

NURSING STUDENT HANDBOOK

**FALL 2006
SPRING 2007**

ASSOCIATE DEGREE NURSING PROGRAM

CERRITOS COLLEGE

11110 ALONDRA BLVD.

NORWALK, CALIFORNIA

TABLE OF CONTENTS

	<u>PAGE</u>
I. SCHOOL CALENDAR	1
II. ETHICAL CODES AND STANDARDS ESPOUSED BY THE NURSING PROGRAM	2-9
AMERICAN NURSES ASSOCIATION CODE FOR NURSES	2
ETHICAL PRACTICES	3
STATEMENT OF HONESTY	4
BOARD OF REGISTERED NURSING SCOPE OF NURSING PRACTICE	5-6
BOARD OF REGISTERED NURSING STANDARDS OF COMPETENT PRACTICE	7
BOARD OF REGISTERED NURSING POLICY STATEMENT ON DENIAL OF LICENSURE	8-9
III. PHILOSOPHY AND OBJECTIVES	10-21
NURSING DEPARTMENT PHILOSOPHY AND CONCEPTUAL FRAMEWORK	10-11
CURRICULUM OVERVIEW	12-14
ROLES OF THE ASSOCIATE DEGREE NURSE	15-18
LEVEL ONE OUTCOMES	19
TERMINAL OUTCOMES	20
CRITICAL CLINICAL COMPETENCIES	21

IV.	NURSING PROGRAM OPTIONS AND DEGREE REQUIREMENTS	22-27
	OPTION A ASSOCIATE IN ARTS DEGREE (Generic ADN)	22
	OPTION B LPT-ADN MOBILITY PROGRAM	23
	OPTION C LVN-ADN MOBILITY PROGRAM	24
	OPTION D LVN-30 UNIT OPTION (Non-degree)	24
	OPTION E TRANSFER	25
	OPTION F BRN REFERRAL	25
	GENERAL EDUCATION COURSE REQUIREMENTS	26-27
V.	COURSE DESCRIPTIONS	28-33
VI.	NURSING FACULTY AND HEALTH OCCUPATIONS DIVISION STAFF	34-35
VII.	RESOURCES AND FACILITIES	36-43
	ADMISSIONS AND RECORDS	36
	CAREER SERVICES CENTER	36
	ASSOCIATED STUDENTS OF CERRITOS COLLEGE (ASCC)	37
	BOOKSTORE	37
	CHILD DEVELOPMENT CENTER	37
	COUNSELING CENTER	37
	DISABLED STUDENT PROGRAMS AND SERVICES	37
	EXTENDED OPPORTUNITY PROGRAM AND SERVICES (EOPS)	37
	FINANCIAL AID OFFICE	38
	HEALTH INSURANCE	38
	LEARNING RESOURCE CENTER	38-39

NURSING SUPERVISED TUTORIAL SKILLS LAB	39
STUDENT HEALTH SERVICES AND WELLNESS CENTER	39
TRANSFER CENTER	39
APPROVED CLINICAL AGENCIES	40-43
VIII. STUDENT ROLE IN THE NURSING PROGRAM	44-62
STUDENT ROLE IN THE PROGRAM	44
STUDENT RIGHTS AND RESPONSIBILITIES	45-47
CLASS OFFICERS	48-49
PINNING CEREMONY GUIDELINES	50-52
NATIONAL STUDENT NURSES' ASSOCIATION (NSNA)	53
STUDENT NURSES' ASSOCIATION OF CERRITOS COLLEGE (SNACC)	54-60
SNACC MISSION STATEMENT	61-62
IX. NURSING PROGRAM POLICIES AND PROCEDURES	63-98
CLINICAL REQUIREMENTS	63-64
PHYSICAL REQUIREMENTS FOR CLINICAL NURSING ROLE	65
CLINICAL ASSIGNMENT GUIDELINES	66-70
TESTING PROCEDURE	71-73
ATTENDANCE AND MAKE-UP POLICY	74
CELL PHONE/PAGER/BEEPER POLICY	75
LATE AND INCOMPLETE PAPERS	76
MEDICATION MATH PROFICIENCY	77
DIRECTIONS FOR MEDICATION MATH PROFICIENCY EXAMINATION	78
MEDICATION ERROR GUIDELINES	79

GRADING GUIDELINES	80-81
ADVISEMENT NOTE GUIDELINES	82-83
ADVISEMENT NOTES	84-85
STUDENT DRESS CODE	86-87
STUDENT GUIDELINES FOR RESOLVING PROGRAM OR COURSE RELATED ISSUES	88-89
STUDENT GRIEVANCE PROCEDURE	90
SUBSTANCE ABUSE/PSYCHOLOGICAL IMPAIRMENT POLICY AND PROCEDURE	91-92
GUIDELINES FOR WITHDRAWAL, DISMISSAL AND REINSTATEMENT	93-95
ACCEPTABLE ABBREVIATIONS	96-97
UNAPPROVED ABBREVIATIONS	98
X. STUDENT ROLE IN NURSING PROGRAM EVALUATION	99-104
STUDENT ROLE IN PROGRAM EVALUATION AFTER PROGRAM COMPLETION	99
LECTURE COURSE EVALUATION	100-101
CLINICAL COURSE EVALUATION	102-103
SIGNATURE PAGE	104
TO BE SUBMITTED TO NURSING DEPARTMENT; DUE DATES ANNOUNCED BY INSTRUCTORS.	

SCHOOL CALENDAR
FALL SEMESTER, 2006

August 14	Fall semester begins
August 14	First day to file petition for A.A. Degree and Certificate for Fall
August 18	Last day to drop to be eligible for refund for 1 st nine-week classes
September 4	Labor Day Holiday
September 29	Last day to drop from 1 st nine-week classes with a “W”
October 13	Last day to register for 2 nd nine-week classes
October 16	Last day to file petition for A.A. Degree or Certificate for Fall
October 17	Second nine-week session begins
October 20	Last day to drop to be eligible for refund for 2 nd nine-week classes
November 10	Veteran’s Day Holiday
November 17	Last day to drop from eighteen-week classes with a “W”
November 23-26	Thanksgiving Holiday
December 1	Pinning Ceremony
December 1	Last day to drop from 2 nd nine-week classes with a “W”
December 9-15	Fall Semester Exams
December 15	Fall Semester Ends

Watch bulletin boards for announcements of other activities.

Student Nurses’ Association of Cerritos College (SNACC) meets at 10 a.m. on the first Thursday of each month, room to be announced.

Officer’s Council meets at 10 a.m. on the third Thursday of each month in SL 120.

Student representatives are encouraged to attend all department meetings held on 3rd and 4th Thursdays of each month, at 11 a.m. SLPA Lab.

SCHOOL CALENDAR
SPRING SEMESTER, 2007

January 8	Spring semester begins
January 8	First day to petition for A.A. Degree or Certificate for Spring
January 12	Last day to drop to be eligible for refund for 1 st nine-week classes
January 15	Dr. Martin Luther King's Holiday Observance
February 16	Lincoln's Birthday Observance
February 19	Washington's Birthday Observance
February 23	Last day to withdraw with "W" from 1 st nine-week classes
March 5	Last day to petition for May Commencement
March 12	Second nine-week session begins
March 16	Last day to drop to be eligible for refund for 2 nd nine-week classes
March 16	Last day to register for 2 nd nine-week classes
April 2	Last day to file petition for A.A. Degree or Certificate for Spring
April 2-8	Spring Recess
April 27	Pinning Ceremony
May 11	Last day to withdraw with "W" from 2 nd nine-week classes
May 12-18	Spring Semester Exams
May 12	Commencement
May 18	Spring Semester Ends

Watch bulletin boards for announcements of other activities.

Officer's Council meets at 10 a.m. on the second Thursday of each month, in SL 120. Student representatives are welcome to attend all department meetings (held on 3rd and 4th Thursdays of each month, at 11 a.m. in SLPA Lab).

**ETHICAL CODES AND STANDARDS
ESPOUSED BY THE NURSING PROGRAM**

AMERICAN NURSES ASSOCIATION CODE OF ETHICS FOR NURSES

The Nursing Program offers you this code as a guideline for your practice in the profession which you are preparing to enter.

The nursing profession works with other health care groups to promote health, alleviate suffering and attain therapeutic goals based upon human need.

Each nurse has the responsibility to individuals, sick or well, their families, and the public. Such responsibility requires ethical practices and adherence to the laws relevant to nursing.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

Revised 10/96, 4/04

NURSING DEPARTMENT ETHICAL PRACTICES

The Nursing Department applies the ANA Code for Nurses and principles of ethical practices in education through the following practices:

1. All recruitment activities are objective and present accurate and unambiguous information. Literature (e.g. brochures and admission procedures) is available for review in the Nursing Department.
2. The Cerritos College General Catalog contains current information regarding the nursing program. Information packets are available in the Nursing and Counseling Departments and may be requested by mail.
3. The Refund Policy for fees and tuition is printed in the Cerritos College General Catalog.
4. All aspects of the Civil Rights Act are adhered to and grievance policies are published in the Cerritos College Student Handbook.
5. All confidential information is handled appropriately by clerical and instructional staff.
6. The Cerritos College General Catalog and the Nursing Student Handbook state the policies regarding promotion, graduation and dismissal. All students have access to a grievance procedure which is consistent with the college grievance procedure described in the Cerritos College Student Handbook.
7. All students who meet the graduation requirements of Cerritos College and the Nursing Program are granted permission to graduate and apply for the licensing examination.
8. Ethical practices for nursing as stated in the A.N.A. Code for Nurses are incorporated into the Cerritos College Nursing Program.
9. Tutorial and remedial services are available through the College Academic Support Center. Credit by Examination is available to all students (see Nursing Student Handbook, Cerritos College General Catalog, Cerritos College Student Handbook, and course schedules). All applicants are considered on an individual basis and every effort is made to evaluate all course work appropriately.

Adopted: 11/89

Revised: 10/96

Reviewed: 04/04

NURSING DEPARTMENT STATEMENT ON HONESTY

As described on the following pages, the California Board of Registered Nursing may deny licensure for crimes or acts substantially related to nursing qualifications. Grounds for denial of license include:

- Being convicted of a crime substantially related to the practice of nursing; including: child abuse; sexual abuse, misconduct or relations with a patient; conviction as a mentally disordered sex offender; act or crime involving sale, gift, administration or furnishing of narcotics or dangerous drugs or dangerous devices; and assault and/or battery.
- Any act involving dishonesty, fraud or deceit with intent to substantially benefit self or another, or substantially injure another. This includes violations of exam security, impersonating another person in an examination, insurance fraud, and falsifying records.
- Any act which is grounds for suspension or revocation of a registered nurse's license. This includes violating any provisions of the Nursing Practice Act.

The Cerritos College Nursing Faculty believe that these behaviors are inconsistent with safe nursing practice and reserve the right to dismiss from the nursing program any student who demonstrates evidence of the above-described behaviors. This includes plagiarism, cheating on examinations, giving false information on any college, department or clinical agency document and any act of dishonesty in the classroom or clinical setting.

Approved: 11/89

Revised: 1/97

Reviewed: 4/04

BOARD OF REGISTERED NURSING POLICY STATEMENT ON DENIAL OF LICENSURE

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

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

The Board may deny licensure on the basis of:

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

POLICY ON CONVICTIONS:

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

- Conviction of child abuse
- Violation of Nursing Practice Act
- Conviction as a mentally disordered sex offender
- Crime or act involving narcotics, dangerous drugs or dangerous devices
- Conviction of assault and/or battery

POLICY ON REHABILITATION

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

When considering denial of licensure, the Board uses the following criteria to evaluate whether the applicant demonstrates rehabilitation.

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

These regulations apply to applications for interim permits and temporary licenses as well as to permanent licenses.

Applicants for licensure are required under law to report all misdemeanor and felony convictions, even if they have been expunged. Failure to report prior convictions or disciplinary action against other health provider licenses is considered falsification of application and is grounds for denial of licensure or revocation of license.

When reporting prior convictions or disciplinary action, **applicants are required to provide a full written explanation of the following:** circumstances surrounding the arrest(s), conviction(s), and/or disciplinary action(s); the date of the incident(s), conviction(s), or disciplinary action(s); specific violation(s), citing section of law if convicted, court location or jurisdiction, sanctions or penalties imposed, and completion dates.

The Board of Registered Nursing has developed the following list of suggested evidence of rehabilitation for applicants whose licensure is in question. At the time of licensure, the burden of proof lies with the applicant to demonstrate sufficient competent evidence of rehabilitation to establish fitness to perform nursing functions in a manner consistent with public health, safety and welfare. These items should be mailed directly to the Board of Registered Nursing, Licensing Unit, P.O. Box 944210, Sacramento, CA 94244-2100.

1. Copies of court documents pertinent to conviction, including documents specifying conviction and sanctions and proof of completion of sanctions.
2. Letter from applicant describing the underlying circumstances of arrest and conviction as well as any rehabilitation efforts or changes in life since that time to prevent future problems.
3. Letters of reference on official letterhead from nursing program instructors concerning attendance, participation and performance in the nursing program.
4. Letters of reference on official letterhead from past and/or current employers.
5. Letters from recognized recovery programs and/or counselors attesting to current sobriety and length of time of sobriety if there has been a history of alcohol or drug abuse.
6. Proof of community work, schooling and self-improvement efforts.
7. If relevant, a current mental status examination by a clinical psychologist or psychiatrist. This evaluation should address the likelihood of similar acts or convictions in the future, and should address the evaluator's perception of the applicant's suitability for the registered nursing profession.
8. Copy of Certificate of Rehabilitation or evidence of expungement proceedings.
9. Evidence of compliance with and completion of terms of probation, parole, restitution, or any other sanctions.

Any student who wishes additional information or to discuss the matter further is encouraged to contact Dr. Fobi. Appointments may be made for calling (562) 860-2451 extension 2551. Students are encouraged to begin the process of collecting documents as soon as possible to avoid delay in licensure at program completion.

Revised 12/99, 4/04

PHILOSOPHY AND OBJECTIVES

NURSING DEPARTMENT PHILOSOPHY AND CONCEPTUAL FRAMEWORK

PHILOSOPHY

Nursing is defined as a science, discipline and health care practice that focuses on the assessment, diagnosis and treatment of clients having health problems within the domain of nursing. The goals of nursing practice focus on health promotion, illness prevention, rehabilitation, and supporting the resources of the person who is ill or threatened with illness in adapting to changes within the environment.

In addition to implementing the philosophy of the College, the purpose of the Nursing Program is to provide the community with registered nurses who are capable of functioning in a variety of health care settings. To accomplish this, the Roy Adaptation Model has been selected as the primary conceptual framework. Within this framework, nurses recognize their clients as biopsychosocial beings in constant interaction with the environment. In periods of health, individuals have both innate and learned behavioral mechanisms which enable them to cope with their complex internal and external environments. In times of stress, the client's coping mechanisms may be disrupted and the individual is defined as ill. The client's health status is defined on a continuum from wellness to illness.

Nursing practice focuses on adaptation of the client in four major modes: physiological, self-concept, role function, and interdependence. The program prepares students to understand individuals as total beings and to recognize and respect a diversity of spiritual and cultural/ethnic values.

ROLE OF THE ASSOCIATE DEGREE NURSE

The Associate Degree Nurse (ADN) graduate is prepared to function as a provider of care, manager of care and member of the discipline of nursing. As provider of care, the ADN utilizes the nursing process as a basis for decisions regarding delivery of care. As manager of care, the ADN collaborates with other health care providers in organization and delegation of care. As a member of the discipline of nursing, the graduate is committed to professional growth, continuous learning and self-development. In fulfilling these roles, the ADN graduate utilizes critical thinking, demonstrates clinical competence, and is accountable and committed to the value of caring.

Nursing graduates are employed in a health care delivery system that continues to grow and change. The Associate Degree Nurse is an entry level practitioner and is competent to practice as a direct caregiver in a variety of structured settings which include diverse client populations. ADN graduates may subsequently pursue bachelors, masters and doctoral degrees in preparation for advanced levels of practice.

CONCEPT OF EDUCATION

Nursing faculty believe that nursing education is driven by the application of critical thinking and development/improvement of teaching/learning strategies using innovative approaches and evidence-based research. Nursing faculty also believe that the purpose of education is to enlighten and enhance the quality of life for the student, the community and clients for whom students and graduates provide care. Education based on mastery learning is viewed by nursing faculty as a collaborative process involving college administrators and staff, nursing faculty and nursing students. Each student enters the nursing program with unique characteristics, capabilities, learning styles, and motivation for learning. To address these individual differences, learning experiences are structured from simple to complex.

The goal of the program is to promote students' creative and critical thinking and personal growth based on successful learning experiences. Achievement of this goal is fostered by encouraging self-direction and by providing a variety of individual and group learning experiences. Students are expected to participate actively in the learning process.

Revised 2/96, 3/04, 5/06

Reviewed 12/99

CERRITOS COLLEGE NURSING CURRICULUM OVERVIEW

The nursing curriculum is based on the Roy Adaptation Model and the three roles of the Associate Degree Nursing graduate, Provider of Care, Manager of Care and Member of the Discipline of Nursing. The Roy Adaptation Model for Nursing was developed by Sister Callista Roy and first published in 1970. It was adopted by the Cerritos College nursing faculty in 1981. The roles of the Associate Degree Nurse were defined by the National League for Nursing as part of their research on the competencies of the ADN on entry into practice. Cerritos College faculty used the 1990 document Educational Outcomes of Associate Degree Nursing Programs: Roles and Competencies as the major source in defining and leveling expected competencies of students in the Cerritos College Associate Degree Nursing Program.

The Roy Adaptation Model views the person as a biopsychosocial being in constant interaction with the environment. As an adaptive organism, the person copes with changes in the environment. A person's health status is defined along a health-illness continuum and may be influenced by life stages and adaptation to needs.

The role of the nurse as Provider of Care involves application of the nursing process within the framework of the Roy Adaptation Model. In this model, the person is perceived as having four general areas of need and behavior and is assessed in each of these modes: the Physiologic Mode and three Psychosocial Modes, the Self-Concept Mode, Role Function Mode and Interdependence Mode.

The underlying need of the Physiologic Mode is physiological integrity. Components of this mode are: Oxygenation, Nutrition, Elimination, Activity and Rest, Protection, Senses, Fluid and Electrolytes, Neurological Function, and Endocrine Function. The first five components are identified as basic needs inherent in achieving physiological integrity. The remaining four are considered complex processes which mediate activities regulating the organism's function. The curriculum addresses normal (adaptive/effective) and abnormal (maladaptive/ineffective) behaviors in each of these Physiologic Mode components, including wellness and disease prevention elements along with disease processes. For each aspect of disease process, instruction includes pathophysiology; assessment; nursing diagnoses; planning and goal-setting; medical, surgical and nursing interventions; and expected outcomes (evaluation).

