Nursing Student Handbook
2023-2024

Contents

INTRODUCTION

Welcome…

To College of San Mateo (CSM) Nursing! We know you have worked very hard in your journey thus far and that your next two years will be filled with assignments, studying, tests, learning and practicing, and a lot less time for sleep! In 2018 CSM Nursing was awarded a Strong Workforce "Gold Star" through the California Community Colleges Chancellor's Office because our graduates had a 110% increase in earnings, 83% attained the regional living wage and 100% of the grads became employed. We are proud of that accomplishment and attribute it to years of practice and experience in becoming a highly rated and recognized program. Since 1965, CSM Nursing has graduated thousands of nurses who have become exceptional professionals, leaders and educators; Many staying locally to serve the community, and several have come back to teach in our program. CSM Nursing will provide you with a high-quality and affordable education empowering you in knowledge, skills and attitude needed to care for our fellow humans. Our graduates complete their journey in learning with the eligibility to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®) and are equipped to deliver exceptional care to a culturally diverse population across many health care settings.

   According to the Bureau of Labor Statistics, registered nurses will see a 15% increase in employment opportunities by the year 2026. This increase is at a faster pace than the national average for all other occupations. The American Association of Colleges of Nursing (AACN), reports that 43% of hospitals and other healthcare settings are requiring newly hired RNs to enter into practice with, at the minimum, a BSN. Because of this practice, CSM developed a partnership with San Francisco State University (SFSU) and in 2020 graduated our first cohort of concurrently enrolled nursing students. As consumer demand increases for higher quality and safer care, employers are raising the quality standards and seeking nurses educated at the BSN level. The BSN also affords many more opportunities within the career. This is NOT to say that Associate Degree (ADN) prepared RNs do not meet minimum standards for the profession, they do! Many of our previous ADN graduates have become employed within months of graduation and continue to thrive without advancing to further degrees.

   Our nursing faculty are passionate about the profession and are very supportive in providing a robust student experience. They are diverse educators with a very wide range of clinical and academic expertise. TNT (The Nursing Team) and myself, care about all of you and want your success as much as you do. We do not tolerate any social or otherwise injustices and we stand with the CSM Community in promoting the campus Solidarity Statement. Whether the courses are held in the classroom (in person or virtually), the clinical setting or in the simulation laboratory, the teaching and learning episodes are interactive and include current healthcare trends delivered by industry experts. We pride ourselves in providing a multidimensional education built to provide experiences that help our students integrate the theoretical concepts into diverse practice settings.

   The healthcare professional's landscape is forever changing, as we recently found out with the 2020 Covid-19 Pandemic. Our program; faculty, staff and students rose to the challenges and demands placed upon them with this pandemic. The chaos and turbulence were not enough to halt or close this program, instead we persevered and made certain that students progressed while remaining safe. With

this achievement, we know we can accomplish the same going forward in this new academic year and while in recovery from the pandemic.

Critical information about our program requirements, responsibilities and policies is contained in this Student Handbook. The handbook serves as a "contract" and will provide you with information about the program, policies and procedures. It will guide you in understanding your responsibilities as well as our expectations of students in the nursing program. The various sections offer specific guidance to questions that may arise. For questions not fully explained in the handbook, please feel free to address them with a program professor or myself. You will find **waivers and consents** that need to be **read and signed by the first day of class**. Failure to submit these signed documents will result in not being able to attend classes or clinicals going forward.

As policy and procedures change in healthcare, the same occurs with our program. With each policy/procedure update, you will be notified and are expected to acknowledge the change within 5 business days. **Pay attention here**! Healthcare and Nursing is ALL about communication and following policy and procedure! You are expected to be prompt in responding to communication between the faculty, staff and administrators and submit required documents etc.. when requested within the timeframe. Repeated reminders will warrant a written notification.

We consider your decision to join our program community an honor and it is a pleasure for us to welcome you and contribute to the preparation of your successful and productive nursing career. Your academic progression and fulfillment of your goal is important to us and we want you to succeed, but that success will be contingent on your professional behaviors, motivation and effort that you put into study and commitment to this special educational opportunity. Once again, WELCOME to the program and I wish you all the best in the future!

Janis

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CSM Campus Solidarity Statement

We Are Stronger Together

Every organization has a particular culture. At CSM our culture is one that does not seek fanfare. We are a nose-to-the-grindstone kind of organization. When there is work to be done, we roll up our sleeves and we get to work. Our work, our fight, is to create a campus culture that is antiracist and equity advancing. Therefore, we are committed to identifying and rooting out problematic institutionalized policies, procedures, and practices—especially those that are predicated on and support anti-Black and other forms of racism. We are committed to this work because Black lives and Indigenous lives and the lives of other Peoples of Color (BIPOC) matter to us. LGBTQ and women lives matter to us. Justice impacted lives matter to us. We should have stated this clearly some time ago. Please forgive us. *College of San Mateo stands in solidarity with our BIPOC community, condemning all forms of racialized capitalistic violence, injustice and inequity.*

We acknowledge that we, as a campus community, are guilty of promulgating racist policies and practices. *We also acknowledge that in order to advance equity at CSM, we have to undergo an institutional paradigm shift. We are committed to critically examining* our policies and practices, which, unfortunately, have served to maintain the status quo and, thereby, uphold white supremacy and the (white) privilege it confers.

We are working to make our campus antiracist, and we won't stop. We are fighting to transform our campus culture, and we are relying on our entire campus community to commit to creating (and curating) a more welcoming, more inclusive campus. We recognize we need to do more. Therefore, we want to make our position clear: We vehemently condemn systemic and systematic white supremacy, which was made manifest in the police brutality and White vigilante terrorism that has claimed the lives of Black men and women – including Eric Garner, George Floyd, Breonna Taylor, Ahmaud Arbery, Botham Jean, Tamir Rice, Trayvon Martin, Philando Castile, Rayshard Brooks, Sandra Bland, Jordan Davis, Jonathan Ferrell, and so many more. We support Black lives because it is our moral obligation to recognize that BIPOC have been the object of systemic state-sanctioned oppression and economic, socio-emotional, political, and physical violence. Individual actors murder these people; nevertheless, the system of white supremacy that undergirds this Nation allowed them to commit these murders, by and large, with impunity. Furthermore, we condemn the violence visited upon other people of color whose stories we do not know because it has been convenient for many of us to pretend racial violence is someone else's problem. No more. We are speaking up with actions and, now, with our words, too, because we know that those without positions of privilege often suffer in silence.

We are embarking on a concerted effort to dismantle our own oppressive college systems; there is much work to be done. This work starts with us redoubling our efforts to eliminate the **Nursing Program** inequities suffered by our BIPOC students. Until our mission of equity, student success, and social justice is fully realized for our BIPOC and other disproportionately impacted members of our campus community, we have failed. We apologize for our failure and will continue to work to right these wrongs. We won't quit. Our sleeves are rolled up: we will not stop working until all feel welcomed, affirmed, heard, and most of all safe.

We will be following up with a specific action plan detailing further what we will be implementing and doing to dismantle our institutional white supremacy and become a truly anti-racist campus.

Approved by the CSM Institutional Planning Committee, January 20, 2021.

PHILOSOPHY, CONCEPTUAL FRAMEWORK & PROGRAM SLOS

Statement of Philosophy

The San Mateo County Community College District recognizes each individual's right to education and provides the environment which enables students to develop their minds and skills, broaden their understanding of social responsibilities, increase their cultural awareness, and realize their individual potential. The nursing faculty believes:

A Person is a complete and unified human being composed of mutually interdependent parts which include biological, developmental, psychological, social, cultural and spiritual components. A human is influenced by all aspects of its environment, e.g., family, significant other, friends, community, nation and world. The meeting of needs derived from any of these components establishes one's attempt to maintain or achieve homeostasis within the environment.

Health represents equilibrium among the biological, psychological, developmental, social, cultural, and spiritual dimensions of a human being in dynamic interaction with an ever-changing environment. As an open system, a human respond to both internal and external stimuli while moving along the wellness illness continuum. Humans adapt to these stressors in an attempt to achieve self-actualization and high level wellness. High-level wellness is a lifestyle which promotes the optimum level of functioning an individual is capable of achieving at any given time.

Nursing is a dynamic, interpersonal process involving the nurse, patient, family, significant others and members of the multidisciplinary health team. Nursing is built upon a theoretical foundation acquired from the natural and the behavioral sciences. The nurse provides individualized and group care within a variety of settings using the nursing process. The nursing process is a deliberate, problem-solving and decision-making approach to meeting both health care needs and nursing needs of patients along the continuum of care. The major components of the nursing process are assessment, diagnosis, planning, implementation, and evaluation. Nursing's core efforts are directed to assist humans to achieve and to maintain an optimum level of wellness as well as positive outcomes.

Learning takes place best when the individual demonstrates readiness. Learning is a dynamic life long process through which the individual's behavior is changed. The learner brings to the process a variety of qualities such as age, education, life experiences, and diverse cultural and ethnic backgrounds. Students use a variety of learning styles to achieve their learning outcomes. Individual academic advising and a network of support systems assist the student to use these unique qualities in the development and implementation of an educational plan. Learning is most effective when planned by using a logical sequence from simple to complex. Theoretical learning can best be reinforced by applying and practicing critical-thinking skills in the classroom and clinical experiences and in high fidelity simulation. Students have the right, obligation and responsibility to be involved in their own learning and to pursue completion of their career goals.

Teaching/Learning Teaching is a dynamic interactive process among the teacher, the learner and the environment to promote learning. We believe that the learner embraces and enacts all components of the professional role through the dynamics of the teaching learning relationships. Learning is the acquisition of knowledge, skills and abilities that result in a change. All participants in the learning process benefit through the exchange and acquisition of knowledge. The teacher takes into account the

three domains of learning (cognitive, affective, psychomotor) during the interactive process. Based on the identification of a knowledge deficit, the teacher analyzes the learner's readiness and ability to learn. The teacher then actively collaborates with the learner to formulate a teaching plan that includes student learning outcomes. Together they implement the plan, and evaluate the learner's success in achieving the learning outcomes.

Nursing Education is a systematic process planned to orchestrate the learner to acquire an essential body of knowledge. It includes cognitive and affective nursing concepts, psychomotor skills and the integration of these in all clinical settings as well as in high-fidelity simulation. The content includes specific health issues relevant to the dynamic concerns and health

needs of both the individuals, groups, and the community. It involves seeking knowledge, setting priorities, problem solving and decision making.

Graduates of our program are prepared to utilize the nursing process to provide safe, effective and competent nursing care to patients of all ages and their families in a variety of health care settings.

PhilosophyRev0409.doc

Conceptual Framework

The theory of homeostasis with its principles of stress and adaptation along with Maslow's theory of psychosocial development provide the encompassing conceptual framework for the College of San Mateo Associate Degree Nursing Program. The curriculum focuses on: 1) human beings as providers of healthcare; (specifically self-care, family care and nursing care) 2) the concept of health as defined by the wellness-illness continuum; and 3) the professional practice of nursing at the associate degree level. The major unifying themes of the curriculum provide the foundation for the program objectives.

A <u>**Human Being as a Provider of Healthcare:**</u> A Human is viewed as a unified whole composed of mutually interdependent parts which include biological, psychological, developmental, social, cultural, and spiritual components. In the environment, man becomes an open system in dynamic interaction with an ever-changing environment. The professional nurse acts as an advocate, an educator, a consultant and a caregiver to consumers of healthcare and other members of the multidisciplinary health team.

Outcomes are achieved by implementation of the following skills:

nursing process, technical skills, critical thinking, communication skills, problem solving, decision making, leadership and management.

<u>**Health as Defined by the Wellness-Illness Continuum**</u>:

Health represents equilibrium among the biological, psychological, developmental, social, cultural, spiritual, and sexual dimensions of humans. Maintenance of this equilibrium is a dynamic process within an ever-changing environment. Health is achieved when needs are met in hierarchical order (i.e., physical, safety and security, love and belonging, self-esteem and self actualization). Movement toward disequilibrium and illness on the wellness illness continuum occurs when one's needs are not met. Each individual's level of health is influenced by one's biological age, chronological age and developmental stage, and overall philosophical approach to life.

As an open system, humans respond to both internal and external stressors as movement occurs along the wellness-illness continuum. The ability to perceive meaning in these stressors facilitates movement toward adaptation, self-realization, self-actualization and high-level wellness.

<u>**Nursing at the Associate Degree Level:**</u>

The professional nurse implements the following roles: patient advocate, direct care giver, communicator, teacher, leader/manager and member of the health

care team. The nurse creatively uses a repertoire of skills including: the nursing process, problem solving, critical thinking, communication skills, technical skills, decision making, leadership and management. Specifically, the nursing process is the integrating mechanism through which nurses interact with humans in a collaborative relationship. Upon entry into the environment, nursing interacts collaboratively with others in a helping relationship to maximize wellness for the patient. Through inquiry, nurses determine other's health beliefs and values. The nurse assesses the patient's level of wellness, actual and potential problems, and available support systems. Nursing focuses on actual and potential health needs and/or problems of patients which require interaction to achieve adaptation.

The nurse plans with the individuals, families, and aggregates to assist them in returning to homeostasis, whether to the same level of equilibrium, to a higher level than before, or to a level which is irreversible but still functional. Finally, the nurse and other members of the multidisciplinary health team evaluate the outcomes. The discipline of nursing is based on a synthesis of knowledge and skills, established protocols of the practice setting, and application of the nursing process.

Major Curriculum Themes:

The program objectives of the Associate Degree Nursing Program include the major curriculum themes. These objectives provide the framework for theory and clinical objectives within each of the nursing courses. The major curriculum themes are: The Nursing Process, Communication, Teaching Learning, Leadership/Management, and the Professional Role in Nursing.

![College of San Mateo]

Conceptual Model for Nursing Program Curriculum
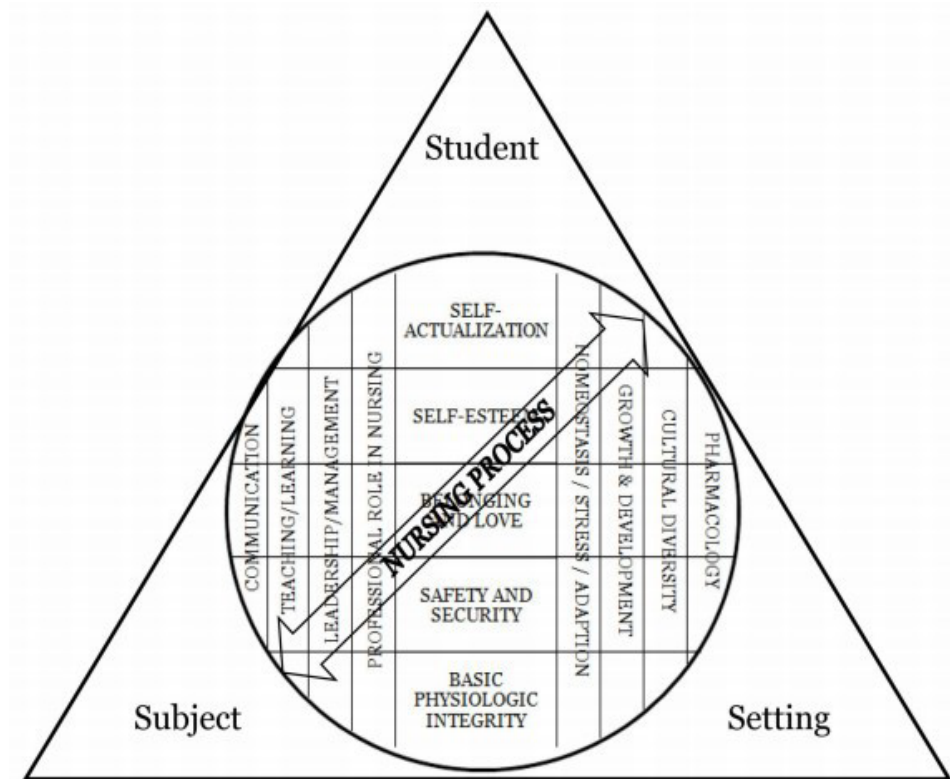
CODE:
1. TRIANGLE: Represents Student, Subject and Setting
2. HORIZONTAL: Represents Basic Human Needs
3. LEFT VERTICAL LINES: Represents Curriculum Themes
4. RIGHT VERTICAL LINES: Represents Curriculum Concepts
5. DIAGONAL LINE: Represents Nursing Process as Integrated Throughout the Curriculum

Description of the Conceptual Framework Model

The purpose for depicting the conceptual framework in a visual model is to clarify and simplify the interdependence of the curriculum components for faculty and students. An equilateral triangle represents the mutual relationships of the components of student, subject and setting as described by Chater (2009).The circle represents the integration of Maslow's basic human needs, the curriculum themes and concepts with the Nursing Process.

The elements of the Conceptual Framework are described as follows:

1) TRIANGLE - STUDENT, SUBJECT AND SETTING:

Student:

The nursing student population at the College of San Mateo consists of diverse adult learners of both sexes with an average age of 30 years. These mature students, often studying for a second

career, are self-motivated, goal-directed, and involved in campus activities. The students represent a variety of ethnic backgrounds and fulfill a variety of roles: parent, spouse/ partner, and employee.

In summary, the student is integrally involved with the subject of nursing within the college and community setting. Ongoing changes in any component of this balanced system may provoke reciprocal changes among the other components.

Subject:

Nursing education at the College of San Mateo integrates the concepts of Maslow's hierarchy of needs, adaptation, and homeostasis using the nursing process. Professional nursing is taught as a decision-making process undergoing continual reevaluation and subsequent modification. **Setting:**

The setting is the College of San Mateo, a suburban community college with an open-door admission policy, reflecting the diverse multicultural population of the surrounding community. The nursing department supports the cultural diversity and philosophical beliefs of the college.

2) HORIZONTAL LINES - BASIC HUMAN NEEDS:

The horizontal components of the model represent Maslow's hierarchy of basic human needs. Basic human needs are shared by all people; the extent to which basic human needs are met is a major factor in determining a person's level of health on the health-wellness continuum. For the purpose of this document, the patient as a consumer of health is referred to as client, patient or member.

The knowledge of basic human needs provides a framework for applying the nursing process in promoting wellness and in the delivery of healthcare. The nurse recognizes that basic human needs are influenced by sociocultural background, individual priorities and past experiences. By incorporating the hierarchy of needs into the nursing process the nurse

establishes a firm foundation for determining the needs of the client and/or family and for interacting with the client and family or significant other on his/her behalf.

3) LEFT VERTICAL LINES: CURRICULUM THEMES:

Communication: A complex continuous process including both verbal, non-verbal and extra verbal behavior. Communication is focused on therapeutic outcomes and involves interpersonal interactions between and among others. Through the use of the nursing process, there is an exchange of ideas and information, which is culturally appropriate, as verified through documentation.

Teaching/Learning:

Teaching: A dynamic interactive process among the teacher, the learner, and the environment to promote learning. The teacher takes into account the three domains of learning (cognitive, affective, psychomotor) during the interactive process. Based on the identification of a knowledge deficit, the nurse analyzes the learner's readiness and ability to learn. The nurse as a teacher must identify both the content to be learned as well as the motivation of the learner. The nurse then formulates a teaching plan that includes behavioral outcome criteria, implements the plan, and evaluates the learner's success in achieving the outcome criteria.

Learning: The acquisition of knowledge, skills and abilities and values that results in a change of behavior towards a predetermined outcome.

Leadership/Management:

Leadership: Is an interpersonal process that occurs between or among people. It is the ability to positively influence others to change and includes guiding or facilitating the way to assist in the completion of the identified goals/objectives.

Management: The process of planning, organizing, prioritizing and coordinating patient care to achieve identified quality outcomes.

Professional Role in Nursing: The practice of nursing skills and behaviors that includes accountability and responsibility for decision-making activities related to patient care. Involved in this role is a consideration of ethical, political and legal issues. The nurse assumes responsibility for on-going self-direction and self-evaluation to maintain current standards of nursing practice.

4) RIGHT VERTICAL LINES: CURRICULUM CONCEPTS:

Homeostasis/Stress/Adaptation:

Homeostasis: A process of dynamic equilibrium in which the living organism strives to maintain a relatively constant, uniform and stable environment; without homeostasis, the human organism will not be able to achieve its hierarchy of needs successfully. Homeostasis is continual and involves the ability to adapt and adjust to a constantly changing environment through a variety of feedback systems.

Stress: Physiological, psychological, sociological, cultural and environmental alterations that may temporarily disrupt equilibrium. Stress is a normal process that with coping and adaptation maintains one's dynamic equilibrium.

Adaptation: The process of adjusting to the internal and external stimuli within the environment to maintain homeostasis/equilibrium. This adjustment results in behavioral and/or attitudinal responses to maintain an optimum level of functioning.

Growth & Development: Growth and Development are independent, interrelated processes that occur throughout the life cycle.

Growth: A dynamic process with measurable age-related changes in all dimensions of health: physical, psychological, cultural, spiritual, social and developmental.

Development: The behavioral aspect of growth as evidenced by a progression in the developmental stages and accomplishments of developmental tasks.

Cultural Diversity: The aspects of life which encompass age, gender and ethnicity. It reflects a recognition, appreciation, and respect for the differences and similarities as well as the familiar and the unfamiliar found in people. It is a factor that may influence the individual's response to health maintenance and to alterations in health.

Pharmacology: The study of medications including origins, characteristics, properties, therapeutic actions as well as side effects, efficacy, and teaching measures.

5) DIAGONAL LINE: NURSING PROCESS AS INTEGRATED THROUGHOUT THE MODEL

Nursing Process: A dynamic problem-solving approach to patient care that applies nursing knowledge and skills in an organized and goal-oriented manner.

Assessment: The purposeful gathering of pertinent data and the interpretation of that data which helps in the identification of patient needs and problems.

Nursing Diagnosis: The actual or potential altered health states or interaction patterns identified by the nurse as needing nursing interventions.

Planning: The method of achieving a solution to the problem through setting goals. This process includes deciding on a course of action and developing a plan with measurable outcome criteria.

Implementation: Interventions the nurse uses to put the plan into action and to attempt to resolve the problem.

Evaluation: The review of the extent to which the outcome criteria have been achieved. Evaluation results in the possible modification of the nursing diagnosis and/or revisions in the plan of care.

College of San Mateo

Program Terminal Objectives (Historical only)

(Historical Objectives) The graduate of the CSM Nursing Program will be able to:

1. Use the ***Nursing Process* to care for patients by incorporating all *dimensions of health*, each individual's hierarchy of needs and levels of wellness.

2. Demonstrate competency in managing care for a group of *patients of all ages* in *diverse settings* by using a *variety of skills*.

3. Incorporate goal-directed, therapeutic communication to assist *patients of all ages* in promoting health and in supporting homeostasis.

4. Establish effective working relationships with patients, families/significant others, and the *healthcare team.*

5. Evaluate goal-directed *teaching plans that promote health* based on the individual needs of patients, families/significant others with consideration of age, gender, and cultural diversity.

6. Develop a plan of care through collaboration with *healthcare team members* to ensure continuity and comprehensiveness of patient care within the community.

7. Assume accountability and responsibility to coordinate all aspects of patient care which includes the appropriate delegation and supervision of *health care team members*.

8. Practice within the ethical standards and legal framework of registered nursing practice.

9. Demonstrate accountability and responsibility for own professional practice which includes identifying own learning needs and accessing *resources* effectively.

10. Implement the professional role of nursing in the continuum of care which includes that of patient advocate, leader/manager of care, communicator, teacher and member of the health care team.

11. *See Glossary sheet for definitions of terms in italics.

College of San Mateo

Glossary Sheet

Nursing Process: assess/diagnose, plan, implement and evaluate care.

Dimensions of Health: physical, psychological, cultural, spiritual, developmental, and social health.

Patients of all ages: emphasize patient care from conception to death including the infant, child, adolescent, adult, older adult and frail elder.

Diverse care settings: acute, sub-acute, long-term, community, schools, ambulatory, and home.

