at the time. Readmit, transfer, and LOA students must return within two years as long as space is available.

Separate waiting lists are kept by the Director for all Nursing courses except for NURS 141. First priority will be given to LOA students, second priority to readmits, and third priority will be given to transfers. The date and time of the request for readmission or transfer will factor into priority.

POLICIES REGARDING CHALLENGING COURSES

Transfer students are able to transfer comparable nursing courses from other accredited/approved nursing programs as long as there is no more than two years since they passed the most recent course. If it has been more than two years since a transfer student requesting readmission last passed a nursing course, they can challenge the course at NVC. In most cases, they will be required to take a standardized mastery test and perform clinical competencies in the skills lab or the simulation center. Procedures for credit by examination are in the College Catalog.
GUIDELINES FOR STUDENTS IMPAIRED BY ALCOHOLISM, DRUG ABUSE AND EMOTIONAL ILLNESS

Students who demonstrate behaviors indicating signs and symptoms of emotional illness, alcoholism and/or drug abuse that impairs their ability to perform safely will not be allowed to continue in the program. Faculty has the responsibility and the authority to take immediate corrective action with regard to the student’s conduct and performance in the clinical setting.

Recognizing that these are illness and should be treated as such, it is the student’s responsibility to voluntarily seek diagnosis and treatment. Instructors and college counselors will assist in making appropriate referrals.

Students can be readmitted following evidence of successful completion of therapy when there is a seat available. The student will need to provide documented rehabilitation from a therapist specializing in addiction behavior. The documentation needs to include compliance of the treatment plan as identified by the therapist including a statement that the student will be able to function effectively and provide safe and therapeutic care for clients in a clinical setting.

NOTE: If the above illnesses are not treated successfully, they may prevent licensure to practice nursing as a registered nurse.

References:
1. BRN web site: www.rn.ca.gov
2. BRN Policy Statement on Impaired Nursing Students (Appendix A)
APPENDIX A

Board of Registered Nursing (BRN) Policies:
Standards of Competent Performance
Standardized Procedure Guidelines
Impaired Nursing Students
Clinical Learning Experiences - Nursing Students
STANDARDS OF COMPETENT PERFORMANCE

Website:  http://www.rn.ca.gov/regulations/title16.shtm#1443.5

1443.5. STANDARDS OF COMPETENT PERFORMANCE

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

(1) Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.

(2) Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.

(3) Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client's health needs.

(4) Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervises nursing care being given by subordinates.

(5) Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and the health team members, and modifies the plan as needed.

(6) Acts as the client's advocate, as circumstances require by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.
ARTICLE 7. STANDARDIZED PROCEDURE GUIDELINES

1.470. Purpose
The Board of Registered Nursing, in conjunction with the Division of Allied Health Professions of the Board of Medical Quality Assurance (see the regulations of the Board of Medical Quality Assurance, Article 9.5, Chapter 13, Title 16 of the California Code of Regulations) intends, by adopting the regulations contained in this article, to jointly promulgate guidelines for the development of standardized procedures to be used in organized health care systems which are subject to this rule. The purpose of these guidelines is:

(a) To protect consumers by providing evidence that the nurse meets all requirements to practice safely.

(b) To provide uniformity in development of standardized procedures.

1.471. Definitions
For purposes of this article:

(a) "Standardized procedure functions" means those functions specified in Business and Professions Code Section 2725(c) and (d) which are to be performed according to "standardized procedures";

(b) "Organized health care system" means a health facility which is not licensed pursuant to Chapter 2 (commencing with Section 1250), Division 2 of the Health and Safety Code and includes, but is not limited to, clinics, home health agencies, physicians' offices and public or community health services;

(c) "Standardized procedures" means policies and protocols formulated by organized health care systems for the performance of standardized procedure functions.

1.472. Standardized Procedure Functions
An organized health care system must develop standardized procedures before permitting registered nurses to perform standardized procedure functions. A registered nurse may perform standardized procedure functions only under the conditions specified in a health care system's standardized procedures, and must provide the system with satisfactory evidence that the nurse meets its experience, training, and/or education requirements to perform such functions.

1.473. Standardized Procedures


1.474. Standardized Procedure Guidelines
Following are the standardized procedure guidelines jointly promulgated by the Division of Allied Health Professions of the Board of Medical Quality Assurance and by the Board of Registered Nursing:

(a) Standardized procedures shall include a written description of the method used in developing and approving them and any revision thereof.

(b) Each standardized procedure shall:

(1) Be in writing, dated and signed by the organized health care system personnel authorized to approve it.