The Self-Concept Mode, which aims to maintain psychic integrity, consists of the Physical Self and the Personal Self. The Physical Self includes body sensation and body image. The Personal Self includes self-consistency, self-ideal/self-expectancy, and the moral-ethical-spiritual self. Self esteem is a pervasive aspect of the Personal Self and relates to the worth or value a person holds related to the self. Concepts related to grief and loss, anxiety and depression are among those addressed in the curriculum content.

The Role Function Mode has three components: Primary Role, Secondary Roles and Tertiary Roles. The underlying need for this mode is social integrity. The Primary Role is an ascribed role based on age, gender, ethnicity and developmental age; it determines the majority of a person's role behaviors. The Secondary Role component encompasses the roles that a person assumes to complete tasks associated with developmental stage and primary role. Tertiary Roles are chosen by the person, usually temporary, and often associated with accomplishment of minor tasks in a person's current development. Role performance includes instrumental and expressive behaviors. The former is oriented toward long-term goal achievement and is the actual performance of behaviors associated with each role. Expressive behaviors are oriented toward short-term goals and include feelings, attitudes, likes, and dislikes that a person has about a role of the performance of a role. Curriculum concepts related to this mode include

alterations in role function, including role conflicts, role distance, alterations (temporary and prolonged) in role performance, sick role behaviors, alteration in health maintenance, ineffective individual coping, impaired sexuality, alterations in parenting, and similar concepts.

The Interdependence Mode is a social construct related to giving and receiving of love, respect and value. The underlying need of this mode is to attain and maintain affectional adequacy. Key concepts associated with this mode include: significant others, support systems, giving behaviors, and receiving behaviors. This mode reflects a balance between independence and dependence. Dependency behaviors include affection-seeking, attention-seeking and help-seeking. Independent behaviors include initiative-taking and obstacle-mastery. Curriculum content includes management of dysfunctional dependence and dysfunctional independence as manifested through alterations in family processes, ineffective family coping, knowledge deficits, substance abuse, and related concepts.

The person's behavior in each of the four modes is affected by stimuli which are categorized as focal, contextual and residual. The focal stimulus is the factor that precipitates or causes a behavior. Contextual stimuli contribute to the behavior caused or precipitated by the focal stimulus. Contextual stimuli are typically environmental factors and their effects must be validated. Residual stimuli are factors which may be affecting behavior, such as attitudes, beliefs and values, but whose effects have not been validated.

The goal of nursing as expressed in the Roy Adaptation Model is to promote adaptation by manipulating stimuli and/or by broadening the client's adaptation level and skills. The nursing process begins with first level assessment in which both adaptive (effective) and maladaptive (ineffective) behavioral responses of the person are assessed in each component of each mode. Maladaptive behaviors are clustered and expressed as nursing diagnoses. Second level assessment involves analysis to identify focal, contextual and residual stimuli. A plan to treat the nursing diagnosis is developed by establishing short- and long-term goals which are time-defined, measurable client behavioral outcomes. Nursing interventions are formulated to manipulate the stimuli so that the goals can be accomplished. Evaluation of effectiveness of the plan is determined by whether the goals have or have not been achieved. If goals have not been met, reassessment occurs to determine whether goals and/or interventions must be modified.

The nurse's role as Provider of Care is characterized by critical thinking, clinical competency, accountability, and a commitment to the value of caring. The Associate Degree Nurse is prepared to provide care to clients with acute and chronic health care needs and is concerned with individuals and their relationships within families, groups and communities. The nurse uses a collaborative approach in working with the client and with other health care providers. To develop the cognitive, psychomotor and affective abilities necessary to function as a competent Provider of Care, the nursing student gains knowledge in nursing concepts, principles, processes, and skills. To support acquisition of this knowledge, the Cerritos College curriculum includes understanding of health, acute and chronic health deviations, nutrition, pharmacology, communication, human development, teaching-learning principles, current technology, humanities, and biological, social and behavioral sciences. Anatomy, physiology, microbiology, growth and development, nutrition and psychology are prerequisite to the core nursing courses. While in the core courses, students also study pharmacology, communication, fine arts and humanities courses.

The nurse's role as Manager of Care is characterized by collaboration, organization, delegation, accountability, client advocacy, and respect for other health care workers. The Cerritos College curriculum introduces the Manager of Care role in the first semester as an aspect of the care of patients in long-term and acute settings. In the second through fourth semesters, the student nurse develops skills in delegating and being accountable for care provided by others with varying levels of education and skill.

Concepts related to the scope of practice of various licensed and unlicensed caregivers, communication, leadership, delegation, and time and resource management are included in the curriculum.

As a Member of the Discipline of Nursing, the Associate Degree Nurse practices with a commitment to professional growth, continuous learning and self-development. The nurse practices within the legal and ethical framework of nursing and contributes to maintaining high standards of nursing. Curriculum content includes legal rules and regulations affecting nursing practice; institutional guidelines and requirements affecting the student nurse; the roles of professional organizations; resources to enhance the development of the nurse; political, social and economic forces affecting health care and nursing; communication strategies and concepts; and organizational factors affecting nursing education and practice.

CC NURSING CURRICULUM OVERVIEW

Revised 12/99, 3/04

ROLES OF THE ASSOCIATE DEGREE NURSE

ROLE AS PROVIDER OF CARE

Nursing process is the basis for decisions. The nurse:

1. Establishes and analyzes a data base
2. Identifies health care needs
3. Selects nursing diagnoses
4. Sets client-centered goals
5. Plans and implements care to achieve goals
6. Evaluates client outcomes

Assessment

1. Obtains data through assessment of client
2. Collects additional data relative to client from family, significant others, health records, health care team members, and other resources
3. Identifies changes in health status that affect the client's ability to meet needs
4. Contributes the information to a data base

Diagnosis

1. Identifies actual or potential health care needs on basis of assessment
2. Selects nursing diagnoses on basis of analysis and interpretation of data

Planning

1. Participates with client, family, significant others, and members of the health care team to establish client-centered goals directed toward promoting and restoring the client's optimum state of health, preventing illness, and providing rehabilitation
2. Establishes priorities for care with recognition of client's diagnoses and needs
3. Develops care plan incorporating data related to client's cultural and spiritual beliefs and physiological, psychosocial, and developmental needs and strengths
4. Collaborates with other health care workers in development of individualized teaching plans that include health counseling, discharge planning, and implementation of a therapeutic regimen
5. Supports client's right to make decisions regarding care

Implementation

1. Implements a care plan according to priority of goals
2. Initiates nursing interventions in response to client's needs
3. Adjusts priorities for nursing interventions as client situations change
4. Uses current technology to enhance client care
5. Demonstrates safe performance of nursing skills
6. Provides for physical safety of client
7. Promotes an environment conducive to maintenance of restoration of client's ability to carry out activities of daily living
8. Promotes rehabilitation potential of client

9. Administers and monitors prescribed medical regimen for client undergoing diagnostic tests and/or therapeutic procedures
10. Promotes psychological safety of client
11. Demonstrates caring behavior in providing nursing care
12. Utilizes communication techniques that assist client, family, and significant others to cope with and resolve problems
13. Communicates client behaviors, responses to nursing interventions, and responses to medical regimen verbally and in writing
14. Implements teaching plans that are specific to client's level of development, knowledge, and learning needs
15. Provides for continuity of care in management of chronic health care needs
16. Makes referrals on basis of identified client needs and knowledge of available resources

Evaluation

1. Determines effects of nursing interventions on status of client
2. Participates with client, family, significant others, and members of health care team in evaluation of client's progress toward goals
3. Revises care plan as needed

ROLE AS MANAGER OF CARE

In general, the nurse:

1. Participates in evaluation of client care delivery system
2. Contributes to change
3. Promotes an environment that fosters team relationships
4. Makes decisions regarding priorities of care
5. Delegates some aspects of nursing care and directs others
6. Uses time and resources efficiently
7. Knows when to seek assistance

Specifically, the nurse:

1. Establishes **priorities** for nursing care for a **group of clients**
2. **Delegates** aspects of nursing care to other health care workers commensurate with their education preparation and experience
3. Is **accountable** for nursing care delegated to other workers
4. **Assists other nursing personnel** to develop skills in providing nursing care
5. **Interacts** with other members of the health care team in a collegial manner
6. Utilizes appropriate channels of **communication** to accomplish goals related to delivery of client care
7. Provides for **continuity of care** within employing institution
8. Serves as an **advocate** for clients
9. **Seeks assistance** from other members of the health care team when the situation encountered is beyond the nurse's knowledge and experience
10. Utilizes **current technology** to increase efficiency of management of client care and resources
11. Practices in a **cost-effective** manner

ROLE AS MEMBER OF DISCIPLINE OF NURSING

In general:

1. The nurse is committed to
 - a. Professional growth
 - b. Continuous learning
 - c. Self-development
2. The nurse contributes to improvement of nursing practice through
 - a. Participation on committees of employing institution
 - b. Attendance at conferences
 - c. Membership in nursing organizations
3. The nurse understands
 - a. Ethical standards and legal frame work for practice
 - b. Importance of nursing research
 - c. Rules and regulations governing the practice of nursing
 - d. Roles of professional organizations
 - e. Political, economic, and societal forces affecting practice
 - f. Lines of authority and communication within work setting

Specifically, the nurse:

1. Practices within the **ethical and legal** framework of nursing
2. Maintains **confidentiality** of information regarding clients to interventions in verbal and written form
3. **Communicates** truthfully the client's behavior and responses to interventions in verbal and written form
4. Reports concerns regarding **quality of care** to the appropriate person
5. **Values nursing** as a career and values own practice
6. **Supports peers and other workers** in the delivery of client care
7. Recognizes and **reports ethical dilemmas** encountered in practice
8. Serves as a **role model** to members of the nursing team
9. Uses information from **current literature** to provide safe nursing care
10. Recognizes importance of **nursing research** in advancing nursing practice
11. Uses resources for **continuous learning** and self-development
12. Uses constructive criticism and suggestions for **improving nursing practice**

LEVEL I PROGRAM OUTCOMES

Upon completion of the first year of the nursing program, the student is prepared to:

As Provider of Care:

1. Collect and organize data related to the Roy Adaptation Model modes utilizing the nursing process for medical-surgical and maternal-child client population.
2. Report and record assessment data according to agency guidelines.
3. Identify nursing diagnoses on the basis of analysis and interpretation of data.
4. Identify patient-centered goals which are pertinent and measurable and specify a realistic time frame.
5. Establish priorities for care based on patient status.
6. Implement nursing interventions in response to patient's needs commensurate with content exposure.
7. Demonstrate safe practice of designated nursing skills independently or with supervision.
8. Maintain asepsis, standard precautions and isolation protocols.
9. Utilize therapeutic and effective communication when interacting with patients, staff and significant others.
10. Teach concepts appropriate to the student's knowledge levels and based on patient's learning needs and level of knowledge.
11. Determine the effects of nursing interventions on the status of the patient.

As Manager of Care:

1. Organize and complete activities for patients within assigned time frame.
2. Delegate as a student team leader to peers.
3. Interact with other members of the health care team in a collegial manner.
4. Recognize own strengths and weaknesses and seeks assistance as appropriate.

As Member of the Discipline of Nursing:

1. Support patient's rights.
2. Accept responsibility for own actions.

LEVEL I OBJECTIVES

Revised 12/99

Reviewed 3/04

PROGRAM OUTCOMES

Upon completion of the nursing program, the graduate is prepared to:

As Provider of Care:

1. Utilize all available resources to collect and organize assessment data.
2. Focus assessment data toward patient needs.
3. Analyze and interpret assessment data to meet changing patient needs in a timely manner.
4. Formulate and revise patient-centered goals based on input from patient/family and health care workers.
5. Initiate nursing interventions based on patient needs.
6. Determine the effect of interventions on the status of the patient and revise plan as appropriate.

As Manager of Care:

1. Establish priorities of care for a full staff nurse patient assignment.
2. Assume responsibility/accountability for own actions as well as those delegated to other health care workers.
3. Coordinate interdisciplinary activities.

As Member of the Discipline of Nursing

1. Practice within the ethical and legal framework of nursing.

TERMINAL OBJECTIVES

Revised 12/99

Reviewed 3/04

CRITICAL CLINICAL COMPETENCIES

Mastery of these competencies must be demonstrated in each clinical course for progression to the next course.

As Provider of Care, the student:

- Demonstrates safe practice of designated nursing skills.**
- Provides for physical safety of patient.**
- Passes Medication Math Proficiency Exam appropriate to level (See Medication Math Proficiency policy).**
- Protects patient from emotional jeopardy.**

As Manager of Care, the student:

- Seeks assistance from instructor or other health care team members for care which is beyond the student's level of knowledge or experience.**

As Member of the Discipline of Nursing, the student:

- Calls attention to own errors and reports situations accurately .**
- Maintains confidentiality.**
- Complies with college and agency policies and procedures.**
- Submits required graded papers.**

In addition to the critical clinical competencies, course-specific clinical competencies have been defined and form the basis for the clinical evaluation tools used in each course. These competencies, which reflect the three roles of the Associate Degree Nurse, operationalize the standards associated with each role as defined by the National League for Nursing's project, Educational Outcomes of Associate Degree Nursing Programs: Roles and Competencies (1990).

12/96, revised 5/98, 6/02
Reviewed 3/04

NURSING PROGRAM OPTIONS
AND
DEGREE REQUIREMENTS

NURSING PROGRAM OPTIONS & DEGREE REQUIREMENTS

There are six enrollment options in the Nursing Program:

- Option A:** A&P 150, A&P 151, MICR 200, and ENGL 100
- Option B:** Same as Option A plus NRSR 25, NRSR 211, NRSR 213A, NRSR 251, PSYC 251, and possession of a valid California LPT license.
- Option C:** Same as Option A plus NRSR 26, NRSR 215, NRSR 251, PSYC 251, pass a department math competency exam, and possession of a valid California LVN license.
- Option D:** A&P 151, MICR 200, NRSR 215, pass a departmental math competency exam, and possession of a valid California LVN license.
- Option E:** Same as Option A plus NRSR 25 or NRSR 26, NRSR 200, NRSR 215, NRSR 251, and PSYC 251.
- Option F:** NRSR 26 and NRSR 215. Applicants must meet with the Director of Nursing and submit valid letter of referral from the California Board of Registered Nursing.

For **Options A, B, C, and E** — To graduate with an Associate in Arts Degree in Nursing, the student is required to complete prior to graduation, in addition to prerequisites and nursing courses, the following general education courses: PSYC 251, PHIL 104, and SPCH 100, SPCH 120, SPCH 130, SPCH 132, or SPCH 150 and one (1) three-unit course from U.S. History or American Government (U.S. History or American Government courses chosen from Plan A, Sections B1 or B2) as listed in the College's General Education Requirements found in the College General Catalog and Schedule of Classes. Option A students desiring to matriculate to the CSU or UC system should also take PSYC 101 and SOC 101 or ANTH 100. For additional information, please refer to CSU or UC program requirements.

OPTION A ASSOCIATE IN ARTS DEGREE - 914

PREREQUISITES:

A&P 150, A&P 151, MICR 200, and ENGL 100 or equivalents with grades of Credit or "C" or higher. Successful completion of READ 54, MATH 60, and ENGL 52 or equivalents with grades of Credit or "C" or higher or the college placement test process.

REQUIRED COURSES

UNITS

Semester 1

NRSR 210	**Fundamentals of Nursing	5
NRSR 211	*Introduction to Theoretical Framework	0.5
NRSR 212	**Medical Surgical Nursing 1	5
NRSR 213A	*Major Drugs and Nursing Management 1	0.5

Semester 2

NRSR 213B	*Major Drugs and Nursing Management 2	1.0
NRSR 220	**MedicalSurgical Nursing 3	5.5
NRSR 222	**Maternal/Child Nursing	5.5

Semester 3

NRSR 230	**Psychosocial and Community Nursing	5.0
NRSR 232	**Medical-Surgical Nursing 4	5.0

Semester 4

NRSR 240	**Medical-Surgical Nursing 5	5.0
NRSR 242	*Professional Role Transition	3.0

* 6-week courses

** 9-week courses

OPTION B LPT-ADN MOBILITY PROGRAM – 914

The Nursing Program offers to qualified Licensed Psychiatric Technician applicants an opportunity to prepare for professional nursing through the pursuit of specific knowledge and skills. Graduates from the program, in addition to receiving an Associate of Arts Degree, are eligible for the NCLEX-RN examination for license as a registered nurse.

PREREQUISITES:

A&P 150, A&P 151, MICR 200, ENGL 100, PSYC 251, NRSNG 211, NRSNG 213A, NRSNG 25, NRSNG 251 or equivalents with grades of Credit or “C” or higher. READ 54, MATH 60, and ENGL 52 or equivalents with grades of Credit or “C” or higher or the college placement test process. Valid California LPT license.

REQUIRED COURSES

<u>Semester 1</u>		Units
NRSNG 214	**Medical-Surgical Nursing	5
<u>Semester 2</u>		
NRSNG 213B	*Major Drugs and Nursing Management 2	1.0
NRSNG 220	**Medical Surgical Nursing 3	5.5
NRSNG 222	**Maternal/Child Nursing	5.5
<u>Semester 3</u>		
NRSNG 230	**Psychosocial and Community Nursing	5
NRSNG 232	**Medical-Surgical Nursing 4	5
<u>Semester 4</u>		
NRSNG 240	**Medical –Surgical Nursing 5	5
NRSNG 242	*Professional Role Transition	3

* 6 week courses

**9 week courses

OPTION C LVN-ADN MOBILITY PROGRAM – 914

The Nursing Program offers to qualified Licensed Vocational Nurse applicants an opportunity to prepare for professional nursing through the pursuit of specific knowledge and skills. Graduates from the program, in addition to receiving an Associate in Arts Degree, are eligible for the NCLEX-RN examination for licensure as a registered nurse.

PREREQUISITES:

A&P 150, A&P 151, MICR 200, ENGL 100, NRSNG 26, NRSNG 215, NRSNG 251 and PSYC 251 or equivalent with grades of “C” or higher. Successful completion of READ 54, MATH 60 and ENGL 52 or equivalent with grades of Credit or “C” or higher or the college placement test process. Valid California LVN license. Completion of a medication calculation examination with a score of 80% or higher.

REQUIRED COURSES

UNITS

Semester 1

NRSNG 230 **Psychosocial and Community Nursing	5
NRSNG 232 **Medical-Surgical Nursing 4	5

Semester 2

NRSNG 240 **Medical-Surgical Nursing 5	5
NRSNG 242 *Professional Role Transition	3

*6 week courses

**9 week courses

OPTION D LVN-30 UNIT OPTION

The Nursing Program offers to qualified Licensed Vocational Nurse applicants an opportunity to prepare for registered nurse licensure by completing thirty (30) units of college course work. The LVN who completes the thirty units designated by Cerritos College is eligible for the NCLEX-RN examination for licensure as a registered nurse.

