SAN JOAQUIN DELTA COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
STUDENT HANDBOOK

EFFECTIVE
FALL 2007
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SECTION I
INTRODUCTION

Welcome to the challenging career of nursing. Nursing involves having knowledge based on the art and science of meeting the health care needs of others and requires a commitment to ethical and legal practices within the scope of nursing practice.

The Associate Degree in Nursing Program at San Joaquin Delta College is designed to provide students with the learning resources to acquire the knowledge base and to develop the necessary skills necessary to become a registered nurse. The curriculum requires students to assume responsibility for learning, decision-making and demonstrating independent judgment. Critical thinking and problem solving skills are essential to becoming an effective and safe registered nurse.

The faculty and staff of the Nursing Program aim to set the standards for students to begin life-long learning in nursing.

Graduates of the program are eligible to take the Registered Nurse’s licensure examination. Successful completion of the examination enables the entry-level nurse to become a vital member of the health care system in the community and society. Nursing offers a variety of options for clinical practice, education, and career mobility.

San Joaquin Delta College’s Associate Degree in Nursing Program is a program that meets the curriculum guidelines of the State Board of Nursing for California. Program policies, procedures and requirements have been established to represent the standards for education and safe clinical practice.

This handbook

- States the program policies, procedures and requirements of the Nursing Program;
- Provides students guidance for maintaining “good standing” in the Program and
- Informs students of their rights throughout the Program.
HISTORY

The history of San Joaquin Delta College’s Associate Degree in Nursing begins in the 19th century when San Joaquin General Hospital opened its three-year diploma program. As the profession of nursing evolved and nurses assumed greater responsibilities, the need for knowledge that would support their practice was achieved by adding anatomy, physiology, microbiology, psychology and nutrition to the nursing curriculum. To meet this need, in the 1940’s, students of the diploma program were transported from San Joaquin General Hospital to Stockton Junior College (the current home of the University of the Pacific) to complete general education courses.

Nursing theory and clinical course were taught at the San Joaquin General Hospital campus. Once students completed the program, they were awarded sixteen units of credit which could be applied toward a college degree.

When San Joaquin Delta College officially commenced operation as an area-wide junior college district in the fall of 1963, the first class of nursing students was admitted to the newly formed Associate Degree in Nursing Program. In order to insure a continuous flow of nursing graduates without duplication of Programs, the School of Nursing at San Joaquin General Hospital graduated its last class of Diploma nursing students in 1964. The following year, 1965, San Joaquin Delta College graduated its first nursing class.
MISSION STATEMENT

The philosophy of the Associate Degree Nursing Program is congruent with the Mission Statement, Goals, and Philosophy of San Joaquin Delta College. The program is designed to integrate the educational needs of the student with the needs of the community, the college, and the nursing profession. The Nursing Faculty is committed to provide and maintain a curriculum and a program of instruction that prepares its graduates for entry-level nursing practice.

PHILOSOPHY

Individual

The faculty views the individual as a wholistic being in constant interaction with the internal and external environment. The individual possesses innate and acquired abilities which facilitate this interaction. The faculty believes that biological, psychological, sociological, cultural and spiritual dimensions inherent to the individual must be considered from a wholistic perspective. The integrity, uniqueness and existence of the individual is based upon a delicate balance of these dimensions, a balance needed to maintain a steady, homeostatic state.

The individual is a part of a collective society where families, groups, communities and populations continually evolve and adapt to internal and external change. Change may affect the steady state of equilibrium and disturb the delicate balance of the various dimensions. Actual or potential health problems may arise when the ability of the individual to adapt to change is temporarily or permanently impaired. In times of need, the individual deserves to be treated with dignity and respect in a caring and nurturing environment. It is the right of the individual to participate in making decisions regarding his/her health care needs.