Variety of skills: critical-thinking skills, communication skills, decision-making skills, nursing process skills, physical assessment skills, priority setting skills, problem-solving skills, teaching skills (patient and staff), technical skills and time management skills.

Health care team: multidisciplinary members.

Teaching Plans that Promote Health: health promotion, health maintenance, health restoration.

Resources: experiences, individuals, groups, and multimedia resources.

Nursing Program Student Learning Outcomes (current, replaces historical objectives)

Professional Knowledge and Skill

Students can demonstrate a sound knowledge of nursing methods, skills and healthcare management.

Students should be able to:

1. Apply nursing methods, protocols and procedures to appropriate care situations.

2. Use the nursing process, which emphasizes critical thinking, independent judgment and continual evaluation as a means to determine nursing activities.

3. Utilize theory and knowledge from nursing, the physical/behavioral sciences and the humanities in providing nursing care.

Using the nursing process students engage in an ongoing evaluation of all care delivered and change the plan of care as appropriate. *Students should be able to:*

4.   Identify and assess the healthcare needs of patients/clients using the tools/framework appropriate to the clinical setting.

5.   Document and evaluate the outcome of nursing and other interventions and communicate to team members.

6.   Prioritize care-delivery on an ongoing basis.

Students can demonstrate effective skills in communicating information, advice and professional opinion to colleagues, patients, clients and their families.

Students should be able to:

7.   Work in partnership with patients, clients and caregivers.

8.   Engage in and disengage from therapeutic relationships through the use of effective interpersonal and counseling skills.

9.   Provide compassionate, culturally sensitive care to clients in a variety of settings.

Professional Value and Accountability
Students follow professional ethical standards when they provide nursing care to patients.

Students should be able to:

10. Adhere to the ANA Code of Ethics for nurses, treating patients as unique whole individuals with specific needs, desires and abilities.

11. Describe current legal and professional standards for nurses in relation to common clinical problems.

12. Practice in a manner that respects patient confidentiality and adheres to HIPAA.

Students value themselves as growing professionals by demonstrating accountability for their own learning and practice that serves as the basis for continual development as a professional nurse.

13. Appraise your own professional performance accurately.

14. Evaluate professional learning needs and take steps to meet them.

College of San Mateo

Integration of Gerontology in the Nursing Curriculum

The concepts and principles of gerontology are integrated throughout the Nursing Program in all of the nursing courses with the exception of pediatrics. Theory and clinical objectives including course projects focus on gerontologic issues, assessment and use of the nursing process that impact the older adult in all dimensions of health.

Basic concepts of gerontology including developmental changes and alterations in communication are introduced in the first level of the program. Additional content and clinical projects provide advanced content in the second level.

REV: 06/2021

Integration of Community-Based Nursing in the Curriculum

CONCISE DEFINITION:

Community based nursing is defined as nursing care directed toward specific individuals, families, and aggregates within a designated community. Nursing actions are designed to help individuals, families and groups meet their respective needs as they move between and among health care settings to maintain wellness.[1] The emphasis on health implies a continuum of care that occurs in a variety of settings.

EXPANDED DEFINITION:

Community based nursing occurs in many different kinds of health related practice settings which includes but is not limited to:

1. Homes

2. Community Centers

3. Schools

4. Occupational Health Settings

5. Independent Nursing Practice

6. Parish Nursing

If the nurse views the community as a system, he/she seeks to introduce changes into the system of

the community, and bases interventions on an understanding of the impact of these changes on

system functioning. Using an adaptation model of nursing, the focus is on the pattern of relationships

among the elements of the system. REV: 04/10, 06/2021 [1]

Hunt, R. and Zurek, E.L. (1997). Introduction to Community Based Nursing. Philadelphia, J.B. Lippincott.

Overview of Required Nursing Program Courses

FALL SEMESTER - 1st Year Student

College of San Mateo

First 8 weeks: **NURS 211**-Introduction to Nursing (4.5 units): Introduction to the professional aspects of nursing. Students learn principles of human needs and application of the nursing process. Basic skills are mastered through skills lab and clinical experiences in long term care settings.

Second 8 weeks: **NURS 212**-Concepts of Homeostasis (4.5 units): Focus on the maintenance of homeostasis during health and illness including the effects of aging. Medication administration and assessment skills practiced in the skills lab and acute care clinical settings.

Semester Course: **NURS 816**-Nursing Open Skills Lab (.5 unit): Skill practice and competency assessment.

SPRING SEMESTER - 1st Year Student

First or Second 8 Weeks: **NURS 221**-Pediatric Nursing (4.5 units):

Study of common health needs/problems of different developmental levels. Clinical experience in a variety of settings to learn acute and chronic childhood illnesses.

First or Second 8 Weeks: **NURS 222**-Maternity Nursing (4.5 units): Study of needs/problems of family during maternity cycle and women's health care issues. Clinical experience in Perinatal and community settings.

Semester Course: **NURS 225** - Nursing Skills Lab II (.5 unit): Skill practice and competency assessment.

Semester Course: **NURS 817**- Nursing Open Skills Lab (.5 unit): Skill practice and competency assessment.

FALL SEMESTER - 2nd Year Student

First 8 weeks: **NURS 231**-Psychiatric Nursing (5 units): Guided learning experiences in psychiatric settings to assist students to understand effects of mental/emotional illnesses. Effective and ineffective communication patterns discussed after experiences.

Second 8 weeks: **NURS 232**- Medical/Surgical Nursing (5 units): Focus on medical/surgical illnesses with care of patients in acute care settings. Nursing care for patients during and after surgery included observation in Surgery and Recovery areas.

Semester Course: **NURS 235** - Nursing Skills Lab III (.5 unit): Skill practice and competency assessment.

Semester Course: **NURS 818**- Nursing Open Skills Lab (.5 unit): Skill practice and competency assessment.

SPRING SEMESTER - 2nd Year Student

First 8 Weeks: **NURS 241**-Advanced Medical/Surgical Nursing (5 units):

Study of Advance Medical/Surgical concepts and related nursing care.

Second 8 Weeks: **NURS 242**- Leadership/Management and Advanced Medical/Surgical (5 units). Study of Leadership/Management concepts and applied practice. Study of Advance Medical/Surgical Concepts and related nursing care.

Semester Course: **NURS 245** - Nursing Skills Lab IV (0.5 unit): Skill practice and competency assessment.

<u>Semester Course</u>: **NURS 819**- Nursing Open Skills Lab (.5 unit): Skill practice and competency assessment.

Overview of Additional Nursing Courses (not required for program completion)

NURS 610 Basic Medication Dosage Calculations for Nurses (1 unit) - Summer Session:
The course is designed to meet the needs of current and potential practitioners of nursing. The safe and accurate administration of medications to a client is an important and primary responsibility of the nurse. A step-by-step approach to medication dosage calculations by various routes of administration will be used. This course will help nurses in applying basic mathematical concepts to real world clinical situations. Dosage accuracy is emphasized in clinical scenarios that apply critical thinking skills.

NURS 615 Pharmacology for Nurses: Practical Applications (3 units) - Summer Session/<u>Online only</u>: The course provides practical application of the pharmacological principles of drug therapy to the Nursing Practice. Discussion will stress the utilization of key drugs prescribed to treat different disease states. Lectures are organized by the body systems in order to correlate with the nursing pharmacology text currently being used.

NURS 620 Bridge Course for Advanced Entry Students including; transfer, foreign nurses, military and LVN (2 units) - Session is contingent on need.
This bridge course is designed for students who have been accepted into the CSM Nursing

Program at an advanced entry point. Students for whom this course is appropriate include returning students, transfer students, LVNs, and international RNs. This course will also help students adjust to CSM's RN program, develop a learning profile, meet other students, and build a support network. The course will also provide an opportunity for students to demonstrate competency in adult physical assessment, in a timed Medication Dosage Calculation Test and in Oral Medication Administration.

NURS 630 Introduction to Medical Terminology (3 units) - Summer Session/<u>Online only</u>: The course is designed to familiarize students with the basics of vocabulary used in the medical and health professions. Medical terminology is taught by using a systematic word-building approach. This four week self-paced course requires excellent time management skills, computer skills and commitment by the student.

NURS 666 Career Exploration in Nursing (1 unit) - Fall, Spring and Summer Sessions: This course provides an overview of nursing roles, educational requirements, responsibilities, job opportunities, and settings for nursing practice. Includes the historical evolution of current nursing roles, contemporary healthcare issues, and career and educational pathways available in nursing. Designed for potential nursing majors and non-nursing majors.

NURS 815 Transition from 1st Year to 2nd Year: Medical Surgical Nursing - Summer Only (variable units; 0.5-1.5). This course focuses on refining and practicing competency in knowledge and skills application as the first year nursing student transitions to the second year. The areas of focus include multi-system physical assessment skills, communication skills, nursing process, IV therapy and vascular accesses, wound care and healing, and medication dosage calculations. Knowledge and skills will be used in simulation activities and case scenarios.

NATIONAL, STATE and LOCAL INITIATIVES

College of San Mateo College of San Mateo

National Regulations and Initiatives

The Joint Commission(TJC)- National Patient Safety Goals **Website**

Healthy People 2020 Website

State Regulations and Initiatives

California Board of Registered Nursing

The Board of Registered Nursing (BRN) is a state governmental agency established by law to protect the public by regulating the practice of registered nurses. The BRN is responsible for implementation and enforcement of the Nursing Practice Act: the laws related to nursing education, licensure, practice, and discipline. The Nursing Practice Act created a nine-member Board which serves as the BRN decision-making body.

The CA BRN Regulations to KNOW as a CSM Nursing Student are in the list below, but are not limited to this list – Your faculty is permitted to make additions! If the link does not work, you may need to copy and paste it into the URL.

Education

The CA BRN scrutinizes past criminal history. If you have any issues with illegal activity that has resulted in a conviction, you MUST refer to the BRN for guidance in ensuring you will be able to be licensed. BRN link for License and Discipline and Convictions

Background Checks for Students https://www.rn.ca.gov/pdfs/regulations/edp-i-33.pdf Clinical Learning Experiences for Students https://www.rn.ca.gov/pdfs/regulations/npr-b-66.pdf Nursing Student Workers https://www.rn.ca.gov/pdfs/regulations/npr-b-15.pdf

Practice

Abandonment of patients https://www.rn.ca.gov/pdfs/regulations/npr-b-01.pdf Abuse Reporting Requirements https://www.rn.ca.gov/pdfs/regulations/npr-i-23.pdf Scope of RN Practice and Procedures https://www.rn.ca.gov/pdfs/regulations/npr-b-03.pdf CA Nurse Practice Act https://www.rn.ca.gov/pdfs/regulations/npr-i-15.pdf Dual Licensure https://www.rn.ca.gov/pdfs/regulations/npr-i-02.pdf Emergency Medical Services RN Immunity https://www.rn.ca.gov/pdfs/regulations/npr-b-77.pdf Good Samaritan Law https://www.rn.ca.gov/pdfs/regulations/npr-i-

03.pdf Position Statement on Workplace Violence https://www.rn.ca.gov/pdfs/regulations/npr-b-11.pdf Workplace Violence

Plan https://www.rn.ca.gov/pdfs/regulations/npr-b-84.pdf Reproductive Privacy Act

https://www.rn.ca.gov/pdfs/regulations/npr-b-46.pdf RNs Professional Role https://www.rn.ca.gov/pdfs/regulations/npr-i00.pdf RN Telehursing and Triage https://www.rn.ca.gov/pdfs/regulations/npr-b-35.pdf Telehealth Patient Consent

https://www.rn.ca.gov/pdfs/regulations/npr-b-81.pdf Standards of Competent Performance

https://www.rn.ca.gov/pdfs/regulations/npr-i-20.pdf Standardized Procedure Guidelines

https://www.rn.ca.gov/pdfs/regulations/npr-i-19.pdf

RN as Patient Advocate https://www.rn.ca.gov/pdfs/regulations/npr-i-11.pdf RN as Supervisor

https://www.rn.ca.gov/pdfs/regulations/npr-i-12.pdf RN Role vs. Interim Permittee

https://www.rn.ca.gov/pdfs/regulations/npr-b-53.pdf Unlicensed Assistive Personnel

https://www.rn.ca.gov/pdfs/regulations/npr-b-16.pdf

Local Regulations

Covid-19 Informational links for Staff and Students

Get **started** with all you need to do virtually at CSM https://virtual.collegeofsanmateo.edu/ San Mateo

County **Public Health** announcements for Covid-19 https://www.smcgov.org/coronavirus

Covid-19 Campus Procedure Failure to follow proper procedure will result in unnecessary delays and potential shutting down of the campus and/or skills lab.

Access to Campus

General Information

RESPONSIBILITIES, EXPECTATIONS and Guidelines

APA - Written Assignments Expectations and Guidelines

I. **Expectation**:

    A. As a student in a professional program of study, the nursing faculty expects that your assignments will reflect the correct use of writing skills. The nursing faculty has chosen the American Psychological Association (APA) format as the required writing format for the nursing program, consistent with the standards set by nursing scholars. Use of APA format will be the foundation for all of your papers while in the CSM nursing program. APA will prepare you for continuing your education in nursing since most universities that you may transfer to require you to use the APA format for your nursing papers.

II. **Guidelines**:

    A. Directions for APA format can be found in the Publications Manual of the American Psychological Association (2010). (6th Ed.) Washington, DC: American Psychological Association. A copy is on reserve in the Library or a copy can be ordered for purchase from the College Bookstore or other retailer.

    B. An **example** of the use of the APA format required for your nursing papers is included in the seven pages **following these guidelines**.

    C. Program specific **IMPORTANT GUIDELINES**

        1. **Typeface**. The preferred typeface for APA publications is **Time New Roman**, with **12-point font** size.

        2. **Line spacing**. **Double-space** between all text lines of the paper. Double-space after every line in the title, headings, footnotes, quotations, references, and figure captions. **NEVER USE SINGLE-SPACING OR ONE-AND-A-HALF spacing** except in tables or figures.

        3. **Margins.** Combined with a uniform typeface and font size, margins of **at least 1 in**. (2.54 cm) at the top, bottom, left, and right of every page.

        4. **Line length and alignment**. The length of each typed line is a maximum of 6-1/2 in. **DO NOT JUSTIFY LINES**. Use the flush-left style and leave the right margin uneven, or ragged. Do not divide words at the end of a line, and do not use the hyphenation function to break words at the ends of lines.

        5. **Paragraphs and indentations**. **Indent the first line of every paragraph** and the first line of every footnote. Tab key should be set at **five to seven spaces, or ½ in**. The default settings are acceptable. Type the remaining lines to a uniform left-hand margin.

College of San Mateo

6. **Title Page**. Should include the title of the paper, running head, your name, the affiliation of the institution for which you wrote the paper, course name and number, the instructor's name, and the date due. Identify the title page with page number 1. The remaining pages should be numbered consecutively, using Arabic numbers (except for artwork and figures).

7. **Running head**. The running head is an abbreviated title that is printed at the top of the pages to identify the article. The running head should be a maximum of 50 characters, counting letters, punctuation, and spaces between words. It should be **flush left and in all uppercase letters at the top of the title page and all subsequent pages**.

   a) Text (start on separate page, numbered page 2)

   b) References (start on separate page, numbered page 3)

   c) Tables (start on a separate page)

   d) Figures (start on a separate page)

   e) Appendices (start on a separate page)

8. **Page Numbers**. Number the pages consecutively, beginning with the title page. Type numbers in the upper right-hand corner. The number should appear at least 1 inch from the right-hand edge of the page, in the space between the top edge of the paper and the first line of the text. (See Sample)

9. **Grammar**. Sentence structure and spelling should be correct as points will be deducted if not satisfactory. Having someone proofread your paper will assist in identifying grammatical errors.

10. **Abbreviations**. An abbreviation should be written out completely the first time, followed by the abbreviation in parentheses. (See Sample). Then you may use the abbreviation throughout the paper.

11. **Direct Quotes**. You may not plagiarize or quote directly from a source unless you identify your source (APA Ethics Code Standard 8:11, Plagiarism). Quotation marks should be used to indicate the exact words of another. **PLAGIARISM** means submitting work as your own that is someone else's. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else's and not your own is plagiarism. If you use someone else's ideas, even if you paraphrase the wording, appropriate credit should be given. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write.

12. **References**: References as to the sources of your information should be referred to within the narrative by identifying the author and date of their work (See Example following). **An alphabetical list** of your references is to be included at the end of the paper using a separate page. Review the sample closely for directions on how to reference a book, a journal, and unpublished paper, a lecture, or a personal communication (See example APA, 2010. Page 41-59).

   a) **Electronic Media**: Follow these general guidelines when you are citing a source you found on the web or in an electronic database (Section 6.31-32.

College of San Mateo

APA style, 2010).

(1) Make sure the version you are citing is the most recent one.

(2) Include journal volume number and inclusive page numbers if this information is available.

(3) Type or use the copy-paste function of your word processor to capture the article DOI and place it at the end of the reference.

(4) If there is no DOI, cite the home page URL.

b) **E-mail communications from individuals**:

(1) Should be cited as personal communications.

(2) -Cite personal communications in text only. Give the initials as well as the surname of the communicator, and provide as exact a date as possible.

(3) Example:

(a) J.L. Sample (personal communication, June 29, 2010)

(b) (J. Ryan, personal communication, June 10, 2010)

(c) **Reference a web page that lists no author** move the title to the first position of the reference entry.

(4) Example:

(a) New Child Vaccine Gets Funding Boost. (2001). Retrieved March 21, 2001, from http://news.ninemsn.com.au/health/story_13178.asp (b) Cite in text the first few words of the reference list entry (usually the title) and the year.

(c) Use the double quotation marks around the title or abbreviated title.: ("New Child Vaccine,"2001).

c) **Instructions for formatting a reference to a conference proceeding** (7.04):

(1) To cite proceedings that are published regularly, use the same format as for a periodical.

(2) To cite proceedings that are published in book form, use the same format as for a chapter in an edited book.

EXAMPLE PAPER

College of San Mateo

Title of Paper

Student's Name

College Name

Nursing Course Number

Instructor's Name and Credentials

Date

On September 14, 2004 at approximately 1945 PM, 15minutes was spent interacting with N.S., a 27 year old female while sitting on the Patio of 3A/B. N.S. has a diagnosis of Psychosis NOS, r/o Major Depression with Psychotic Features, r/o Schizophreniform Disorder. She is not diagnosed with any personality disorders and except for a past history of an excision of benign left breast mass (1998), there are no major physical health concerns. N.S. is typically an "unhoused person" who has some difficulty with access to healthcare. Although N.S. family offers support and she does have the willingness to attend group activities/therapy, she complains of "not fitting in". She copes with illegal amphetamine-based substances and alcohol that lead to frequent job loss and reliable housing. The negative cycle of treating depressed moods with stimulants and "coming off the speed" with alcohol consumption is exhausting and creates a vicious cycle of use and abuse.

PATIENTS MEDICATIONS EXAMPLE

Ativan 1 mg. PO TID. Indication: Patient exhibits and verbalizes high levels of anxiety. She is restless, unable to problem solve or follow directions. She has had several days of Insomnia.

College of San Mateo

Paxil 20mg. PO QD. Indication: Patient has a history of depression which was treated effectively with Paxil. Upon admission her family states that she ran out of it months ago and never got another prescription. Her affect is san and tearful at times. Feels she is "unworthy" of food and that "people hate her".

Resperdal 1mg. PO BID. Indication: Patient has positive symptoms of hallucinations, delusions, and paranoia; along with negative symptoms of withdrawal and

blunted affect (Medline Plus, 2004). She states she hears whispers that she "must obey" and can read people's minds. She has disorganized thoughts, impaired judgment, and poor impulse control. Episodes of catatonia by family history.

DIRECT QUOTES EXAMPLE

Health care agencies throughout the country are now implementing diverse computerized systems that tend to patient record keeping, accounting and billing, clinical monitoring, personnel staffing, and other administrative tasks (Grobe, 1984). Roles of nurses are changing in that they are becoming "care integrators" by coordinating the patient's daily activities and ensuring that the services of different hospital departments come together at a time that benefits the patient (Hendrickson, Kelly & Citrin, 1991). Through the utilization of computer systems nurses are also able to enhance their roles as caregivers. Hendrickson et. al., (1991) states this can be accomplished "through automated care planning, discharge planning, patient monitoring, and tracking of patients educational, therapeutic, comfort, or other needs".

The potential for a computer information system encompassing a multitude of

College of San Mateo

features is certainly attainable, but not easily found and readily available in the majority of hospitals today.

Most nursing units have access to only a limited amount of information.

REFERENCE PAGE EXAMPLE

<div align="center">Reference</div>

American Psychological Association. (2010). Publications Manual for the American Psychological Association,

   (6th Ed.). Washington, D.C.: American Psychological

   Association.

Davis, B. (1993). Tools for Teaching. San Francisco, CA: Joisey-Bass.

College of San Mateo

Medline Plus: Health Information Online. (2004). Drug Information [Online]. Retrieved from:

http://www.nlm.nih.gov/medlineplus/druginformation.html. (10/06/2004).

Academic Responsibilities

I. **Policy Statement Regarding Academic Standards**

   A. Each student must receive a grade of "C" or better in subjects (as outlined in the catalog) to continue in the program. A "C" grade indicates the student achieved 75% of the total possible points for the nursing course. A = 90% - 100%

   B = 80% - 89%

   C = 75% - 79%

   D = 66% - 74%

   B. In order to achieve a passing grade in each course for progression, a student must earn a minimum of 75% average on all core theory tests and the final exam. After the criteria is met, required written papers, projects, and/or other exam grades will be averaged to determine the final course grade. A minimum grade of C or 75% is required to progress to the next course.

   C. Each student receives an evaluation based on his/her clinical nursing performance. (See Clinical Evaluation Guidelines Policy.)

   D. A student who has a "No Pass" (NP) as a final clinical grade will not be eligible to progress to the next **course**. A "No Pass" (NP) clinical grade nullifies the final theory grade.

II. **Procedure:**

   A. **Make-up Tests**
      1. Missed exams are to be made up within one week of return to classes.
      2. The student will make arrangements with his/her theory instructor.
      3. A 5% penalty will be deducted from the total score for a test taken late.

B. **Class Assignments**

    1. Check with the instructor for clarification.

    2. Late assignments are subject to penalty.

C. **Clinical Assignments**

College of San Mateo

    1. Students are responsible for obtaining his/her own clinical assignment as designated by their clinical instructor.

    2. There are evening **and/or** weekend clinical learning experiences.

D. Recording devices are allowed in nursing classes with permission of the instructor.

College of San Mateo

E. Simple calculators will be allowed for the medication dosage calculation tests.

F. Students are responsible for the information in those sections of the CSM college catalog as follows: General Information, Admission, Registration, Grades and Scholarships, Student Rights and Responsibilities including Grievances and Appeals.

G. Students are also responsible for the contents of the Student Handbook in the catalog as well as related nursing pages.

REV: 05/26/15, 05/2021

Academic Integrity Expectation and Guideline

I. **Academic Integrity Expectation:** Nursing students are expected to maintain high standards of integrity during their preparation for a nursing career. Dishonesty is not acceptable for nurses. This page is intended to be used as a guide for nursing students. In the case of differences between information presented here and the college catalog, college policy takes precedence.

   A. **Plagiarism**

      1. Plagiarism is defined by many sources as the use of someone else's words or ideas as if they were your own ideas or work.

      2. If you utilize a source for a paper, project, or essay question, you must reference it.

      3. What constitutes a source may vary but includes lectures, published articles and books, websites, conversations and interviews.

      4. The best way to avoid plagiarism is to accurately quote the original author's words, enclose the quotation within quotation marks, and correctly cite the source utilizing APA format.

      5. Paraphrasing or summarizing another author also requires in-text citations immediately following the paraphrase since the core of the original author's idea is being addressed.

      6. Using a paper partially or completely written by another writer (or from the internet) is academically dishonest.

   B. **Multiple Submissions**

      1. The same paper or substantial portions of the same work may not be submitted more than once in a course or used in a second course unless you have written permission from both instructors to do so.

   C. **Ungraded Assignments or Exercises**

      1. Submission of data not actually gathered by you or collaborating with other students when that is not part of the assignment is not allowed.