PREREQUISITES:

A&P 151, MICR 200, NRSNG 215, or equivalent with grades of “C” or higher. Optional courses: NRSNG 251 (strongly recommended), NRSNG 26, and PSYC 251. Completion of the college placement test process for advisement purposes. Valid California LVN license. Completion of a medication calculation examination with a score of 80% or higher.

REQUIRED COURSES

UNITS

Semester 1

NRSNG 230 **Psychosocial and Community Nursing	5
NRSNG 232 **Medical-Surgical Nursing 4	5

Semester 2

NRS 240	**Medical-Surgical Nursing	5
NRS 242	*Professional Role Transition	3

*6 week courses

**9 week courses

OPTION E TRANSFER AND CHALLENGE

PREREQUISITES:

A&P 150, A&P 151, MICR 200, ENGL 100, HO 152, NRS 25 if entering prior to the middle of the second semester or NRS 26 if entering at or following the middle of the second semester, NRS 200, 215, and 251, and PSYC 251, or equivalent with grades of Credit or "C" or higher. READ 54, MATH 60 and ENGL 52, or equivalent with grades of Credit or "C" or higher or the college placement test process. Students applying under this option will be notified individually for additional requirements relative to their entry points in the curriculum.

CREDIT GRANTING POLICY: Students who have successfully completed academic courses and/or have relevant knowledge and/or skills acquired in other than an accredited institution will be given advanced standing in the nursing program upon verification of such knowledge and/or skills.

TRANSFER CREDIT

- A. Credit will be granted for related previous education completed in:
 - 1. Accredited Vocational or Practical Nursing courses
 - 2. Accredited Registered Nursing courses
 - 3. Accredited Psychiatric Technician courses
 - 4. Other related courses (e.g., Anatomy and Physiology, Nutrition)
- B. Official transcripts and/or copies of certificates of completion must be submitted for credit to be granted.
- C. Credit will be granted based upon the content and hours of transferring courses and must be equivalent to courses in the
Cerritos College Nursing Program.

CHALLENGE CREDIT (Competency-based)

- A. Credit may be granted for relevant knowledge and/or skills acquired through prior experience, courses in non-accredited institutions, and individual study which are essentially equivalent to a course for which credit is being requested.
- B. Credit shall be determined by successful completion of a comprehensive written examination and/or practical evaluation.

- C. Objectives for both the written and/or practical examinations are made available to the student prior to evaluation.
- D. Student must meet the requirements which govern credit by examination as stated in the college catalog.
- E. A minimum of twelve (12) units of the nursing curriculum must be in residency at Cerritos College in order to receive the Associate Degree in Nursing.

OPTION F BOARD OF REGISTERED NURSING REFERRAL

Applicants for California licensure as registered nurses may be referred by the Board of Registered Nursing to complete specific areas of nursing content prior to taking the NCLEX-RN examination. The Nursing Program offers such applicants the opportunity to complete nursing preparation as specified by the Board of Registered Nursing.

PREREQUISITES: A valid letter of referral from the California Board of Registered Nursing for completion of a specified area. NRSB 26 and NRSB 215 with grades of Credit or “C” or higher.

GENERAL EDUCATION REQUIREMENTS

A. Natural Sciences and Health Education

This requirement is fulfilled by the nursing program prerequisites and nursing core courses.

B. Social and Behavioral Sciences

HIST 101, 201, 202, 220, 221	OR	3.0
POL 101 or 210		3.0
SOC 101 (or equivalent, including ANTH 100, SOC 201, SOC 210, SOC 215. or PHIL 104*)		3.0

***If PHIL 104 is used to meet humanities requirement, it can be used to meet the BRN “content” requirement for sociology.**

C. Fine Arts and Humanities

1. Fine Arts: 1 of the following courses 3.0
ARCH 110 or 112
ART 100, 101, 102, 103, 106, 107, or 110
JOUR 100
MUS 100, 102 103, or 104
PHOT 100
PE 191
TH 101, 102, 103, 104, 150, 151, 152, 159

OR

2. Humanities: 1 of the following courses 3.0
ENGL 102, 106, 221A, 221B, 222, 223, 224, 225, 226
227, 228, 230A, 230B, 232, 233, 235, 237, 246A, 246B,
2248A, or 248B
FREN 101, 102, 210, or 202
GERM 101, 102, 210, or 202
HUM 100 or 104
JAPN 101, 102, 201, or 202
PHIL 100, 102, **104***, 200, 201, 204, or 206
SPAN 101, 102, 111, 112, 201, 202, 206, 210, or 245
SPCH 140 or 145

***See comments regarding PHIL 104 under section B above.**

D. Language and Rationality

1. English Composition
ENGL 100 – Freshman Composition 4.0

2. Communication and Analytical Thinking 3.0
1 of the following:
SPCH 100, 120, 130, or 132

Minimum General Education Units required for Associate in Arts Degree in Nursing is 18. Students in the nursing program will complete as many as 28 general education units in order to meet Board of Registered Nursing requirements.

NURSING PROGRAM OPTIONS AND DEGREE REQUIREMENTS

Revised 7/01

Reviewed 3/04

Revised 5/05

COURSE DESCRIPTIONS

NURSING PROGRAM COURSE DESCRIPTIONS

A&P 130 – HUMAN ANATOMY AND PHYSIOLOGY

5 UNITS – 4 HOURS LECTURE, 1 HOUR QUIZ, 2 HOURS LAB 18 WEEKS

This course examines the gross and microscopic structures of the human body using a systematic approach. Emphasis is placed on the normal function and integration of organ systems. Homeostatic imbalances of many systems are examined. The laboratory utilizes models, human cadaver, skeletal materials, dissection and selected physiological exercises. This course is designed for students entering the nursing program at Cerritos College; however, it also meets the needs of other allied health programs. This course is strongly recommended for students who plan on taking A&P 200 and A&P 201.

[In Fall 2004, this course will no longer be offered. Students declaring Nursing as a major will be instructed to take A&P 150 and A&P 151.]

A&P 150 – INTRODUCTION TO HUMAN ANATOMY

4 UNITS – 3 HOURS LECTURE, 1 HOUR QUIZ, 2 HOURS LAB 18 WEEKS

This course examines the gross and microscopic anatomy of the human body using a systematic approach. The course is designed for pre-nursing students; however it also meets the needs of other allied health programs. [In Fall 2004, this course will replace A&P 130.]

A&P 151 – INTRODUCTION TO HUMAN PHYSIOLOGY

4 UNITS – 3 HOURS LECTURE, 1 HOUR QUIZ, 2 HOURS LAB 18 WEEKS

This course studies the normal functioning and integration of the organ systems in the human body. Homeostatic imbalances of many systems are examined. The course is designed for pre-nursing students; however it also meets the needs of other allied health programs. [In Fall 2004, this course will replace A&P 130.]

MICR 200 – PRINCIPLES AND APPLICATIONS OF MICROBIOLOGY

5 UNITS – 3 HOURS LECTURE, 6 HOURS LAB 18 WEEKS

Through lecture and laboratory exercises, this course provides an introduction to the microbial world. Emphasis is on microbial structure, microbial genetics, host-microbe interactions, the immune response, and disease control/prevention. Current issues in acquired immunodeficiency syndrome research and recombinant deoxyribonucleic acid technology are discussed. Laboratory exercises will emphasize microbial morphology and identification through microscopic observation and biochemical testing. This course satisfies the requirements of majors in two- and four-year nursing programs and dental hygiene, and is recommended for pre-professional biology majors.

HO 152 – NORMAL AND THERAPEUTIC NUTRITION

3 UNITS – 3 HOURS LECTURE 18 WEEKS

This course is an introduction to basic principles of normal and therapeutic nutrition. Emphasis is placed on nutritional requirements and food selection in health and disease. Course content includes life cycle needs, weight maintenance strategies and discussion of common medical disorders and their relation to diet. This course is designed to meet the requirement for dental hygiene and nursing majors.

HO 236 – LIFE SPAN/HEALTH ISSUES 1

1 UNIT – 1 HOUR LECTURE

9 WEEKS

This course presents an application of concepts and principles of growth and development as they relate to the delivery of health care. Content includes discussion of health concerns and issues at various age levels. Emphasis will be placed on physical, cognitive and psychosocial assessment of individuals from infancy through school-age. [Old curriculum, Fall 2005 no longer prerequisite]

HO 237 – LIFE SPAN/HEALTH ISSUES 2

1 UNIT – 1 HOUR LECTURE

9 WEEKS

This course presents an application of concepts and principles of growth and development as they relate to the delivery of health care. Content includes discussion of health concerns and issues at various age levels. Emphasis will be placed on physical, cognitive and psychosocial assessment of individuals from adolescence through older adulthood.

[Old curriculum, Fall 2005 no longer prerequisite]

PSYCH 101 – GENERAL INTRODUCTORY PSYCHOLOGY

3 UNITS – 3 HOURS LECTURE

18 WEEKS

This course presents a general survey of psychology including development of the individual, learning, thinking, motivation, emotion, and perception. Some study is also given to the understanding and measurement of individual differences, group processes, and the biology of behavior.

[Old curriculum, Fall 2005 no longer prerequisite]

PSYCH 251 – DEVELOPMENTAL PSYCHOLOGY

3 UNITS – 3 HOURS LECTURE

18 WEEKS

This course is an integrated study of the social, emotional, cognitive, and biological foundations of the human cycle from conception to death. Attention is also devoted to the study of research methods and the application of research findings to ongoing developmental problems. [Takes the place of Psych 101, Fall 2005 no longer prerequisite]

NRSG 3 – PREPARING FOR NURSING

2 UNITS – 2 HOURS LECTURE

18 WEEKS

This course is designed for students planning to enter the nursing career. Content includes how to use time and other resources to become a successful nursing student. Overviews of nursing career options and educational pathways are presented, along with trends affecting nursing's future. Students are introduced to medical terminology and communication skills for use with a diverse student and patient population.

NRSG 25 – CLINICAL SKILLS WORKSHOP 1

0.5 UNIT – 4.5 HOURS LECTURE, 31.5 HOURS LAB/SEMESTER 9 WEEKS

The purpose of this course is to provide the nursing applicant with theoretical concepts and skill demonstration and practice related to clinical competency necessary for advanced placement students entering the first year of the nursing program. Included are assessment processes and individualized planning to assist the student in attaining the necessary level of skills competence to support success in the nursing program.

NRSG 26 – CLINICAL SKILLS WORKSHOP 2

0.5 UNIT – 4.5 HOURS LECTURE, 31.5 HOURS LAB/SEMESTER 9 WEEKS

The purpose of this course is to provide the nursing applicant with theoretical concepts and skill demonstration and practice related to clinical competency necessary for advanced placement students entering the second year of the nursing program. Included are assessment processes and individualized planning to assist the student in attaining the necessary level of skills competence to support success in the nursing program.

NRSG 47T – SUPERVISED NURSING – TUTORIAL

0 UNIT - 9 HOURS LAB – OPEN ENTRY/OPEN EXIT

This course is designed to facilitate the learning of nursing knowledge, skills and concepts through individualized and mediated instruction. It is open to students in the nursing program or planning to transfer into the program.

NRSG 200 – PHARMACOLOGY FOR NURSES

2 UNITS – 2 HOURS LECTURE 18 WEEKS

This course introduces the student to the fundamentals of pharmacology as they relate to nursing management of drug therapy. Prototype drugs, selected from the major drug classes, are used to illustrate important drug facts. Core drug knowledge is integrated with core patient knowledge to provide a framework for nursing management in drug therapy.

NRSG 210 – FUNDAMENTALS OF NURSING

5 UNITS – 6 HOURS LECTURE, 12 HOURS LAB 9 WEEKS

The focus of this course is on the introduction of theory and beginning clinical application of the Nursing Process based on the Roy Adaptation Model and concepts related to the role of the Associate Degree Nurse as a Provider of Care for geriatric patients in long-term care settings. Emphasis is also placed on beginning application of therapeutic communication techniques and fundamental skills required for patient care. The student must receive a grade of “C” or higher in the lecture component and a satisfactory grade in clinical lab to pass the course.

NRSG 211 – INTRODUCTION TO THEORETICAL FRAMEWORK

0.5 UNIT – 1.5 HOURS LECTURE

6 WEEKS

This course introduces beginning nursing students and Licensed Psychiatric Technicians to the theoretical framework used in the Cerritos College Nursing Program. The roles of the Associate Degree Nurse as Provider of Care, Manager of Care and Member of the Discipline of Nursing are surveyed. An overview of the nursing process and the Roy Adaptation Model for Nursing are presented.

NRSG 212 – MEDICAL-SURGICAL NURSING 1

5 UNITS – 5 HOURS LECTURE, 15 HOURS LAB

9 WEEKS

The focus of this course is on the theory and clinical application of the Nursing Process based on the Roy Adaptation Model and concepts related to the role of the Associate Degree Nurse as a Provider of Care for acutely ill medical-surgical patients with specific conditions. Adult physical assessment skills continue to be applied to patients in an acute care setting. The student must receive a grade of “C” or higher in the lecture component and a satisfactory grade in clinical lab in order to pass the course.

NRSG 213A – MAJOR DRUGS AND NURSING MANAGEMENT 1

0.5 UNIT – 0.5 HOURS LECTURE

6 WEEKS

This course introduces the student to the nursing management of drug therapy. Prototype drugs, selected from the major drug classes, are used to illustrate important drug facts. Core drug knowledge is integrated with core patient knowledge to provide a framework for nursing management in drug therapy.

NRSG 213B – MAJOR DRUGS AND NURSING MANAGEMENT 2

1.0 UNIT – 1.0 HOUR LECTURE

9 WEEKS

This course continues the study of fundamentals of pharmacology as they relate to the nursing management of drug therapy. Prototype drugs, selected from the major drug classes, are used to illustrate important drug facts. Content provides the framework for nursing management in drug therapy. This course may be taken a maximum of three times.

NRSG 215 – ADVANCED PLACEMENT BRIDGE

1 UNIT – 2 HOURS LECTURE

9 WEEKS

This course introduces Licensed Vocational Nurses and students transferring from other nursing programs to the theoretical framework used in the Cerritos College Nursing Program. The roles of the Associate Degree Nurse as Provider of Care, Manager of Care and Member of the Discipline of Nursing are surveyed. The Roy Adaptation Model for Nursing is taught as the basis for providing nursing care. Content also includes communication theory, assertion theory and critical thinking foundational skills. Assessment of prior learning is used to guide individual students in preparing for advanced placement in the nursing program.

NRSG 220 – MEDICAL-SURGICAL NURSING 3

5.5 UNITS – 6 HOURS LECTURE, 15 HOURS LAB

9 WEEKS

The focus of this course is on the theory and clinical application of the Nursing Process based on the Roy Adaptation Model and concepts related to the role of the Associate Degree nurse as the Provider of Care for medical-surgical patients and patients with women's health disorders in acute care settings. The role of the nurse as Manager of Care is introduced. The student must receive a grade of "C" or higher in the lecture component and a satisfactory grade in clinical lab in order to pass the course.

NRSG 222 – MATERNAL/CHILD NURSING

5.5 UNITS – 6 HOURS LECTURE, 15 HOURS LAB

9 WEEKS

This course focuses on the theory and clinical application of the Nursing Process based on the Roy Adaptation Model and concepts related to the role of the Associate Degree nurse as a Provider of Care for patients giving birth in the acute care setting and care of children in acute and clinic settings. The student must receive a "C" grade or higher in the lecture component and a satisfactory grade in clinical lab in order to pass the course.

NRSG 230 – PSYCHOSOCIAL AND COMMUNITY NURSING

5 UNITS – 6 HOURS LECTURE, 12 HOURS LAB

9 WEEKS

The focus of this course is on the theory and clinical application of the Nursing Process based on the Roy Adaptation Model and concepts related to the role of the Associate Degree Nurse in the care of clients in acute psychiatric and community-based settings. The student must receive a "C" grade or better in the lecture component and a satisfactory grade in clinical lab in order to pass the course.

NRSG 232 – MEDICAL-SURGICAL NURSING 4

5.5 UNITS – 5 HOURS LECTURE, 15 HOURS LAB

9 WEEKS

The focus of this course is on the theory and application of the nursing process based on the Roy Adaptation Model as a Provider of Care for patients with complex medical-surgical conditions in acute care settings. Continued emphasis is placed on the role of the nurse as Manager of Care and as a Member of the Discipline of Nursing. The student must receive a "C" grade or better in the lecture component and a satisfactory grade in clinical lab in order to pass the course.

NRSG 240 – MEDICAL-SURGICAL NURSING 5

5 UNITS – 5 HOURS LECTURE, 15 HOURS LAB

9 WEEKS

The focus of this course is on the theory and clinical application of the Nursing Process based on the Roy Adaptation Model and concepts related to the role of the Associate Degree nurse as a the Provider of Care for patients with increasingly complex medical-surgical conditions in acute care settings and exposure to specialty care areas. The nurse's role as Manager of Care continues to be emphasized with increased focus on delegation and the role of the nurse as Member of the Discipline of Nursing. The student must receive a "C" grade or better in the lecture component and a satisfactory grade in clinical lab in order to pass the course

NRSG 242 – PROFESSIONAL ROLE TRANSITION

3 UNITS – 1.5 HOURS LECTURE, 23 HOURS LAB

6 WEEKS

The focus of this course is on the theory and clinical application of the Nursing Process based on the Roy Adaptation Model and concepts related to the role of the Associate Degree nurse as the Provider of Care, Manager of Care and a Member of the Discipline of Nursing for medical-surgical patients in the acute care setting. This course facilitates the transition from student nurse to graduate nurse. The student participates as a preceptee member of the health care team and assumes responsibility for a group of patients under the direct supervision of a registered nurse. Course content includes legal and ethical issues related to nursing practice. The student must receive a “C” grade or better in the lecture component and a satisfactory grade in clinical lab in order to pass the course.

NRSG 251 – BASIC ADULT PHYSICAL ASSESSMENT

1 UNIT – 1 HOUR LECTURE, 3 HOURS LAB

9 WEEKS

This course focuses on physical examination of healthy adults stressing identification of normal and common abnormal findings in diverse populations. Variations due to normal age-related changes are presented. Examination techniques and elements of assessing functional, cognitive and fluid status are introduced. Analysis of findings with clinical application is emphasized from the perspective of the entry-level Registered Nurse. Basic physical examination is limited to selected body structures within the following organ systems: integumentary, sensory, respiratory, cardiovascular, gastrointestinal, musculoskeletal, and neurological.

NURSING DEPARTEMENT FACULTY

AND

HEALTH OCCUPATIONS STAFF

**NURSING FACULTY
AND
HEALTH OCCUPATIONS STAFF
Fall 2006**

COLLEGE NUMBER

(562) 860-2451

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RESOURCES AND FACILITIES

RESOURCES AND FACILITIES

Admissions and Records Office

This office is responsible for: application for admission, permanent records, transcript requests, student academic petitions, verification of student enrollment to appropriate institutions, and a segment of the registration procedure.