Nursing

Nursing is a time-honored profession to the prevention of illness, promotion of health and restoration of optimal wellness delivered in a professional, caring and supportive manner. Nursing is a discipline, which requires the use of cognitive, affective and psychomotor skills necessary for the provision of individualized care. The delivery of care is based upon the application of the nursing process, utilizing scientific principles and theoretical knowledge. The nursing process is goal-oriented; patient centered and requires critical thinking skills toward problem solving and decision-making.

The practice of nursing is dynamic and is directed toward the needs of the individual, the family and the community during health and illness. The faculty believes that the practice of nursing must consider the changes in the dimensions affecting each individual and his environment, and promote measures to effectively reestablish and maintain a homeostatic state.

The different roles in nursing practice continue to evolve from past, present and future demands of the health care delivery system. Nursing practice can be in structured and unstructured, acute, chronic or community-based health care settings. Nursing roles as provider of care, manager of care, client advocate and member of the profession, all require humanistic and caring behaviors and commitment to ethical practices independent of the practice setting. These behaviors are as important as the integration of theoretical knowledge and scientific principles within practice of the profession.
Nursing Education

Nursing Education of the Associate Degree Nurse (ADN) at San Joaquin Delta Community College is strongly based on a curriculum organized around Open Systems Theory. This theory is inclusive of the faculty’s view of the individual as a wholistic being in continuous interaction with the internal and external environment. The concept of Wholism is the unifying theme of the scientific and theoretical principles taught throughout the Nursing Program. The faculty believes that applying the wholistic perspective within the nursing process is utilized as a means to provide a scientific approach to nursing education and practice, and for the systematic evaluation of the organizational and problem-solving abilities of the student.

Integrated with the curriculum are the faculty’s beliefs of the discipline of nursing and nursing practice, the nursing process and the concept of Wholism. Selected courses from related disciplines support the conceptual components of the educational regimen. The theory and skills that are taught in the program are applied by students from simple to complex sequence throughout the program. Graduates of the program are prepared to provide and manage entry-level care throughout the life span in a variety of healthcare settings. The importance of health teaching and health promotion as vital components of the role of the nurse is emphasized. Ethical and legal implications of health care delivery are integrated throughout the program to promote professional behaviors as members within the discipline of nursing. The graduates are prepared to collaborate with other members of the care team to meet the health care needs of a culturally diverse urban and rural community. The faculty recognizes and is sensitive to the learning needs of the nursing students who come to the program from varied backgrounds reflective of the community. Instructional materials and teaching strategies based on individual abilities and learning styles are developed to assist students and are continuously evaluated for effectiveness. Members of the faculty assume the role of student advocate by assisting students with available support services. The faculty encourages student involvement in program development and college-wide activities.

The faculty provides nursing education, which is based on established theories, principles and practices with recognition of the need for continual development of new knowledge derived through nursing research. The curriculum is organized to facilitate educational mobility and articulation.

Graduates are encouraged to assume responsibility for educational and professional growth. The curriculum at San Joaquin Delta Community College is organized to meet the requirements of the California Board of Registered Nursing, the California Board of Vocational Nursing and Psychiatric Technician Examiners and the National League of Nursing Accreditation Commission. The faculty, students, Board of Trustees, college administration and the health care community strongly support the philosophical principles around which the curriculum has been developed.
CONCEPTUAL FRAMEWORK

WHOLISM

The conceptual model reflects an Open Systems Theory, which emphasizes the theme of Wholism. The client is represented in the center of the model in an ideal state of homeostasis along the health-illness continuum. The client is viewed as a holistic being who is in constant interaction with the internal and external environment.

The first circle represents variables that make up a wholistic being. These variables include physiological, psychological, developmental, sociocultural and spiritual dimensions. A balanced interaction of all these variables leads to a state of dynamic equilibrium.

The second circle represents the interaction of the client with environmental stressors, which may influence the state of dynamic equilibrium.

The outermost circle reflects nursing’s contribution to the promotion and maintenance of the client’s health by the use of the nursing process. This process involves consideration of all variables as factors that affect the client’s state of health or illness. Inherent in the nursing process is the application of the wholistic perspective to provide the most effective interventions.