(2) Specify which standardized procedure functions registered nurses may perform and under what circumstances.

(3) State any specific requirements which are to be followed by registered nurses in performing particular standardized procedure functions.

(4) Specify any experience, training, and/or education requirements for performance of standardized procedure functions.

NPR-1-19 STANDARDIZED PROCEDURE GUIDELINES
REV 07/1993, 07/1997, 01/2011
(5) Establish a method for initial and continuing evaluation of the competence of those registered nurses authorized to perform standardized procedure functions.

(6) Provide for a method of maintaining a written record of those persons authorized to perform standardized procedure functions.

(7) Specify the scope of supervision required for performance of standardized procedure functions, for example, immediate supervision by a physician.

(8) Set forth any specialized circumstances under which the registered nurse is to immediately communicate with a patient's physician concerning the patient's condition.

(9) State the limitations on settings, if any, in which standardized procedure functions may be performed.

(10) Specify patient record keeping requirements.

IMPAIRED NURSING STUDENTS

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.
Clinical Learning Experiences
Nursing Students

The Board of Registered Nursing is statutorily authorized to interpret, implement, and enforce the Nursing Practice Act and its regulations. Business and Professions Code § Section 2729 statutorily authorizes that nursing services may be rendered by a student nurse when these services are incidental to the course of study when the nursing student is enrolled in a board-approved nursing program.

**BRN Position:** Nursing faculty of a California board approved nursing program is authorized by the above law to initiate and continue to allow nursing student’s clinical education functions including administration of medication. The role of the nursing faculty is to provide direct and indirect supervision of nursing students in all clinical activities. The Board of Registered Nursing has relied on Business and Professions Code Section § 2729 and does not consider nursing students as unlicensed assistive personnel for the purpose of clinical nursing education.

Faculty determines the amount of supervision to provide to any individual nursing student. When determining the appropriate level of supervision, faculty must consider the severity and stability of the assigned patient, the patient’s condition, as well as the student’s competency and ability to adapt to changing situations in the clinical setting. Faculty should also consider the types of treatments, procedures, and medications to be administered to the patient. When engaged in clinical learning experiences the nursing student is under the supervision of the clinical faculty and the RN in the facility. Both the clinical faculty and the RN in the clinical facility are responsible for the quality of care delivered by students under their supervision.

Expanding clinical technology such as electronic medical records, medication distribution systems, and bar-coding electronic medication administration processes require faculty and nursing students to attend training sessions allowing them to gain the knowledge necessary to use these systems. The board expects nursing faculty to ensure that the learning experiences chosen provide the student with the opportunity to develop those skills necessary to ensure that they will become safe, competent practitioners. Since these technologies are here today and will be a future part of healthcare delivery, faculty and nursing students must have hands on experiences with these systems while learning to provide registered nursing care to patients.

If questions arise regarding RN practice or nursing student authority to perform registered nursing functions while enrolled in a California approved nursing program, do not hesitate contacting the Board of Registered Nursing at [www.rn.ca.gov](http://www.rn.ca.gov).
APPENDIX B
Signature Pages

1. Student Handbook – p.45
2. Release of Information – p.46
3. Privacy and Confidentiality – p.47
4. Student Learning Outcomes (SLO) Consent to Participate – p.48
5. Skills Laboratory Guidelines – p.52
6. Wine Country Regional Simulation Center Guidelines – p.54
7. Wine Country Regional Simulation Center Confidentiality and Consent to Video – p.55
8. Assumption of Risk - p.56
The policies and procedures described in this student handbook have been developed by the faculty of the Associate Degree Program in Nursing at Napa Valley College. This handbook will be a reference during your enrollment in the Associate Degree Nursing Program.

It is part of your responsibility to review this handbook and understand the policies and procedures. If you do not understand the contents, please speak with the Director.

Read through the handbook carefully and sign the 8 signature pages. The original signed documents need to be turned in to the instructor on the first day of class. Save a copy of these documents. Students who do not return the original signed documents will not be permitted to begin lab classes. Keep the handbook, along with the College Student Handbook and catalog as a reference for your studies during the program.
I have read and agree to abide by the policies contained in this student handbook. In signing the forms, I attest to the fact that I have read the entire handbook and agree to adhere to all the policies therein for the program, skills lab and the simulation center.

Print Name: ________________________________

Signature: ___________________________ Date: ____________________
RELEASE OF INFORMATION

I give permission for the Napa Valley College nursing faculty and/or the nursing program administration to share my personal information; including name, date of birth, and documentation of the health and safety requirements to clinical agencies requesting this information.