      2. Refer to the written guidelines for assignments provided by the instructor.

3. Sharing with other student(s) in person or by other communication devices the content contained in competency assessment and/or simulation activities is not allowed. Misrepresenting or fabricating information or data in an academic exercise is also not allowed.

D. **Cheating**

1. The following is prohibited:

    a) Copying answers from another student.

    b) Referring to notes, books, laptop computers, cell phones, other electronic devices, etc. during evaluations.

    c) Changing one's answers on a returned examination, booklet, scantron or other written assignment(s).

    d) Without authorization, using another person's code, account, or password.

II. **Guideline for Academic Integrity Violations:**

A. Nursing instructors may elect to utilize a variety of measures to facilitate honesty during testing or other learning assignments.

B. If a student has been observed or reported for academic dishonesty, the instructor will discontinue that student's learning activity or testing immediately.

C. The instructor will also consult with the other members of the teaching team, and in accordance with CSM policy may choose to utilize any one or more of the following:

1. Give the student a written warning that any future violation will be dealt with severely.

2. Require rewriting of an assignment containing plagiarized material.

3. Give the student zero points on that exam or assignment.

4. Impose a penalty unique to the particular situation.

D. A student who has been dismissed or exited the program **as a** result of plagiarism or cheating, will not be eligible for readmission to the program.

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Final Approval Date: 05/2021
Next Review Date: 05/2024

College of San Mateo

Ethical and Legal Expectations and Guidelines

I.   **Ethical Expectation:**

  A. Student nurses are expected to be responsible and accountable for their behaviors.

  B. As professional behaviors are an expectation of the CSM nursing students, equally and likely more important are the ethical and legal responsibilities these behaviors carry.

  C. As emerging professional registered nurses, strict adherence to ethical and legal responsibilities are a priority behavior recognized in the RN professional realm and at CSM. Deviations from the expected ethical and legal standards will not be tolerated.

II.   **Guideline Regarding Ethical Expectations:**

  A. As a nursing student, you are entering a profession in which you are expected to demonstrate professional personal academic integrity. The highest of ethical standards are expected as demonstrated by the Gallup Poll: U.S. Ethics Ratings Rise for Medical Workers and Teachers B. A nursing student is expected to:

  1. Obtain and prepare your own clinical assignment. Since it contains confidential information, it should be discussed only with the instructor **and/or** during pre and post conferences.

  2. Consult with the instructor if the student feels that circumstances regarding the assigned patient will interfere with giving effective care, e.g., personal friend, cultural considerations.

  3. Maintain professional behavior at all times in your student role.

  4. Be mindful at all times of your ethical and legal responsibilities.

  5. Channel any feedback, positive or constructive regarding an agency or individual through the instructor.

      a) All students are to follow the chain of command in regards to questions or concerns.

  6. Recognize that ethics are essential in the practice of nursing and strive to maintain them.

  7. Maintain confidentiality of all information on your patient and any other patient or situation from the clinical area.

  8. You will be given a copy of the "Protection of Privacy of Patients and Students Policy" at the end of this handbook to sign at your first class.

College of San Mateo

9.   All nursing students are expected to follow the ANA Code of Ethics

III.   Legal Expectations

A. The Board of Registered Nursing (BRN) recognizes students in their role as beginning nurses to provide safe patient care based on skills previously learned in the program. The student is accountable and responsible for actions taken in their role as a nurse. B. A nursing student is required to:

1. Be covered by malpractice insurance before entering the clinical area. **Registration in Nursing courses assures malpractice insurance paid by the San Mateo Community College District.** 2.   Maintain health and safety for self and others when caring for patients and interacting with staff:

   a) Completed physical examinations and immunizations must be on file prior to clinical agency assignment.

   b) A passport size photo and copy of their CPR certification must be on file prior to clinical agency assignment.

   c) Report all injuries/incidents involving students and patients to the instructor immediately. The instructor will assist the student in obtaining medical care and completing the appropriate forms.

   d) Copies of the forms at the end of this handbook must be signed by the student and submitted to the Nursing Department before entering the clinical agency. These will be discussed further when you start the nursing program.

   e) Students are not allowed to enter the clinical agency to observe/provide patient care without prior approval from the instructor and agency.

   f) Students must vacate the clinical premise upon completion of their shift or when their clinical instructor leaves the building unless otherwise prearranged.

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Most Recent Auditors: J. Wisherop, M. Nguyen, J. Tohmc
Applicable Appendix: None

Nursing Students' Educational Responsibilities Expectations Guideline

I.   **Educational Responsibilities Expectation:**

A. All College of San Mateo nursing students are expected to consistently behave in a professional manner with adult learning behaviors including self-direction, motivation and determination, good time management and being able to prioritize requirements in study and practice.

II.   **Guidelines (Lecture, Skills Lab and Clinical**:

A. **Lecture:**

1. Review lecture objectives and complete all assigned activities such as readings, critical thinking activities, and media viewing <u>before </u>the lecture.

2. Be prepared to answer questions regarding the content either as a written or verbal quiz.

3. Take the responsibility to clarify or get answers regarding the content from the theory instructor or provided resources. B. **Skills Lab:**

1. Skill labs have a theory component (cognitive level) associated with a skills component (psychomotor level). It is expected that the student nurse completes the assigned readings and assigned pre-lab preparation materials.

2. Bring electronic devices, reference materials, your skills kit, and other items assigned to you by the lab instructor.

3. **Follow the directions for preparation as provided on Canvas. Failure to prepare may result in dismissal from the lab session.**

4. Before the start of the lab select the equipment in your skills kit needed for the lab and remove it for use.

5. After 10 minutes, skills lab doors will be closed. You will be participating in teams (groups) for many of your skills lab time and it will be imperative that you arrive on time so as not to disrupt the individual groups.

6. **If you arrive later than 10 minutes from the start, you may join another lab section with the instructor's permission or complete a make-up assignment during open lab hours.**

7. If you cannot make it to the skills lab for any reason or are late, you must call the skills lab instructor's office, or the Nursing Department Office prior to the start of the lab and leave a message stating the reason.

8. All absences must be made up by attending either another lab or the open lab. To make up a skills lab (if you cannot attend another scheduled lab) you must come to the open lab session for a make-up assignment.

   a) You will be required to submit verification of your attendance and work completed at that time, in theory class within one week. If you do not complete and submit the work, you will be given an unexcused absence. (Refer to the <u>Attendance Policy </u>of the Student Handbook.)

9. A Pass grade for each skills lab course is required to continue in the Nursing Program. An Incomplete grade will be given if you do not submit make-up work by the end of the semester. (See policy for <u>Incomplete Course Work</u>.)

College of San Mateo

10. At the end of the lab, assist in cleaning up the skills lab and returning it to the same order as when you entered. C. **Clinical:**

1. In preparation for each clinical assignment, follow the instructions of the course manager and/or clinical instructor.

2. If selecting your own patient assignment, select patients to match your learning needs and be prepared to verbalize the reason for patient selection to the instructor.

3. Enter data collected onto the front of the CSM Patient Care Worksheet (or similar document). Basic information for will include:

   a) Medical Diagnosis and Surgical or Diagnostic Interventions required for the current situation.

   b) Related Pathophysiology; etiology, medical and other interventions

   c) Priority Nursing Diagnosis/Care Plan

   d) Medications, treatments and diagnostics

      (1) Include ALL routine, "as needed" medications.

         (a) Allergies, mechanism of action, contraindications, major side effects, nursing considerations (lab value or vital sign checks), dosage parameters and describe "why" the patient was ordered the medication.

      (2) Review scheduled laboratory data

      (3) Be prepared to discuss related diagnostic procedures and the RN considerations.

      (4) First year students are to prepare this in writing.

      (5) Second year students must be able to verbalize this as well.

College of San Mateo

(6)   Identify and be prepared to verbalize any patient care changes that have occurred in the last 24 hours.

(7) Develop an initial time management plan by identifying the anticipated priorities of care.
For each patient, identify short term outcomes and priorities for each of these outcomes.

(8) **NOTE:** #2. and #3. will not be required for Nursing 211.

(9) The instructor has the option to ask the student who is not prepared to give safe care to leave the clinical area.

4. Before implementing care, review the patient and staff assignment schedule to see who is the charge nurse, who is the RN, LVN, and CNA working on your patient care team. Identify your resource RN and discuss the expectations for responsibility for patient care.

5. Access the agency policies and procedures before performing any skill in the clinical setting.

6. At the completion of your patient care, documentation is to be reviewed with the instructor or resource nurse and entered in the appropriate format (if applicable).

7. A detailed verbal report to the nurse continuing the care for the patient is required before leaving the unit for breaks, or at the end of a shift.

REV: 10/2/17, 05/2021

Professional Dress Code

I.   **Policy**:

    A. Theory has it that we should learn to use socially acceptable manners and selecting attires that are appropriate to specific occasions and activities. These are critical factors in the total educational process. Having a dress code improves morale and the Nursing Program's campus image. The continuous demonstration of appropriate manners and dress ensures that CSM Nursing students meet the very minimum standards of quality achievement in the social, physical, moral and educational aspects of their lives.

    B. A nursing student is a representative of the College of San Mateo Nursing Program both at the hospital and on campus (virtual or in person) and conduct as well as appearance should be appropriate. Additional agency guidelines regarding student's dress will be adhered to as necessary. When there are questions not specifically addressed in this policy, the student's immediate instructor will determine if the attire is acceptable or not.

    C. **Attire for Lecture, Skills Lab and Open Skills Lab – Including all virtual meetings**

        1. All clothing must be sufficient to conceal any and all undergarments. No skin will show between the shirt/blouse and top of pants or skirts at any time. All sleeveless shirts must have straps at least three inches and cover the shoulder. Prohibited tops include, but are not limited to crop tops, tank tops, strapless, low cut clothing with slits or tops and outfits that only provide minimum coverage.

        2. **Scents** (perfumes, after shave, cologne etc.) are NOT to be used in lecture, skills lab, clinical settings or open lab.

           a) Many individuals are extremely sensitive to scents/odors; especially when ill and/or in recovery. In addition, some individuals are sensitive and allergic to scents/odors. As a matter of good health for all and respect - REFRAIN from using scented perfumes etc.

        3. **Appropriate** Attire **Examples**

           a) Jeans or Khakis (or other casual pants) without rips/tears

           b) Shorts (no shorter than mid-thigh)

           c) Business style skirts (no shorter than mid-thigh)

           d) College of San Mateo (CSM) T-Shirts or CSM Student Nursing T-Shirts CSM Bookstore

              (1) **Specific for Virtual Meetings ONLY:**

College of San Mateo

Nursing Program

(a) Plain T-Shirt will be permitted: Minimal logos are okay, but graphics and lettering/numbers outside of the logo are not permitted

e) **Close toed** shoes are required in the skills/Sim Labs at all times - NO

exceptions (OSHA requirement for Labs)

5. **Inappropriate** Attire **Examples**

a) Hats or Hoods on or over your head (from jackets or sweatshirts) remove all hats and hoods while inside the building (or when attending a virtual class meeting).

b) Low-Cut Tops/Crop- tops where excessive cleavage is shown

c) No exposure of the abdomen or back

d) Short Shorts or short Skirts (no shorter than mid-thigh)

e) Low-Rise Pants

f) Visible underwear

g) Pajamas

h) Torn or tattered garments

i) T-shirts with graphics, lettering/numbering outside of the logo

6. **Non-Compliance consequences**

a) If a student is wearing inappropriate attire, the student may be asked to take it off or to cover it up, or to go home (leave the virtual meeting) and change. If a student missed class because of inappropriate attire, it will be counted as an absence and all rules associated with an absence will apply.

D.   **Procedure**:

1.   Guidelines for the student clinical or community uniform and appearance includes

a) Uniforms should be clean, neat, wrinkle-free, appropriately fitting, and in a good state of repair reflecting high professional standards at all times.

b) The uniform will be white (tops and bottoms) with I.D. patch on left sleeve. CSM Photo ID badges are to be worn with the uniform, in addition to agency issued badges.

(1) While on-site at any agency with their own badge issued to students, the agency badge shall be more prominently displayed with a CSM issued badge underneath it.

(2) If only CSM badges are worn, like ALL badges, they are to be worn at chest level so as to be visible to others.

c) The uniform style should be dress or slacks. Knits, stirrup pants and denim are not permitted.

d)

e) A plain white crew neck T-shirt must be worn under scrub style tops if undergarments are visible.

f) Tops should be all white with pockets and preferably tunic length. White turtle necks or long sleeve shirts may be worn under the uniform top.

g) No sweaters (over uniforms) are to be worn while in patient care areas.

h) Fanny packs are permitted in white, navy or black and must be easily cleaned.

i) White or neutral undergarments without print must be worn.

j) The uniform is not worn outside of the hospital except to and from the agency on a clinical day. Each student should bring a change of clothing to the hospital if the student is not going directly home from the hospital.

k) No jewelry is to be worn in the clinical area except for a plain wedding band and post type earrings no larger than 1/4 inch in diameter of silver, gold or pearl types.

All other visible jewelry, including piercing jewelry, should be removed. Visible tattoos should be covered by clothing.

l) A wrist watch with a second hand is required and should be worn.

m) Hair should be clean, neat, of moderate style and worn off the collar. Long hair should be pinned up securely enough so that it will not fall or may be put into a single back braid. If the single braid is too long and may fall forward into the work field, please pin it up as well. Hair bands or bows should be white. Faddish hair color is unacceptable.

n) Makeup should be subdued. No false eyelashes, perfumes, after-shave, or any kind of scents, are to be worn while in the clinical area.

o) Nails are to be well-manicured, short, and not longer than the back of the finger pads. No artificial nails or nail decoration. No nail polish may be worn.

p) Good personal hygiene is required. Unclean, unkempt appearance, unpleasant body or breath odors, including smoke odors, are not acceptable. Male students must be clean shaven or have a well-trimmed beard/mustache.

q) Nursing shoes need to be white, closed and clean without colored socks or laces. Canvas shoes or backless shoes are not permitted. Nylons or hose should be neutral tone or white. Socks should be solid white and cover above the ankle.

r) Chewing gum is not allowed when in the clinical area.

s) During pediatric clinical assignment, colored or print tops are permitted with the white bottoms (pants). A CSM Nursing patch MUST be applied as required on the upper left sleeve of the top.

t) If the student is entering the clinical or community agency for any professional or school related activity a designated dress code will be followed. This typically includes professional/dress-casual attire and a lab coat. The proper ID must be worn.

u) ***At any time, a faculty member or the nursing director may stipulate further dress code requirements based on, but not limited to, the activity and/or organization requirements***.
REV: 1/22/18, 09/2019, 06/2020, 05/2020

Clinical Evaluation Expectations and Guidelines

I. **Expectation**:

    A. Students currently receive the clinical objectives and the clinical evaluation tool as part of each course syllabus. Students are to review this information at the beginning and throughout the course to become familiar with the objectives to be achieved. These objectives must be met to pass the entire course.

    B. All nursing program core competencies and clinical objectives/criteria completed in previous courses must be performed satisfactorily in each successive course. e.g. competencies passed in NURS 211 will be expected in later courses.

    C. Clinical performance is evaluated through (but not limited to):

        1. Observation of clinical experience

        2. Contributions in pre and post conference

        3. Written assignments

        4. Attendance and performance in skills lab

        5. Community agency observation reports

        6. Individual conferences with clinical instructors

        7. Feedback from clinical staff, patients and significant others D. Grade Descriptions:

    1. A number "4" means the student (exceeds expectations):

        a) Demonstrates all the attributes of "3" meets expectations.

        b) Functions consistently with minimum guidance in the clinical situation.

        c) Recognized by staff, peers, patients, families, or community as practicing above and beyond expectations for course objectives. (exemplar required)

        d) The student must create an exemplar to satisfy above expectations objectives. Faculty will agree or disagree with the exemplar and have a discussion with the student.

        e) Engages consistently in self-direction in approach to learning.

    2. A number "3" means the student (meets expectations):

        a) Functions satisfactorily with moderate to minimum guidance in the clinical situation.

        b) Demonstrates accurate and appropriate knowledge and integrates knowledge with skills and attitudes among interdisciplinary team members.

c) Occasional prompting for engaging in self-direction in approach to learning.

d) Provides evidence of preparation for all clinical learning experiences.

College of San Mateo

e) Follows directions and performs safely.

f) Identifies own learning needs and seeks appropriate assistance.

g) Demonstrates continued improvement during the semester.

h) Uses nursing processes and applies scientific rationale.

3. A number "2" means the student (below expectations):

a) Functions safely with moderate to extensive amounts of guidance in the clinical situation.

b) Demonstrates adequate knowledge and requires moderate assistance in integrating knowledge with skills.

c) Requires some direction in recognizing and utilizing learning opportunities.

4. A number "1" means the student (does not meet expectations):

a) Requires intense guidance for the performance of activities at a safe level.

b) Clinical performance reflects difficulty in the provision of nursing care.

c) Demonstrates gaps in necessary knowledge and requires frequent or almost constant assistance in integrating knowledge and skills.

d) Requires frequent and detailed instructions regarding learning opportunities and is often unable to utilize them.

e) Is often unprepared and has limited insight into own behavior.

f) Is unable to identify own learning needs and neglects to seek appropriate assistance. g) Not dependable.

h) Breaches in professional or ethical conduct such as falsification of records and failure to maintain confidentiality

II.   **Guidelines**:

A. Complete the Evaluation Tool for your Clinical Course at MIDTERM; approximately 4 weeks into the course and at the end of the course with your FINAL evaluation.

1. The clinical evaluation tool is used for all clinical nursing courses. Each nursing course builds on prior knowledge, skills, and attitudes.

2. All clinical learning experiences will be evaluated upon completion and/or as deemed necessary by the faculty. Students who are not meeting clinical outcomes will be counseled individually as needed.

3. **Each student will fill out a self-evaluation at midterm and final week.**

4. Each **student at midterm will identify 3 areas of growth** to achieve by final evaluation.

5. Each faculty member will concur or revise the 3 areas of growth identified by students.

College of San Mateo

6. **The student will complete their midterm self-evaluation and Final self-evaluation at dates designated by the faculty. Forms can be handwritten (if writing is legible) or typewritten.**
Forms will be printed out by the student for the faculty.

7. Each row item (boxes) must be checked by placing a number ranging from 1-4 in the appropriate box at midterm and final evaluation week. (See Policy Statement above for a description of these)

8. Final evaluation SCORE is determined by your course manager. Typically the score is 81 or above.

9. The score for Clinical Evaluation will be determined by your course manager and can vary. Typically the score can range between 81-120 at final evaluation.

10. Final grades for any nursing clinical related component must be at "3" or above.

11. A grade of "4" requires the student to write an exemplar demonstrating above expectations. Faculty must agree or disagree & have a discussion with the student.

12. A passing grade will only be assigned if all the items are checked "3" or above at the time of the final evaluation.

13. A grade of "2" at final evaluation may be remediated at the discretion of the clinical instructor and a course notification form may be completed by the clinical instructor with the student.

14. An unsatisfactory "1" for any clinical learning experience at final evaluation constitutes failure of the course.

    a) Students will be referred back to Course Guidelines in Canvas and the Current Student Nursing Handbook for any discrepancies.

    b) If graded "1" on the Midterm Clinical Evaluation or graded "1-2" on the Final Clinical Evaluation the faculty and student must complete documentation for remediation of unsatisfactory areas. A Course Notification and a plan for remediation or performance improvement must be initiated for any areas "1 or 2" grade in those instances.

College of San Mateo

c)   Below expectations Student Centered Strategy for Success will include:

(1) *Situation*: Indication of the competency(ies) missed in curricular themes
I-IV and corresponding specific K SAs (a-f), applicable dates and times.

(2) *Background* - Description

(3) *Assessment* - Root cause analysis of the issue

(4) *Recommendation* - With time frame

Adapted by Natalie Waechtler 5/19/20 from Drs.Gail Armstrong, Christine Duran, & Leli Pedro July 2009 from the work of Tammy
Spencer MS, RN, and Carrie B. Lenburg, EdD, FAAN. QSEN KSAs adapted from Barton, A. J., Armstrong, G., Preheim, G., Gelmon, S. B., & Andrus, L. C. (2009). A national Delphi to determine developmental progression of quality and safety competencies in nursing education. Nursing Outlook, 57(6), 313-322.

Original: 02/03/2016, Rev: 10/15/2019, 05/2021

College of San Mateo

Nursing Program Core Competencies Expectations and Guidelines

I.   **Expectation**:

A. As you progress through the nursing program, each course builds on the knowledge, skills, and abilities of the previous course. Therefore, you are expected to perform competently given the information already learned as you satisfactorily progress from course to course.

B. There are five specific nursing competencies or critical elements for which you are responsible: Asepsis, Emotional Well-being, Interpersonal Relations, Physical Wellbeing, and Professional Behaviors. You are responsible to competently implement these specific critical elements. Any violation of the following critical elements will result in a clinical failure. The areas listed below are examples, but are not all inclusive.

1. **ASEPSIS:** *The prevention of the introduction and/or transfer of organisms. Special consideration should be given to handwashing/hand hygiene.*

    a) Washes or degerms hands as appropriate.

    b) Protects self from contamination.

    c) Protects patients from contamination.

    d) Disposes of contaminated material in designated containers.

    e) Confines contaminated material to contaminated areas.

    f) Establishes and maintains a sterile field where required.

2. **EMOTIONAL WELL-BEING**: Any action or inaction on the part of the student which threatens the emotional well-being of the patient or significant others places that person in emotional jeopardy. This can occur through omission, imminent, or actual incorrect action by the student. Students must promote emotional well-being at all times. Maintains or respects patient confidentiality, including HIPAA guidelines.

    a) Uses only patient initials on CSM worksheets and assignments.

    b) Does not discuss patients data with anyone except healthcare staff

College of San Mateo

c) Does not discuss data with patient's family or significant other unless permission is given by patient

d) Does not discuss patient data in public areas such as hallways, elevators, etc

3. **INTERPERSONAL RELATIONS:** The patient-focused verbal and nonverbal interaction between student nurse and patient and or significant other.

a) Establishes communication with patient at beginning of the implementation phase by using at least one (1) of the following actions:

(1) Introducing self

(2) Explaining nursing actions to be taken, or using touch with the patient who is a nonverbal adult

b) Interacts verbally with patient by using at least one (1) of the following methods:

(1) Asking questions at least once to determine a patient's response to nursing care

(2) Asking questions at least once to determine patient's comfort

(3) Directing the focus of communication toward patient-oriented interests

(4) Able to communicate with a nonverbal patient

c) Uses language consistent with patient's level of understanding

d) Uses verbal expressions that are not excessively familiar, patronizing, demeaning, abusive, or otherwise unacceptable

e) Uses physical expressions that are not excessively familiar, patronizing,demeaning, abusive, or otherwise unacceptable

4. **PHYSICAL WELL-BEING:** Any action or inaction on the part of the student could threaten the patient's physical well-being. Students are accountable for the patient's safety. Physical well-being includes:

a) Maintaining the physical well-being of a patient such as reporting deterioration in the patient's clinical condition or imminent or actual incorrect action by the student

b) Appropriate use of physical restraints

c) Appropriate use of side rails

d) Correct use of procedures as learned in skills lab and/or identified in theClinical Procedure Manual and/or facility policies and procedures posted online

College of San Mateo

5. **PROFESSIONAL BEHAVIORS**: Students and faculty are committed to the image and professional role of the RN. They are members of the interprofessional team who

are integral in communicating the needs of clients. As professionals, the students owe the same duties to themselves as they would to others, including the responsibilities of being self-directed learners who preserve wholeness of character and integrity, maintaining competence, and continuing personal and professional growth. It is expected that the students lead with morality and clarity in fulfilling ethical, legal and professional obligations. It is expected that the student nurse maintains professional boundaries in all physical, written, and verbal interpersonal encounters including but not limited to patients, family, significant others, staff, peers, and faculty. Furthermore, professional behaviors also include, but are not limited to:

a) Respectful manners and communication
b) Honesty and integrity

c) The ability to manage and resolve conflict situations (with faculty assistance when needed)

d) Taking ownership and accountability for actions
e) Accepts feedback from others

f) Is prompt with submissions of required documents (department and/or course)

g) Display of an overall positive, team-oriented attitude II. **Guidelines**:

A. Follow the core competencies throughout your enrollment in the CSM Nursing Program
B. It is desired that you maintain these competencies throughout your nursing career

REV: 03/2016, 04/2021, 06/2021

COURSE PROGRESS NOTIFICATION

STUDENT:	**DATE**:
COURSE:	**INSTRUCTOR**:

Nursing Student: Please review the "Guidelines for Clinical Evaluation" in your CSM Nursing Student Handbook

Description of Incident or Issue:	**Specific Feedback with Goal/Plan for Improvement:**

Related Clinical /Theory Objective:

Instructor Signature: _____ **Date**:	**Student Signature**: _____ **Date**: (Signature indicates only that this form has been read)

Duplication of Students' Clinical Evaluation Forms Guideline

I. **Guideline**:

   A. Your Clinical Evaluation Forms contain confidential information regarding your progress and ability to meet the objectives of each course. Students are encouraged to use them as a tool for professional growth. To receive a duplicate copy of your Clinical Evaluation form, you must submit a written request to the Nursing Department office. The copy will be ready for pick-up in three days.