Career Services Center

The Career Services Center offers services to assist students in exploring and planning their academic and vocational futures. These services include assessment testing, career counseling, student employment, job placement, and the reentry program.

www.cerritos.edu/career-services

a. Assessment Testing

The assessment testing results are used for advisement in selecting classes. Tests for reading, mathematics, English writing, and ESL placement are administered in the Career Services Center.

b. Career Center/Planning

A number of sophisticated computerized search programs and current information about careers are available to students who are currently enrolled, who have graduated or who hold certificates of completion from Cerritos College. Students are encouraged to take advantage of the interests, values and aptitude inventories available to them. A career counselor will interpret the assessment results and assist the student in choosing a career or major.

c. Job Placement-Student Employment Office

Employment listings are available at the Job Placement Desk in the Career Services Center. Employment opportunities are made available through the cooperation of many local businesses, industrial and governmental agencies. Information received by the Nursing Department about jobs specifically for student nurses or graduates is forwarded to Job Placement Services. Currently enrolled students, as well as Cerritos College graduates and certificate holders, are encouraged to take advantage of this free service. For more information call EXT: 2366, or visit the Cerritos College web site at <http://www.cerritos.edu/career-services/job-placement>

d. Re-entry Resource Program

The Reentry Resource Center assists adults returning to school to make a smooth transition, overcome barriers unique to returning adults, and successfully attain their college goals and objectives. Services include personal assistance, orientations, workshops based on re-entry student issues, support groups, information regarding child care, financial aid, career counseling, job placement and community resources. Re-entry students of varied ages find these services relevant to their needs and interests.

Associated Students of Cerritos College (ASCC)

ASCC provides the governing body that finances, organizes and directs many programs for the student population. It co-sponsors with the district such activities as touchtone registration, athletics, choir, band, forensics, drama and the student newspaper. The ASCC student government includes legislative, executive and judicial branches. Participation in these programs and other campus activities has been a significant part of many students' college experience.

Bookstore

The Cerritos College Bookstore is leased and operated by the Follett Higher Education Group in association with the ASCC. The store carries required materials, new and used textbooks, reference materials, school supplies, snacks, gifts, and clothing.

Child Development Center

The Child Development Center is nationally accredited and state licensed. Care is available for children ages 2 years, 9 months through kindergarten. The purpose of the Center is to provide an educational program which helps the individual child to grow to his/her fullest potential. The Center focuses on developmentally appropriate activities to foster respect for cultural diversity by providing multicultural, anti-bias, non-sexist activities in the curriculum. The program features Sensory Development, Language Art, Math, Science, Dramatic Play, Art, Music, Fine and Gross Motor Development, and Social Studies. Registration takes place each semester on a first-come, first-served basis on space available, age of child, and readiness for group care.

Counseling Center

Counselors are available to assist with academic advisement, establishing realistic goals and devising a sound educational plan to meet those goals. Two counselors are assigned specifically to health occupations programs, although any counselor may assist nursing students with planning and process. Counselors are available by appointment or on a walk-in basis for brief consultations. Online counseling is available at www.cerritos.edu/counseling.

Disabled Student Programs and Services

Individuals with limitations due to a disability may receive support services and instruction from one or more of five programs at Cerritos College. These include the Resource Center, Instructional Support Center, Speech, Language and Hearing Center, High Tech Microcomputer Center, and Rancho Los Amigos Medical Center. An initial interview begins the process of counseling and referral to address classroom-related and non-classroom related needs. Call for an appointment or more information, ext 2333. Online: www.cerritos.edu/dsps/

Extended Opportunity Program and Services (EOPS)

EOPS is a state-funded program designed to provide educationally and economically disadvantaged students with assistance through the education process. Services include counseling, registration assistance, grants, EOP nomination waivers, admission waivers to UC and CSU, and transfer assistance. The program also provides retention programs

which include Supplemental Instruction (SI), and learning communities in the Achievement of Mathematics (AIM), and Summer Bridge program.

Financial Aid Office

Cerritos College offers comprehensive student financial aid programs. The Financial Aid Office assists students in accessing a variety of financial aid programs, including federal, state and local funding. Applications are available year round. The Financial Aid Office is part of the Student Affairs Office and is located in the Administration Building. More information is available in the Cerritos College General Catalog. Interested students should contact the Financial Aid Office at Ext; 2399/2397. Online: www.cerritos.edu/finaid

Health Insurance

Applications for voluntary health insurance for health and hospitalization coverage may be obtained from Student Health Services or Student Activities Office.

Library/Learning Resource Center

a. Library

The library is available for study and research. It contains over 90,000 books, 2,000 pamphlets, 400 magazines and newspaper subscriptions, and 3,500 microfilm reels. The automated catalog provides access to the Internet and online access to over 3,200 periodicals and journals. Current nursing textbooks are on reserve; students may check out these for a limited period of time. Reference materials are available for in-library use. A Nursing Bibliography List, indicating current (within five years) books, is posted in the library and on the bulletin board outside the Nursing Department Office. Additional items on the Nursing Bibliography List include books designated as classics, and books with copyright dates earlier than the past five years but containing content which has been deemed by the nursing faculty as having continuing value. Computers, typewriters and photocopiers are available for student use.

b. Independent Study Center/Computer Assisted Instruction Lab

Nursing-related videos, audiotapes and other media materials are available for student use. Self-service cassette duplicators are available for individual copying of college-owned tapes. Computer programs on nursing content are available in the CAI Lab, along with diskettes containing forms used for preparing nursing papers. Staff members are available to assist students in using these materials.

c. Academic Support Center

The Academic Support Center is a campus support system designed to provide services and information to students who want to acquire, improve, review, or maintain personal learning skills. The Academic Support Center (ASC) has a centralized location where students can go to develop learning skills that will improve their efficiency and effectiveness in the classroom. The ASC includes tutorial services, supplemental instruction by Cerritos College instructors, the Survey of Reading and

Study Efficiency (SRSE), Study Skills Workshops, Stress Management Workshops, and Learning Skills Workshops. All services are free to Cerritos College students. EXT: 2402

Nursing Supervised Tutorial Skills Lab

This lab is supervised by a nursing faculty member and is open to all nursing students through self or faculty referral. The lab is open 9 hours per week to provide access to equipment and opportunity to practice skills to gain mastery. A feedback system exists for follow-up on instructor referrals.

Student Health Services and Wellness Center

The purpose of this center is to promote physical and emotional wellness for all students. This is accomplished through programs to prevent illness and injury, to provide basic outpatient health services and to educate students toward taking responsibility for their own health. Students may obtain the physical examination and immunizations required for the nursing program at competitive prices. EXT 2321. Online: ww.cerritos.edu/health

Transfer Center

This center is designed to assist all students in transfer to institutions of higher learning. The Transfer Center provides information on transfer programs, general educational requirements, advising and personal contact with representatives from colleges and universities who advise students on specific transfer procedures and regulations, and financial aid information. Nursing students who are considering enrollment in baccalaureate nursing programs may obtain information which can facilitate efficient transfer upon completion of the Associate Degree in Nursing.

For additional details on the programs and services described above, see the Schedule of Classes or the Cerritos College General Catalog.

RESOURCES AND FACILITIES

Revised 12/99, 6/02, 3/04

APPROVED CLINICAL AGENCIES

The following clinical agencies have been approved by the Board of Registered Nursing for use as learning sites. Abbreviations used in the Schedule of Classes are shown after each agency's name. If you have any questions regarding the facilities to which you are assigned, please contact the lead instructor of the course and/ or the director/ chair or assistant director/assistant chair of the nursing program.

Anaheim Memorial Medical Center – AMMC
1111 W. La Palma Avenue
Anaheim, CA 92800
(714)774-1450
Directions: **Go east on 91 freeway to Euclid. Go south on Euclid to La Palma Avenue. Go east on La Palma to the hospital.**

Artesia Christian Home-ACH
11614 E. 183rd Street
Artesia, CA 90701
(562) 865-5218
Directions: **Left out of school parking lot to 183rd street turn left. Approx. 1 mile facility on right side of street.**

Buena Park Nursing Center-BPCH
8520 Western Ave.
Buena Park, CA 90620
(714) 828-8222 Directions: **Go east on 91 freeway. Exit at Beach Ave. and make a right onto Beach. Go to Crescent Ave. and make a right then to Western Ave. make a left. Facility is on left Side of street at corner of Crescent and Western Ave. make left. Facility is on left side of street at corner of Crescent and Western. Park on Street.**

College Hospital –CH
10802 College Place
Cerritos, CA 90701
(562) 924-9581 Directions: **Located west of Studebaker between Falcon**

Way and Alondra Blvd. (behind Home Depot)

Downey Home Health
9040 Telegraph Rd.
Downey, CA 90242
(562) 806-2790 Directions: **Alondra Blvd. West to Lakewood Ave. Left (North) on Lakewood to Telegraph Rd. Right on Telegraph and Right into Parking lot. (building should say “Caremore”) Home health is on second floor**

Downey Regional Medical Center-DRMC
11500 Brookshire Avenue
Downey, CA 90241
(562) 904-5000 ext.5028
Directions: **Take 605 freeway north to Firestone. Go west on Firestone to Patton Street. Turn Left (south) on Patton St. park in the employee/student parking lot on the left across from the hospital emergency room.**

Evergreen Fullerton Health and Rehabilitation
Center-EFHR
2222 N. Harbor Blvd.Fullerton,
CA 92835 (714)992-5701 Directions: **Go east on 91 freeway. Exit Harbor Blvd. toward Lemon ST/ Anaheim Blvd. Turn Left onto S. Harbor Blvd. Facility on right side of street in a 3 story brick bldg. near Coco's Park in parking lot at side or back of building.**

Gambro Healthcare
238 OrangeFair Ave.
Fullerton, CA 92832
(714) 447-3045

Directions: Take 91 freeway East to Harbor/Lemon exit. Turn left onto Harbor and Proceed to Orangefair and go past Burlington Factory. Turn left into Mall lot. Gambro is at back of large parking lot. Park any where.

Kaiser Foundation Hospital –KFH
9400 Rosecrans Avenue
Bellflower, CA 90706
(562) 461-3000

Directions: Take 605 north to Rosecrans. Go west on Rosecrans to hospital (on left). Park in parking structure above first level.

Huntington Beach Community Clinic
8041 Newman Ave.
Huntington Beach, CA 92647
(714) 842-2829

Directions: Take 605 freeway South to 405 South exit at Beach Blvd make a left then right onto Beach Blvd. South. Turn left at Newman and park on street either on Newman or turn left on Cameron and park. You can also par on second level of parking structure across from entrance to clinic on Newman.

Kaiser Permanente Imperial Clinics
Ambulatory Care
9449 East Imperial Highway
(562) 803-2652

Directions: 605 Fwy North to Imperial exit Left until you pass Bellflower Right turn into parking structure or lot. Parking is tight so leave enough time to get there. Go to building C second floor Suite 228

Kaiser Permanente Cudahy Medical
7825 Atlantic Ave.
Cudahy, CA. 9020
(323) 562-6438

Directions: 91 Fwy West to 710 Fwy North to Firestone exit West towards Southgate Right on Atlantic Ave. to Elizabeth and turn left into Kaiser parking lot.-park anywhere

Kaiser Permanente Whittier Medical
12470 Whittier Boulevard
Whittier, CA 90602
(562) 907-3534

Directions: Take 605 Fwy North to Washington exit make Right off exit and Left at Washington (first light) then Left on Whittier (past Whittier Presbyterian Intercommunity Hosp.) Left on Pacific Place and Left into parking lot. Park Away from building past physicians parking

Kaiser Permanente Wound/Skin
Osteomy Specialist
14371-75 Clark Ave
Bellflower, CA. 90706
(562)461-6700

Directions: Alondra Blvd. West to Clark Ave. Turn right Clinic is in shopping center across from the hospital at Rosecrans and Clark. Park anywhere in lot

La Casa Mental Health Rehabilitation
Center-LCMC
6060 Paramount Blvd.
Long Beach, CA 90805
(562) 634-9534

Directions: Take 91 West exit at Paramount. Go North on Paramount. Facility is on east side of street.

Lakewood Regional Medical Center-
LRMC
3700 East South Street Lakewood,
CA 90712
(562) 531-2550 ext. 6845
Directions: Go south on Studebaker to
South Street, west on South Street past
Lakewood Blvd. Hospital is on the right.
Park in parking structure on 3rd or 4th
floor.

La Palma Wound Center
5471 La Palma Ave. Suite 106
La Palma, CA 90623
(714) 670-6195
Directions: Take 605 Fwy. South exit at
Del Amo left to Walker (clinic is in
building on
North corner of La Palma and Walker).
Turn Left on Walker and go past La
Palma Intercommunitiy Hosp. and park
past hospital on left (there is office
building, you can park next to wall or
around back)

La Palma Intercommunitiy Hospital-LPH
7901 Walker Street
La Palma, CA 90623
(714) 670-7400 ext. 6031
Directions: Take 605 south to Del Amo.
Go east on Del Amo, which becomes La
Palma, to Walker (hospital intersection).
Park in back periphery of lot.

Los Alamitos Medical Center-LAH
3751 Katella Avenue
Los Alamitos, CA 90720
(562) 598-1311
Directions: Take 605 south to Katella.
Go east on Katella to hospital. Check
with instructor for parking directions.

Memorial Medical Center(includes
Miller Children Hospital)-MHLB
2801 Atlantic Avenue
Long Beach, CA 90801
(562) 933-2000
Directions: Take 605 south to 405 north
to Atlantic Avenue. Turn south on
Atlantic then Right onto Spring Street go
to Pasadena and make a left. Park in first
parking lot on left (you need code to
access parking lot).

Metropolitan State Hospital-MSH
11400 Norwalk Boulevard
Norwalk CA 90650
(562) 651-3293/4533
Directions: Go east on Alondra to
Norwalk, then north on Norwalk past
Imperial Highway.

Paramount Unified School District
15110 South California Ave.
Paramount, CA 90723
(562) 602-6028
Directions: Take Alondra Blvd. West to
Woodruff Ave. Turn right to Sommerset.
Turn left Orizaba (past Lakewood Ave.)
Turn Left on Orizaba. Parking lot is on
right. Enter building from Orizaba-
Special Education/Needs Office is there.

Presbyterian Intercommunity Home
Health Services
15050 Imperial Highway
La Mirada, CA 90638
(562) 902-7757
Directions: Take 605 Fwy North exit at
Imperial Hwy turn Right onto Imperial
and proceed on Imperial until you get to
La Mirada turn Right past La Mirada
into parking lot (it is across from Home
Depot). Park anywhere in lot

Presbyterian Intercommunitiy Hospital-PIH
12401 East Washington Blvd
Whittier, CA 90602
(562) 698-0811 Directions: **Take 605 north to Washington Blvd. Go east on Washington to hospital. Go left at Lambert (traffic light). Go through armed gate with parking card. Park in back of hospital.**

Rancho Los Amigos Medical Center-RLMC
7601 East Imperial Hwy
Downey, CA 90242
Directions: **Go 605 north to Imperial Hwy. Go west on Imperial to hospital. Park in parking structure above first level.**

St. Francis Medical Center-SFMC
3630 Imperial Hwy.
Lynwood, CA 90262
(310) 900-8900 (Hospital)
(310) 900-8050 (Career College)
Directions: **605 North to 105 West then to 710 North. Exit to Imperial Hwy- West (towards Lynwood). Hospital on left at corner of Imperial and Century. Park in parking structure.**

Villa Elena Convalescent Hospital- VECH
13226 Studebaker Road
Norwalk, CA 90650
(562) 868-0591
Directions: **Go North on Studebaker past Foster Road. VECH is on right side. Park in Lot at Back of Facility in rows Farthest from facility.**

Wells House Hospice
245 Cherry Ave.
Long Beach, CA 90802
(562) 435-9363 Directions: **Take 605 Fwy south to 405 Fwy North exit Cherry Ave. Make left (south) on Cherry. Wells House is on right side of street on corner of Cherry and Broadway. Park on street on Cherry or Appleton (it is last street before Broadway. You can park on both sides of Cherry).**

STUDENT ROLE IN THE NURSING PROGRAM

STUDENT ROLE IN THE PROGRAM

Students participate in the nursing program in a variety of ways in addition to their enrollment in nursing courses. Students contribute to the evaluation, revision and implementation of the nursing curriculum. They also participate in committees that examine the nursing program in preparation for review by external agencies, the California Board of Registered Nursing and the National League for Nursing.

The nursing department addresses general issues at the monthly general department meetings, which occur at **11 a.m. to 12:30 p.m. on the third Thursday** of every month. Curriculum issues are addressed at department meetings that are scheduled at **11 a.m. to 12:30 p.m. on fourth Thursdays** and full-day workshops are held on **some Fridays** as needed throughout the school term. Student representation at these meetings is very important.

The Student Officers' Council provides an opportunity for student officers to meet with each other and with the department chairperson to discuss professional issues, program issues and student concerns. This meeting is held at **10 a.m. on the third Thursday** of every month. All officers of classes and of the Student Nurses Association of Cerritos College (SNACC) are urged to attend; all students are encouraged to give input to and get reports of these meetings from their officers.

SNACC is a constituent of the state and national student nurses' organizations. It provides a variety of opportunity for professional and social interaction. SNACC officers are encouraged to attend a three-day leadership workshop offered by the college each semester. This conference focuses on college functions, leadership styles and instructional issues. SNACC membership is open to all current nursing and pre-nursing students. The monthly meetings are held at **11 am on the first Thursday** of each month. SNACC coordinates the new student welcome luncheon and is responsible for the pinning ceremony that marks a student's completion of the program.

Department Committees meet **intermittently** and focus on recruitment, retention, resources, program evaluation, and other program concerns. These committees are chaired by faculty members and comprised of full- and part-time faculty as well as students. Student representatives are needed on all committees. See nursing department chairperson for details.

STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES

PREAMBLE

The community college exists for the transmission of knowledge, the pursuit of truth, the development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth and knowledge.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus and in the larger community. Students should exercise their freedom with responsibility so as not to endanger the rights, goals and beliefs of other students.

Cerritos College should be open to all qualified students regardless of race, creed, national origin, disability, or sex.

CLASSROOM RIGHTS AND RESPONSIBILITIES

The professor in the classroom and in conference should permit free discussion, inquiry and expression of thought by the student. Student performance should be evaluated solely on an academic basis, not on opinions or willingness to accept professors' personal beliefs, or conduct unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study for which they are enrolled and for maintaining standards of academic performance established for each course in which they are enrolled. The student has the right to have the course taught in a systematic, meaningful manner and of knowing at the beginning of the course those academic standards required of the student in the course.

Administrative staff and faculty members should respect confidential information about students, such as student views, beliefs and political associations, which is acquired in the course of their work. Transcripts of academic records should contain only information about academic status.

ON THE CAMPUS RIGHTS AND RESPONSIBILITIES

Students should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately. They should be free to organize and join associations to promote their common interests. The membership, policies and actions of a student organization will be determined by vote of only those persons who hold bona fide membership in that college organization. Campus advisors shall advise organizations in the exercise of their rights and responsibilities.