I understand that my personal identifying information may be shared with health care agencies needing this information to enter me in their security system, in their computer system, and/or in their medication administration system.

Print Name: _________________________________________

Signature: _______________________________ Date: _____________________
Privacy and Confidentiality

The discussions, uses, and disclosures addressed by this agreement mean any written, verbal, or electronic communications.
I understand that I am never to discuss or review any information regarding a patient at a clinical site unless the discussion or review is part of my assignment to the site. I understand that I am obligated to know and adhere to the privacy policies and procedures of the clinical site to which I am assigned. I acknowledge that medical records, accounting information, patient information, and conversations between or among healthcare professionals about patients are confidential under law and this agreement.

I understand that I may not remove any record from the clinical site. Additionally, I understand that, before I use or disclose patient information in a learning experience, classroom, case presentation, class assignment, or research, I must exclude the following information:

<table>
<thead>
<tr>
<th>Names</th>
<th>Health plan beneficiary numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographical subdivisions smaller than a state</td>
<td>Account numbers</td>
</tr>
<tr>
<td>Dates of birth, admission, discharge, and death</td>
<td>Certificate/license numbers</td>
</tr>
<tr>
<td>Telephone numbers</td>
<td>Vehicle identifiers</td>
</tr>
<tr>
<td>Fax numbers</td>
<td>Device identifiers</td>
</tr>
<tr>
<td>E-mail addresses</td>
<td>Web locators (URLs)</td>
</tr>
<tr>
<td>Social security numbers</td>
<td>Internet protocol addresses</td>
</tr>
<tr>
<td>Medical record numbers</td>
<td>Biometric identifiers</td>
</tr>
<tr>
<td>Full face photographs</td>
<td>Any other unique identifying number, characteristic, or code</td>
</tr>
</tbody>
</table>

Additionally, I acknowledge that any individual/client information, whether or not it excludes some or all of those identifiers, may only be used or disclosed for health care training and educational purposes at and must otherwise remain confidential.
I understand that I must promptly report any violation of the clinical site’s privacy policies and procedures, applicable law, or this confidentiality agreement, by me, or a student or faculty member to the appropriate clinical coordinator or program director.
I understand that, if I violate the privacy policies and procedures of the clinical site, applicable law, or this agreement, I will be subject to disciplinary action that may include dismissal from the program.

By signing this agreement, I certify that I have read and understand its terms, and will comply with them.

Print Name: _____________________________

Signature: _____________________________ Date: ________________________
Student Learning Outcome (SLO) Consent to Participate

I, _________________________________________, give permission to the
Print your full name

Associate Degree Nursing Program and Napa Valley College to use my work for the
purpose of assessing and discussing course and program specific student learning
outcomes and/or institutional learning outcomes.

The nursing courses to be assessed and discussed include:

Nurs 141 Introduction to Nursing
Nurs 142 Nursing in Health Alterations I
Nurs 143 Nursing in Health Alterations II
Nurs 144 Mental Health Nursing in the Community
Nurs 245 Nursing Transition
Nurs 246 Nursing in Health Alterations III
Nurs 247 Maternal-Newborn Nursing
Nurs 248 Nursing in Community-Based Settings
Nurs 249 Nursing in Health Alterations IV
Nurs 250 Nursing Preceptorship

By allowing my work to be used for the assessment of learning outcomes, I
acknowledge that my name and student identification will not appear on my work.

_______________________________                 ______________
Student Signature    Date
GUIDELINES FOR THE NVC SKILLS LAB  ADN

Location:  Rooms:  812, 813 & 814 in Building 800-Lower Floor
Hours:  7:00 am - 5:00pm -- Monday – Friday (except holidays)

Lab Personnel:  **Crystal Luikart, R.N.** - Med-Surg. Instructor/HEOC Skills Lab Coordinator
Office location:  814B
Phone:  (707) 256-7607
E-mail:  cluikart@napavalley.edu

The Skills Lab serves all of the Health Occupations programs. Room 814 is considered the “front lab.” Room 813 is the “back lab” and contains the linen supply room. The skills lab “Annex” is across the hall in room 812.

**The Skills Lab is available for:**
- Practice of skills. Refer to Skills Lab Schedule on NVC Website for “OPEN LAB” practice times.
  **Website:**  [http://www.napavalley.edu/homex.asp?Q=homepage](http://www.napavalley.edu/homex.asp?Q=homepage) ----Napa Valley College----A-Z Index--
  ----“H”----Health Occupations----HEOC Skills Lab----**Calendar**
- Skills performance evaluations via video recording
- Scheduled small work groups or classes in designated areas.
- Viewing of audio/visual materials.
- Demonstration of skills by instructors.