   B. Your evaluation forms are <u>not</u> to be used as a reference for a job application. This evaluation form is <u>not</u> to be given to a future employer without additional written permission of your instructor. If you need a letter of reference regarding your clinical performance, please request it directly from the instructor.

REV: 02/03/2016, 05/2021

College of San Mateo

Nursing Student Medication Administration Responsibility Expectations and Guidelines

I. **Expectation:**

   A. All students will administer medications to patients in the clinical setting (except N211 students). It is expected that students and faculty follow the guidelines for safe medication administration to patients in the clinical setting.

College of San Mateo   II.   **Guidelines**:

A. Students must take a timed medication administration test given in each nursing course (except Nursing 242) and achieve a score of 90%. Refer to the "math policy for nursing program"section in the student handbook and each individual syllabus.

B. Faculty Preparation

   1. Faculty and students must receive appropriate orientation to the assigned clinical setting, policy and procedures of their medication administration process before the clinical rotation begins. 2. Facility policies and procedures take priority regarding the administration of medications.

C. Student Preparation

   1. **Before Administering Medications - Preparation**

      a) Research must be completed by nursing students regarding patient(s) medications prior to administering medications.

      b) Students must list information on all the medications listed in the medical administration record (MAR) including routine and PRN over a 24 hour period. Patient(s) allergies should be included. Provide information on the recommended dose, route, and process of administration; action, major side effects/ or adverse reactions, expiration dates, and describe "why" they were ordered for each patient. (Exception in Nursing 222.)

      c) All students must be checked off by their clinical instructor at a minimum of one medication pass in the clinical area.

      d) Students must only administer medications to his / her assigned patient(s).

   2. **During the Clinical Day**

      a) Students and instructors / registered nurses must avoid any distractions

      b) during preparation and administration of medications.

      c) Students must practice the traditional seven rights of medication administration - right patient, right medication, right dose, right route, right time, right documentation, and right reason.

      d) Students must consult the pharmacist, medical provider, reference material (e.g., Lexi-Comp, Micromedex) or online database if there is any uncertainty regarding medication characteristics. Students must research any new ordered medications.

      e) Faculty and students may have access to portable electronic devices, such as PDAs, that contain pharmacological, drug calculation, and nursing software that could improve nursing care delivery if agency policy permits.

f)   Registered nurses and students must review MAR frequently to ensure that medications are administered as ordered.

g)   Supervision by the instructor of each medication passed by the student will be guided by the level of the student in the program, clinical agency policy, and the unit guidelines. First semester students must administer medications only with the instructor.

3. **Intravenous Push; Fourth Semester Students (ONLY)**

a)   The students will be taught using the guidelines for intravenous medication administration by IV push. Students will be advised that when administering medications via IV push in different facilities, they will need to adhere to the policy and procedure guidelines of that facility.

b)   Student administration of IV push requires supervision at all times by a faculty member. (Refer to N241 – Advanced Medical/Surgical Nursing syllabus to review the complete IV push policy and see the list of approved IV push medications.)

4. **Simulation Scenarios**

a)   Students are required to complete medication administration competencies every quarter/ semester. The scenarios will be appropriate to their nursing course level. Students are required to practice in computerized medication administration records.

b)   Students must complete designated training regarding computerized

MARs.

5. **Medication Administration Errors**

a)   Faculty and students are required to complete the CSM Incident Report

(Root Cause Analysis); within 48 hours (2 business days) of the incident.

College of San Mateo

b) Faculty will interview the students who made a medication error in order to explore their perceptions of the incident and determine the factors that contributed to the error. The

purpose of these interviews is to help students be part of a non-punitive reporting environment without the fear of being reprimanded or even expelled from the nursing program.

Rev. 2/6/17, 06/2021

Pre and Post Conference Expectations and Guidelines

I. **Expectations**:

    A. Communication is a hallmark skill to possess and a key responsibility as a Registered Nurse. Health care teams including nurses, routinely discuss unit updates and plans in a "huddle" ensuring all working shifts are aware of daily and other expectations. Several conferences will occur during the shift in which the RN is able to discuss patient care concerns throughout the day with the multidisciplinary team. At the end of a shift (and in the beginning) a patient report is given to the next caretaker assigned. We know this as an "End of Shift" report. Nurses also participate in unit-based, agency and multiple other conferences. In preparation for this role it is important to develop communication skills with others surrounding the experiences shared in the clinical settings. Conferencing is a method in which nursing students discuss their plans for the day in the preconference timeframe and share their experiences gained from the day in the post-conference timeframe.

II. **Guideline**:

    A. Pre-Conference

        1. Purpose: Allows students the opportunity to discuss and clarify plans for the day, which may include (but not limited to):

            a) What the students are expected to learn and perform

            b) What significance this assignment has for them as a nurse

            c) What are the priorities of patient care

            d) How classroom theory and clinical practice correlate

            e) Review student's preparation

    B. Post-Conference

        1. Purpose: Allows students the opportunity to debrief and discuss the experiences of the day and may include (but not limited to):

a) Analyze the clinical experience

b) Clarify relationships between theory and practice

c) Express feelings surrounding patient care and interactions with others

d) Review and critique the nursing process; evidenced based practices that are both effective and ineffective

e) Identification of specific and generalized nursing care measures

f) Group problem solving and recommendations

g) Discuss the role of the RN in the specific setting

h) Identification of new learning needs and strategize ways to achieve these

Rev. 3/11, 05/2021

PROFESSIONAL SPECIFIC Responsibilities, Expectations and Guidelines

College of San Mateo

Nursing Faculty Responsibilities Expectations and Guidelines

I. **Expectation of the Nursing Faculty:**

   A. Overview: While it is important to understand the student responsibilities, it is equally important to understand the role of the Nursing Faculty. The CA BRN requires faculty approval to provide instruction in the clinical and/or classroom settings.

   1. Instructing nursing students is no easy task and takes a great deal of planning and assessment in order to help students gain the necessary concepts to meet the learning objectives of this program. 2.   There are many pieces to a nursing program that are highly regulated by the CA Board of

   Registered Nursing (BRN), our own state Community College system and many other accrediting and approval agencies.

   3. The program curriculum is outlined by the BRN to ensure qualified RNs are delivering safe care to the patients in the state of California.

   4. The American Nurses Association (ANA), provides nurses with direction in providing evidence-based care that is contemporary and efficacious, while ensuring continuity in performing skills and assessments.

   5. As a result, nursing instructors <u>follow the regulations</u> necessary to ensure the proper education of prelicensure nurses and are committed to delivering these concepts as they are mandated.

   6. Each instructor will have different instructional methods but there are basic requirements the instructors teaching in our program have agreed to regarding the three areas of instruction and they are stated below.

II. **Guidelines (Lecture, Skills Lab and Clinical):** A. **Lecture:**

   1. Present nursing content to stimulate critical thinking and clinical reasoning in preparing the student for their future RN role in nursing.

   2. Vary presentation to include a variety of teaching methods for the adult learner.

   3. Provide an effective method of dealing with multiple questions and scaffold knowledge from basic to advanced application.

Nursing Program B.

Skills Lab:

1. The course manager verifies that the lab cart supplies are correct as assembled by the nursing Lab Tech.

2. Start the lab at the designated time. Instruct any student who arrives 10 or more minutes after the start time to attend another lab, or to complete a make-up assignment during open lab hours. ***See attendance policy for further information**

3. At the beginning of each lab, check to see if students have all of the necessary equipment (books and skills kits) to actively participate in the skills lab.

4. Follow the written directions of the course manager.

5. If students are coming to an alternative lab session or open skills lab, check with the students to see if any have brought a "Required Skills Lab Practice" form from their clinical instructor, set up required resources, and arrange a work area for that student to practice the skills(s) identified.

6. Assign "Practice Partners" (on a rotating basis) to watch another student implement and practice the skills, and by using the checklist, give their practice partner specific constructive feedback.

7. Observe students practicing and give feedback to students on their performance, which may include those who may need additional practice.

8. Verify that students' checklists are signed off when competence is demonstrated.

9. Before the end of the lab, review with the students what equipment from their skills kits will be needed for the next skills lab.

10. At the end of the lab, with the assistance of the students, clean the physical environment and return supplies to where they were left by the course manager.

11. Give feedback in team meetings to assigned clinical instructors regarding student's performances in the skills lab. C. **Clinical:**

1. Prior to the clinical rotation beginning, the faculty responsibilities include:

   a) Orienting to the clinical agency, making assignments appropriate to the student's learning level and practice setting (if required)

   b) Communicating schedule and expectations to staff and students,

   c) Orienting students and self to the clinical agency organization's policies and procedures each semester, requiring students to follow agency policies, maintaining current knowledge of policies and procedures

d) Providing staff with clinical objectives and guidelines related to student skill level

e) Providing student group list according to agency requirements and communicating daily assignments

f) Supervising student performance, evaluating students, mediating student staff conflicts and notifying staff and director of student problems.

2. Instructors confirm or set up the patient assignment based on the course learning objectives and individual student learning needs (Exception is Nursing 222.)

3. In the second year, students may make their own assignment contingent on the facility and instructor. There is input from the instructor, but the student takes more initiative in the second year to create their patient assignments based on the content learned in theory.

4. At the start of the rotation, identify specific times that are preferential for pre-clinical preparation and times that the agency cannot accept students for pre-clinical preparation.

5. Assess each student's preparation and understanding of their plan of care by using a variety of techniques including reviewing the worksheets for completeness.

6. For each patient, there must be a **completed worksheet**. Early in the shift, **receive report from each student** to relate all of the items listed in C-3 of the "Standards of Performance for Nursing Students" which includes: Before starting the patient assignment:

   a) Research must be completed regarding the patient (s) Medical Diagnosis and the related
   b) Pathophysiology. This research will expand to include nursing implications from N212 onward.

   c) Write out the expected priority Nursing Diagnosis, the related outcome criteria, and the appropriate nursing interventions to achieve the outcome criteria with rationale and references. Rationales must be included with each intervention.

   d) List information on all of the medications from the MAR and treatments ordered including routine and prn over a 24-hour period. Provide information on the action, major side effects, dosage parameters, contraindications, stop dates and describe "why" they were ordered for each patient(s) Provide information on patients' medication allergies. All students will be checked off on their first medication pass in the clinical area according to the CSM Medication Administration Policy.

   e) Identify and be prepared to verbalize any patient care changes that have occurred in the last 24 hours. This applies to caring for a patient over 2 or more days.

   f) Identify the lab/diagnostic studies or pre and post-op preparation for the patient(s).

   g) Develop an initial time management plan by identifying the anticipated priorities of care.

   h) For each patient, identify short term and long-term outcomes and priorities for each of these outcomes.

NOTE: c, e, and g. will not be required for Nursing 211.

Nursing Program

7. By mid-shift, check that initial assessments have been recorded on the patient's record according to agency policy. Question students regarding the significance of these assessments including to whom they have been reported.

8. During the shift, communicate with students what skills require more practice in the nursing skills lab. Write these skills on the "Required Skills Lab Practice" form and review with students. Direct the student to take the form to the lab, practice skill and bring the written feedback from skills lab instructor back by the assigned date.

9. At the end of the shift, check charting to be entered or review that which has been completed.

10. During Post-Conference:

    a) Discuss learning events of the week.

    b) Relate focus of discussion to the lecture content and to the clinical objectives.

11. Instructors will evaluate students' performance and clinical preparation and give feedback and corrections in a clear and timely manner.

12. According to the CA BRN, the faculty member will evaluate each student's competency and ability to meet the course objectives (lecture and clinical). Failure to meet the necessary objectives as stated in each course outline, may result in a clinical or theory "no-pass".

REV: 10/2017, 05/2021

Final Approval Date: 05/2021
Next Review Date: 05/2024
Most Recent Auditor(s): J. Wisherop, M. Nguyen, J. Tohmc
Applicable Appendix: NA

Registered Nurses; Assigned with Nursing Students Responsibility Expectations and Guidelines

I. **Expectation:** As stated in the CA Nursing Practice Act, all patients assigned to RN nursing students are additionally coassigned to a RN. The responsibilities of the RN do not change. (*Board of Registered Nursing Title 16: California Code of Regulations Article 4: 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:*

    A. 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.

    B. 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, protection, and for disease prevention and restorative measures.

    C. 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.

    D. Delegates tasks to subordinates based on the legal scope 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.

    E. 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 health team members, and modifies the plan as needed.

    F. 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.

II. **Guidelines**:

    A. Follow guidance provided by the clinical agency in terms of assigning students to RNs.

    B. RNs are given the option to work with student nurses; ensure permission is granted prior to the start of shift.

College of San Mateo

Nursing Program

    C. RNs must review and co-sign the documentation of student nurses when the student is providing direct patient care; this includes but is not limited to performing assessments, interventions and patient education. Faculty will review documentation for accuracy.

    D. Maintain ongoing communication between student nurse, instructor and assigned RN. REV: 05/26/15, 05/2021

INFORMATIONAL *Responsibilities, Expectations and Guidelines*

College of San Mateo

Nursing Program

Student Services Guidelines

Narrative descriptions of all [student services](#) can be found on the CSM website with some pertinent student services information listed below.

Library Information

Information about the CSM library, its location, hours, holdings, databases, and information competency exam
link can be found at www.collegeofsanmateo.edu/library/

Other Student Support Services

1. **CSM Bookstore**
   Location: Building 10 on the 2nd floor adjacent to the dining hall Phone: 650574-6366

   Email: csmbookstore@smccd.edu

2. **Counseling Services**
   Location: Building10-340

   Phone: 650-574-6400

3. **Financial Aid and Scholarship Office** Location:
   Building 10-360
   Phone: 650-574-6146

   Email: csmfinancialaid@smccd.edu

4. **Learning Center**
   Location: Building 10 – 2nd floor adjacent to dining hall Phone:
   650-574-6570

   Email: csmlc@smccd.edu

5. **Wellness Center and Psychological Services**
   Location: Building 1-226

6.   **Student Life**

Location: Building 17-112

College of San Mateo

Nursing Program

Phone: (650) 574-6141

Email: csmstudentlife@smccd.edu

7. **Writing Center**
   Location: Building 18
   Phone: (650) 574-6463
   Email: csmtwc@smccd.edu

8. **Math Resource Center**
   Location: North Hall Building 18, Room 202

   Phone: (650) 574-6540
   Email: csmmrc@smccd.edu

College of San Mateo

REV: 05/26/15, 06/2021

Nursing Student Association Activities

I. **Nursing Student Association - Overview**

A. **Purpose**: The Nursing Students' Association is an organization approved as a CSM "Club" which plans and sponsors a variety of activities for nursing students enrolled in the CSM Nursing Program. The association provides an opportunity for the 1st and 2nd year students to work together in planning activities related to nursing education, social, and professional interests. B. **Responsibilities:**

   1. Officers of NSA serve as student representatives and attend the monthly Nursing Department meetings and annual Nursing Advisory meetings.

a) Student officers from each class should attend; preferably one student from each class

2. Represent the Nursing Student community at District and CSM campus activities and in participation with Inter-Club Council.

3. Plan and prepare activities for the currently enrolled nursing student body at CSM, including (but not limited to):

   a) Planning and hosting the annual NSA Pinning Ceremony

   b) NSA sponsored social activities

   c) Community events

   d) Career assistance

   e) Participate in campus activities as representatives of the nursing program.

C. **Membership**:
   1. NSA is comprised of:

      a) All nursing students currently enrolled in the Nursing Program; automatic membership and students are invited to attend the NSA meetings.

      b) Members are represented at the meetings by officers who are voted on yearly by each class.

      c) Faculty Advisor is required for this organization according to campus policy.

      d) There are NO REQUIRED DUEs for the campus chapter; there are required dues for State and National membership

College of San Mateo

Nursing Program
   (1) * Fundraising offsets the cost for select NSA sponsored activities, however on occasion a donation may be requested

   2. State and National Membership * fees required for membership

      a) California Student Association - https://www.cnsa.org/

      b) National Student Association - https://www.nsna.org/

II.   **Student Advisory - Overview** A. **Purpose**:

1. The CA Nursing Practice Act - CA Code of regulations stipulate in Article 3, Section 7 Student Participation - 1428, "Students shall be provided opportunity to participate with the faculty in the identification of policies and procedures related to students including but not limited to:

   a) Philosophy and objectives;

   b) Learning experience; and

   c) Curriculum, instruction, and evaluation of the various aspects of the program, including clinical facilities."

2. The Student Advisory Committee is an ongoing, active committee consisting of students and faculty/administrators who meet to review program policies and discuss curriculum concerns. The goal of the committee is to provide an additional avenue for student input into the program. B. **Responsibilities**:

1. Monthly meetings with Director and Assistant Director:

   a) Review academic policies of the nursing program and provide input to revisions.

   b) Discuss course concerns of the students and discuss possible solutions.

   c) Recommend possible methods/procedures to enhance learning.

   d) Relay information of Advisory Committee meetings to classmates.

   e) Attend Nursing Department/Curriculum meetings as class representative. C. **Membership**:

1. The committee consists of:

   a) Two elected representatives from each class

   b) An officer of the Nursing Students' Association may attend.

   c) The Nursing Director and the Assistant Nursing Director.

III.   <u>**Let's Communicate Form**</u> **- Overview**

1. **Purpose**:

    a) The "Let's Communicate" Form is an outlet for students to voice their questions, comments and concerns regarding lecture, clinical setting, skills and/or any issue pertaining to the nursing program curriculum. This form is used to encourage students to express their recommendations to enhance the learning environment and experience. Complete the form and return it to one of your student advisors.

b) All first year student concerns should be directed via the form to your first year student advisor and all second year student concerns should be directed via the form to your second year student advisor.

c) For all other **personal matters** pertaining to staff and/or instructors

(1) The chain of command ensures the student will begin the communication sequence regarding a problem/concern that is specific to a class, instructor (clinical or skills lab) or staff**. If the student is having a problem/concern that has to do with a class/instructor or staff member, the student shall attempt to resolve these informally with the individual first**

(2) Schedule a convenient time with the instructor or staff member individually to discuss concerns and resolve issues.

(3) If the matter is not resolved, please progress with the **chain of command** (See diagram following).

   (a) The student may proceed in bringing the problem/concern to the course manager (including the Simulation Coordinator)

   (b) If the problem/concern continues to persist, the student may escalate it to the level of the Nursing Program Director.
   (direct concerns regarding staff to the director)

   (c) The chain of command continues to the Dean of Math/Science and ultimately to the Vice President of Instruction.

LET'S COMMUNICATE FORM

This form is to ask questions, contribute your ideas, or communicate your concerns pertaining to the curriculum. This form is not to voice your opinion or complain about an instructor. If you have an issue with an instructor, you should meet with them and discuss it.

CONCERN:

FEEDBACK:

Please give to your class student advisor

Nursing Program Chain of Command

Student to access and *ascend* the chain of command from the bottom of the diagram, moving upwards. Please refer to the CSM website for the current list of faculty and a current list of college administrators.
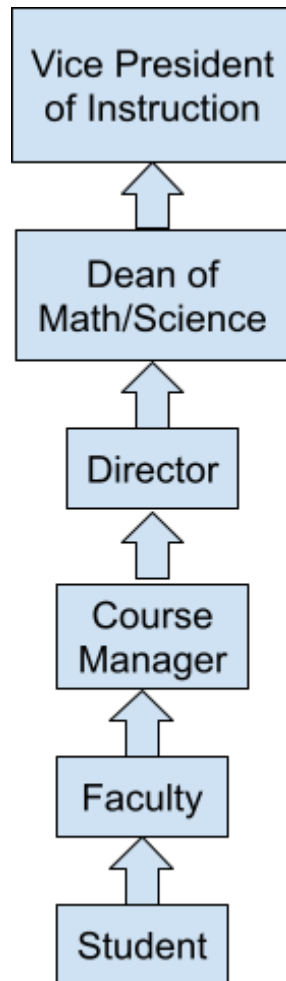
```
┌─────────────────┐
│ Vice President  │
│ of Instruction  │
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│    Dean of      │
│  Math/Science   │
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    │ Director │
    └─────────┘
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    ┌─────────┐
    │ Course  │
    │ Manager │
    └─────────┘
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    ┌─────────┐
    │ Faculty │
    └─────────┘
         ↑
    ┌─────────┐
    │ Student │
    └─────────┘
```

College of San Mateo

Building 5 - Third Floor Space Expectations and Guidelines

I.   **Expectation**: The nursing program is privileged to occupy a majority of the third-floor space in the Health and Wellness building, Building 5. The privilege of occupying this space includes a respectful use of the facilities.

II.   **Guidelines**:

A. The following rules are to be reviewed and followed:

1. No eating, drinking or gum chewing is permitted in the nursing skills lab space or the classrooms, unless approved by the instructor. Water is allowed provided it's covered. There is no water allowed in the simulation rooms.

2. The campus smoking policy permits smoking only in designated areas.

3. There is a student lounge on the third floor for gatherings and breaks. Also, there are tables and chairs on the second floor by the food kiosk.

4. At the conclusion of each lab, please clean your workspace by returning any equipment/media to its designated location. Be sure to remove your own personal supplies. The department cannot be responsible for lost items.

5. All patient rooms are stocked with linen and patient equipment. Please notify the faculty if an item is missing or the amount of linen items is low.

REV: 5/27/15. 05/2021

College of San Mateo

Open Skills Lab Use Expectations and Guidelines

I. **Expectation**:

  A. Open Skills lab is to be used for but not limited to; skills practice, completing make-up assignments designated by the student's skills lab/clinical instructor, study time and to work on projects. Students are given the opportunity and highly encouraged to practice with the equipment they purchase for their skills lab kits. Students may use the mannequins and equipment set out as well. It is expected that once the student is done with the practice area, equipment or space, the student will return the area to an acceptable condition (i.e., mannequin in place, bed made neatly and used equipment discarded). Any items used for Skills Lab will be returned to where they were found.

II. **Guideline**:

  A. **Signing in/out and break time**

    1. The student will sign into Open Skills Lab on the screen in room 360 or 380 using Accudemia Attendance. For virtual lab sessions, refer to the Canvas course for specific directions.

    2. The student MUST remain in the Nursing Skills Lab for the duration of their intended stay. It is NOT acceptable to sign into the skills lab and leave the premises (except for bathroom and meal breaks). The student must sign out when completing the intended time, or when leaving the building to go to another part of the campus (e.g., library or learning center) or when leaving the campus entirely. For virtual lab sessions, refer to the Canvas course for specific directions.

    3. Breaks: use of the restroom, snacking, etc. are permitted and sign out is not needed if the break is not more than 10 minutes in a 1-hour period or 20 minutes in a 2 hour period. Breaks exceeding 20 minutes will require the student to sign out of the lab.