Student organizations shall be required to submit a statement of purpose, criteria for membership, rules of procedures, a current list of officers, and the advisor shall certify the list of verified members. Campus organizations should be open to all students.

Students and student organization should be free to support causes by orderly means which do not disrupt the regular and essential operation of the college. Student organizations shall have the right to recommend, invite and to hear any person of their own choosing as long as such speakers and topics are in accordance with federal, state and local laws, and guarantee the safety of students and protection of public property. Guest speakers invited by students or student organizations should be subjected only to those policies, requirements and regulations as established by the Board of Trustees in order to insure an appropriate and meaningful contribution to the academic community. It should be made clear to the academic community and the larger community that the public expressions of students, student organizations and guest speakers speak only for themselves.

As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of institutional policy, instruction, the evaluation of professors as it pertains to their course content, and on matters of general interest to the student body.

IN THE LARGER COMMUNITY

College students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly and right of petition that other citizens enjoy. As citizens, they should be subject to civil law as others and may incur penalties prescribed by civil authorities when violating these laws. Only where the college's interests as an academic community are distinct and clearly involved should the special authority of the college be asserted.

STUDENT PUBLICATIONS

Student publications and the student press perform the traditional roles of informing, entertaining and influencing. They are both instructional and informational, and as such should meet the highest academic and professional standards in serving the broad college community and should set forth as the primary goal of the student newspaper the coverage of news events, happenings and experiences on the college campus.

Associated Student Body, administrative and academic authorities, in consultation with students and advisors have the responsibility to define and clarify the role of student publications, and the standards to be used in their evaluation.

They must also assure that both academic freedom and editorial freedom are protected and exercised so that the integrity of the student publications program and the free press will not be compromised.

It is incumbent upon student editors and managers to act according to the highest ethics of responsible journalism. This corollary responsibility includes careful adherence to the laws of libel and good taste, and such considerations as the avoidance of indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo and should allow adequate space for rebuttal and differing views in regard to articles in which there is some controversy.

Safeguards to assure freedom of the student press with responsibility should include freedom from censorship or arbitrary control of the press, and protection of editors and managers from arbitrary attack, suspension, or removal because of disapproval of editorial policy or content by any external influence.

DISCIPLINARY PROCEEDING

In all disciplinary actions, the student should be informed of the nature of the charges against him/her, that he/she is given a fair opportunity to refute them, and that the institution not be arbitrary in its actions.

ADDITIONAL RIGHTS OF STUDENT NURSES

The above described student rights and responsibilities pertain to all students at Cerritos College. In addition, the nursing student has rights not mentioned above. These include:

1. The right to contact professional nursing boards regarding concerns about the educational program.
2. The right to know of the existence of a policy giving credit for previous nursing education and/or experience.

CLASS OFFICER ROLES

Students in the first semester select two class representatives to serve as interim officers during NRS 210. In NRS 212, the class selects officers who will serve throughout the program, unless replaced by class vote. These officers include president, vice president, secretary/treasurer, and SNACC representative.

QUALIFICATIONS for all officers:

- GPA of 2.5 overall
- Satisfactory standing in the nursing program
- Commitment of a minimum of three hours per week to class activities

OFFICER RESPONSIBILITIES

DUTIES OF THE PRESIDENT

- Officiate at class meetings
- Represent the class at department general and curriculum meetings
- Represent the class at SNACC meetings
- Communicate information regarding activities and encourage class participation
- Plan and organize fund-raising activities
- Mentor president of following class

DUTIES OF THE VICE-PRESIDENT

- Assume presidency if vacant
- Assist president with all activities
- Chair class pinning committee
- Officiate at pinning committee meetings
- Represent class at department general and curriculum meetings
- Represent class at SNACC meetings
- Plan and organize fund-raising activities
- Mentor vice-president of following class

DUTIES OF SECRETARY/TREASURER

- Record minutes of class and officer meetings
- Collect monies for class fund-raisers, projects, cards, flowers, etc.
- Maintain records of all monies associated with class projects
- Represent class at department general and curriculum meetings
- Represent class at SNACC meetings
- Plan and organize fund-raising activities
- Mentor secretary/treasurer of following class
- Maintain class history

DUTIES OF THE SNACC REPRESENTATIVE

- Communicate information regarding SNACC activities to class members and encourage participation in SNACC
- Actively participate in SNACC projects and processes
- Represent class at department general and curriculum meetings
- Represent class at SNACC meetings
- Plan and organize fund-raising activities
- Mentor SNACC representative of following class

Class Officer Roles

Revised 8/00

Reviewed 4/04

PINNING CEREMONY GUIDELINES

The pinning ceremony is a celebration of nursing students' completion of the nursing program. It is also a leadership training process. Each class uses a democratic process in making decisions by consensus and/or majority vote. With this decision-making responsibility comes accountability to appropriately represent the college and the nursing profession to the community, which celebrates the students' achievement. The ceremony is a college and nursing program event and is subject to standards established by the college and the nursing department.

Pinning ceremonies are optional. Students may, by majority class vote, choose alternative means (subject to department approval) of celebrating program completion or may eliminate the event entirely. These actions should not be taken lightly; historically, students have found this event meaningful. Students may choose to view videotapes of previous pinning ceremonies prior to making decisions. Videos are available from the nursing program director.

The faculty has affirmed the following principles related to the pinning ceremony:

1. It should be possible for everyone in the class to participate in the pinning ceremony.
2. The students' appearance and behavior are viewed by the community as reflecting the college and program values.
3. Democratic process is critical to an effective pinning ceremony.
4. Ethical practices promote trust.

College (ASCC) and distributed by the Health Occupations Instructional Dean.

- Pinning ceremonies are to be held on campus in the Student Center. Advance planning is necessary to assure facility availability.
- Due to financial constraints the ceremony is held on Friday evening when staff is available to set-up the auditorium. Consideration of religious preferences should be made so that no student is excluded due to religious beliefs which may affect the time the ceremony is held.

PARTICIPATION

- Classes develop budgets based primarily on the amount allocated by the Associated Students of Cerritos

No prayers or religious references are permitted in the general program although students may include such references in the personal messages read while individual students are being pinned.

- Pins, announcements, and photographs are the financial responsibility of each individual student.
- Students may choose to borrow a pin from a prior graduate or purchase pins. There are two types of pins, one for the Associate in Arts Degree in Nursing (ADN) and another for the LVN who chooses the 30-unit (non-degree) option. There is a range of prices for pins.

REFLECTION OF COLLEGE AND PROGRAM VALUES

- The clinical uniform dress code used during the program applies to the pinning ceremony. The **ONLY** exception to this is whether the graduates will wear caps at the ceremony. Caps are optional. Students in each class vote on caps and the majority decision applies to all students.
- A member of the pinning ceremony committee must approve all student speeches. Approval should be sought early enough for appropriate changes to be made, if needed.
- A member of the pinning ceremony committee must approve music selections after the class has voted on these. Lyrics should be appropriate to the setting and event.
- A member of the pinning ceremony committee must approve all program content (written and oral).
- A member of the pinning ceremony committee is responsible for the content and preparation of the pinning ceremony brochure.

DEMOCRATIC PROCESS

- All decisions regarding any aspect of the pinning ceremony must be made in a scheduled class meeting with a Pinning Ceremony Committee member or designee present. Class meetings must be scheduled in advance, confirmed with the director or division secretary, and announced to all class members. A reminder notice should be placed on the first floor bulletin board.
- The entire class with voting majority of 51% will make decisions.
- At scheduled class meetings, students may, by ballot, vote to select committee members and may delegate to the committees defined latitude for decision-making. If at any time the committee faces decisions that impact costs or other significant factors, the committee should bring such matters to the class for a vote.
- As many class members as possible should be included in the committee structure to ensure that all voices are heard and that workload is equitably distributed.
- Selection of class speakers (student and guest) should be done by ballot vote at a scheduled class meeting. Alternates should be identified at the same time. The guest speaker may be either a nursing instructor or someone else whom the class as a whole selects.
- Pins are to be presented to the graduates by the program's director and assistant director (or designee). All full-time faculty members and as many part-time faculty as possible should be given roles in the ceremony. Each faculty member should be asked individually to take a specific role; this needs to be done as soon as the class has made decisions, to allow faculty time to arrange their personal schedules. Some of the roles which may be assumed by faculty include: leading graduates into the auditorium, reading messages from graduates during the pinning portion of the ceremony, lighting candles, leading recitation of the pledge, giving roses to graduates at the end of the ceremony, and other activities as defined by the class and approved by the program director and/or assistant director.

ETHICAL PRACTICES

- The class treasurer in coordination with a member of the pinning ceremony committee must keep accurate financial records. Students should retain their receipts until the class has graduated. Forms for deposits and for requisitioning dispersal of funds are available in the ASCC office.

The pinning ceremony is a significant experience for nursing students. To make this experience a positive and lasting memory, all students are encouraged to become involved in planning and preparing for it. The Pinning Ceremony Committee members are available to assist students in this process.

NATIONAL STUDENT NURSES' ASSOCIATION (NSNA)

The National Student Nurses' Association (NSNA) is a national organization for students of nursing. The **purposes** of NSNA are to:

1. Assume responsibility for contributing to nursing education in order to provide for the highest quality health care;
2. Provide programs representative of fundamental and current professional interests and concerns; and
3. Aid in development of the whole person, and his/her responsibility for the health care of people in all walks of life.

NSNA carries out its purposes by:

1. Influencing the educational process;
2. Promoting and encouraging participation in community affairs and activities;
3. Influencing health care through involvement in legislative activities;
4. Representing students to the consumer, to institutions, and to other organizations;
5. Promoting and encouraging student participation in interdisciplinary activities and recruitment efforts regardless of a person's race, color, creed, life style, gender, national origin, age, or economic status; and
6. Promoting collaborative relationships with other nursing and health organizations.

Students of nursing become active in NSNA through their school chapters and state associations, as well as by participating at the national level. The school chapter at Cerritos College is SNACC (Student Nurses' Association of Cerritos College). Membership is open to all nursing and pre-nursing students. Current nursing students are eligible for "active membership" and pre-nursing students are eligible for "associate membership. Associate membership includes all benefits of active membership except the right to hold office as President or Vice President at state and national levels. SNACC is a constituent organization of the California Nursing Students' Association (CNSA) and NSNA. Faculty advisors are Peggy Stuart (extension 2588) and Chris Arfwedson (extension 2563).

Revised 12/99
Reviewed: 6/02

**STUDENT NURSES' ASSOCIATION OF CERRITOS COLLEGE
BYLAWS**

Amended February, 1996

Article 1: **NAME**

Section 1:

The name of this organization shall be the Student Nurses' Association of Cerritos College, SNACC, a local constituent of the California Nursing Student's Association and the National Student Nurses' Association, Inc., hereinafter referred to as CNSA and NSNA respectively.

ArticleII: **PURPOSE AND FUNCTIONS**

Section1:

The purpose of this organization is:

- a) To assume responsibility for contributing to nursing education in order to provide for the highest quality of health care.
- b) To provide programs representative of fundamental and current professional interests and concerns.
- c) To aid in the development of the whole person, and his/her responsibility for the health care of people in all walks of life.

Section 2:

The functions of this organization shall include the following:

- a) To have direct input into standards of nursing education and influence the educational process.
- b) To influence health care and nursing education and practice through legislative activities as appropriate.
- c) To promote and encourage participation in community affairs and activities toward health care and the resolution of related social issues.
- d) To represent nursing students to the consumer, to institutions, and to other organizations.
- e) To promote and encourage students' participation in interdisciplinary activities.
- f) To promote and encourage recruitment efforts, participation in student activities and educational opportunities, regardless of a person's race, color, creed, life style, gender, national origin, age, or economic status.
- g) To promote and encourage collaborative relationships with nursing and related health organizations.

Article III: NON-PARTISAN ACTIVITY

Section 1:

This association is organized and operated exclusively for Charitable purpose within the meaning of Section 501 © (3) of the Internal Revenue Code.

Section 2:

No substantial part of the activities of this association shall consist of attempting to influence legislation, nor shall this association participate or intervene in any political campaign or behalf of any candidate.

Article IV: CONSITUENT CHAPTERS

Section 1: Constituent Status

School chapters whose membership is composed of active or Associate members and who have submitted the Official Application for NSNA Constituent Status containing the areas of Conformity and upon meeting such other policies as the board directors may determine shall be recognized as constituents. Constituents chapters are required to submit the Application for CNSA Constituency Recognition to the CNSA Vice President at the CNSA office by the date so designated.

Section 2: School Chapters

A school chapter shall be composed of at least 15 CNSA members from a school or total school enrollment if less than 15. There shall be only one chapter at each school campus.

Section 3: Dues and Bylaws

Subject to Article VII, Section 4 (Yearly Recognition), a school Chapter shall be recognized as a constituent in good standing when dues and appropriate bylaws have been received by CNSA and NSNA.

Section 4: Yearly Recognition

For yearly recognition as a NSNA constituent and CNSA constituent chapter, each chapter shall be required to submit annually the Official Application for NSNA and CNSA Constituency Status (2 separate applications) which include the Following areas of conformity: purpose and functions, membership, dues, and representation.

Section 5: Revocation of Status

A constituent chapter which fails to comply with the bylaws and Policies of NSNA and CNSA may have its status as a CNSA Constituent revoked by two-thirds vote of the CNSA Board of Directors, provided that written notice of the proposed revocation has been given at least two months prior to the vote and the constituent chapter is given the opportunity to be heard.

Section 6: Region Council

Each constituent chapter shall be represented on a Region Council. Region Council is defined in Article VIII of the bylaws.

Section 7: Delegates

At a proper meeting the members of each constituent chapter of CNSA shall, by democratic process, select and/or elect delegates to represent them at the annual convention for purposes of voting in the House of Delegates. Each constituent of CNSA is entitled to representation at all membership meetings of the corporation based on the formula set forth in Article IX, Section 8, of the CNSA bylaws, and chapters shall have NSNA delegates as set out in the NSNA bylaws.

Article V: **MEMBERSHIP**

Section 1

Members of this association shall constitute the membership of the Student Nurses' Association of Cerritos College, local constituent of CNSA and NSNA.

Section 2: Constituent Associations:

- a) Any school chapter or state association whose membership is composed of active or associate NSNA members and who have submitted the Official Application for NSNA Constituency Status containing the areas of conformity and upon meeting such other policies at the Board of Directors may determine shall be recognized as a constituent.
- b) A school chapter shall be composed of at least 15 members from a school or total school enrollment if less than 15.
- c) For yearly recognition as a constituent, constituent associations shall be required to submit annually the Official Application for NSNA Constituency Status which shall include the following areas of conformity: purpose, functions, membership, dues, and representation.
- d) A constituent association which fails to comply with the bylaws and policies of NSNA and CNSA shall have its status as a constituent revoked by 2/3 vote of the board of directors, provided that a written notice of the proposed revocation has been given at least two months prior to the vote and the constituent association has been given the opportunity to be heard.

Section 3:

Members of the constituent associations (school chapters) shall be:

1. Active Members:
 - a) Students enrolled in state approval programs leading to licensure as a registered nurse.
 - b) Registered nurse enrolled in programs leading to a Baccalaureate degree with major in nursing.

- c) Active members shall have all of the privileges of membership.
- d) National members shall have all of the privileges Entitled to state and national members.

2. Associate Members:

- a) Pre-nursing students, including registered, enrolled in college or university programs designed for entrance into a program leading to an associate degree, diploma or baccalaureate degree in nursing.
- b) Associate members shall have all the privileges of membership (including holding office at the local level) except the right to hold office as President and Vice President at State and National levels.

Section 4: Active and associate membership may be extended six Months beyond completion of the student's program in nursing.

Article VI: Dues

Section 1: Dues for membership in the Student Nurses' Association of Cerritos College (SNACC) shall be \$5.00 per semester for All members, payable at the second general meeting of Each semester.

Section 2: Fees as mandated for membership at state and national levels shall be payable directly to NSNA.

Section 3: Members shall be responsible for renewal at state and National level on an individual basis.

Section 4: Payment of NSNA and CNSA dues is not a prerequisite for membership in SNACC.

Article VII: MEETINGS

Section 1: Meetings of the association shall be held once a month and at such other times as shall be determined by the executive board.

Section 2: This local constituent is entitled to two voting delegates to the annual state convention of CNSA as stated in Article IX House of Delegates, Section 3 of state bylaws.

Section 3: The local constituent is entitled to two voting delegated Shall be NSNA members in good standing in the chapter at local, state and national levels, and shall be selected or elected by members of this chapter at a proper meeting.

Section 4: This local chapter is entitled to representation to the NSNA annual meeting according to Article IX- Meetings, Section 8 of the CNSA bylaws.

Article VIII: OFFICERS AND THEIR DUTIES

Section 1: The officers of this association shall consist of a President, Vice President, Secretary, Treasurer, and Inter Club Council Representative.

Section 2: The Officer shall be elected.

Section 3: The term of office shall be one year.

Section 4: The duties of the officers shall be as follows:

- a) The President shall:
 1. Preside at all meetings of this association and of the executive board.
 2. Perform all duties properly designated to the executive of an organization.
 3. Appoint committees with the consent of the executive board.
 4. Approve expenditures as submitted by the Treasurer and authorized by the executive Board.
- b) The Vice President shall:
 1. Assume the responsibilities of the President During his/her absence and succeed to the office of President should it become vacant.
 2. Serve as the chairperson of the committee on bylaws.
 3. Serve as the resources person regarding Parliamentary procedure.
 4. Perform all other duties as assigned by the President.
- c) The Secretary shall:
 1. Record minutes of all meetings of this association and of the executive board.
 2. Keep on file as a permanent record, all reports and documents submitted to the secretary and all organizational correspondence.
 3. Conduct the general correspondence of this Organization as requested by the President or the executive board.
 4. Notify members of this association of the time and place of all meetings.
- d) The Treasurer shall:
 1. Receive and have charge of all funds of this association.
 2. Make monetary disbursement with the approval of the president and as authorized by the executive board.

3. Keep accurate entry of receipts and Disbursements of organizational funds.
 4. Keep a permanent record of all dues paid Together with a register of all members in good standing.
- e) The Inter Club Council (ICC) Representative shall:
1. Act as liaison between SNACC and the Cerritos College Student Activities Office and other organizations.
 2. Attend ICC meetings as scheduled by the Student Activities Office, and relay Information back to SNACC.
 3. Act as ambassador to other organizations on campus.

Article IX: ELECTIONS

- Section 1: The members shall submit a slate of candidates for office at the April board meeting. Nominations may be made from the floor provided the nominees have agreed to serve if elected.
- Section 2: Officers shall be elected by simple majority of the votes Cast at a secret ballot election- time and place scheduled so that all members in good standing shall have opportunity to vote.
- Section 3: In case of vacancy of the office of the President or Vice President, a special election may be scheduled.
- Section 4: No member shall be voted to serve as delegate for two consecutive conventions unless that member is the only member interested in serving as delegate as the time of elections.