**Lab Packs:**
- Each semester you will be issued a lab pack. Lab pack fees vary from semester to semester.
  -You must pay for your lab pack at the Cashier’s Office in the business office prior to the first day of lab class. -The Cashier’s Office will issue you a receipt that you will need to save.
  -To receive your lab pack, you must **bring your receipt with you as proof of payment** on the first day that you are scheduled to meet in the skills lab.
- Fees paid for lab supplies are non-refundable.

**While in the Skills Lab the following rules will apply:**
- Name pins will be worn in lab at all times.
- Food and drinks are permitted but only on the tables. Keep food/drinks away from mannequins and beds.
- No sitting or lying on the beds. **Exception:** when student is functioning as a “client.”
- Professional conduct is expected of all students while in the skills lab.
  --The lab staff has the right to ask any student to leave the lab if that student is being disruptive or is not using their time effectively.
• Cells phones will be on vibrate while in the lab  
  --Please, leave the lab area to answer phones and return only when there is a break in the lecture or demo.
• If you have long hair, please fasten it back while practicing as you will do in the clinical setting.
• DO NOT disassemble mannequins – Seek assistance from lab staff if alternate pieces are needed for your practice.
• Never touch a mannequin with a pen. It will leave a permanent tattoo.
• Skills lab personnel are not responsible for lost or stolen items. Leave valuables at home.
  o If you have lost something, check for it in the “Lost and Found” area in the back of the lab.
  o If I find something very valuable in the lab, I will keep it for you in my office.
• Keep bags and backpacks out of all walkways and working areas. Feel free to leave them on the tables.
• Most skills lab equipment is to be considered reference material and used only in the skills lab. Some equipment, such as blood pressure cuffs and stethoscopes, may be checked out for 1 week at a time.
  o Students may sign out certain equipment in the “Lab Equipment Check Out” book located in room 814B (Crystal’s office)
  o Students are responsible for loss of or damage to any “checked out” equipment.

***If you are exposed to a nosocomial infection in the hospital, all others you come in contact with are at risk for exposure. To minimize this risk, you must change your clothing prior to entering the lab. ***

When Practicing:
• Always bring your own lab bag with you to the lab for all practices and video recordings for the next four semesters!!
• Assemble necessary equipment; use your own lab bag materials.
• Clean work area and equipment and return to proper storage area(s) after use. Please leave the beds and mannequins exactly as you found them.

SHARPS CONTAINERS: Please, only put needles in these containers – no gauze, cotton balls, used gloves, paper towels or any plastic pieces that do not contain sharp parts!!!  

Needles ONLY, please!!!
Skills Lab Video Recording:

- Sign up for a video recording time in the Video Skills Recording appointment book located in Crystal’s office.
  - If a change in your appointment must be made, it can only be done by a member of the lab staff.
  - Notify lab staff by phone, e-mail or in person if unable to make your scheduled appointment time.
- All “NO SHOWS” will be reported to the instructor.
- If you need to practice, come in prior to your appointment time to practice or, better yet, come in several days before your video recording session to practice. See the Skills Lab Calendar on the NVC website for available practice times = OPEN LAB TIME.
- The voice recorder on the video cameras is very sensitive. It is able to pick up your voice even though it may be located several feet away from you. Please speak in a normal, conversational tone of voice when video recording or else your voice may be picked up on the adjacent student’s video recorder!
- You will have 30 minutes to randomly select your skill to be recorded, gather your supplies, record your skill and return any “borrowed” supplies to the supply table. You will not be allowed to exceed that time frame, so come prepared!! Remember to bring your own lab bag with you.
- If you do not pass your skill evaluation, you will be given one opportunity to retest.
- If the student fails to pass the skill, the instructor has the prerogative to retain that student’s video recording.
- Be dressed in your uniform (scrubs) for your video recording.

Any time you use the lab or the lab annex, please return all chairs, tables and equipment to their proper places. Your assistance with keeping these labs nice places to practice and study will be greatly appreciated by the lab staff!!
NAPA VALLEY COLLEGE
Associate Degree in Nursing Program
2014-2016
Signature Page # 5 of 8

Skills Laboratory Guidelines

My signature below confirms that I have read and understood the Guidelines for the Napa Valley College Skills Lab and that I agree to follow and respect them as stated.