    4. The Open Skills Lab Instructor and/or Lab Coordinator will complete periodic checks to ensure that students who signed into the Open Lab are in fact present. If a student is not found, and 20 minutes has passed, then the student will be signed out by the Instructor or Lab Coordinator and the hours will be cleared.

College of San Mateo

5. At the end of the student's intended stay in Open Skills Lab, it is the <u>student's responsibility</u> to <u>sign out.</u> It is not the responsibility of the Lab Coordinator or Instructor to manage and/or keep track of the student hours. The student will only receive <u>1 hour maximum</u> if they were not able to sign themselves out of OpenLab.

6. Students <u>must sign out</u> from Open Lab if attending overlapping activities such as, but not limited to, <u>NSA meetings, skills lab, lecture, or online pre/clinical activities</u>.

B. **Food and Beverage Consumption**

1. No food is allowed in the Nursing Skills Lab Classrooms and Patient rooms during the Open Skills Lab hours.

2. <u>Meals and snacks</u> are to be <u>consumed outside</u> of the lab.

3. Students are permitted to consume fluids that are in <u>sealed containers</u> while in the Open Skills Lab.

C. **Conduct**

1. It is expected that the student will remain respectful and professional.

2. The students are expected to follow the Skills Lab/Open Skills Lab rules established by the faculty and staff of the College of San Mateo Nursing Program.

3. If a student is repeatedly reminded about complying with the rules or other misconduct, the student will be notified and potentially at risk of a "No-Pass" for the Open Skills Lab course

4. <u>Curtains MUST remain open</u> unless completing a physical assessment

D. **Required Hours for Credit**

1. 24 hours in one semester is required to achieve a "<u>Pass</u>" in the Open Skills Lab Course.

2. The student may use the Building 10 Learning Center for a portion (6 hours maximum) of the Open Skills Lab hrs.

3. No other area on campus is approved for meeting the required hours except the

   Nursing Skills Lab and Learning Center (Maximum 25% or 6 of the required hours)

REV: 4/15/2019, 05/2021

College of San Mateo

Jury Duty Summons Guideline

If a student receives a notice of an upcoming summons for Jury Duty the student is advised to request a postponement to a time of year that does not conflict with program demands. This is best achieved at the time the Jury Summons is received, as delaying the process will likely involve time away from the program. The Nursing Program is unable to provide any additional documentation.

REV: 02/03/16, 05/2021

NURSING PROGRAM POLICIES

Military Personnel Nursing Program Admissions Policy

I. **Policy**:

    A. In compliance with Senate Bill 466 and in recognition of the service that Military Personnel have provided to the country and its citizens, College of San Mateo Nursing Program adopts an accelerated program placement.

    B. If the applicant is a Military Technician/Medical Specialist- Including but not limited to Basic Medical Technician (Navy Hospital Corpsman)) or USAF Basic Medical Service Technician or Army Medical Specialist and have completed all the prerequisites for admission to the nursing program they will be placed at the top of the merit list or waitlist, whichever is applicable.

    C. Military Health Care (MHC) providers who received formal training and have appropriate practical experience may be admitted as Advanced Placement Students. This includes Including but not limited to Basic Medical Technician (Navy Hospital Corpsman) or USAF Basic Medical Service Technician or Specialist with an active California LVN license (Licensed Vocational Nurse) either

        1. The applicant is required to provide documentation of recency of education (LVN/LPN) and experience within the last five years qualifying them for the specific MHC provider occupation.

            a) must provide an official transcript issued by a recognized agency describing the training and experience. The transcripts must be forwarded by the issuing agency directly to College of San Mateo Nursing program electronic application service.

            b) Consult with College of San Mateo Nursing Program requirements for advanced placement; Director and/or Nursing Counselor

        2. Provide documentation of an honorable discharge (Form DD214) or current active honorable service (letter from supervisor)

        3. Has met the same eligibility requirement for admission into the ADN program as other applicants, including completion of prerequisites.

II. **Procedure**:

    A. For **ALL Military Applicants**: Review and read the Nursing Program Information Sheet

    B. Complete all the prerequisites for admission - including having transcripts reviewed if prerequisites were taken outside of a public college in California

College of San Mateo

C. Study and take the HESI exam

D. Apply to the nursing program

1. Include documents of honorable discharge (Form DD214)

E. If necessary, complete program specific skills and challenge tests; to be determined on a case-by case basis.

F. Comply with program entry requirements (background checks etc.)

G. After review, if all criteria are met, your placement in the program will be advanced to the top of the waitlist if merit points fall below the top fifty applicants.

H. For further information, please contact the College of San Mateo Nursing Program. We hope to make the transition into our nursing community smooth and without barriers.

REV: 06/2020, 06/2021

Standard Precautions Policy

I.   **Policy**:

 A. Standard Precautions, Hand Hygiene, Personal Protective Equipment (PPE), and Isolation Techniques are taught during the first year of the nursing program and reviewed again through progression in courses; relating specific guidelines according to the content area.

 B. "Bloodborne pathogens are infectious microorganisms in human blood that can cause disease in humans. These pathogens include, but are not limited to, hepatitis B (HBV), hepatitis C (HCV) and human immunodeficiency virus (HIV). Needlesticks and other sharps-related injuries may expose workers to bloodborne pathogens (https://www.osha.gov/bloodborne-pathogens. 2021).

 C. The CSM Nursing Program recognizes changes in policy regarding PPE will likely occur with states of emergencies, pandemics, etc. The Nursing Program will abide by College District, County and Centers for Disease Control recommendations and mandates.

II.   **Procedure**:

 A. Students caring for all patients shall comply with standard precautions (CDC 2020). Established College of San Mateo Nursing Program and Agency Specific procedures appropriate for preventing the transmission of communicable diseases are to be rigorously followed and enforced.

 B. **Hand Hygiene**; basic infection prevention

  1. Wash hands with soap and water

   a) if contact with spores (e.g, Clostridium difficile) is likely to have occurred.

   b) When hands are visibly soiled or contaminated with blood or body fluid/excretions

   c) After approximately 10 uses of alcohol-based hand rub

  2. Perform hand hygiene using an approved alcohol-based hand rub before entering and upon exiting a patient's room, after doffing gloves and in all direct contact with patients where exposure to body fluids may occur.

  3. Wear gloves if contact with blood, body fluids, secretions, excretions, non-intact skin, mucous membranes, or contaminated items or surfaces is likely.

4. Remove gloves and perform hand hygiene during patient care encounters when going from a contaminated body site to a clean body site.

5. Perform hand hygiene before, after, and between direct contact with patients.

6. Standard precautions apply to blood, blood products, all body fluids and/or secretions, non-intact skin, and mucous membranes.

C. Perform hand hygiene after contact with blood, body fluids, secretions, and excretions; after contact with surfaces or articles in a patient room; and immediately after gloves are removed.

D. Nursing students are required to follow Standard Precautions Guidelines when providing patient care during clinical rotations. Failure to adhere to standard precautions could potentially result in a failure of the core clinical competencies of asepsis and/or physical jeopardy.

E. Wear personal protective equipment (i.e gowns, gloves, eye protection, mask, etc.) when the anticipated patient interaction indicates that contact with blood or body fluids may occur and in situations where spores are the infectious agent.

F. Discard all contaminated sharp instruments and needles in a puncture resistant container. III.   **Exposure Procedure**:

A. Situations include but are not limited to: Needle sticks, exposure of bodily fluids through splashing or other types of direct contact (fluid splashes in eyes, blood/body fluids splashes skin - open/unopened)

1. Student/faculty to inform instructor/supervisor (instructor, program director) of the exposure and to receive initial direction.

2. Exposure protocol (CDC, 2021)

    a) Wash needlesticks and cuts with soap and water

    b) Flush splashes to the nose, mouth, or skin with water

    c) Irrigate eyes with clean water, saline, or sterile irrigants

    d) Report the incident to your supervisor

    e) Immediately seek medical treatment

3. Once stable, **complete** the San Mateo County Community College District Workers Comp. Packet

Source: https://www.cdc.gov/handhygiene/providers/index.html

Rev: 2/03/16, 05/2021

College of San Mateo

Nursing Program

Final Approval Date: 05/2021
Next Review Date: 05/2024
Most Recent Auditors:
P. Edwards/J. Wisherop
Applicable Appendix: DRC
Accommodations

Mental and Physical Qualifications for Nursing Students Policy

I.   **Policy**:

    A.   The mission of the CSM nursing program is to educate competent entry level nurses who can provide care for the general patient population in current health care settings. The purpose of this document is to delineate the physical and mental qualifications necessary to ensure successful completion of this nursing program. If a student cannot demonstrate the following skills and abilities, it is the responsibility of the student to request an appropriate accommodation. In accordance with the nursing department's nondiscrimination policy, reasonable modifications and/or accommodations will be made for the student with a documented disability. Any requests for accommodation are subject to evaluation by the nursing faculty.

II.   **Procedure**:

    A.   The student must demonstrate the following abilities:

        1.   Receive, interpret**,** and give information with accuracy; verbally and in writing.

        2.   Apply critical reasoning and independent decision-making skills to a variety of patient situations.

        3.   Perform mathematical calculations for medication preparation and administration within a specified timeframe.

        4.   Maneuver physically as required in clinical settings to accomplish assigned tasks.

        5.   Perform cardiopulmonary resuscitation (CPR) competently using guidelines issued by the American Heart Association.

        6.   Push and/or pull on one or more occasions, with the ability to exert force against a small or large object up to 50 lbs. to move it closer or further away.

        7.   To be able to perform skilled nursing activities over an 8 – 12 hour period of time.

        8.   Document using electronic devices, paper charts, reports, and other forms of correspondence accurately and in a timely manner through use of legible writing (when indicated).

9.   Perform precision fine motor movements; including but not limited to venipuncture, catheterization, IV maintenance, dressing changes, instrument usage, etc.

10. Observe, through inspection and palpation, changes in an individual's health status; including but not limited to muscle tone, skin quality, subcutaneous tissue assessment, pupil responses, and skin temperature, etc.

11. Identify tiny markings and inscriptions, including but not limited to syringes, thermometers, IV bags, etc.

12. Auscultate and percuss for internal body sounds, including but not limited to heart, bowel, lungs, etc.

B. Substance Abuse and Mental Health Information and procedure

1. CA BRN statement on Substance Abuse and Mental Health Issues
   https://www.rn.ca.gov/intervention/impairedrn.shtml

   a) Substance Use Disorder (SUD) is a progressive and chronic disease that affects an estimated 8.4% of the U.S. population. If left untreated, substance use disorder can be fatal

   (CA, BRN 2021)

   b) Registered nurses and nursing students are not immune to substance use disorder. In fact, nurses may be particularly susceptible to SUD due several workplace risk factors including (CA, BRN 2021):

      (1) Job stress

      (2) Available access to controlled substances
      (3) Enabling behavior by reluctant colleagues
      (4) Lack of education regarding SUDs

   c) Mental illness, such as major depression, bi-polar disorder, and schizophrenia may affect a registered nurse's (student nurse's) ability to practice safely. If mental illness or substance use disorder problems are left untreated, they may eventually jeopardize patient health and safety. They can also threaten the life of the person afflicted.

2. CSM nursing does not stigmatize or discriminate concerning physical or mental health histories. Please work with the program director and DRC for appropriate accommodations and ongoing monitoring of health related symptoms that may impair direct patient care or student learning.

Rev: 02/03/2016, 05/2021

Preparation for Clinical Placement/Onboarding Policy

I.   **Policy**:

    A.   Students are assigned to facilities for clinical laboratory experiences. These assignments are subject to change every 8 weeks. Each agency has a different set of preparatory modules and training obligations to complete prior to or at the very beginning of each course.

    B.   Whether or not the students receive any hourly credit for this clinical preparation time is decided on a clinical by clinical basis. This decision is made at the discretion of the instructors in conjunction with final approval of the course manager and program director.

II.   **Procedure**: Students are required to comply with all agency compliance mandates regarding background checks, drug screenings, immunizations, and laboratory tests. The lack of compliance in meeting deadlines could potentially result in a non-clearance to enter the agency for clinical laboratory experiences.

REV 03/2015, 06/2021

Final Approval Date: 05/2021
Next Review Date: 05/2024
Most Recent Auditor(s): Janis Wisherop, Natalie Waechtler, Kylin Johnson
Applicable Appendix: Workers Comp Forms

Clinical Health, Safety and Ability to Practice;
Minimum Requirements Policy

I. **Policy Statement**:

> A. A student RN enrolled in the CSM Nursing Program is required to meet and maintain minimum requirements to attend off-site and on-site clinical assignments.

II. **Procedure**: CPR, Background and Drug Screening, Health (Immunizations, Physical Exam etc.), Functional

Abilities and Accommodations

> A. **CPR (Cardio-Pulmonary Resuscitation) Requirements**
>
>> 1. The Joint Commission requires: A current valid **American Heart Association for Health Care Workers CPR certification (card)**, current immunization status per CSM guidelines, required blood titers, Physical Qualifications Checklist form, and records of health exams must be on record in the Nursing Department office in order for any student to be cleared to participate in any clinical assignment.
>
> B. **Student Criminal Background Checks and Urine Drug Screening**
>
>> 1. The Joint Commission Comprehensive Accreditation Manual for Hospitals requires that all staff members, students, instructors, and volunteers meet standards related to criminal background checks and freedom from drugs.
>>
>>> a) **Criminal Background Check**: Students must clear a criminal background check prior to registration into nursing courses. If the background check indicates criminal behavior, the student may not be cleared for clinical agencies and therefore may be dismissed from the program. Background check histories are considered on a case by case basis.
>>>
>>> b) **Drug Testing**: Students must clear a urine drug test. If the drug test results are labelled dilute, the student will be allowed only one retest. If the student fails the second test, the student will not be admitted to the program.
>>>
>>> c) **Students are responsible for all costs** associated with criminal background check and drug screening. Students must agree that all results are available to the program. Should a clinical agency refuse to place a patient based upon the result of the background check and/or the drug screen, the program has no responsibility for arranging alternate clinical placements.
>>>
>>> d) Further information and directions for obtaining required background check and drug screening are provided to the student upon acceptance into the program. Students are responsible for following the directions as distributed.
>
> C. **Health-PPD-Immunizations, Pregnancy, Illness, and Injury**

1.   **Physical Health-PPD:** A **physical examination** is required upon admission to the nursing program and upon re-entry after a year or more absence. Evidence of a negative **2-step PPD** is required every year if there has been more than a 12-month lapse and a chest film if there is a positive PPD result.

2. **Immunizations**: titers, and specific seasonal and/or pandemic related vaccines are listed in the immunization form that is distributed to each student upon acceptance into the program. Students are responsible to keep personal copies of all laboratory results and immunizations in addition to uploading all forms to his/her specified account.

3. **Pregnancy**: When a student becomes aware of a pregnancy, she needs to notify the nursing department and her clinical instructor. She needs to visit her health care provider and submit the "Health Care Providers Awareness of Pregnancy Form" to the nursing department office. In the event that restrictions to her activity in the clinical area are noted by the health care provider, the student may need to exit the program due to considerations of the health and safety of the student peers, nursing staff, and patients at the clinical facility.

4. **Illness or injury** may interfere with the achievement of educational objectives and/or patient safety. A student may be asked to submit a "Change in Health Status Form" in order to assure that they are cleared to practice or return to the clinical agency following a significant health alteration.

5. **Injury** while in the role of Student RN or faculty **in practice (clinical, lab or lecture)**

    a) The San Mateo Community College District covers costs associated with emergency treatment of injuries to students that occur in the clinical facility. Related forms to complete in the event of an injury are located at this link:

    b) **DIRECTIONS:**

        (1) Student notifies clinical instructor (current supervising instructor) that an injury has occured ASAP.

        (2) Priority is to attend to the injury and follow agency protocol (ED vs. Employee Health) ensuring the safety of the student/faculty first.

        (3) The clinical instructor must notify the nursing department as soon as possible following an injury and submit the forms for Workman's Compensation to the District Office.

        (4) **NOTE**: If **no treatment is required or if it is refused**, the student/faculty need **ONLY complete PAGE 2** of the packet and only report the incident.

D.   <u>**Functional Abilities**</u>

1.   Certain functional abilities are essential to provide safe, effective nursing care during clinical instruction and practice as a registered nurse. As part of the physical examination, the health care provider attests in writing that these functional abilities are active without exception. Any deficiencies in these abilities will be evaluated on a case-by-case basis by the nursing program.

E. <u>**Accommodations for Testing**</u>

1. Students' health status may change during the course of the program. Students who, because of a change in health status, are eligible for and may request accommodations for academic exams and modifications in learning. The student must submit relevant documentation to the Disabled Resource Center (DRC), and an eligibility form to the course manager of the current nursing course once the accommodations have been determined.

2. Students are responsible for informing DRC of the time, date, and faculty contact at least one week in advance of each scheduled exam.

College of San Mateo

Nursing Program
**Final Approval Date: 05/2021 Next
Review Date:** 05/2024
    Most Recent Auditor(s): Janis
Wisherop/Natalie Waechtler
Applicable Attachment: Change in Health Status
Form and Health Care Status Related to
Pregnancy (follows this document)

Change in Health Status/Pregnancy Policy

I.   **Purpose**:

    A. The CSM Nursing Program recognizes that as humans, we are subject to a change in the way we are able to perform our role in life and work, and may not be able to fully function due to a change in health status (illness, injury or surgery). If in the case of pregnancy, the student and baby are at risk in certain clinical situations. If a student incurs an injury, becomes ill or as a result of pregnancy, and cannot safely perform within their scope of practice, the student will be required to **consult with their clinical and/or lecture/skills lab instructor or program director** regarding any impairments and follow-up by completing the Change in Health Status or the Health Care Provider's Awareness of Pregnancy form (whichever applies) with their primary care provider.

II.   **Procedure**:

    A. **Change in Health Status**: A student might incur a change in their health that may interfere with their ability to function in the clinical setting.   A change in health status may include recovery from an injury or medical procedure. If there is any change that would limit the student's performance of skills, cognitive thought processes, memory etc.. that could cause potential harm to the student or patients under their care, <u>must </u>submit a practitioner signed "Change in Health Status" form.

    B. **Pregnancy**: A student may become pregnant while enrolled in the nursing program and although this is not considered a change in health status, there are concerns for the overall safety of the student and baby. The curriculum of the program includes many hours of exposure to potential health risks from patients, staff and/or the environment. The CSM Nursing Program is committed to the healthy outcomes for both the student and baby.   Risks may be greater at different times during the pregnancy and thus, the student is required to submit a practitioner signed "Health Care Provider's Awareness of Pregnancy" form to the nursing department indicating any limitations etc. (following this page)

Rev. 02/28/2020, 05/2021

Change in Health Status Form

I understand that the curriculum of the CSM nursing program is rigorous and involves clinical experiences in health care agencies to provide direct patient care. I also understand that the clinical requirements cannot be redesigned to accommodate restrictions that may arise because of my present health condition without altering the essential functions of the program.

My alteration in health status is the result of _____. I understand that certain complications may result if I continue my studies in the CSM nursing program. I have discussed these potential complications with my healthcare provider, whose signature appears below. We have agreed that I may continue in the CSM nursing program, including performance of all clinical and lab activities with minimal restriction or limitation.

I understand that I may need to reevaluate potential conflicts between my best health interest and educational needs until this change in health status is resolved. Therefore, I will watch for and report any unusual symptoms promptly to my healthcare provider and to my CSM instructor.

I have discussed the potential health complications including their signs and symptoms with the following nursing student: _____. In my opinion, continuation of the nursing program at this time is not contraindicated at this time.

Check here _____ if any limitations or restrictions shall be imposed, but not impact the student's educational pathway. Please list those limitations or restrictions on the following page.

Health Care Provider:

Name: _____   Signature: _____

Address: _____

Phone No.: _____   Date: _____

I hereby absolve the college and clinical agencies from any responsibility in my health status during this altered health condition.

Student: _____   Program Director: _____

Date: _____   Date: _____

Please specify restrictions and/or limitations on a separate page

Rev: 09/12/14, 05/2021

Health Care Provider's Awareness of Pregnancy

Student's Name_____

The above-mentioned student is presently enrolled in the RN program at the College of San Mateo. Due to the nature of the Program, this student may risk exposure to potential health risks from other patients/staff/environment. In order to determine the appropriate precautions, we need the following information. The nursing department is committed to a healthy outcome for both student and baby.

1. Date of Expected Delivery/Scheduled C-Section: (approximate) _____

2.   Present health status:_____

3. Will the patient be under your care during her pregnancy? Yes   No

4. Have you informed her of the potential risks involved in continuing her present career goal while pregnant?

Yes   No

5. Do you recommend her continuation in the nursing program? Yes   No

6. Do you recommend any limitations to regular duties? If yes, please specify on the next page. Yes   No

Physician's / Health Care Provider's Name _____ and Contact

Information_____

Provider Signature _____ Date_____

Student Signature _____

Date student may resume clinical education: _____

Specific Limitations or Restrictions (List here)

Students: please submit this document as an update at the beginning of each trimester.
Rev: 1/15/13, 05/2020

Final Approval Date: 05/2021
Next Review Date: 05/2024
Most Recent Auditor(s): Janis
Wisherop, T. Martha
Applicable Appendix: None

Clinical Placement Policy

I.   **Policy**:

A.   Part of nursing education is the assignment of different hospitals/agencies to meet the learning objectives of the nursing program. The facilities selected are based on the course learning needs. Nursing clinical rotations change every eight weeks within a semester according to clinical site availability. The role of the RN requires a great deal of flexibility and as such, all students must be prepared to adjust their work and personal schedule for each course based on agency availability. Students are also responsible for making their own arrangements for personal commitments such as child or adult care and part-time work schedules. As indicated on our pre-nursing information sheet, students are responsible for their own transportation to clinical locations.

II.   **Procedure:**

A. Due to the increasing complexity of regulations regarding student orientation to new facilities, one or more "dedicated student group(s)" may be created. This group or groups will remain at the same facility throughout the program, with the exception of some specialty courses.

B. Random number selection will be used first to develop the clinical groups. The Nursing Faculty will then review and adjust the groups for balance. The following are examples of criteria that may be used to determine balance within the sections.

   1. Previous nursing course grade(s) and clinical competency.

   2. Gender diversity - related to Maternity Nursing.

   3. Repetitious clinical assignments or clinical instructors.

   4. Employed at the assigned clinical agency. (* all attempts will be made to place a student in an alternate agency or at least on a different unit or department)

C. Within two weeks after the rotations are posted, students who can offer a significant reason or unusual circumstance to switch sections must submit their request in writing to the Nursing Department. The request must be made as an equal switch with another student. Requests received without another student and/or after the deadline will not be accepted. Requests for a change in clinical assignment may also result in a corresponding change in skills lab assignment.

D. The request should include the names of both students agreeing to the switch and their reasons. The course instructors will review the requests to determine if balance will be affected within the sections. Based on the criteria listed above, not all requests can be granted. Once the registrations are finalized, students must register into and attend the section to which the student is assigned. Switch requests will not be accepted or approved on or after the first day of instruction for the semester.

E. Students will be notified of their clinical assignments within two weeks of the college registration cycle for the next semester.

Rev: 05/2016, 05/2021

College of San Mateo

Final Approval Date: 06/2021
Next Review Date: 06/2024
Most Recent Auditor(s): Faculty, J.
 Wisherop
Applicable Appendix:

Clinical Make-Up Policy

I. **Policy**:

A. If a student misses time from their expected clinical hours, the students will be required to make-up said hours missed to ensure proper clinical direct/indirect totals are equal to what is determined by the course units. B. The following procedure is followed.

II. **Procedure**:

A. The student will:

1. Contact the clinical instructor within one week of return from absence to discuss make-up assignment.
2. Makeup assignments may include but are not limited to case presentations, peer presentations, agency visits, simulated skills lab experiences and/or other assignments that are mutually negotiated between student and instructor.
3. Complete make-up assignment within 3 weeks of last day of absence. If absence occurs during the last two weeks of the course, and make-up assignment is not completed by the last day, an Incomplete grade will be given. (See Incomplete Policy.)
4. Make-up the time equal to the time missed, which may mean visiting 2 or more agencies, meetings or several projects.
5. Complete a written report for each agency visited and turn in to the clinical instructor. A verbal report will also be given to the clinical group.
6. Include the following information at the completion of an agency report:
    a) Name of Agency
    b) Date visited
    c) Name and position of contact person
    d) Purpose and functions of agency

e) Source of funding

f) Type of clients the agency serves

g) Describe the activities

h) Attach pamphlets/outlines or other handouts received from agencies

i) Describe how you would apply this information to your nursing care

College of San Mateo

7.   A student who misses two clinical days per course will be given a "Notification of Course Progress" form by their instructor and counseled regarding their progress in the course.