Article X: VOTING POWER AND QUORUM

- Section 1: Each member in good standing shall have one vote.
- Section 2: A quorum at general meetings shall consist of one-third members including two officers.
- Section 3: A quorum of the executive board shall be a majority.

Article XI: ADVISOR

- Section 1: The advisor(s) shall be a faculty member from this school of nursing.
- Section 2: The advisor(s) shall counsel and advise as the need arises.

Article XII: FISCAL YEAR

- Section 1: The Fiscal year of this association shall be the academic year.

Article XIII: AMENDMENTS

Section 1: These bylaws may be amended at regular meetings by a 2/3 Vote of the members provided that the amendment has been distributed for ten (10) days prior to the meeting.

Section 2: Proposed amendments of additions to the bylaws must be Submitted by written motion at general meetings in order to Print and distribute the motion prior to a properly designated voting meeting.

Section 3: Bylaws are to reviewed and update every five (5) years by an elected and /or appointed bylaws review committee.

SNACC MISSION STATEMENT

As the Student Nurses Association of Cerritos College, our mission is to act as caring individuals toward others in and around our community. We hold honesty and integrity as our most important principles and at all times perform at the highest ethical standards. We aim to serve the community to improve the well being of others and meet the needs of each and every patient, while learning to enhance our skills. We are students who support and encourage fellow nursing students toward academic success and graduation.

SNACC POLICIES

Membership:

To become a member of SNACC, **each** semester you must fill out a membership form and pay membership dues of \$5.00. Dues must be turned in to the **SNACC treasurer or your class treasurer** within two weeks of the first meeting. If you join after these two weeks, the fee will increase to \$7.00. Please keep the top portion of the membership form and submit the lower part with your dues. Nursing majors not yet enrolled in the nursing program must give their dues directly to the SNACC treasurer.

Money Handling

Any money to be turned in must be given **DIRECTLY TO THE SNACC TREASURER OR YOUR CLASS TREASURER BY THE DUE DATE & AT A TIME WHICH THEY DESIGNATE TO BE AVAILABLE**. Please make sure that you receive a receipt for any money that you turn in to them.

DONATIONS/CHARITIES

Every semester each class may choose a charity to serve through donation or service. Classes must select the charity by majority rule and receive approval from the SNACC advisors.

Guidelines for donation:

A class may choose to either donate a portion of their funds earned through SNACC or host a special fundraiser & donate the funds raised to the selected charities. If a fundraiser is chosen, it must be approved through the proper channels (see a SNACC officer to follow this process). Classes are encouraged to sponsor a charity.

Revised 8/00, 5/06

Reviewed: 6/02

**NURSING PROGRAM
POLICIES AND PROCEDURES**

CLINICAL REQUIREMENTS

Students and faculty are considered guests of the clinical agency and should behave appropriately at all times.

1. Students are to park in areas designated by the clinical agency and abide by agency parking rules and regulations.
2. All clinical agencies are no smoking facilities. Smoking is allowed only in outside areas as specified by the clinical agency.
3. Students are not allowed to interact with any client until the instructor or designee is present in the clinical agency and has clarified assignments. Arrangements may be made for gathering chart data for clinical assignments.
4. The nurses' station is to be used only for charting or nursing related activities. Students should respect staff needs for space.
5. Personal calls are not to be made or received at the clinical agency. Emergency calls are to be directed to the college at (562) 860-2451, extension, 2550 + 0. NO pagers/beepers or cellular phones are allowed in the clinical setting.
6. NO cell phones, beepers, pagers, or any other electronic communication devices are allowed in the clinical area. **DO NOT BRING INTO THE HOSPITAL OR ANY OTHER CLINICAL FACILITY.**
7. All patient and staff information is confidential and may be discussed only in controlled environments.
8. All procedures must be performed with direct supervision or permission of the instructor.
9. Students are not allowed to accept verbal orders, whether given by a physician or nurse.
10. Gifts should not be accepted. If client insists upon giving a gift, it should be shared with staff and peers.

STUDENT REQUIREMENTS

1. Students are responsible for their own transportation to the clinical facility.
2. Students are to notify the instructor/agency in all situations when attendance will not be as scheduled.

3. Students who become ill and cannot report to the clinical facility must notify the instructor directly prior to the lab assignment as indicated by the instructor. Failure to notify instructor of a clinical absence prior to the start of the scheduled clinical activity is immediate grounds for a clinical failure
4. Students must report to the clinical agency in full uniform, ready to begin assignment.
5. Students should take appropriate precautions with their personal property.
6. Students must report immediately to instructor if they become ill or injured during lab assignment.

PHYSICAL LIMITATIONS

1. Evidence of physical examination, immunizations and CPR must be on file in the nursing department office **two weeks prior** to the beginning of the course. The physical exam and TB clearance must be updated annually. CPR card is every two years and date of expiration must exceed the length of the program. Failure to comply will prevent the student from attending the clinical component of the course.
2. Students with upper respiratory symptoms, draining wounds, cold sores, fever, or other signs of contagious disease will not be allowed in the clinical area. Students with crutches, casts, orthotics, splints, wheelchairs, sensory aides, or other ambulatory aides will be assessed on an individual basis for student and patient safety and clinical agency accommodations.
3. Students with the following conditions must present written medical clearance to participate in full clinical activity:
 - Pregnancy
 - Injuries
 - Obvious physical limitations
 - Surgery
 - Illness necessitating more than two consecutive missed clinical days

The written clearance must be given to both the clinical instructor and the director/chairperson.

PHYSICAL REQUIREMENTS FOR CLINICAL NURSING ROLE

To assist students in informing their physicians or nurse practitioners of the nature of what students are expected to do during their clinical course activities, the following was developed based on physical requirements identified in the RN role description at one of the program's affiliating clinical agencies.

1. **Sitting, occasional:** while charting, talking on the phone, etc. – **Up to 1.5 hours in an 8 hour shift.**
2. **Standing and walking, continuous:** during all phases of patient care within the unit and throughout the hospital.
3. **Lifting, frequent:** assisting with lifting patient, from side to side, up in bed, transferring from bed to chair, from bed to gurney, etc. Weight lifted usually **ranges from 100 to 250 pounds, rarely 250 to 500 pounds (lifting should be done with help).**
4. **Pushing, frequent:** pushing beds, gurneys and wheelchairs, **Up to 45 pounds effort.**
5. **Pulling, frequent:** positioning patients in bed or during transfer to and from gurneys, wheelchairs and commodes, **Up to 70 pounds effort.**
6. **Crouching (bending at knees), frequent:** emptying catheter drainage bags, checking chest tube containers, also to position wheelchair foot supports.
7. **Stooping (bending at waist), frequent:** during bathing, feeding, dressing changes, catheterizations, and similar procedures.
8. **Twisting, frequent:** transferring patients from chair to bed, feeding patients, performing some sterile procedures.
9. **Reaching, frequent:** during bathing, manipulating IV equipment, obtaining supplies.
10. **Kneeling, occasional:** transferring patients, performing CPR
11. **Handling/grasping, frequent:** preparing and administering medications, performing dressing changes and other procedures, manipulating oxygen equipment, obtaining supplies, using computer keyboards, etc.
12. **Operation of equipment and tools, frequent:** setting up and monitoring IV equipment such as infusion pumps (**40 pounds effort**), cardiovascular hemodynamic equipment (**40 pounds effort**), suction equipment (**30 pounds effort**), and various other items **ranging from 2 to 40 pounds effort.**

CLINICAL ASSIGNMENT GUIDELINES (NRSG 210 – 242)

Clinical experiences are sequenced to provide students with the opportunity to:

- Apply the nursing process and the Roy Adaptation Model
- Develop competence in the three roles of the Associate Degree Nurse (Provider of Care, Manager of Care and Member of the Discipline of Nursing)

Clinical skills competency is verified in the skills lab for each newly-acquired skill and by random testing of skills periodically (at the beginning of each course).

Instructor supervision of each skill varies according to course level as noted below.

1ST SEMESTER

NRSG 210: FUNDAMENTALS OF NURSING

9 weeks

Clinical Experience:

Skills Lab – fundamental skills

5.5 weeks

Clinical agency: Long-term care

3.5 weeks

Assignments: Orientation 1 day

Buddy with staff 1 day

Care of 1 patient

CNA check-off charting form

Narrative charting (significant resident changes, treatments etc.) **Only**
with instructor supervision

No medication administration

Weekly Nursing Process Worksheets (NPWs)

Reflective journal (weekly)

Physical assessment practicum

NRSG 212: MEDICAL-SURGICAL NURSING 2

9 weeks

Clinical Experience:

Clinical agency: Acute care

- Assignments: Care of 1 patient 3 weeks
Care of 2 patients 6 weeks
Charting checked by instructor prior to chart entry
Performance of skills introduced at prior and current level with instructor supervision
Administer medication to assigned patients for 2 days
Instructor observes skill procedures and total administration process for all medications every time
Monitor IVs
Charting checked by instructor prior to chart entry
Observational experiences: 1 day OR experience, may accompany assigned patient(s) to diagnostic procedures
Weekly Nursing Process Worksheets (NPWs)
1 Self-Evaluations
Nursing Care Plan (NCP): Full data base and list of nursing diagnoses
SOAPE 2 nursing diagnoses (1 physiologic and 1 psychosocial)
Concept Mapping

2ND SEMESTER

NRSG 220: MEDICAL-SURGICAL NURSING 3

9 weeks

Clinical Experience:

Clinical agency – Acute care

- Assignments: Normal variance care of 2 to 4 patients (according to patient acuity) per pair of students (1 student team leader (facilitator), 1 team member); 4 patients evenings according to patient acuity per pair of students
Administer medications and IVPBs for group of patients for 4 to 6 days
Instructor checks oral procedure, then student independently administers oral medications, with spot checks by instructor.
Instructor observes total administration process of injections, IVs and IVPBs.
1 day off unit experience (i.e., OR, GI lab, Resp.)
Beginning team leader role for 2 days
Charting: supervised by instructor
Weekly Nursing Process Worksheets (NPWs)
Care Plan (NCP): Full data base, SOAPE #1 physiologic nursing diagnosis.
Oral nursing process presentation in post-conference
Self-Evaluation at end of clinical rotation

NRSG 222: MATERNAL/CHILD NURSING

9 weeks

Clinical Experiences:

Clinical Agency: Obstetric (Labor & Delivery, Postpartum, Newborn) 4 weeks

Clinical Agency: Pediatric 4 weeks

Assignments: 1 patient in L&D

2 mother/baby couplets or 2-3 postpartum only

1 to 2 pediatric patients

Team leader role as available in either setting

Charting: supervised by instructor

Administer medications:

Instructor supervises all pediatric medications.

Obstetric medication experiences at instructor discretion;

Instructor checks medications prior to administration.

Daily Nursing Process Worksheets (NPWs – general and OB forms)

Care Plans (NCPs): 1 obstetric, 1 pediatric

Mini-data base

Pediatric data base to include growth & development

SOAPE #1 physiologic nursing diagnosis

Self-Evaluations at end of obstetric and pediatric rotations

3RD SEMESTER

NRSG 230: PSYCHOSOCIAL AND COMMUNITY NURSING 9 weeks

Clinical Experiences:

Clinical Agency: Psychiatric settings (inpatient chronic and acute, psych community-based as available)

Clinical Agency: Community-based settings (e.g., hospice, wound care, schools, clinics, and others as available)

Assignments: 1 Psychiatric Nursing Care Plan - includes mini-data base, prioritized nursing diagnoses list, SOAPE of priority nursing diagnosis

Participate in milieu - interact with patients and staff,

Organize a group activity for psychiatric patients

1 summary of Alcoholics Anonymous meeting

Community-based responsibilities vary with type of site

1 community teaching project

1 windshield survey report (teams of 1 or 2 students)

Report on community-based nursing experience

Weekly journal

1 Self-Evaluation

NRSG 232: MEDICAL-SURGICAL NURSING 4

9 weeks

Clinical Experiences:

Clinical Agency: Acute care/rehabilitation inpatient setting

Assignments: 3 to 4 patients according to acuity

Team leader role for 2 days

Administer medications, including IVPBs

Instructor checks all medications after student prepares.

Student independently administers oral medications.

Instructor supervises all injections, IVs and IVPBs.

Charting supervised until student demonstrates appropriate documentation

Weekly NPW's submitted to instructor

Individual NCP per department guidelines, with SOAPES of highest

priority psychosocial and physiologic nursing diagnoses

1 self-evaluation at end of clinical rotation

Daily, on the spot, verbal SOAPE for the highest priority nursing diagnosis for each patient.

4th SEMESTER

NRSG 240: MEDICAL-SURGICAL NURSING 5

9 weeks

Clinical Experiences:

Clinical agency: Acute inpatient settings (including emergency department and critical care units)

Assignments: 2 day team leading experience

2 day ER or ICU experience if student clinical performance is satisfactory

Administer medications for assigned patients: staff or

instructor checks all medications after student preparation.

Instructor observes all first-time injections, IVPBs and IVs.

IV Push medication administered **ONLY with Instructor supervision**

Charting: Supervised then spot checked in acute care inpatient setting, with staff guidance in emergency department and critical care units.

Seminar presentation

Self-Evaluation

Daily, on the spot, verbal SOAPE for the highest priority nursing diagnosis for each patient.

NRSG 242: PROFESSIONAL ROLE TRANSITION

6 weeks

Clinical Experience:

Preceptorship in acute medical-surgical setting.

Assignment: Assumes full responsibilities of beginning staff nurse.

Medications: independent, with staff as resource.

Charting: independent; full documentation on agency forms.

Weekly journal

2 self-evaluations (midpoint and final)

Evaluation of preceptor and precepting experience

**DEPARTMENTALLY APPROVED FORMS & GUIDELINES ARE
AVAILABLE FOR EACH ASSIGNMENT.**

**CLINICAL ASSIGNMENTS ARE SUBJECT TO REVISION. STUDENTS WILL
BE NOTIFIED OF SUCH CHANGES ORALLY AND IN WRITING**

Clinical Assignment Guidelines Revised 5/03, 1/04, 5/05

**CERRITOS COLLEGE
NURSING PROGRAM**

TESTING PROCEDURE

All students are responsible for adhering to the Testing Procedure. This procedure is included in the Nursing Student Handbook, Nursing Faculty Handbook and Test Proctor's file.

Testing for students in the first year of the program is on Monday from **9 a.m. to 10:50 a.m.** in HS 102. Students are expected to enter the testing room at **9 a.m.** but no later than **9:15 a.m.** No student will be admitted to the testing room after **9:15 a.m.** If a student misses a quiz due to lateness that has not been approved by the instructor of the course the quiz grade will be Zero (0). There are no make-up quizzes in the nursing department.

Testing for students in the second year of the program is on Wednesday from **9 a.m. to 10:50 a.m.** in HS 102. Students are expected to enter the testing room at **9 a.m.** but no later than **9:15 a.m.** No student will be admitted to the testing room after **9:15 a.m.** If a student misses a quiz due to lateness that has not been approved by the instructor of the course the quiz grade will be Zero (0). There are no make-up quizzes in the nursing department.

If an individual is caught cheating or in violation of the testing procedure, immediate disciplinary action will take place. Disciplinary action may include dismissal from the program. No test or portions of tests may be copied or tape-recorded at any time.

It is the course instructor's responsibility to:

Inform students of testing dates, time, and location

Proofread test and make written corrections on each test

Notify proctor if scratch paper will be required for test taking session

Place course and test name on each test

Number each test

Place sufficient number of copies of exams and one key in test file one week prior to exam date

Place only test for current use in test file

Score exams within five college working days

Evaluate test for reliability and validity using item analysis

It is the test proctor's responsibility to:

Make sure student books and personal belongings are in the front of the room.

Make sure students are only using pencils in the testing area.

Begin testing at the designated time

Distribute only one exam to one student at a time

Provide scratch paper for exams as needed and/or for student communication with course instructors

Provide simple/non-programmable calculator when medication calculation is required

Issue a blank scantron to the student.

Refer student to course instructor following the testing session if student registers any concern about the test.

Collect test and scantron from each student

Forward student communications to course instructors as needed

Prohibit children from entering the testing area

It is the student's responsibility to:

Turn off cell phones and beepers when entering the testing session

Bring several sharpened number 2 pencils to the testing session

Place books and personal belongings in the front of the room

Sign in to testing session when receiving test

Allow maximum space between yourself and other students (every other or every third seat if space permits)

Enter and leave the testing room quietly (once leaving the testing room, student will not be readmitted to continue testing)

If suffering from nasal congestion and/or copious secretions must use tissues supplied by the proctor

NO wearing of hats, caps, visors or sunglasses during testing

Verbalize with the proctor only

NO gum chewing, eating or drinking during testing session. Bottles of drinks must be left outside the testing room

You may mark on test booklets unless the instructions indicate differently

Place answers on scantron unless otherwise indicated

Communicate with course instructor regarding test via blank paper available from the proctor. The proctor will see that comments are forwarded to the appropriate instructor

Return complete answer sheet and test to proctor

Sign out of testing session

Revised: 9/190,7195, 1/97, 8/98, 12/99, 8/00, 5/03, 1/04, 5/05, 9/05, 6/06
Reviewed 6/02

**CERRITOS COLLEGE
NURSING PROGRAM**

TEST REVIEW PROCEDURE

Nursing faculty will conduct quiz review.

Students will have one week after quiz review to address any concerns/issues related to that quiz. This will allow ample time for students to address all concerns/issues with the instructor(s) of the course.

Students will not be allowed to review previous quizzes.

Adopted: 4/06

ATTENDANCE AND MAKE-UP POLICY

The Cerritos College Nursing Department guidelines for attendance are as follows:

- All theory and clinical objectives must be met for each class and rotation within the curriculum. Objectives are considered met when the student receives a “C” grade or higher for the class/rotation. Failure to meet theory and clinical objectives will result in a lower than “C” grade for the course and the student will not be allowed to progress to the next course.
- When a student finds that absence will occur, it is required that the student notify the instructor to explain the absence. After an absence, it is the student’s responsibility to check with the instructor regarding completion of all missed assignments or objectives.
- Makeup activities will be required for all clinical absences.

The Cerritos College Nursing Department procedure on make-up and/or remediation is as follows:

- Students who have been absent from clinical experiences shall meet with the faculty member involved to:
 1. Assess the objectives of the clinical experience to identify those which may have been unmet as a result of the absence.
 2. If indicated, draft an Advisement Notes (see Advisement Note procedure and form in this handbook).
 3. Determine how the unmet objectives will be achieved. Unmet clinical objectives will be met in the clinical setting, skills lab, or other settings as defined by the instructor. Advisement Notes, if used, should indicate which objectives are to be met and method(s) by which these are to be met. If objectives are to be met in the skills lab, the instructor should prepare a Skills Lab Referral (form in Department Chair Office Q file) and place the original in the skills lab instructors’ box, give a copy to the student and retain a copy for the instructor’s records. When the objectives have been met, the skills lab instructor should complete the referral form and return it to the instructor, who will give a copy to the student and retain the original with materials to be used for clinical evaluation. Achievement of the objectives should also be noted on the Advisement Note if one was used.
 4. Students should be aware that failure to achieve the course objectives by the end of the course or rotation may result in clinical failure.
- Lecture objectives not met during an absence may be completed through use of controlled notes, library assignments, utilization of computer-assisted instruction or audiovisual materials, or other methods deemed appropriate by the course instructor(s).
- Instructors are expected to confer with the program director or the faculty as a whole, as needed, regarding appropriateness of make-up activities.