________________________________
Print Name

________________________________                        _________________________
Signature                                                                                              Date

ADN Program
First Semester
2014-2016
Wine Country Regional Simulation Center
Guidelines 2014-2016

The Simulators utilized at the Wine Country Regional Simulation Center (WCRSC) are highly complex and sophisticated state-of-the-art physiological models of a human patient. The following list represents what our expectations are of you, the learner, to make your experience with us a positive one.

- A refrigerator is available for lunches if you wish to bring one. Restaurants are available within a short driving distance. Keep in mind the lunch break might be brief.

- No food or drinks are allowed in the rooms with Simulators.

- Please remove jewelry which might puncture or otherwise damage the Simulator. Watches may be worn.

- Pencils are to be used for documentation in the patient rooms. Please keep them at a distance from the Simulator as they will permanently damage the skin. Pens may be used in the conference rooms only. No ink pens in the simulator rooms at any time.

- Wear your proper uniform and come prepared with all materials you would bring to any clinical site.

- Bring lab kit and gloves with you to the simulation experience.

- Treat the Simulator with the same care you would a patient. They are well built but like a human they can be damaged.

- Immediately report any technical problems with the Simulator to the WCRSC staff. Please do not try to fix the problem yourself.

- Please maintain confidentiality as this helps us to provide a safe environment for learners at all levels. Confidentiality applies to your interactions before, during, and after Simulation experience. This includes other students’ actions, type of scenario, Simulation successes and failures and sharing of materials which are under copyright laws.
Wine Country Regional Simulation Center Guidelines

By signing below, I am consenting that I have read and understood the Guidelines for the Wine Country Regional Simulation Center and agree to follow and respect them as stated.

_______________________________________  _________________________
Print Name                                      Date

_______________________________________
Signature
Wine Country Regional Simulation Center
CONFIDENTIALITY AGREEMENT
AND
CONSENT TO VIDEO

During your participation in a simulated clinical experience (SCE) at the Wine Country Regional Simulation Center (WCRSC), you will be both an active participant in simulated scenarios and an observer.

The objective of the SCE program is to educate pre-licensed and licensed health care practitioners to better assess and improve their performance in evolving health care crisis situations. A SCE is designed to challenge a healthcare professional’s response and judgment in a high stress environment.

By signing this agreement, you agree to maintain strict confidentiality regarding both yours and others performance, whether seen in real time, on video or otherwise communicated to you. Failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants.

You will be discussing the scenarios during debriefing, but we believe that “All that takes place in the simulation environment – stays in the simulation environment!” Due to copyrights, and to maintain optimal simulation experiences for the other learners who will be following you in the center, you are to maintain strict confidentiality regarding the specific scenarios, as well as what happened during the simulation experience. A breach of confidentiality may result in loss of privileges at WCRSC.

_____ I agree to maintain strict confidentiality about the details of the scenarios, participants, and performance of any participant(s).

_____ I authorize the Wine Country Regional Simulation Center (WCRSC) staff to video record my performance during clinical simulation experience (CSE).

_____ I authorize the WCRSC staff to use the video recording(s) for purposes including, but not limited to: debriefing, faculty review, educational, research, public relations, advertisement, promotional, and/or fund raising activities.

_____________________________   ________________________
Print Name       Agency
_____________________________   ________________________
Signature       Date
Students in Napa Valley College Health Occupations Programs are required to learn and practice nursing skills and procedures prior to performing them on patients in the clinical setting. The undersigned agrees that he/she understands that students practice these skills on each other and this activity may be accompanied by potential dangers as identified below:

- I understand and acknowledge that as a part of a Health Occupations Program, I will be required to learn skills necessary for practice in a health related occupation.

- I understand that these skills will include fingersticks and parenteral injections.

- I understand that students will practice these invasive procedures on each other.

- I understand that, prior to the skills practice, students will receive instruction from the Faculty regarding the skills to be practiced including information on safety and the potential dangers inherent in such procedures.

- I understand and acknowledge that such activities by their very nature can be very dangerous and involve the risk of serious injury/illness and/or death.

- I understand that the risk of injury/illness may include, but is not limited to, blood-borne pathogen infections, phlebitis, thrombophlebitis, septicemia, hemorrhage, tissue sloughing, nerve damage, and loss of limb.

I agree to assume liability and responsibility for any and all potential risks, which may be associated with participation in such educational activities. Moreover, I understand and agree that I will indemnify and hold harmless the Napa Valley College, its Board of Trustees, Board of Nurses, Faculty, Officers, Agents, and Employees and that other students shall not be held liable for injury or illness which is incidental to or associated with the preparation for and the participation in these learning activities and which may be sustained by me.

Date: ____________________________

mm/dd/year

Student’s PRINTED name

Student’s signature