Updated: 02/2016, 05/2021

College of San Mateo

Attendance Policy

I. **Policy**:

A. As stated in the CSM College Catalog: *"Regular attendance in class and laboratory sessions is an obligation assumed by every student at the time of registration. When repeated absences place a student's success in jeopardy, the instructor may drop the student from class."* In all cases it is the instructor's prerogative to determine when absences are excessive. An instructor has the right to drop a student from class when such absences jeopardize the student's opportunity to successfully complete the class work or to benefit from the instruction. A guideline used by many instructors is that excessive absence is represented by twice the number of hours the class meets in one week for semester-long classes and one-ninth of scheduled meetings in classes which meet for less than a full semester." B. **Lecture**:

1. More than 2 absences from lecture per 8 week course may jeopardize the student's standing in the class. The instructor may issue a Notification of Course Progress after 2 missed lectures. C. **Clinical**:

1. Satisfactory completion of the clinical requirements of the nursing courses (clinical laboratory) is dependent upon meeting the course objectives. Make-up will consist of a variety of assignments depending upon the course and student need as identified by the instructor/student. (See Clinical MakeUp Policy.) If a student misses more than 2 clinical days, a No Pass grade in clinical will be given.

D. **Skills Lab Courses**:

1. Each of the Skills Lab courses are required for completion of the nursing program, and must be completed with a Pass grade. Satisfactory completion requires adherence to the lab and regulations with the purpose of developing and refining the skill focus(es) of the course. If 2 or more labs are missed, the student will receive a No Pass grade.

2. Absence due to unforeseen health problems requires individual consultation and consideration by the faculty. Students with illness or injury that interfere with personal or patient safety may not be allowed in the clinical area until "Change of Health Status" and "Physical Requirements" forms are filed in the Nursing Department. Mature consideration of one's health status is expected.

II. **Procedure**:

A. For all Instructional areas of the program (lecture, clinical and skills lab)

College of San Mateo College of San Mateo

1. Contact the primary faculty for the section - Contact should be made through means the faculty has directed; typically email or text message if no direction has been given

   a) **Lecture**; contact the course manager - faculty delivering the lectures.

   b) **Clinical**; contact your clinical instructor

      (1) Follow the directions of the clinical instructor of your course regarding reporting absences.

   c) **Skills Lab**; contact your skills lab instructor

2. Discuss make-up hours, assignments etc. to ensure proper credit can be given

3. Complete and submit any make-up work

4. Each situation as needed will be addressed on a case by case basis by the director and faculty.

Attendance Policy Updated 03/16/2020

College of San Mateo

Deferral of Admission Policy

I.   **Policy**:

    A.   A student who has been accepted, but has not begun the program and requests deferral of admission until the following term will only be allowed to do so if the following conditions are met. These conditions come from documented circumstances based on the Family Leave and Medical Act (FLMA, 1995).

        1.   The birth of a child and to care for the newborn child within one year of birth; the placement with the student of a child for adoption or foster care and to care for the newly placed child within one year of placement

        2.   To care for the student's spouse, child, or parent who has a serious health condition (physical or mental health)

        3.   any qualifying exigency arising out of the fact that the student's spouse, son, daughter, or parent is a covered military member on "covered active duty;" **or** to care for a covered service member with a serious injury or illness if the eligible student is the service member's spouse, son, daughter, parent, or next of kin.

    B.   The student will be allowed only <u>one</u> deferral. If the student is unable to begin the program after one deferral, the student will be required to reapply to the nursing program.

    C.   Each situation as needed will be addressed on a case by case basis by the director and faculty.

II.   **Procedure**:

    A.   The student needs to notify the nursing department director in writing regarding his/her intention to defer admission.

REV: 8/4/15, 2/17/20, 06/2021

College of San Mateo

Leave of Absence Policy

I. **Policy:**

   A. A student who is already enrolled in the Nursing Program and has attended at least one class session may request a temporary, ONE TIME* Leave of Absence if one of the following conditions apply.

      1. The birth of a child and to care for the newborn child within one year of birth; the placement with the student of a child for adoption or foster care and to care for the newly placed child within one year of placement

      2. To care for the student's spouse, child, or parent who has a serious health condition (physical or mental health)

      3. any qualifying exigency arising out of the fact that the student's spouse, son, daughter, or parent is a covered military member on "covered active duty;" **or** to care for a covered service member with a serious injury or illness if the eligible student is the service member's spouse, son, daughter, parent, or next of kin.

II. **Procedure:**

   A. The student needs to notify the nursing department director in writing regarding his/her intention to step out of the program.

   B. Re-admission to the program is based upon space availability and the completion of a remediation plan, depending on the student's standing in the program.

   C. If the student does not withdraw before the last day to withdraw (LDW) for the course, he/she may receive a No-Pass grade in the course.

   D. The student must notify the nursing department director in writing regarding his/her intention to return to the program.

   E. The student must complete a skills competency demonstration, in addition to completion of math competency before returning to the program if indicated by the current course manager.

   F. N816, N817, N818, or N819 may be required prior to re-admission. The student must complete the program within 3 years from the original program entry date.

College of San Mateo

G.   *Each situation, as needed, will be addressed on a case by case basis by the director and faculty.

REV: 8/4/15, 2/17/20, 06/2021

Final Approval Date: 05/2021
Next Review Date: 05/2024
Most Recent Auditors: J. Wisherop, M. Nguyen, N. Waechtler
Applicable Appendix: None

College of San Mateo

College of San Mateo

Invasive Procedures Policy and Procedure

Purpose: This skills lab invasive procedures policy and procedure was created to assure the safety of all the nursing students while practicing invasive procedures while attending an open skills Lab, designated skills lab course or with a select clinical group and instructor. Students are allowed to practice defined "invasive" nursing skills during lab hours. "Invasive" pertains to anything that will enter the human body as by incision, injection or insertion of an instrument. At the CSM Nursing Program, this will only be limited to intradermal injections, intramuscular injections, subcutaneous injections, intravenous starts and phlebotomy.

 Procedure: This procedure is expected to be adhered to by each student/faculty when there is an intent to practice injections/intravenous interventions on all persons.

1.   Each student must **notify** their instructor in the lab that they are ready to begin the procedure.
    a.   The instructor will visually inspect the supplies for expiration and attest that the solution is viable and can be used for humans.
    b.   The instructor will supervise all invasive procedures in the lab.

2.   The procedure is to be **documented** in the appropriate form. The Google form can be found in the open lab Canvas shell. Both the student who is practicing the procedure and the supervising faculty member must sign the document.
        a.   You MUST use the Skills Lab Documentation Form BEFORE each procedure.

3.   **Prior to any skill practice involving an invasive procedure the student must verbally inform the instructor about the intended skill.** The student is expected to verbally state the medication administration rights, including:
    a.   ****Right patient** - to confirm the student volunteer agrees to the procedure
    b.   ****Right drug** -vial is examined for correct solution, expiration date and that the solution is from a new or correctly labeled vial *
    c.   ****Right dose** - No more that 1mL of the approved and correct solution may be used
    d.   **Right route** - Indicate if this is an injection or intravenous start; identify the route and placement of the syringe or IV line
    e.   **Right time** - Note the date and time of the procedure
    f.   **Right documentation** - All invasive procedures must be documented on the Skills Lab MAR or other approved document

g. **Right reason** – Each participant in the skill procedure is to give a verbal consent and state they "agree" to this procedure (state the exact skill being practiced) and that it is for practice purposes only.

4. **The first three "rights" in the above list (a, b and c) require a two person check between the student injecting and student being injected – or having an IV start.

5. Each student who is practicing the designated skill on a peer must check the lab supplies used for expiration dates (vials, needles, tubing etc..) together with their practice partner, and assure these supplies are acceptable for use.

6. Each student must determine that any solution to be injected is viable for human use. If the vial states, "Not for Human Use", that lab supply must be used only with manikins or other inanimate objects.

Link to Invasive Procedures Documentation

Incomplete Coursework Policy

I. **Policy**:

A. CSM college policy states that the "**I**" grade is used for unforeseeable, emergency and justifiable reasons. The clinical instructor and the instructor of record will determine on a case by case basis if an "**I**" grade is justifiable. Since the prerequisite for each nursing course is completion of the previous nursing course, a grade of incomplete prevents the student from progressing to the next nursing course.

II. **Procedure**:

A. To progress immediately to the next course all incomplete work must be completed within 10 working days after the end of the incomplete course or at the discretion of the course manager/director.

B. If incomplete work is not completed by that date, the student will be withdrawn from the program.

C. If the work remains incomplete, the "**I**" course grade will revert to a grade of "**F**" within one year.

D. Consideration for evaluation and re-entry to the program will be based on the Readmission Policy.

College of San Mateo

Rev. 05/2016, 02/2020, 06/2021

Final Approval Date: 06/2021
Next Review Date: **06/2024**
Most Recent Auditors: Melinda Nguyen (Janis Wisherop)
Applicable Attachment: Course Progress Notification Form

Incident Reporting Policy and Procedure

I.   **Policy**:

   A.   Unethical, unsafe and/or unprofessional behaviors are serious considerations to take into account when practicing nursing. The College of San Mateo Nursing program aims to ensure student nurses practice safe nursing care professionally and ethically.

II.   **Procedure**:

   A.   When the mental and/or physical health and safety of the patient or care situation is jeopardized by a student's clinical underperformance, the following steps will occur:

   1.   The student will be relieved of patient care responsibilities and may be asked to hand write their account of the events of actions as they occurred.

   2.   The instructor will conduct a preliminary inquiry into the unsafe/unsatisfactory clinical performance. The inquiry may include discussion with all persons involved.

   3.   The instructor will write a summary note of the findings on a Course Progress Notification Form.

   4.   The instructor will notify the program director of the student's performance.

   5.   The student will be excused from the clinical setting.

   6.   The teaching team will meet to discuss the student's performance to make a recommendation for the disciplinary action to be taken.

   7.   The program director will notify the appropriate college administrator(s) of the recommendation.

   8.   The student will meet with the program director and the appropriate college administrator(s) to review the action to be taken.

   9.   The nursing staff should be notified if the nursing student is being removed and will no longer be providing patient care.

REV: 03/06/13, 2/24/20, 06/2021

College of San Mateo

COLLEGE OF SAN MATEO NURSING DEPARTMENT
Course Progress Notification Form

Student:	Date:
Course:	Instructor:

Nursing Student: Please review the "Guidelines for Clinical Evaluation" in your CSM Nursing Student Handbook

Description of occurrence(s) or issue(s):	Specific feedback: goal, plan for improvement, outcome:

Related Clinical /Theory Objective(s):

Nursing Program   College of San Mateo

Instructor Signature: _____   Date:_____

Student Signature:_____   Date:_____

(Student signature indicates only that this form has been read)

Final Approval Date: 06/2021
Next Review Date: 06/2024
Most Recent Auditors: Janis Wisherop, T. Martha

Applicable Appendix:

Nursing Student Error Occurrence Report and Form

I.   Policy:

A. In accordance with the California Health and Safety Code - HSC § 1279.1 "A health facility licensed pursuant to subdivision (a) , (b) , or (f) of Section 1250 shall report an adverse event…." The College of San Mateo Nursing Program is consistent in recognizing the importance of reporting any occurrences that may evolve during the course of time a student nurse spends in the various educational settings. With that, the program utilizes a reporting format to record the occurrence of an unusual or significant event as a way to determine the root cause and make corrections to prevent further like incidences.

B. An occurrence of significant nature would be any adverse events that include but are not limited to where patient, visitor, faculty or student safety is jeopardized. These are described as:

   1. Error: "The act of not completing a planned action as intended or achieving an aim by the means of an incorrect plan; it can occur even when the individual has the knowledge to perform a task correctly." (QSEN, 2012)

   2. Near Miss: "An incident that did not cause harm; events, situations, or incidents that could have caused adverse consequences and harmed a patient but did not." (QSEN, 2012)

   3. Witnessing an error: "A situation where a provider, family member, or other person observes an error or breakdown in practice." (QSEN, 2012)

   4. Preventing an error: "Any intervention that interrupts the occurrence of an error being made; prevention can occur in many forms." (QSEN, 2012) C. Some specific adverse events might be:

1. Errors in medication administration

2. Breakdowns in communication (oral or written)

3. Breakdowns in attention and surveillance

4. Faulty clinical reasoning or judgment

5. Failure to prevent

6. Failure to intervene

7. Misinterpretations of orders

8. Failure to advocate or breakdown in professionalism

9. Other

D. The RN student is accountable in providing safe patient care at all times. The responsibilities are great and require careful planning and execution of nursing and other healthcare related interventions. At times, even with the best planning, events that are unusual and cause or potentially cause patient harm occur. Good data collection and recording is essential in preventing future issues. **II.** **Procedure:**

A. Complete the form below in a Word Doc or PDF and submit as you are instructed. Or, click on the link to submit as directed.

https://forms.gle/HJnzyaGoZcQ1rUbz6 and submit (auto submission to program Director)

DIRECTIONS	1. After an incident occurs, preferably within 48 hours complete a document that includes the information below.
WHAT	From the definition below; what best describes this type(s) of event:
	Error: "The act of not completing a planned action as intended or achieving an aim by the means of an incorrect plan; it can occur even when the individual has the knowledge to perform a task correctly." (QSEN, 2012)
	Near Miss: "An incident that did not cause harm; events, situations, or incidents that could have caused adverse consequences and harmed a patient but did not. " (QSEN, 2012)

College of San Mateo

	Witnessing an error: "A situation where a provider, family member, or other person observes an error or breakdown in practice." (QSEN, 2012)
	Preventing an error: "Any intervention that interrupts the occurrence of an error being made; prevention can occur in many forms." (QSEN, 2012)
Select all that apply:	Indicate the type of adverse event
	1. Error in medication administration 2. Breakdown in communication (oral or written) 3. Breakdown in attention and surveillance 4. Faulty clinical reasoning or judgment 5. Failure to prevent 6. Failure to intervene 7. Misinterpretations of orders 8. Failure to advocate or breakdown in professionalism 9. Other

WHEN	Date and time of the occurrence: Clinical Agency: Unit: Instructor:

Be concise and objective	Describe the event:
WHO	Who did it affect or could have affected? (Patient, Staff, Visitor)
WHERE	1. Where did it happen? (in patients' room, Pyxis, hallway) 2. What facility? 3. What unit?

WHY	Indicate factors, reasons, issues leading up to the event (busy assignment, change in patient's VS or LOC, distracted) Was help available? Did you ask for help? Did you look up the policy/procedure before and/or after the event occurred?
How Serious was the outcome?	1. Capacity to cause harm 2. Event occurred but did not cause harm 3. Required intervention to decrease adverse effects
	Describe what should be done differently next time:

	What was the resolution of the occurrence?

Student Submitting	Name, semester, and year

REV: 05/2021, 06/2021

College of San Mateo

Nursing Program

Impaired Nursing Student Policy

I. **Policy Statement:**

A. The Nursing Program at the College of San Mateo bases its policy on the Impaired Nursing Student to align with the CA BRN position.

  1. "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 selfadministration of the above substances is conclusive evidence thereof. (Adapted from Business and Professions Code 2672)

  2. "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. " (Adapted from Business and Professions Code 2672).

B. Nursing courses include both academic and clinical components in order to provide concurrent learning for each nursing student. Safety of patients receiving nursing care from nursing students is a priority.

C. Instructors have the authority and responsibility to take immediate corrective action with regard to the suspected impaired student's conduct and performance in the clinical setting.

II. **Procedure**:

A. The instructor has the right to remove the suspected impaired student from the classroom, skills lab and/or clinical area.

B. The instructor must document the incident in writing, including the behaviors and/or performance that indicate that the student is a potential threat to the health and safety of the patient by causing any physical or emotional jeopardy. A Notification of Course Progress Form will be completed in consultation with the course manager.

C. The student will be referred to appropriate resources through campus health services or outside health care providers.

D. The Director of Nursing Program will be notified of the above actions.

College of San Mateo

E. The Nursing Program follows the guidelines for Student Conduct as established in the College of San Mateo catalog.

F. See https://collegeofsanmateo.edu/collegepolicies/studentsanctions.asp

1. Referral to the College Disciplinary Officer is made and disciplinary actions are established according to college policy.

2. The student must provide proof of treatment to the college and the nursing program.

3. The student must comply with all college disciplinary actions.

4. All student conduct matters are handled confidentially.

5. The student has the right to appeal findings based upon college policy.

Rev: 2/03/16, 05/2021

Final Approval Date: 02/2021
Next Review Date: 02/2024
Most Recent Auditors: J.Wisherop, T. Martha
Applicable Appendix: College/District Policies, Sexual Harassment/Misconduct Title IX Report link

Sexual Harassment/Sexual Misconduct Policy

I.   Policy:

A. In accordance with the Sexual Assault policy and Sexual Harassment policy of the San Mateo County Community College District and the College of San Mateo, the nursing program also "provides an educational and work environment free from unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or

communications constituting sexual harassment." **The District promotes zero tolerance for behaviors which constitute sexual harassment in its educational and workplace environment for both employees and non-employees including students.**

In addition, it is the policy of the San Mateo County Community College District to educate all students, faculty, and staff on the **prevention of sexual harassment and assault**. The District and Colleges provide information to all faculty, staff, and registered students on the definitions of sexual harassment and sexual assault, prevention and reporting measures.

B. The nursing faculty are committed to providing a safe learning environment for students when they attend classes and are assigned to clinical agencies/community experiences for their learning opportunities. If a student encounters any form of sexual assault or unwelcome harassment from any person they encounter (in class, clinical, community etc..) while enrolled as a student at College of San Mateo, they are encouraged to report the incident to their instructor/professor, director or assistant director immediately (any CSM staff member).   If an employee, peer, faculty, client or any visitor of the client at the clinical agency (including observational and other experiences outside of the classroom/skills lab) displays behaviors of unwelcome sexual conduct towards a student, they should notify their clinical instructor immediately.

II.   Procedure: Sexual Harassment

A. A procedure is in place for an occurrence of sexual harassment for the investigation and resolution of these type of complaints by or against any faculty member, staff member, Board member or student within the District. Sexual harassment violates State and Federal laws and will not be tolerated. Any form of retaliation against any individual for filing a complaint of sexual harassment or for participating in a sexual harassment investigation is ILLEGAL. Retaliation constitutes a violation of this policy.

B. It is the responsibility of each District employee and student to maintain a level of conduct that is in compliance with District policy. Employees who violate this policy may be subject to disciplinary action up to and including termination.

C. Students who violate this policy may be subject to disciplinary measures up to and including expulsion.

D. The District provides both informal and formal complaint resolution procedures and considers all complaints of sexual harassment as serious matters; is committed to full investigation and resolution; and takes steps to ensure that persons complaining of sexual harassment will not be subjected to retaliation or reprisals of any kind.

E. Students or staff seeking further information concerning this policy or claiming grievance because of alleged violations of this policy should contact the

Vice-Chancellor of Human Resources and Employee Relations, (650)358-6767.

F. Click here to REPORT Sexual Harassment

III.   Procedure: Sexual Assault

A. Defined: "Sexual assault" includes but is not limited to rape, forced sodomy, forced oral copulation, rape by foreign object, sexual battery, or threat of sexual assault.

B. Any sexual assault or physical abuse, including, but not limited to, rape, as defined by California law, whether committed by a student, faculty, staff, administrator, visitor, or invitee of College of San Mateo, occurring on College property, or an off-campus site or facility maintained by the College, or on grounds or facilities maintained by a student organization, is a violation of College policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures.

C. Information and literature is available in the office of the Vice President, Student Services, the Health Center and the Security Office.

D. Any faculty, staff member, or student who has been sexually assaulted should immediately contact the Health Center, (650)574-6396, or the Security Office, (650)5746415.

E. Click here to REPORT Sexual Assault

IV.   Additional Redress

A. In addition to and concurrently with the filing of a written grievance, a student has a right to file a complaint or charges with other appropriate governmental agencies such as Equal Employment Opportunity Commission, the Office for Civil Rights, the Department of Fair Employment and Housing, the Chancellor's Office of the California Community Colleges, or state or federal court.

REV   03/2011, 02/20202, 05/2021

Final Approval Date: 05/2021 Next Review Date: 05/2024
Most Recent Auditors: Janis Wisherop, Faculty group, SNA 2020-21
Applicable Appendix: Cell Phone Policy,

College of San Mateo

Social Media Use Policy

I. **Policy:**

   A. The purpose of this policy is to define and describe acceptable use of social media within the College of San Mateo Nursing Program. While social media allows the program to reach many audiences, use of social media by the CSM Nursing Program staff and students presents special concerns for privacy and confidentiality. Regardless of how these forms of media are used, staff and students are responsible for the content they post or promote. Content contributed on these platforms are immediately searchable and shareable, regardless of whether that is the intention of the contributor. Unintended consequences of social media use can breach a person/patient's privacy, damage a person/patient's trust in the individual nurse and the profession, and further damage a nurse's professional and personal future.

II. **Policy:**

   A. Nursing students, faculty and staff must not transmit or place online individually identifiable patient information.

   B. Nursing students, faculty and staff must understand their legal and ethical responsibilities, as well as their own organization's policies regarding their responsibility to protect patient privacy, whether online or offline.

   C. Under federal law (HIPAA), protected "individually identifiable information" includes health information that identifies the individual or can reasonably be used to identify the individual, in any form (oral, written, or otherwise) that relates to the past, present or future physical or mental health of an individual. D. Nursing students, faculty and staff **will not**:

   1. Take photos in front of hospital/agency signage/logos while in uniform

   2. Discuss clinical matters or issues publicly, and/or post photos of any

   individuals on social media platforms without explicit permission from said individual.

   E. Nursing students, faculty and staff **will**:

   1. Explicitly ask for permission from individuals before taking photos of them.

   2. Utilize privacy settings (limited to current CSM Nursing members) on social media when posting about the CSM Nursing Program and affiliates.

College of San Mateo

   3. Ask for permission from clinical instructors before taking photos on clinical or when on campuses during assigned class time hours.

F. **No phones can be out during clinical and all must abide by agency guidelines. Phones should not be used in the skills lab, and/or lecture, unless the individual is looking up content related material. If a phone is out recording a lecture, then place it on silent.**

Rev: 12/2019 (NSA), 2/3/20

Nursing Program

Cell Phones and Other Electronic Devices Policy

I. **Policy**: Electronic devices are widely used in education and in health care settings, however proper use of such devices is necessary to prevent untoward events like cheating, discovering personal information etc.. It is important to use these devices as they are intended to improve access to resources and information in a timely and efficient manner.

II. **Procedure**:

A. In order to promote a positive learning environment and demonstrate respect for others. Cell phones, tablets and other electronic devices such as Smart Watches ("wearable electronics"), must be silenced and out of sight during classes, skills and simulation lab experiences, clinical experiences, and during required meetings, unless given approval by the instructor/director.

B. During quizzes or tests, use of any electronic devices not approved by the instructor is automatically considered cheating.

C. Audio recording and any exceptions to this policy must be discussed in advance with the instructor. Audio recorders, cameras, or any other audio/visual/digital recording devices may not be used in the clinical setting unless in an approved area such as a staff lounge.

REV: 02/03/2016, 05/2021

Professional Responsibility and Guideline

In the College of San Mateo (CSM) Nursing Program, each nursing instructor discusses policies relative to academic expectations of each course. These expectations are included in each nursing course syllabus. However, the Nursing Program in whole also has an obligation for the proper professional formation and behavior of the nurse who wishes to earn the Associate of Science in Nursing from CSM. It is an expectation of all CSM nursing students to comply with the program, college and college district policies.