Revised 8/00, 4/04

Reviewed: 6/02

**CERRITOS COLLEGE
NURSING DEPARTMENT**

CELL PHONE/PAGER/BEEPER POLICY

Audible signals from cell phones, beepers and pagers disrupt the educational process. Upon entering the classroom, cell phones should be turned off and beepers/pagers set to the vibrator mode. Students will not be excused from class in order to respond to any electronic summons. Failure to respect this policy will not be tolerated. Per the Cerritos College “Student Conduct Policy” printed in the Cerritos College General Catalog and Schedule of Classes and other publications (refer to Grounds for Disciplinary Action, item 4) continued disruption may be grounds for disciplinary action at the administrative level. Students will immediately be sent to the office of the program director or her designee. If the student is “on call” for work, the instructor must be notified at the beginning of the class. NO ONE will be allowed to leave class during a quiz. If an emergency should arise, family, significant others, school personnel, etc., should contact the Health Occupations Division secretary at (562) 860-2451, ext. 2551 or 2552. The secretary will forward the information to the faculty member who will then notify the student.

Adopted: 2000

Revised: 6/02, 4/04

LATE AND INCOMPLETE PAPERS

A paper is considered late if it is received more than 10 minutes after the designated time and date. A late paper received within 24 hours after the due date/time will be graded and a 10% reduction in grade earned is made. If a paper is received between 24 and 48 hours after the due date/time, a 20% grade reduction is applied. Papers received more than 48 hours late may be read by instructors for feedback to the student but are not assigned a grade. A student is considered to have failed a written assignment if a paper is received more than 48 hours late. A student will fail the course if a paper is not submitted.

An incomplete paper will be treated in the same manner as a late paper; if the missing portion is submitted within 24 hours, a 10% reduction in grade will apply, a 20% reduction if the missing portion is received between 24 and 48 hours after the designated time and date. Faculty will grade all papers as received if they are submitted prior to 48 hours after the time and date due.

Instructors may elect to have late papers submitted directly to them. If not required to submit a late paper directly to the instructor, the following procedure is to be followed for submission of a late paper.

1. The paper is to be turned in at the Health Occupations Division Office
2. Fill out a Health Occupations Division Assignment Submission Form which can be found in a box near the secretaries desk in the division office
3. Attach the form to the front of the assignment and place it in the box. It will then be forwarded to the instructor's mailbox by the mail clerk.

MEDICATION MATH PROFICIENCY

In the practice of nursing, medication calculation and administration are primary responsibilities. It is the nurse's duty to guarantee patient safety. Therefore, medication math proficiency is a critical behavior in the practice of safe nursing.

To guarantee each student's proficiency in this important area, each student must demonstrate three levels of medication proficiency. Medication math proficiency will be assessed as follows:

NRS 212	Assessment Exam (counts as a quiz grade only)
NRS 220	Medication Calculation Exam I (MCE I) proficiency score of 80% or higher is passing
NRS 222	Medication Calculation Exam II (MCE II) proficiency score of 80% or higher is passing
NRS 232	Medication Calculation Exam III (MCE III) proficiency score of 85% or higher is passing

- When a student achieves the proficiency score or higher on the first exam, the student is evaluated as proficient in medication calculation at that course level.
- The first time a student takes a Medication Calculation Exam and achieves less than the proficiency score the student will have an opportunity to take a comparable Medication Calculation Exam prior to the final examination in that course.
- A student achieving the proficiency score or higher on the second attempt will be evaluated as proficient in medication calculation at that course level.
- Achieving less than the proficiency score on the second Medication Calculation Exam constitutes a clinical failure and failure of the course.
- In subsequent courses, a student with a prior failure in a Medication Calculation Exam must pass the Medication Calculation Exam on the first attempt. No makeup Medication Calculation Exam will be given to any student who has failed any prior Medication Calculation Exam.

To maximize potential for success in medication math proficiency, students who achieve less than the proficiency score on the first Medication Calculation Exam in any course will collaborate with the instructor to develop an Advisement Note (see Advisement Note policy and procedure) to identify means to facilitate mastery of medication calculation skills.

Adopted 9/91
Revised 8/00, 7/01, 5/05
Reviewed 4/02

DIRECTIONS FOR MEDICATION MATH PROFICIENCY EXAMINATION

1. Write your name on the answer sheet and all scratch paper used.
 2. Show all calculations on the answer sheet and/or scratch paper, unless specifically directed to show calculations on the answer sheet.
 3. Put the number of the problem next to each calculation.
 4. Only a basic/simple non-programmable calculator may be used. When signing for math exam, student must have calculator visible for test proctor to see.
 5. Calculate the problems to the **NEAREST ONE TENTH** if value is **greater than 1.0** and to the **NEAREST ONE HUNDREDTH** if value is **less than 1.0**.
 6. **Answers are expected to include both the**
 - a. **Numeric value**
 - b. **Unit of measure**
- NOTE:** If **either** the numeric value or the unit of measure is incorrect the answer is wrong.
7. Answers must be **clinically appropriate** for administration.
Example: One cannot administer 1.5 drops or 1 7/8 capsule
 8. Use **only** abbreviations approved by the nursing program. The list of approved abbreviations is in course packets.
 9. All numbers, units of measure and/or abbreviations must be **clearly legible**.
 10. Enter **final** answer on the line provided on the answer sheet.
 11. Turn in all pieces of paper with exam booklet.

MEDICATION ERROR GUIDELINES

This form is to be used as a guide for the instructor when writing an advisement note pertaining to medication errors. The point system no longer applies, but the instructor may use this to make a judgment as to whether the student is considered unsafe for medication administration.

<u>POINTS</u>	<u>ERROR TYPE</u>
I. Patient	
3	A. Armband not checked against administration record.
3	B. Medication given to wrong patient.
II. Route	
3	A. Medication given by wrong route.
III. Dose	
3	A. Calculation error.
3	B. Preparation of incorrect amount of drug.
IV. Drug	
3	A. Inadequate knowledge of drug therapeutic and side effects.
3	B. Inadequate knowledge of nursing implications appropriate to specific drug.
3	1. Lab data
3	2. Clinical indicators
3	3. Administration considerations
3	C. Preparation of wrong drug.
3	D. Preparation of expired drug.
V. Time	
3	A. Wrong time.
3	B. Omission of scheduled drug (due to student oversight).
3	C. Drug not given within 30 minutes before to 30 minutes after scheduled hour (due to student's organizational problems).
VI. Documentation	
3	A. Incorrect charting of medications.
3	B. Incomplete charting of medications.
3	C. Failure to document medication given.
VII. Miscellaneous	
3	A. Failure to check doctor's orders.
3	B. Preparation of drug with outdated physician's order.
3	C. Uncorrected break in clean or sterile technique.
3	D. Preparation/administration of medication without instructor supervision and/or approval.

Adopted 5/02

GRADING GUIDELINES

Students must:

1. Demonstrate mastery of subject matter, as defined by course objectives stated in the course outline, and by meeting minimal clinical competencies.
2. Complete all assignments.
3. Meet classroom and clinical requirements.
4. Achieve 75% or higher, according to the following grade scale:

90 - 100% = A	80 - 89% = B	75 - 79% = C
70 - 74% = D	0 - 69 = F	
5. Demonstrate clinical competency as defined by a competency based clinical evaluation tool.
6. Complete pre- or co-requisite courses with a grade of "C" or higher, to progress within the nursing program:
7. Complete the following General Education courses (or equivalents) with a grade of "C" or higher to be eligible for RN. Licensure:
 - PSYC 101 - General Introductory Psychology
 - SOC 101- Introductory Sociology Principles
 - ENGL 100 Freshman Composition
 - SPCH 100, 120,130, or 132

Students are encouraged to make an appointment directly with the instructors if they are experiencing any difficulties. Full-time instructors post and announce their office hours and phone extensions for this purpose. Part-time instructors should be approached before or after clinical hours or contacted by voice mail to arrange appointments. Matters relating to the clinical area should be discussed with the clinical instructor. Matters dealing with the lecture portion of the course should be discussed with lecture instructors. Problems that cannot be resolved at the instructor student level should be referred to the department chairperson/program director.

Anecdotal records of student performance in the clinical lab are kept by the instructor and are available for student review upon request. Any student who is "at risk" (performing below minimally acceptable level in the clinical area) at any time during the program is given an Advisement Note (see Advisement Note policy and procedure) which states the particular area(s) in which improvement is needed. The instructor and student collaborate to develop a plan to facilitate those improvements. The Advisement Note reflects a date

by which improvement must be demonstrated.

In the lecture portion of the courses students are responsible for monitoring their own test scores. Students "at risk" should seek instructor assistance and/or tutorial help. All students should review tests by arrangement with lecture instructors, to facilitate retention of content and improve future performance.

Revised 8/00, 4/04, 5/05
Reviewed 6/02,

ADVISEMENT NOTE GUIDELINES

Advisement Notes are used when a student's performance is below minimally acceptable levels, as defined by course objectives. Advisement Notes are intended to facilitate a student's achievement of the course objectives through a collaborative process between student and instructor. **However, a student can fail the clinical component of a course without receiving an advisement note prior to the failure. The failure will be based on instructor assessment, anecdotal notes and/or failure to meet a critical competency.** The following procedure is used for implementing an Advisement Note:

- The instructor documents the specific behavior(s) that indicate the student is not meeting course objectives. This may occur as a result of an unsatisfactory grade on a Medication Calculation Exam or on written clinical assignments or of performing below the expected level of clinical competence (as defined in competency-based clinical evaluation objectives).
- The instructor meets with the student and advises him or her regarding remediation of the deficiency.
- The instructor and student both sign and date the top portion of the Advisement Note form, indicating that they have discussed the circumstances surrounding the issuance of the Advisement Note. These signatures indicate that the discussion has occurred and are not necessarily indicative of the student's agreement with the deficiency perceived by the instructor.
- The instructor works with the student who develops a plan which identifies specific behaviors or activities which the student will perform. A date for evaluating the effectiveness of the plan (*i. e.*, Has the deficiency been remediated?) is established.
- The student signs in the space provided to indicate "Plan Prepared By" the student.
- The instructor signs indicating approval of the plan of action, and enters the date of the plan approval and date for follow-up evaluation.
- The student signs and dates the top area of the second page of the Advisement Note to affirm his/her understanding of the conditions related to the Advisement Note.
- The student is expected to implement the plan to correct the deficiency and to utilize available remedial help. If the student encounters problems in implementing the plan, the student should confer with the instructor for additional guidance.
- The student is **required** to provide a copy of the Advisement Note(s) to the clinical instructor during the **first** week of the course in which the plan of action is to be completed. It is also helpful for students to inform clinical instructors in subsequent courses and seek their assistance in maintaining competent performance levels.
- The student's clinical instructor at the time of the established follow-up evaluation date determines whether the terms of the Advisement Note have been met and communicates this in writing and in a conference with the student. Both instructor and student sign and date the second page of the Advisement Note to indicate that they have discussed the status of the student's performance regarding the Advisement Note.

A copy of the Advisement Note (at time of issuance and after the results of the evaluation have been noted) must be given to:

- 1. The student**
- 2. The faculty member responsible for the Advisement Notebook (2 copies, the original for student's file and copy for department notebook)**

The lead instructor of each course needs to copy all advisement notes for that course and distribute to instructors.

The student must be informed that:

- 1. Failure to correct the deficiency and meet terms of the Advisement Note may result in failure of the course in which the plan of action was to be completed.**
- 2. An Advisement Note is given only once for a specific behavior. If terms of the Advisement Note were met at the follow-up evaluation date but the behaviors recur or persist in a subsequent course, a failing clinical grade will be given in the subsequent course.**

It is the student's responsibility to provide a copy of an Advisement Note(s) to the clinical instructor during the first week in the course in which the plan of action must be completed.

Name _____
Date _____
Instructor _____

CERRITOS COLLEGE
HEALTH OCCUPATIONS DIVISION
ASSOCIATE DEGREE NURSING

ADVISEMENT NOTE

BRIEFLY DESCRIBE INCIDENT (S) WARRANTING ADVISEMENT:
Identify specific behavior (s) and dates

ADVISEMENT CONTENT: (Identify specific clinical objective from clinical evaluation tool)

ADVISEMENT BY _____ DATE _____

STUDENT ACKNOWLEDGEMENT _____

PLAN OF ACTION:
STUDENT is to identify specific behaviors with dates for completion

PLAN PREPARED BY _____

PLAN APPROVED BY _____ DATE _____

FOLLOW UP EVALUATION DATE: _____

Students are encouraged to avail themselves of remedial help to correct the deficiencies indicated and should realize that failure to correct these behaviors may result in failure of the course. It is the student's responsibility to provide a copy of this Advisement Note to his/her clinical instructor during the first week in the course in which the plan of action must be completed.

I understand that I may be given an Advisement Note only once in the Nursing Program for a specific behavior. If I meet the plan of action specified and, in a later course, demonstrate the same behavior deficiency, a failing grade will be given.

DATE _____ STUDENT _____

EVALUATION OF PLAN IMPLEMENTATION:

EVALUATEE (student) _____

EVALUATOR (faculty) _____

DATE _____

cc: Student
Faculty Member (s)
File

Adopted: 5/91
Revised: 8/91, 1/95, 5/03
Reviewed: 12/99, 6/02

STUDENT DRESS CODE

1. Appropriate street clothes or uniforms are to be worn in the classroom.
2. Uniforms are to be worn in the clinical setting unless otherwise specified by instructor.
3. When a student is in uniform, the following rules apply:
 - a. Student may select any all-white uniform which meets the following criteria:
 - 1) **Style: dress or pantsuit, or tunic/blouse/shirt with skirt, pants or culottes.**
 - 2) **Pant legs: straight legged, no elastic or rubber banding at bottom**
 - 3) **Sleeves: short or 3/4 length.**
 - 4) **Fabric: opaque(not sheer).**
 - 5) **Hemline: no shorter than middle of kneecap.**
 - b. Uniform must be kept neat and clean.
 - c. Appropriate undergarments must be worn (e.g., v-necks must be high enough to cover chest hair, undergarment colors should not be visible through uniform fabric). No long sleeve shirts should be worn under short- sleeved top.
 - d. All-white, lightweight cardigan sweaters, scrub jackets, or short lab coats may be worn in patient care areas. If a two-piece uniform is worn, the sweater/jacket/lab coat must cover the hem of the uniform top. These are considered part of the uniform and should be laundered after each wearing.
 - e. A Cerritos College name pin must be worn on the left side of the uniform.
 - f. White nursing shoes or all-white athletic shoes (not canvas) are to be worn and must be kept clean. No clogs or high-top shoes are allowed. White or neutral colored hosiery must be worn with dresses or culottes. White cotton socks that are at least mid-calf-length are permitted with pants.
 - g. Hair must be neat and clean and should clear the shoulder and/or be contained in one unit (such as a braid). Extreme hairstyles, either wig or natural are unacceptable. Brightly colored hair ornaments are not appropriate with uniform attire. Neatly trimmed beards may be worn. A student who wishes to initiate a beard must do so at least two weeks prior to school or during the semester break to avoid appearing poorly groomed. Length and neatness of beards is negotiated by the student and his clinical instructor.
 - h. Fingernails should be short (maximum 1/4 inch beyond fingertip, neat and well-groomed. Neutral shades of nail polish are permitted. **No acrylic/artificial nails may be worn in** clinical due to the possibility of the transmission of microorganisms.

- i. Jewelry is not acceptable while in uniform, with the following exceptions:
 - 1) **One** small, simple ring, or wedding and engagement rings.
 - 2) Simple stud earrings (**one** to each ear), no bright colors.
 - 3) A single neck chain, depending upon safety issues in clinical setting.
 - j. Gum chewing is not allowed in clinical settings.
 - k. Cosmetics may be worn in moderation.
 - l. Application of strong scents is not permitted.
 - m. Watch with second hand or display, pen light, bandage scissors, and stethoscope are required parts of the uniform in the patient care area.
 - n. Clean, all-white "fanny packs" may be worn in the clinical setting.
4. Conservative street clothing with pockets must be worn in psychiatric settings. Blue denim jeans are not permitted. No high heels, clogs or high platform shoes are permitted. Clean athletic shoes may be worn. Individual clinical agencies may have differing dress standards; the agency standard takes precedence over Cerritos College's dress code.
 5. All students are expected to appear professionally well-groomed in clinical settings. Those who are not appropriately attired or groomed may be sent home from the clinical area.
 6. Students who go to a clinical agency for other than patient care (such as reviewing charts) will wear nametags and conservative street clothes (no shorts or denim jeans).
 7. Clinical instructors have the authority to determine if uniform attire is appropriate. In cases where there is a difference of opinion, the director/chair of the nursing program will mediate and make the final decision.

STUDENT GUIDELINES FOR RESOLVING PROGRAM- OR COURSE-RELATED ISSUES

I. POLICY STATEMENT:

- A. **It is the policy of the Nursing Department that student concerns regarding program- or course-related issues be addressed following specific procedural guidelines.**
- B. It is also important that students learn to advocate for themselves, neither employing the services of others nor acting as a spokesperson for others, when a concern arises.
- C. It is the expectation of the Nursing Program that a student will follow the problem-solving process in the order outlined below. Deviation from this sequence will result in the student being referred back to the appropriate step by faculty and/or the Program Director.
- D. The Program Director is available to assist both students and faculty in resolving issues at any point in the process.

II. PROCEDURE:

A. CATEGORIZE THE ISSUE ACCORDING TO THE FOLLOWING:

- 1. Program procedural issue:
 - a. Defined: a topic that relates to organization, procedure (a particular way of accomplishing something or of acting), and/or requirements of the nursing program as a whole.
 - b. Example(s): chain of command, accountability, petitioning for readmission to a course.
- 2. Course-specific procedural issue:
 - a. Defined: a topic that relates to organization, procedure and/or requirements within a specific nursing course.
 - b. Example(s): differentiating lecture versus clinical component grading process, paper requirements.
- 3. Lecture component:
 - a. Defined: issues that deal exclusively with lecture course content, requirements or course policy/procedure.
 - b. Example(s): assignment/quiz due dates, topic-specific lecture clarification, quiz review.
- 4. Clinical component:
 - a. Defined: issues that deal exclusively with clinical course content, requirements or course policy/procedure.
 - b. Example(s): medication administration/errors, medication calculation exams, clinical practice issues.