Professional responsibility, is one of the Core Competencies included in all clinical evaluation tools and explained in the Student Handbook. The behaviors and actions associated with professional responsibilities are an <u>expectation</u> of all CSM Nursing Students associated with the CSM Nursing Program at ALL times.

> The CSM Nursing Program Core Competency, Professional Behaviors states:
> *Students and faculty are committed to the image and professional role of the RN. They are members of the interprofessional team who are integral in communicating the needs of clients. As professionals, the students owe the same duties to themselves as they would to others, including the responsibilities of being selfdirected learners who preserve wholeness of character and integrity, maintaining competence, and continuing personal and professional growth. It is expected that the students lead with morality and clarity in fulfilling ethical, legal and professional obligations. It is expected that the student nurse maintains professional boundaries in all physical, written, and verbal interpersonal encounters including but not limited to patients, family, significant others, staff, peers, and faculty. Furthermore, professional behaviors also include, but are not limited to:*

- **Respectful manners and communication** *(i.e., communicating with the instructor promptly for absences; appropriate dress, respectful and professional communication with professors, staff and each other; uses chain of command; uses electronic devices as policy states)*
- **Honesty and integrity** (*Reports unusual findings; maintains confidentiality at all times; produces and submits own work; follows guidelines for written work; does not cheat on exams or quizzes*)
- **The ability to manage and resolve conflict situations (with faculty assistance when needed)** *(Accepts responsibility when in a conflict situation; Strategizes to resolve conflict within an appropriate time frame)*
- **Taking ownership and accountability for actions** *(Take the initiative and responsibility for pursuing learning experiences; attends class/laboratory/nursing practice prepared per faculty instructions; does not attempt to make a judgment or perform an intervention without proper preparation; displays adult learner behavior)*

College of San Mateo

- **Accepts feedback from others** *(Accepts constructive criticism in a professional and mature manner)*
- **Is prompt with submissions of required documents (department and/or course)** *(Is on time for all scheduled class and clinical periods; completes and submits all assignments by the designated times; complies with health regulations in a timely manner as required by the CSM Nursing Program or by clinical facilities*
- **Display of an overall positive, team-oriented attitude** *(Participates in learning activities; engages in group work as a contributing member; refrains from excessive negativity)*

Disciplinary Policy

Purpose: It is an expectation of the College of San Mateo (CSM) Nursing Program that student conduct remains within the confines of the various program policies. Overall, students are expected to meet all course objectives to be successful and have the ability to progress in the program. Students must abide by all course and program policies to ensure successful progression and avoid disciplinary actions. It is the belief of the CSM Nursing Program Faculty that all program students have the capability to study, learn and be successful in completing all the requirements. There are situations where meeting program requirements and/or learning outcomes becomes a personal challenge for the student nurse and subjects that individual to a verbal or written warning that provides the student nurse with an understanding the situation that could potentially cause a disruption in the course/program process. It is the belief of the faculty that student nurses who are found in this predicament have the opportunity for success through collaboration with their faculty and adherence to better practices.

Disciplinary Process:

Either faculty or program director can begin the disciplinary process when a student is in violation of a program policy, course policy, clinical or course objective or if the student's behavior is unprofessional and/or inconsistent with the role registered nurse. The process starts with a verbal warning, then course notification and if the issue persists, may lead to the student being placed on program probation. In the case of a **severe infraction**, the student will be given a verbal warning and notification simultaneously.

- **Verbal warning:** Is given to the student indicating that his or her academic performance, action, or behavior is in violation of program standards and expectations. The verbal warning will include an explanation of the problem (i.e., behavior, course objective(s) in jeopardy, policy or procedure, etc.). The faculty/director will verbalize the expected behavior to correct the situation and at that point, will expect no further incidences. The warning will include a caution that the continuation or repetition of the conduct involved or other misconduct will result in a more serious penalty.

  In the case of a **severe infraction**, a verbal warning is given simultaneously with a written notification that will likely result in being placed on **program probation**. The following list include, but are not limited, examples of a **severe infraction**:
  - Continued pattern offenses in the same/or similar course objectives; e.g., clinical – late work submissions or assignments that require the same feedback or tardiness in class/lab arrivals
  - Any violation of a Core Competency: Asepsis, Emotional Well-being, Interpersonal Relations, Physical Well-being and/or Professional behaviors (Refer to Student Handbook for explanation of each competency)
  - Breach of confidentiality related to patient care and/or retrieving personal/medical information for inappropriate purposes
  - Insubordination to instructors, staff in department, and staff in clinical sites
  - Cheating/Plagiarism or other forms of academic dishonesty
  - Attending class or clinical under the influence of substances
  - Failure to comply with CSM Nursing Program policies
  - Attempted or actual theft
  - Malicious damage of CSM Nursing Program (College, District or Clinical Agency) property

• Violence or threat of violence—physically, verbally, or technology generated to others

- Inappropriate sexual or disrespectful behavior (verbal, physical or technologically generated) directed at others
- Failure to comply with standards of care as determined by the hosting clinical agency policies

- **Course Notification:** Is a written warning issued by the course manager or faculty member that is given when there is no change in the academic performance, action, or behavior that resulted in a verbal warning. The Course Notification will indicate the precise issue whether it be academic jeopardy, specific actions/inactions and/or specific behaviors that need to be corrected. If related to clinical performance, the objective(s) will be noted in the notification. A course notification is a serious warning to the student and will include a caution that the continuation or repetition of the problem will result in a more severe penalty.
- A **Program Notification** is similar to a course notification, however is issued by a faculty member or program director when a nursing student is not exhibiting professional responsibilities (e.g., requires reminders to meet deadlines, issued multiple verbal and/or written notifications), displays unprofessional behaviors (on or off campus during time spent in the role of student nurse) or is in violation of CSM Nursing Program policies. A program notification is a significant and severe written warning, it is the first step in being placed on **Program Disciplinary Probation**.

Program Disciplinary Probation is a trial period determined by faculty and/or program director, during which a nursing student who is in academic jeopardy, has had difficulty meeting course objectives, abiding by course or program policy or has committed a severe infraction, will be issued a **Probation Notice** by the program director. The notice will detail the problem and the expected change(s). The student will be given a time frame in which to demonstrate that he/she can act as a responsible and effect member of the CSM Nursing Program community. A student who is on probation will be required to meet with the nursing academic counselor (or designated), access campus psychological services (or similar) to discuss the problem(s) and to work on possible solutions. Students, serving as Nursing Student Association Officers and receive Disciplinary Probation will defer or resign from their position while on probation.

Probation Notice: A nursing student will receive a Probation Notice once it is determined the student will be placed on Program Disciplinary Probation. A probation notice is issued by the program director in collaboration with faculty and will detail the problem along with the length of time the student will be on probation. The probation notice will be discussed in conference and signed by all parties. The notice will include problem identification and recommendations. One copy will be kept in the student file and one will be issued to the student.

It is important to note that faculty collaborate and consult as a team and will determine solutions for particular issues through a team approach. The communication process continues within the course

team and on occasion between teams in previous or subsequent nursing courses. This dialogue is important in helping the student be successful and ensure progression in the program.

As the probation period incurs, the student will be evaluated for:

- Progress in meeting the criteria outlined in the Probation Notice
- Success in maintaining the strategies to improve situation at root cause of the Probation Notice
- Any adjustments to the probation criteria, strategic implementations and or required outcomes

  At the end of the probation period:

- All terms of the probation must be completed
- The student's evaluation and course/program standing will be evaluated by the director for removal from probation as a result of adequate progress OR if the terms of the probation are not met, will receive a failure for the course and must exit from the program

At any time during the probation period:

- The student receives a course or program notification of any severity, or displays behaviors unchanged as indicated in the probation notice, will receive an "F" in the course and required to exit the CSM Nursing Program immediately without an opportunity to reapply or return Student's responsibility when receiving a Probation Notice:

- The student will be informed by the director and made aware of the unsatisfactory behavior and/or clinical/course performance and that the student is being placed on Program Probation. The student will have a conference with the director within 2 business days to review and discuss the notice and further expectations.
- The student must write their perception of the problem and formulate outcomes and an improvement plan to correct the unsatisfactory performance/behavior. The student will submit this document at the time of the conference with the program director. The improvement plan will be reviewed in its entirety through mutual agreement and signed by the student and program director. The signature indicates both parties are informed of the probation directives
- If the student fails to improve performance as indicated in the notice, the student will then be assigned an "F" for the course and will be dismissed from the nursing program

Definitions Associated with the Disciplinary Policy:

Academic jeopardy occurs when the student is exhibiting grades/points that do not meet the requirements for the course; lacking sufficient scores on assignments, quizzes or exams over one or more courses. The CSM Nursing Program has a policy requiring all courses to administer exams where collectively these course exams are calculated to have a minimum score of $\geq$ 75%. In the situation where a student is not meeting the required 75% by mid-term in the course (usually by week six in an eight-week course) the student will be issued a course notification. At this time, it would be important for the student and course manager to formulate a plan for success and retention.

Actions that result in disciplinary outcomes include (but not limited to) clinical errors, at risk behaviors, reckless behaviors and/or lacking the necessary points for clinical objectives and/or core competencies.

Behaviors, consistent with those of the professional registered nurse are to be maintained consistently through the program. Failure to do this can very likely result in disciplinary action.

> **Errors**: **Is an unintentional and unpredictable behavior** that causes or could cause an undesirable outcome; it is not a behavioral choice (Institute for Safe Medication Practice, 2022)

> **At Risk Behaviors:** **Are those behaviors associated with unsafe or poorly developed habits.** Sometimes this is referred to as taking a "short cut".

> **Reckless Behaviors**: These are conscious choices to disregard what is known to be a substantial and unjustifiable risk. Behaviors are intentional and are unable to be justified.

NOTICE OF ACADEMIC PROBATION

In order to assure your academic success in the Nursing Program, it has become necessary to place you on academic probation. The Nursing Faculty would like you to identify a plan of study that will facilitate positive achievement. The Nursing faculty will then meet with you to discuss your plan to remediate and complete the probation period.

DATE:

STUDENT: *G#*

COURSE:

FACULTY/DIRECTOR Initiating this document

Theory Grade Average _(if applicable)

Description of Incident:

Violation of Program Policy:

Course and/or Program Notification Issued (Last date)

Plan for Success:

Create a collaborative check list of what MUST be done to be successful and released from the Probationary period

Nursing   Program

Student Signature

Date

Faculty/Director Signature Date

Dismissal Policy

I. **Policy**:

    A. Students admitted into the College of San Mateo Nursing Program assume both the right and the responsibility to learn in accordance with the standards set forth in the program.

    B. A student who does not meet the standards of the College of San Mateo Nursing Program will be dismissed.

    C. Each of the following is a deviation from the acceptable standards of the program and may constitute grounds for disciplinary procedure and dismissal. However, such action shall not be restricted to the particular cause listed:

        1. A student may be removed from the clinical area without prior notice when personal behavior or physical, mental, or moral condition threatens the safety and welfare of the patient(s) or other colleagues.

        2. "No Pass" clinical performance

        3. Theory exam grade average below 75% after ~~test~~ exam 3 or the final exam; less than 90% grade on ~~any~~ the Medication Dosage Calculation test taken on the last allowed attempt.

        4. Use of substances or alcohol.

        5. Dishonesty in patient care, documentation, test-taking and/or written work.

            a) [Guidelines Addressing Cheating and Plagiarism](#)

        6. Conviction of a felony.

        7. Acts against the person or property of a patient.

        8. Fraud in securing admission to the Nursing Program.

        9. Disciplinary action by the Vice President of Student Services.

II. **Procedure**:

    A. The instructor or director identifies the reason for dismissal.

    B. The instructor communicates a summary of the unmet clinical objectives to the teaching team and/or course manager.

    C. The teaching team and/or instructor is/are available for consultation as necessary.

    D. The instructor or course manager meets with the director to present the team recommendation(s).

E. The instructor or course manager will meet with the student to present the decision.

F. Instructor, course manager, or director will meet with the student to present recommendation(s) results, clarify status, review options and create a remediation plan if appropriate*.*

G. Decisions regarding disciplinary actions and dismissal are the responsibility of the nursing program and the college administration. Information regarding student conduct and student disciplinary procedures can be found on the college website [dismissal policy](#)page.

REV 03/09/15, 02/17/20, 05/2021

Grievance Policy and Procedure

I. **Policy:**

   A. The Nursing program of the College of San Mateo is committed to the concept that, in the pursuit of education goals, students should be free of unfair and improper actions on the part of any member of the nursing faculty.

   B. If at any time, a student feels that he/she has been subject to unjust actions or denied his/her rights, a grievance may be initiated within the framework of the policy and procedure set forth by the college.

II. **Procedure:**

   A. In accordance with the directions in the CSM College Catalog, the appropriate college channels must be utilized by a nursing student wishing to initiate a grievance. Refer to this Chain of Command link.

      1. The grievance procedure should be activated in a timely manner.

      2. These steps are defined in further detail on the Student Grievances and Appeals web page.

      3. The student should attempt to resolve the dispute informally with the faculty member concerned.

      4. If there is no resolution, the student may then make an appointment to meet with the Nursing Director of the program to discuss the issues.

      5. After meeting the Nursing Director, if the student does not feel the issue is resolved, the student may ask for a meeting with the Math/Science Division Dean to review the issues.

      6. If there is still no resolution, the student may ask for a meeting with the appropriate Vice President.

      7. Students who wish further information concerning any additional aspects of student grievances or rights of appeal, should contact the Office of the Vice President of Student Services.

RE: 02/03/16, 2/24/20

College of San Mateo

Readmission to the Nursing Program Policy nd Remediation Contract

I. **Policy:**

   A. Criteria for students applying for readmission to the nursing program are listed below. These provide a basis for readmission to the program when **SPACE IS AVAILABLE**.

   1. CSM nursing students who previously exited the CSM Nursing Program are eligible for only *__one re-admission __ to the CSM Nursing Program.

   2. Nursing students who have been enrolled in another nursing program prior to entering the CSM nursing program are __not eligible __ for subsequent readmissions to the CSM program as a previous admission in another program is considered "__one-admission__", thus if exiting the CSM program eligibility to return is denied *.

   3. A student will not be admitted to the CSM nursing program if the student previously did not obtain a passing grade in a clinical course from the CSM program or any other nursing program. **Previous CSM students who received a no-pass clinical grade at the time of exit are __not eligible __ to return to the program.**

   4. **Transfer students** who have not received a passing grade in one course in a previous nursing program will be eligible for only one admission to the CSM nursing program.

      a) Transfer students are not eligible to apply for entry into the last semester of the nursing program.

      b) A transfer student is defined as a student who transfers nursing courses into the CSM nursing program as equivalent to the CSM nursing courses in an advanced placement status.

   5. If a CSM Nursing student exits the CSM Nursing program for any reason, upon exiting the student __must __ meet with his/her instructor or the director to develop a Remediation Plan and strategies for improvement and/or a plan to return.

      a) A copy of the Remediation Plan will be given to the student and a copy will be placed in his or her file.

II. **Procedure:**

College of San Mateo

A. The student must submit a written appeal to return to the program according to the required dates for the course that he/she needs to repeat. An email is an acceptable way to communicate this information.

B. The student must submit a written progress report of work done towards completion of the Remediation Plan with the acknowledgment to return to the program.

C. If there is **SPACE AVAILABLE** in the course requested, the student will be admitted "on condition" that the Remediation Plan is completed before entry.

D. If the Remediation Plan is not completed by the designated date, the student will not be allowed to re-enter the CSM nursing program during that academic year. **The student must reapply for the subsequent academic year.**

E. The written appeal and the Progress Report must be returned to the Nursing Department and postmarked or time-stamped no later than:

1. March 1st for admission to the first or third semester (for Fall semester courses). November 1st for admission to the second or fourth semester (for Spring semester courses).

F. If there is **SPACE AVAILABLE** applicants will be selected from the following categories and in the following priority:

2. Previous CSM nursing students who had a satisfactory theory grade and PASS***** clinical grade at the time of exit from the program, within the last 3 years.
3. Previous CSM nursing students who had an unsatisfactory theory grade and a passing clinical grade at the time of exit from the program, within the last 3 years
4. Readmission is conditional until the completed Remediation Plan, if applicable, is submitted.

5. If there are more equally qualified applicants than space available, selection will be made by random number selection.

See the Dismissal Policy and Incident Reporting Procedure in the student handbook. Each situation is evaluated and will be determined on a case-by-case basis

REMEDIATION PLAN/CONTRACT

Student: G#

Instructor/Director (writing the contract):

<u>Reason for dismissal</u>

Theory □   Medication Calculation Test □   Other □   Clinical □   *No readmission to the program □

Summary of the problem:

<u>Assessment</u>
Student's perspective on the problem:

Course Manager's perspective of the problem:

Other perspectives:

<u>Plan to improve</u>
Check List/Proof of Completion:

Readmission to the program is contingent on available space. Attached and discussed during meeting. Signature indicates agreement to the plan and commitment to follow through.
Student_____ *Date_____*

Director/Course Manager   _____ *Date_____*

Final Signature indicates check list is complete, including all supportive document

Director/Course Manager _____ Date_____

College of San Mateo

Math Policy for Nursing Program

I. **Policy**:

   A. The 2006 IOM (Institute of Medicine) report, *Preventing Medication Errors,* concludes that at least 1.5 million preventable medication errors occur each year in the United States and on average, a hospitalized patient is subjected to more than one medication error each day. (Bootman JL, Cronenwett LR, Bates DW, et al., 2006). Research over the years has shown that errors with medications occur most often over the prescribing and administration stages of medication administration. The RN is accountable for delivering safe care and advocating on behalf of the patient in correcting any errors in prescription (ensures the order is accurate and complete) and performs accurate calculation when preparing and in administering medications.

   B. The College of San Mateo Nursing program provides assurance to our community that graduates of the program will be competent in determining prescription/order completion and accuracy, preparing and administering medications safely. This is achieved by student nurses completing several medication dosage calculation tests throughout the program that will be timed. The student is expected to meet the competency by completing the test with a score of 90%. The student will have three attempts to achieve competency (90%).

II. **Procedure**:

   A. There will be a timed medication administration test given in each nursing course except Nursing 242.

   B. To be eligible to continue in the course and to pass medications, a score of 90% is required.

   C. The score of 90% must be achieved to pass the test. Refer to each individual syllabus for the dates of #2 retesting. D.

E. One (1) point will be earned for each answer including the numerical value and label for each of the 10 items. No partial credit will be given.

F. A credit or no credit grade will be given toward the course grade. No points will be awarded in the total course grade.

G. For all students in all courses with this type of exam**: Three times** is the maximum number of times the student can take the test. In order to continue in the nursing program a student must achieve a required score of 90% by the third and final test.

H. Students are encouraged to work together with other students when preparing for the test or if having difficulty achieving a passing score. It is the student's responsibility to seek out and utilize remediation resources.

I. A copy of a practice test will be available in the course syllabus for each course.

J. Nursing 610 Basic Medication Dosage Calculations for Nurses is a highly recommended one unit course offered each summer as a resource.

REV 02/2016, 02/2018, 12/2019, 06/2020

Final Approval Date: 11/4/2019
Next Review Date: 11/4/2022
 Most Recent Auditor(s): Melinda Nguyen
Applicable Appendix: NA

Children in the Classroom Policy

I. **Policy**:

A. As members of the nursing profession, the faculty are supportive of families and children. We are also concerned for their health and safety.

B. The primary function of the college is that of an educational institution for adults. Infants and young children are incompatible with this institutional purpose.

C. The presence of an infant or child in the classroom, lab setting, and/or clinical setting could pose a potential safety risk to the child and also be disruptive to the educational process for all of the students.

D.   At the invitation of the instructor in order to complete a course objective, infants and children will be allowed in the lab settings under the supervision of a responsible adult. E. Only enrolled nursing students are permitted in the classroom or lab setting.

II.   **Procedure**:

A. To be determined by the specific course manager at time of instruction

REV: 02/2011, 11/2019

Final Approval Date: 05/2021 Next Review Date: 05/2024 **Most Recent Auditors:** Janis Wisherop **Applicable Appendix:**

Mental and Physical Qualifications

Academic Accommodations Policy and Procedure

I.   **Policy**:

A. The Americans with Disabilities Act encourages nurses, educators, employers and regulators to identify the essential abilities needed by nurses to practice safely (refer to Mental and Physical Qualifications in the student handbook). The College of San Mateo Nursing Program respects all students with diverse abilities and strives to engage and foster a climate of inclusion through collaboration in developing reasonable accommodations when needed. Student nurses are responsible and must be aware of the abilities required to practice nursing safely and to acknowledge any personal limitations with respect to these abilities. The student nurse is responsible for requesting accommodations through the Disability Resource Center (DRC) online forms if needed for learning, testing and in order to study effectively and practice nursing safely. The DRC at College of San Mateo facilitates equal access to an education for all students who have disabilities (permanent or temporary) by providing academic adjustments, counseling, and support services in accordance with State and Federal law.

B. **Academic Accommodations:** Students with verified disabilities are entitled to academic accommodations for limitations in the educational setting. Some examples of academic accommodations are note taker, additional time on exams, materials in alternate format (audio, enlarged print, e-text), and use of a recording device. Each authorized

accommodation is unique to each student and is based on both the diagnosis of a disability and evidence of the limitation in an educational setting. Accommodations can not fundamentally alter the course requirements or the timeframe in which content is delivered and evaluated.

C. **Confidentiality:** The College of San Mateo DRC uses the information requested on DRC forms for the purpose of determining a student's eligibility to receive authorized services provided by DRC. Personal information recorded on these forms will be kept confidential in order to protect against unauthorized disclosure.

Portions of this information may be shared with the Chancellor's Office of the California Community Colleges or other state or federal agencies; however, disclosure to these parties is made in strict accordance with applicable statutes regarding confidentiality, including the Family Educational Rights and Privacy Act (20 U.S.C. 1232(g)). Pursuant to Section 7 of the Federal Privacy Act (Public Law 93-579; 5 U.S.C.§ 552a, note).

Students do not need to disclose the nature of their disability to instructors in order to receive accommodations. Academic Accommodation letters from Disability Resource Center never disclose a student's disability, only the accommodations that are authorized. It may be helpful to discuss how the limitations of a disability impact learning with an instructor. For example, "my disability makes it very difficult for me to take notes and focus on your lecture at the same time, that is why I am authorized to have a note taker." II.   **Procedure**:

A. The student is responsible for beginning the process for accommodations.
   1. **Student Responsibilities**: To qualify for support services, including accommodations, a student must have a verified disability and be unable to benefit fully from the regular programs and services offered by the college. A student must **self-identify and present disability verification from an appropriate, qualified professional to the Disability Resource Center (DRC) to request services**.

   2. Participation in the DRC is voluntary. However, to promote full participation in the educational program students must meet each semester with a DRC Counselor or Disabilities Specialist, completing the semester request form to be authorized for ongoing academic accommodations. Accommodations DO NOT automatically roll from semester to semester. Students must meet to get *accommodation letters* for each class for which they plan to use accommodations. It is the student's responsibility to deliver the accommodation letters to their instructors at an appropriate time such as during the instructor's office hours in advance of the needed accommodation. It is the student's responsibility to arrange for all accommodations in a timely manner in accordance with DRC procedures. For example, test taking services require advance notice.

   3. Students with a **verified** disability and who are enrolled in the Nursing Program at College of San Mateo are eligible to request services and accommodation as they have had in the past educational settings. Students

Nursing Program

must complete an application for services request form if not already engaged with the DRC at CSM as a student.

B. New diagnosis/disability

   1. To begin the process, the student must complete the DRC request form.

C. Undiagnosed Learning Disabilities

   1. If the student is suspected of having a learning disability (LD), but has no verification of disability, the student may be assessed for a learning disability, after they complete a thorough intake packet for LD and have a 1-hour intake appointment (in person only) with a Learning Disability Specialist. If the LD Specialist determines that they are a good candidate for LD assessment, the student commits to at least 4 hours of testing and 1 - 1.5 hours for the final results.

   2. There is no guarantee the student will qualify for services and it is the professional discretion of the LD Specialist to determine if they are a good candidate to be assessed.

   3. *Accommodations are not automatically provided to someone who was referred for a learning disability*.

D. Established Accommodations

   1. If and once the accommodation has been established, the course manager conveys specific information to the DRC regarding the type of test, method of testing, usual time allotted for the test, and method of delivery to and from the center.

   2. **The nursing student is responsible for scheduling their testing dates/times with the DRC and must do this in advance of all program exams.**

E. **Note:** The NCLEX application packet contains designated documents for the Disability Resource Center specialist to complete, followed by the Nursing Director's verification of accommodation. Allow plenty of time to gather these verifications prior to applying for the NCLEX.

Competency Validation Guidelines

I. **Policy**:

    A. Competency validation is a formal process used by the nursing faculty to assess and ensure clinical competency and identify learning needs of all CSM nursing students. Competency validation can include evaluating student performance with case studies and situationally-based scenarios that can be verified through written responses and/or verbal feedback. Simulation skill performance is typical in many courses where students are evaluated against a skills checklist, using digital recording and/or direct observation by the nursing faculty.

    B. The BRN statement on Standards of Competent Performance (1443.5) is as follows: "A registered nurse shall be considered competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process." (Nursing Practice Act, 2020). The nursing faculty has integrated competency validation into the curriculum. The nursing program defines competence as the lowest level of acceptable performance. It is our goal to develop a dynamic curriculum that will prepare the nursing student for entry into the challenging and everchanging health care environment.

    C. The overall purpose of competency validation is that the student will be required to perform situationally-based skills under simulation conditions at a competent level. These skills will include, but are not limited to psychomotor skills, medication dosage calculations, communication skills, prioritizing skills, delegation skills, nursing process skills, and critical thinking skills. Some courses will have competency validation in specific skills with competency being achieved when the student performs the delineated behaviors from memory within a designated time period, correctly and in proper sequence. Each course manager will develop different clinical scenarios to simulate conditions typically seen by the professional nurse.

II. **Procedure**:

    A. Competency in specific skills will be assessed and recorded with findings indicated on the clinical evaluation tools. The time frame in which a student may be deemed competent will be determined by the nursing course team prior to a competency validation session. The teaching team will also determine the absolute critical points for each skill to be tested. The student is accountable and responsible to prepare and practice for the

College of San Mateo

skill to be tested for each course. Students are encouraged to use the skills lab to prepare and practice for the skill to be tested if appropriate. The student may be required to have been checked off by four-five different students by signature prior to arriving for their scheduled appointment. A successful checkoff means the student has done the procedure from memory, in the proper sequence and accurately and within the time limit. Each course will require equipment from the student's Nurse Kit for the competency validation session.

B. All students will receive feedback by the instructor or instructor/digital recording, using the performance checklist/clinical scenario responses. If it is a written scenario, the instructor will review the scenario and give the student feedback on the scenario.

C. If competency is not immediately achieved on that day, time permitting, the student will have at least one additional opportunity to demonstrate competency. The student who does not pass after the determined amount of tries will receive a notification of course progress that will identify the areas needing strengthening and a plan, developed by the instructor and student, to achieve competency on the subsequent attempt(s). To stay on schedule, students who do not pass must reschedule for a later time, after they have completed additional practice.

D. Receiving a passing grade on the competency validation session does not automatically determine that the student is competent in the clinical setting. The BRN Standards of Competency Performance states, "he/she consistently demonstrates the ability to transfer information..." Therefore, the nursing student must consistently demonstrate the designated skills competently in the clinical setting as well.

Rev: 02/03/16, 05/2021

Final Approval Date: 5/2021
Next Review Date: 5/2024
Most Recent Auditors: Leann Kennedy (Melinda Nguyen)
Applicable Appendix: None

Simulation Laboratory Policies and Procedures

I. **Purpose:**

A. The purpose of the simulation lab is to provide our students with an exceptional educational environment in a dynamic and diverse learning environment.

College of San Mateo

B. We aim to provide a realist, authentic, and safe learning experience to assist our students develop problem-solving and decision-making skills.

C. We strive to provide high quality, evidence-based learning opportunities while promoting student clinical competence.

II. **General Information**

A. The simulation lab is located on the College of San Mateo (CSM) campus in Building 5, rooms 360 and 380.

B. Room 360 houses the adult simulation room, whereas room 380 houses the pediatric simulation room.

C. The hours of the lab vary throughout the week and are posted in the laboratory.

D. Simulations, skills labs, and open labs are all held in rooms 360 or 380.

E. The lab is staffed from 8:00 am to 4:30 pm Monday through Friday by a lab technician.

F. The lab is closed on student holidays.

III. **General Definitions**

A. **Simulation**: In healthcare education, simulation tries to replicate some or nearly all of the essential aspects of a clinical situation so that the situation may be more readily understood and managed when it occurs in real clinical practice.

1. Simulating real-life experiences, followed by guided reflection (or "debriefing"), in a safe environment is conducive for developing critical thinking, clinical reasoning, and clinical judgment skills.

B. **Skills Lab**: This is a psychomotor adjunct to compliment your theory class.

1. Skills lab consists of smaller groups (usually 10 students or less) meeting once per week to focus on a variety of nursing skills.

C. **Open Lab**: Open lab is a designated time scheduled the same time weekly staffed by a faculty member.

1. The open lab is available for skills review and practice, skills check-off, video review, and for general questions.

2. Each student must complete a mandatory number of hours in the open lab per semester.

IV. **Lab Conduct and Behavior**

A. All users of the lab must act in a manner that does not disturb the academic activities occurring in the lab.

B. No food, gum, or hard candy is permitted in the lab. Drinks are permitted, but must be covered at all times.

C. If practicing a skill, please ask the lab tech for assistance with supplies.

D. Computers are available, but must remain in the lab and signed out with the lab tech. The computers are restricted to assigned classroom work and not for personal use.

E. Remember to log in and out as you will likely lose recorded hours if you do not/

1. The lab technician cannot amend your hours.

2. If your skills lab is scheduled after open lab, you must remember to log out of open lab prior to starting skills lab.

3. Recording hours is your responsibility

F. Do not use the equipment for any purpose other than specified; anyone who fails to comply with this request will be asked to leave the lab.

G. If the equipment is not working properly, let the technician or instructor know. If one is not available, please tape a note to the equipment explaining the issue.

H. Please do not mark the equipment, task trainers, or mannequins with any pens or markers. Never use any kind of implement of the equipment as well.

I. Wash your hands well before and after working with any of the equipment

J. Equipment should be disposed of properly. Please place ONLY sharps and syringes in the sharps boxes. Avoid disposing of gloves, bandages, etc. as the cost to destroy sharps boxes is extremely high.

V.   **Simulation Rules**

A. Simulation time is equivalent to clinical time. Any absence or late arrival will be documented according to the absence policy. If you are more than 10 minutes late, you may be locked out of the lab.

B. You are required to wear your clinical uniform for any and all simulation activities. You are required to be prepared for simulation as you would be prepared to work in the clinical field (i.e. have a stethoscope, badge, and penlight). If you are not dressed or prepared, you may be asked to leave the simulation area.

C. No cell phones or textbooks (except medication books) are permitted in the simulation area, unless permission is given by the simulation instructor. D. and hygiene must be followed during simulation activity.

E. As instructors, we will do our best to make the simulations as real as possible. All simulation exercises, scenarios, and group activities are considered confidential in order to enhance the learning of all students involved. Refer to the academic integrity policy. Students must sign a fictional/confidentiality agreement for every simulation. Any violation of the confidentiality agreement is considered to be a violation of the academic integrity policy.

F. Simulation exercises may involve video and/or audio recording. These recordings may be viewed by a variety of audiences for teaching and learning purposes. G. Arrive on time for the simulation exercise.

H. Plan to stay throughout the designated time frame.

I. The human simulator is a patient and should be greeted, identified, and treated as a patient.

J. Follow the directions of the faculty member during simulation.

K. Work respectfully with your peers, the patients, and other members present who might represent other health professionals or family members.

L. The instructor has the right and responsibility to remove a student from the simulation exercise if he/she is behaving inappropriately, not following directions, violating rules, is not prepared, etc. This would be considered a clinical absence.

M. No food or beverages are allowed in the simulation rooms unless it is for the simulation exercise.

N. No pens or markers are allowed near the simulation mannequin.

O. Adhere to rules related to the use of the simulator. See rules posted in the simulation room.

P. If you are encountering any mechanical problems with the simulator, inform the lab technician and/or the instructor immediately. Under no circumstances should you attempt to make any adjustments or repairs yourself.

Q. If you are hurt or injured during the simulation, stop and inform your instructor immediately.

I have read and understand the above expectations for use of the human simulators and agree to comply. This agreement extends through the entire time I am enrolled in the nursing program at the College of San Mateo.

Signature _____   Date _____

Print name _____

REV: 05/06/16, 05/21

CERTIFICATES OF STUDENT
UNDERSTANDING & AGREEMENT

Acknowledgment of Receipt of the Nursing Student Handbook and Review of Program Policies Certificate of Student Understanding

The College of San Mateo Nursing Program Student Handbook contains important information pertaining to while I am enrolled as a student in one or more of the courses. I understand that I should consult my immediate faculty and/or the assistant director or director of the nursing program if I have any questions about the information contained in this handbook.

Since the information, specifically the policies and procedures described in the handbook, are necessarily subject to change, I acknowledge that revisions to the handbook may occur, all such changes will be communicated through official notices via email. I understand that revised information may supersede, modify, or eliminate existing policies. It is my responsibility to confirm receipt of this information through a return email of acknowledgement within five working days. If the student fails to acknowledge the policy updates within the timeframe, he/she will not be permitted to attend the next scheduled class/clinical. All policies and/or procedures regarding missed clinical, skills lab and/or lecture apply.

A copy of the Nursing Student Handbook is available through the nursing program website: resources where I have obtained an electronic copy of the Nursing Student Handbook. I agree to familiarize myself with its contents and comply with the information provided. I understand policy changes will be communicated through email notification and in addition will be updated to the online version of the handbook.

I understand that the Nursing Student Handbook is not intended to cover every situation which may arise during the time of my enrollment, but is intended to guide me in my role as a nursing student representing the College of San Mateo.

I have received the Nursing Student Handbook and I understand that it is my responsibility to read and comply with the policies contained in the Nursing Student Handbook.

Student Name (printed):

_____

Initial Student Signature: _____ Date: _____

Updated Student Signature: _____Date: _____

Updated Student Signature: _____Date: _____

San Mateo County Community College District Nursing Program Release from Liability Certificate of Student Understanding

During the course of the clinical experiences of the Nursing Program, students may come into contact with diseases, medicines, treatments, and equipment which are potentially hazardous to the student's health, or to the health of unborn fetuses, in the case of pregnant students. Examples of potential hazards to which exposure may occur include, but are not limited to bacterial, mycotic, and viral diseases as well as radioactive materials and x-ray machines. Although reasonable efforts are made to avoid and minimize these risks, the exact probability of exposure to these potential hazards is not known. The student may be required to enter areas where access is restricted due to the storage, transfer, or use of radiation sources.

Students in the Nursing Program 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 may practice these skills on each other and this may be accompanied by potential dangers as identified above. Students will be required to learn skills required for nursing, including but not limited to fingersticks, injections and venipuncture. Further, nursing students may practice these invasive procedures on each other and that participation is voluntary.

In consideration of being allowed to participate use the Nursing Program at the College of San Mateo, I hereby understand and agree to this Release of Liability, Waiver of Legal Rights and Assumption of Risk and to the terms hereof as follows:

1. I understand and acknowledge that the activities connected with the Nursing Program have inherent dangers that no amount of care, caution, instruction or expertise can eliminate and I expressly and voluntarily assume all risk of personal injury sustained while participating in the Nursing Program, whether or not caused by the San Mateo County Community College District, and its colleges, trustees, officers, officials, agents and/or employees.

2. I knowingly and freely assume all such risks, both known and unknown, and assume full responsibility for my participation;

3. I willingly agree to comply with the stated instructions and policies and customary terms and conditions for participation in the Nursing Program. If, however, I observe any unusual significant hazard during my presence or participation, I will remove myself from participation and bring such to the attention of the nearest faculty or staff member immediately;

4. I agree that I will not sue or make a claim against the Released Parties for damages or other losses sustained as a result of my participation in the Nursing Program;

5. I agree to defend, indemnify and hold the Released Parties harmless from all claims, judgments, and costs, including attorneys' fees, incurred in connection with any action brought as a result of my participation in the Nursing Program;

6. I will take full responsibility for, and hold harmless the Released Parties, for any injury that I may suffer or inflict upon others or their property as a result of my participation in the Nursing Program;

7. I, for myself and on behalf of my heirs, assigns, personal representatives and next of kin, hereby release and waive all my legal rights with respect to the Released Parties in connection with any

College of San Mateo

and all injury, disability, death, or loss or damage to person or property, to the fullest extent permitted by law. I further agree that if, despite this

Agreement, I, or anyone on my behalf, makes a claim for liability against any of the Released Parties, I will indemnify, defend and hold harmless each of the Released Parties from any such liabilities which any may be incurred as the result of such claim.

I HAVE READ THIS RELEASE OF LIABILITY AND ASSUMPTION OF RISK

AGREEMENT, FULLY UNDERSTAND ITS TERMS, UNDERSTAND THAT I HAVE

RELEASED ANY AND ALL CLAIMS AGAINST THE RELEASED PARTIES RESULTING FROM PARTICIPATION IN THE NURSING PROGRAM BY SIGNING IT, AND SIGN IT FREELY AND VOLUNTARILY WITHOUT ANY INDUCEMENT.

By: _____

(Participant's signature) Date _____

(Printed name of participant) _____

College of San Mateo

Protection of Privacy of Patients and Students Policy and Certificate of Student Understanding

College of San Mateo acknowledges both a legal and ethical responsibility to protect the privacy of patients and students. Consequently, the indiscriminate or unauthorized review, use or disclosure of personal information, medical or otherwise, regarding any patient or student is expressly prohibited.

Except when required in the regular course of business, the discussion, use, transmission or narration, in any form, of any patient information which is obtained in the regular course of your assignment is strictly forbidden.

Those individuals who also have access to student information are expected to respect and treat the confidentiality of such information in the same manner as that of patients information.

Any violation of this policy shall constitute grounds for severe disciplinary action, including possible expulsion from the College.

I have read and understand the significance of this policy.

Signature _____ Date _____

THIS FORM IS TO BE SIGNED AND RETURNED TO THE NURSING DEPARTMENT OFFICE BEFORE THE STUDENT IS ALLOWED TO GO TO THE ASSIGNED CLINICAL AGENCY.

Permission to Send Recommendations and/or Transfer Records Certificate of Student Understanding

In accordance with the federal regulations Family Education and Privacy Act, Section 438 of Public Law 93-380 as amended by Senate Joint Resolution on November 19, 1974 (Wm. Buckley), it is necessary for us to secure written permission from the student, ex-student or graduate of our Nursing Program in order that we can send recommendations and transfer records to possible employers, other state board facilities, other academic institutions and professional agencies.

In order to comply with this law and to more readily expedite the transfer of records we have compiled the following form. Please sign it, check where appropriate, detach and return it to the Nursing

College of San Mateo

Department, College of San Mateo. This permission form will then be kept in your permanent file in the event that you need to have your records transferred at any time in the future.

I,_____ , give my permission to the Nursing Department at the College of San Mateo to send recommendations and/or transfer my records as listed above:

Print Name _____

Signature _____ Date _____

College of San Mateo

Photo and Video Release Form Certificate of Student Understanding

I, the undersigned, give my permission to the College of San Mateo to use my likeness (in still photography and/or video) in college promotional materials and commercials. I do not expect to be paid or compensated in any way for my role in the photography and I release all future right to the images.

Print Name _____

Signature _____ Date _____

Simulation Confidentiality Agreement Certificate of Student Understanding

Throughout your time in simulation, you will interact with several different manikins and/or patient actors depending on the specific scenario. We as instructors will do all we can to make the simulation as real as possible. Simulation fosters active engagement in a safe learning environment. Your role is to "enter into the spirit" of the simulation, engaging with the "patient," "family" and other members of your healthcare team as if the situation were real. This will provide you with the best active learning opportunity possible. A video recording of the simulation may occur.

By signing below, I consent to the use of my recording for teaching purposes.

I, the undersigned, agree to keep the contents of the simulation experience confidential.

I understand that I am not to share anything about the experience and the related scenarios with anyone.

Any violation of this agreement is equivalent to a violation of the academic integrity policy and will be treated accordingly.

This agreement is enforced for the duration of the program.

Print Name _____

Signature _____ Date _____

CSM Nursing Program COVID-19 Guidelines, Policy and Certificate of Student Understanding

I.   Purpose:

    A. To share with students, faculty and staff the necessary precautions surrounding the 2020-22 pandemic and how to remain healthy and safe. It serves as an informative document used to provide guidance for persons in attendance at College of San Mateo (CSM) Nursing Programs "In-person" settings so they may adhere to current district and college protocols developed maintain the effort of keeping all persons safe while teaching and learning at CSM.

B. As faculty and staff, we believe staff and students are responsible for following the guidelines provided by our county while on campus and in the community – at all times.

C. If at ANY time there is a question or concern surrounding the pandemic protocols in place at the college district, please contact Ray Hernandez, Health District Manager hernadezr@smccd.edu

D. Unintended exposures are likely to occur with a person who is infected, but does not exhibit symptoms or when one is exposed unknowingly, but finds out later. However, if an individual attends a lab or clinical/community event with others and knowingly has symptoms or is aware of a direct exposure, but attends anyway, the consequences are vast. An undetermined amount of people can be affected by this behavior personally, where their lives and those they live with are altered dramatically and unnecessarily. A choice to disregard the screening guidelines and/or questions exhibits disregard for others and is not only an ethical matter of concern, but could potentially have legal ramifications.

II. Policy:

A. In-Person Clinical and Skill Lab:

1. Do NOT attend any clinical (hospital, community etc..) or skills lab (in-person) if you are experiencing ANY SYMPTOMS

2. If you are concerned and not sure, contact the faculty member you are supposed to be meeting with or the Health Branch Director, Ray Hernandez. You will self-screen prior to entering the clinical site and /or Skills Lab, see screening questions (following)

3. If you have attended a function that involved exposure to individuals who may or may not have the virus (i.e., family or holiday gatherings) it is advised that you take precaution and self-test, monitor for symptoms and quarantine for the required days from the last day of the gathering (if indicated). For specific questions or concerns contact Health Branch Director, Ray Hernandez.

4. Do not attend clinical or any in person meeting if you respond "yes" to any of the screening criteria items (following) and notify clinical instructor or lab instructor for guidance

5. Falsifying information in documents or in person will result in IMMEDIATE PROGRAM DISMISSAL

6. Face covering is required upon arrival to all indoor campus activities and/or the clinical site. They are to be worn at all times

7. You will be provided hospital grade surgical masks and face shields (if desired) to wear on campus

8. Face shields may or may not be required in the community or hospital agencies

9. Fit Testing requirements in this pandemic from the U.S. Dept. of Labor
   a) Will be implemented as needed

12. Hand washing and/or sanitizing is strongly recommended upon entry, exit and before commencing any class or clinical activities

13. In classrooms/labs, you will be instructed on and responsible for cleaning of workstations before and after activities

14. Social distancing – as needed per pandemic restrictions

15. DO NOT REMAIN IN CLOSE PROXIMITY OF ANYONE FOR MORE THAN 15 MINUTES without a mask

B. Periodic COVID-19 testing may be required based on clinical facility or district guidelines

III.   COVID-19 Prevention:

A. Students, faculty and staff are strongly advised to conduct behaviors outside of the InPerson classes/clinical that include adhering to preventative guidelines for decreasing the risk of COVID-19 transmission.

B. These include:

1. Avoiding convening in large crowds without a mask; contact should not exceed 15 minutes.

IV.   COVID-19 Screening Rationale:

A. For healthcare workers and clinical trainees, symptom screening may be completed prior to each shift.

V.   PPE Rationale:

A. Nursing Program to issue surgical mask and face shield (if desired)

B. Note: For all students who test positive for COVID-19, are symptomatic, or have disclosed an exposure, please follow the guidelines provided by the college district.

A. If quarantine is required, The Health Branch Director, Ray Hernandez will confer with county health and work on an individualized plan with quarantined students. Despite the challenges during these times, students must meet the minimum BRN direct patient care hours and meet the course SLOs within the constraints of the pandemic to move forward and progress through the program.

VI.   Self-Screening criteria for lab and clinical; In-Person Attendance:

A. Have you been in close contact with someone testing positive for Covid-19?

B. Are any members of your household on quarantine for a close contact exposure to COVID-19?

C. Have you been exposed to a COVID-19 positive client in a healthcare setting in the last14 days?

D. Did you provide care to any COVID-19 positive patient?

E. If yes, did you come into contact with any patients at any time without wearing proper PPE according to facility protocols?

F. Have you experienced any of the following symptoms in the last 48 hours?

1. Cough

2. Fatigue

3. Congestion or runny nose

4. Headache

College of San Mateo

5. Sore throat

6. Diarrhea

7. Shortness of breath or difficulty breathing

8. Muscle or body aches

9. Fever or Chills

10. New loss of taste or smell

11. Nausea or vomiting

12. None

H. Have you been tested for COVID-19 and are waiting to receive test results? If you have answered YES to any of the above questions, STAY HOME and contact your instructor or program director ASAP. Place yourself in quarantine/isolation. **What happens from here?**

I. Case Management and Exposure Tracking- All incidents are reported the District Health Branch Director and San Mateo County Public Health

You will be notified and given directions for quarantine, isolation and eventually the return to campus or clinical.

References

Centers for Disease Control and Prevention. (2020, August 10). Criteria for return to work for healthcare personnel with SARS-CoV-2 infection (interim guidance). https://www.cdc.gov/coronavirus/2019-ncov/hcp/return-to-work.html

Centers for Disease Control and Prevention. (2020, June 18). Interim U.S. guidance for risk assessment and work restrictions for healthcare personnel with potential exposure to COVID-19. https://www.cdc.gov/coronavirus/2019-ncov/hcp/guidance-risk-assesment-hcp.ht ml

San Mateo County Health Services (2020, September 11). COVID-19 Information for healthcare providers: provider FAQs.

https://www.smchealth.org/coronavirus-frequently-asked-questions

College of San Mateo Nursing Student Attestation Regarding COVID-19 Guidelines. Please review all the guidelines, policy and attestation statements below. Once completed, please upload the signed form and send it to the Nursing Program Office Assistant per the directions given.

By signing this document, I attest that

- I have read and understand the CSM Nursing Program COVID-19 Guidelines.

College of San Mateo

- I will follow the COVID-19 guidelines outlined by CSM Nursing Program, San Mateo Health Services Guidelines and clinical facility guidelines.

- I will complete the COVID-19 self-assessment questionnaire before each clinical or skills lab day (also complete required questionnaire for access to campus) if required.

- I will NOT come to the clinical or lab if I am feeling sick and/or exhibit any of the symptoms noted on the COVID-19 Screening questionnaire.

- I will communicate with my clinical instructor and the nursing office/Program Director if I have a suspected exposure, symptoms of COVID-19 or a positive COVID-19 test.

- I understand that CSM Nursing and clinical facilities are providing appropriate PPE as outlined by recommendations from the CDC and San Mateo Health Services, and I will adhere to the PPE guidelines in clinical and lab.

- I understand and acknowledge that there is inherent risk associated with clinical experiences.

- I will discuss any concerns I have regarding this situation while under a pandemic with my assigned faculty and/or staff

- Positive symptoms take precedence over required course work. PLEASE contact your instructor to make a reasonable accommodation to make up the missed hours.

- If I willingly and knowingly attend an in-person class setting or clinical site with active symptoms similar to COVID-19, I understand that I am causing others great risk and potential harm. I understand the consequence for this action could result in immediate dismissal from the program.

Print Name _____

Signature _____ Date _____

REV 06/2022