B. FOR PROGRAM PROCEDURAL ISSUES:

1. Make an appointment with a division secretary to discuss the issue with the Program Director.

2. Program Director will either:

a. Resolve the concern during the meeting.

OR

b. If topic remains unsolved, place issue on faculty meeting agenda for presentation at next scheduled meeting.

1) A student may present his/her own issue directly to the faculty

OR

2) Program Director may present a student concern to faculty and relay results to the student.

C. COURSE-SPECIFIC PROCEDURAL ISSUES:

1. The initial and primary source for all course-related issues is always the instructional team.

2. LECTURE COMPONENT:

a. Course content, requirements, procedural issues:

Student should request to meet with the lecture team.

b. Topic-specific lecture issues:

The instructor of record, *i.e.*, the person who delivered the lecture, should be contacted directly.

3. CLINICAL COMPONENT:

a. A concern related to clinical course content, requirements or course policy/procedure should initially be addressed directly, and on an individual basis, with the assigned clinical instructor.

b. If the topic of concern is not resolved, the student and/or clinical instructor may seek involvement of the Program Director.

Adopted: 8/98

Reviewed: 6/02, 4/04

NURSING DEPARTMENT STUDENT GRIEVANCE PROCESS

A student who has a grievance or who believes the grade received was due to a mistake, fraud, bad faith, or incompetence may initiate the following:

1. The student (or group of students) who believes that an injustice has been done (to him/her or them) shall first attempt to resolve the complaint by informal discussion with the nursing faculty member.
2. If the problem is not resolved in Step 1, an informal discussion should take place with the Nursing Program Director, and the student(s) and nursing faculty member(s) involved.
3. If the problem is not resolved in Step 2, an informal discussion should take place with the Instructional Dean of Health Occupations, Nursing Program Director, and student(s) and nursing faculty member(s) involved.
4. If the grievant still believes that the issue has not been satisfactorily resolved, he/she/they may submit a written statement, specifying time, place and nature of the complaint, and remedy or correction requested, to the Dean of Student Activities. The Dean of Student Activities will then send a copy of the written statement to the Associated Students of Cerritos College (ASCC) Supreme Court Chief Justice and the Vice President of Academic Affairs. That statement must be submitted within 30 school days after the grievant(s) became aware of the act or condition upon which the complaint is based.
5. The ASCC Supreme court Chief Justice or designee shall attempt to resolve the problem through informal meeting and discussion among the pertinent parties while remaining neutral on all issues involved. This informal meeting and discussion will attempt to involve the levels of administration and faculty concerned with the problem and should be completed within 10 school days.
6. In the event that the informal procedure described in Step 5 fails, the college's formal grievance procedure will be implemented (Refer to Cerritos College Student Grievance Procedure in Schedule of Classes, College General Catalog and other publications).

Adopted 3/89

Revised 1/97

Reviewed 6/02, 4/04

SUBSTANCE ABUSE/PSYCHOLOGICAL IMPAIRMENT POLICY AND PROCEDURE

THE CERRITOS COLLEGE NURSING FACULTY RECOGNIZES THAT:

- Substance abuse and/or psychological impairment are conditions from which nursing students can be assisted to recover.
- Personal and health problems can affect academic and clinical performance.
- The impaired nursing student is a danger to self and grave danger to the patients in his or her care.
- It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for a suspected impairment.
- When impairment is identified by faculty, it is the faculty's responsibility to direct and guide the student to appropriate services.
- Confidential handling of diagnosis and treatment of impairment is essential.

CODE OF CONDUCT FOR STUDENTS IN THE CERRITOS COLLEGE ASSOCIATE DEGREE NURSING PROGRAM

Cerritos College and nursing faculty are strongly committed to assisting the impaired student with treatment and rehabilitation. Counseling and guidance are provided through the Student Health Services and the Psychological Services Program.

The nursing department has determined that the following policies govern the participation of impaired students in the nursing program:

1. The nursing program, in addition to offering an academic program, includes clinical coursework. The safety of patients under the care of student nurses must be assured. The clinical instructor must take immediate action to remove a student impaired by substances or other factors from the clinical setting if the student demonstrates by conduct and/or performance with he or she is a danger to the health and safety of patients.
2. After evaluation through the college's Psychological Services Program (contacted by calling 562-860-2451, extension 2321) and in cooperation with the nursing department, the student will be required to participate in an accepted and agreed-upon treatment and rehabilitation program for substance abuse prior to returning to the clinical and theory course of study. The student may continue in the nursing program, including clinical coursework, as long as he or she is adhering to the provisions of the Advisement Note (as described below) and demonstrates safety of patient care in the clinical setting.
3. Information on the student's condition is confidential and will not be disclosed except when necessary to protect the safety of patients.

4. An Advisement Note will be developed by the student and counselor, and endorsed by the nursing department chairperson and the faculty member involved in the original assessment/identification of the condition. It shall specify the following:
 - The student must participate in an approved treatment and rehabilitation program for the duration of his or her nursing program enrollment.
 - The student will provide to the college, on a regularly scheduled basis, evidence of satisfactory attendance and progress in the treatment and rehabilitation program.
 - The student will be under direct supervision when administering medication and will not have access to keys for any medications with the instructor's knowledge.
 - Should the student fail to adhere to any condition specified in the Advisement Note, the following procedure will follow:
 - a. Documentation of failure to meet Advisement Note terms will be noted by the nursing instructor;
 - b. The circumstances will be reviewed by the nursing department chairperson and faculty as a whole, as well as consultation with treatment/rehabilitation program personnel, if appropriate; and
 - c. Recommendation for retention or dismissal of the student will be made by nursing faculty vote.
5. Information about the student's dismissal from the nursing program will be reported to the Board of Registered Nursing when such information is requested by the Board.
6. Nothing herein shall prevent the college from dismissing a nursing student for academic and/or disciplinary reasons at any time.

Adopted 4/87

Revised 6/92, 1/95, 8/96

Reviewed 6/02, 4/04

GUIDELINES FOR WITHDRAWAL, DISMISSAL, REINSTATEMENT & TRANSFER

WITHDRAWAL

An official withdrawal (W) may be initiated by either the student or the instructor. Dates for withdrawal without a grade are indicated in the College's Schedule of Classes.

When a student is failing clinically, he/she will be encouraged to withdraw from the course. If the clinical failure is related to unsafe clinical practice, and the student does not withdraw when advised to do so, the instructor shall drop the student from both the lecture and lab components of the course. A student who has withdrawn or been dropped from a course may not attend any portion of the class (lecture or lab) after the withdrawal date.

DISMISSAL (FAILURE)

Criteria for dismissal include:

1. Final grade below "C" in any required nursing course
2. Failure to meet attendance requirements
3. Behavior not consistent with the A.N.A Code for Nurse and the Department Statement on Honesty
4. Failure to comply with established school or department regulations and policies
5. Failure to meet objectives on Advisement Note by specified date
6. Placing self or others in physical and/or emotional jeopardy

In critical cases, such as unsafe clinical performance, dismissal may be considered without prior warning or probation. This action requires the concurrence of the Nursing Program Director, Instructional Dean of Health Occupations and/or Vice President of Academic Affairs.

REINSTATEMENT

Cerritos College Students:

A student applying for readmission to the nursing program after withdrawal or Dismissal must write a letter requesting readmission, addressed to the Director of the Nursing Program. The Following information must be included in the letter:

1. Circumstance surrounding the withdrawal or dismissal
2. Activities pursued in the interim that demonstrate improvement in the Problem area(s)
3. Reason for requesting readmission
4. School term for which readmission is requested

Students seeking readmission after one withdrawal/dismissal from the Cerritos College Nursing Program will be reinstated contingent upon lab space availability in the priority order of date and time the readmission request is received in the Nursing Department.

Readmission request letters will be accepted only after letters from the program Director have been mailed acknowledging student withdrawal or dismissal. These Letters are mailed after the end of the school term in which the withdrawal Occurred and are mailed at the same time to all students who did not successfully Complete the term, so that all students requesting readmission will have equal opportunity to apply for space available.

No student entering the first year of the nursing program shall be reinstated after Two withdrawals/dismissals from the Cerritos College Nursing Program, unless Returning as a Licensed Psychiatric Technician or Licensed Vocational Nurse, with advanced placement (Options B, C or D). A student who withdraws from the program for personal reasons (e.g. pregnancy, illness, family crisis, financial difficulties, etc.) will be given additional consideration through faculty review, upon the student's request describing such reasons.

No student entering the second year of the nursing program shall be reinstated after two withdrawals/dismissals from the Cerritos College Nursing Program. A student who has acquired two withdrawals/dismissals shall have exceeded the repeat policy of the program and shall have no further chance of re-entry

TRANSFER POLICY

- A. Transfer students who are eligible for readmission at their former nursing program(s) will be considered to have no withdrawals/dismissal at the time of their admission to the Cerritos College Nursing Program.
- B. Transfer students who are ineligible for readmission to their former Nursing program(s) will be considered to be entering the Cerritos College Nursing Program with one withdrawal. This student is, therefore, Ineligible for reinstatement/readmission after one withdrawal/dismissal from the Cerritos College Nursing Program.
 1. A student who transfers in at the first semester of the nursing Program and is ineligible for readmission to former program may Apply for only one (1) re-entry to the Cerritos College Nursing Program with either an LPT or LVN license.
 2. A student who transfers in at the second semester of the nursing Program and is ineligible for readmission to former program may Apply for only one (1) re-entry to the Cerritos College Nursing Program with advanced license (LVN).
 3. A student who transfers in at the third or fourth semester of the nursing program and is ineligible for readmission to former program may not apply for re-entry to the Cerritos College Nursing Program under any other option.

- C. A transfer student who withdraws from a nursing course at Cerritos College for personal reasons (e.g., pregnancy, illness, family crisis, Financial difficulties, etc. will be given additional consideration through faculty review, upon the student's written request describing such reasons.

- D. a student transferring into the Cerritos College Nursing Program at a lower level course than the program from where he/she is transferring, must pass the lower level course to advance in the program. If the student is unable to return to the program from which he/she transferred, a failure in the course of entry will constitute one (1) failure in the nursing program and result in a failure from the Cerritos College Nursing Program with no further chance of re-entry.

ACCEPTABLE ABBREVIATIONS

1.	abd	abdomen	29.	lg	large
2.	ac	before meals	30.	ml	milliliter
3.	ad lib	as desired	31.	mm	millimeter
4.	aka	also known as	32.	MM	mucous membranes
5.	amb	ambulate	33.	NPO	nothing by mouth
6.	amt	amount	34.	OOB	out of bed
7.	ant	anterior	35.	pc	after meals
8.	as tol	as tolerated	36.	PE	physical examination
9.	Ax	axillary	37.	per	by, through
10.	bid	two times a day	38.	PO	by mouth
11.	BLE	both lower extremities	39.	post	after
12.	BP	blood pressure	40.	pre	before
13.	BSC	beside commode	41.	prn	when necessary
14.	c	with	42.	RUE	right upper extremity
15.	cm	centimeter	43.	s	without
16.	c/o	complains of	44.	SNF	Skilled Nursing Facility
17.	cont.	continued	45.	SOAP	subjective, objective, assessment, plan
18.	DAT	diet as tolerated	46.	SSE	soap suds enema
19.	DAR	data, action, response	47.	stat	immediately
20.	ER	Emergency Room	48.	supp.	suppository
21.	ext	external	49.	TCDB	turn, cough, deep breathe
22.	Hg	mercury	50.	tid	three times a day
23.	HOB	head of bed	51.	TLC	tender loving care
24.	inc	incontinent	52.	tol	tolerated
25.	inf	inferior	53.	TWE	tap water enema
26.	int	interior	54.	URI	upper respiratory infection
27.	I & O	intake and output	55.	UTI	urinary tract infection
28.	IV	intravenous	56.	VS	vital signs

UNAPPROVED ABBREVIATIONS (DO NOT USE)

1. AU each ear
2. cc cubic centimeter
3. D/C or DC discharge or discontinue
4. IU international unit
5. MgSO₄ Magnesium Sulfate
6. MS Morphine Sulfate, Multiple Sclerosis, Mitral Stenosis
7. MR Mitral Regurgitation, may repeat, medical record
8. HCTZ Hydrochlorothiazide
9. q every
10. qhs, qd, qod every hour sleep, every day, every other day
11. SQ or SC subcutaneous
12. U or u unit
13. ug microgram
14. OD right eye
15. OS left eye
16. OU both eyes, each eye
17. per os by mouth, orally
18. ss sliding scale

Do not use slash marks (/) to separate doses (ex: 25units/100mls). Use “per”.

Do not use “greater than” (>) or “less than” (<) marks. Spell out “greater than” or “less than”.

When writing dosages, do not use zeros after the decimal point for doses in whole numbers (ex: 1 mg). Always use a zero before the decimal point when the dose is less than a whole number (0.5 mg).

Effective Fall 2004

STUDENT ROLE IN NURSING PROGRAM EVALUATION

STUDENTS' ROLE IN PROGRAM EVALUATION AT AND FOLLOWING PROGRAM COMPLETION

In addition to their contributions to program review and evaluation during enrollment, students' feedback upon and following graduation is highly valued. At the end of Nursing 242, you will be given a survey to complete, along with a request for a permanent or long-term address at which you can be reached following program completion. Another survey will be mailed to you at six months and one year post-graduation. These will also include a survey to be given to your supervisor if you are employed in nursing.

Your feedback, as you apply in work settings what you learned in the nursing program, is absolutely critical to continued quality of this program. Please continue to keep in touch with us when you:

- Take the NCLEX-RN exam
- Get your NCLEX-RN results
- Change your home and/or E-mail address, phone, pager, or FAX numbers
- Change your job setting
- Enroll in post-ADN education
- Think of anything that will help the program to do the best possible job of preparing students to join you in the nursing profession

Comments may also be sent via Fax at (562) 467-5077 or E-mail using the first initial and last name of the chairperson or faculty followed by @cerritos.edu

Revised: 6/02, 5/03

**Cerritos College
Associate Degree Nursing Program**

Lecture Course Evaluation

This evaluation tool was developed to obtain student input that is used by the department to continuously review and improve the program. Your answers to these questions are important; please answer each question thoughtfully. **This is not an instructor evaluation.** Student input into instructor evaluation occurs through the college's evaluation forms which are distributed annually to full-time faculty (in the fall semester) and every semester to part-time faculty. If you have any questions about the evaluation process, please see the program chairperson/director.

Instructions:

- **ANSWER ONLY THOSE QUESTIONS THAT APPLY TO YOU**
- **Fill in the bubble completely using a #2 lead pencil.**
- Erase cleanly any answers you wish to change.
- Make no stray marks on the survey
- Questions 1-5, bubble in only ONE answer for the class you are taking today.

#	Question:	A	B	C	D	E
1	Course	HO 56	HO 152	HO236	HO237	

#	Question:	A	B	C	D
2	Course	N3	N25	N26	N200

#	Question:	A	B	C	D	E
3	Course	N210	N212	N213A	N213B	N215

#	Question:	A	B	C	D	E
4	Course	N220	N222	N230	232	240

#	Question:	A	B	C
5	Course	N242	N251	N211

#	Question:	A	B	C
6	Term	Fall	Spring	Summer

#	Question:	A	B	C	D	E
7	Year	2005	2006	2007	2008	2009

A	B	C	D	E
Strongly agree	Agree	Disagree	Strongly disagree	Statement does not apply to this course

8. Course content (classroom presentations, reading assignments, etc) is related to the objectives provided in the course packet, syllabus or study guide
9. Quizzes and other graded assignments are related to the objectives.

PLEASE TURN OVER AND ANSWER QUESTIONS ON THE BACK!

A	B	C	D	E
Strongly agree	Agree	Disagree	Strongly disagree	Statement does not apply to this course

10. Learning resources and reference materials (such as videotapes, journal assignments, and computer materials) if applicable, are useful in meeting course objectives.
11. The classroom environment is conducive to learning.
12. The syllabus/course packet was useful in guiding learning of course content.
13. The textbook content was current.
14. The format of the textbook was clear and understandable.
15. Grading criteria were clearly explained.

FOR THE FOLLOWING QUESTIONS, PLEASE GIVE SHORT, FOCUSED, ANSWERS

16. What are the course's strong points?

17. What suggestions can you make which would improve this course?

**Cerritos College
Associate Degree Nursing Program**

Clinical Course Evaluation

This evaluation tool was developed to obtain student input that is used by the department to continuously review and improve the program. Your answers to these questions are important; please answer each question thoughtfully. **This is not an instructor evaluation.** Student input into instructor evaluation occurs through the college's evaluation forms which are distributed annually to full-time faculty (in the fall semester) and every semester to part-time faculty. If you have any questions about the evaluation process, please see the program chairperson/director.

Instructions:

- **Fill in the bubble completely with a #2 lead pencil.**
- **Only answer those questions which apply to you.**
- Erase cleanly any answers you wish to change.
- Make no stray marks on the survey.
- Questions 1-2, bubble only one answer, the course you are currently enrolled in.
- Questions 3-4, bubble only one answer, the lab you are currently in.

#	Question:	A	B	C	D	E
1	Course	N210	N212	N220	N222	

#	Question:	A	B	C	D
2	Course	N230	N232	N240	N242

#	Question:	A	B	C	D	E
3	Lab	A	B	C	D	E

#	Question:	A
4	Lab	F

#	Question:	A	B	C
5	Term	Fall	Spring	Summer

#	Question:	A	B	C	D	E
6	Year	2005	2006	2007	2008	2009

A	B	C	D	E
Strongly agree	Agree	Disagree	Strongly disagree	Statement does not apply to this course

7. Clinical experiences provided an opportunity to meet course objectives.
8. Clinical experiences reinforced classroom content.
9. Written clinical assignments related to course objectives.

10. Clinical agency staff were supportive of students and students' learning needs.

PLEASE TURN OVER AND ANSWER QUESTIONS ON BACK!

A	B	C	D	E
Strongly agree	Agree	Disagree	Strongly disagree	Statement does not apply to this course

11. Clinical agency staff provided positive role models.
12. There were sufficient resources (personnel & supplies) available in the clinical setting to meet course objectives.
13. Post-conferences were useful in learning and reinforcing course content.
14. The number of patients/clients in the clinical setting was sufficient to meet course objectives.
15. The range of health problems represented among patients/clients was sufficient to meet course objectives.
16. Grading criteria for clinical performance and clinical written assignments were clearly explained.

FOR THE FOLLOWING QUESTIONS, PLEASE GIVE SHORT, FOCUSED, ANSWERS

Lab Group _____ **Clinical Site** _____

14. What are the course's strong points?

15. What suggestions can you make which would improve this course?

CERRITOS COLLEGE NURSING PROGRAM

STUDENT HANDBOOK SIGNATURE PAGE

Please sign and return to the nursing department within one week of program enrollment or as announce by faculty.

I have read the information included in this student handbook and will be responsible for its content. If I do not understand a procedure or policy, I will request clarification from the Nursing Program Director of designee.

DATE

PRINTED NAME

SIGNATURE