SJDC
ADN Hndbk
Reviewed Sp 07
Revised Sp07
CURRICULAR THREADS

Unifying Theme

WHOLISM

Curricular Threads

The following are conceptual threads throughout the program

Advocacy
Caring
Communication

Community Health Promotion
Critical Thinking
Cultural Diversity
Ethical/Legal Aspects

Health/Illness Continuum
Homeostasis

Leadership/Management

Life Cycles
Nursing Process
Nurses Role
Nursing Trends

Nutrition
Patient Teaching
Pharmacology
Professionalism

Spirituality
TERMINAL OBJECTIVES

The goal of the Associate Degree in Nursing Program at San Joaquin Delta College is to prepare graduates who will safely perform as entry-level Registered Nurses. The program is designed to prepare graduates and managers of care in a variety of health care settings. The graduates are prepared to collaborate in providing care in an evolving health care environment.

Upon completion of the Associate Degree in Nursing Program, the graduate will:

1. Provide safe and effective nursing care to clients based on the knowledge from societal, behavioral, biological, and physical sciences.

2. Use the Open Systems Model and the Nursing Process to assist and support clients in attaining optimal levels of wellness.

3. Demonstrate critical thinking skills when applying the nursing process in providing care to clients throughout the lifespan.

4. Integrate knowledge of cultural awareness, legal aspects and ethical principles in providing and managing client care in a variety of health care environments.

5. Use therapeutic and professional communication skills when interacting with a client and other health care providers.

6. Act as a client advocate when assisting the client to make informed health care decisions.

7. Promote health teaching/learning for clients with the goal of promoting optimal wellness.

8. Collaborate with other health care workers in planning, managing and delivering cost-effective health care to clients in a variety of health care settings.

9. Assume responsibility and accountability in the practice of nursing as defined by the California Nurse Practice Act.
PROGRAM OUTCOMES

At the end of this two year Associate Degree Program, the graduates will:

1. Have a passing rate on the NCLEX-RN equal to or greater than the state passing average for first-time takers.

2. Have eighty-five percent (85%) or more students who complete Nursing 1 will graduate from the program within two years.

3. Function at the expected entry level of an Associate Degree Registered Nurse.

4. Display critical thinking skills by effectively assessing, diagnosing, implementing, and evaluating nursing care.

5. Demonstrate basic interactive processes including nurse-patient communication and collaborative professional relationships.

6. Demonstrate a commitment to continued learning.

7. Be reflective of the cultural diversity of the college and community population.

8. Have eighty-five percent (85%) of the graduates will be employed as Registered Nurses within six months of licensure.
GLOSSARY OF TERMS

**Advocacy:** The principle of speaking for or working on behalf of the claims and right of clients; in particular, giving support to those who are disadvantaged and vulnerable because of illness, disability, age, ethnicity or socioeconomic status.

**Biological Dimension:** The area that reflects a person’s origin, history and physical characteristics.

**Caring:** The practice of assistive, supportive, or facilitative acts toward or for another individual or group which integrates knowledge of human behavior to restore and/or promote health.

**Case Management:** A system of health assessment, planning, service procurement, service delivery, service coordination and monitoring through which the multiple service needs of clients are met.

**Community:** A group of people living or working together in a particular place sharing interests, values and common boundaries.

**Critical Thinking:** Refers to a continuous, purposeful, intellectual disciplined process of actively and skillfully utilizing the nursing process which entails informed and outcome-focused results that requires careful identification of key problems, issues and risks involved, and is driven by the patient, family, and community needs.

**Cultural Awareness:** The process whereby the nurse acknowledges his or her cultural biases and recognizes that other persons, groups, or communities have their own unique cultural similarities and differences.

**Cultural Competence:** The process whereby the nurse has developed cultural awareness, knowledge, skills and encounters and uses the process in interactions with peers, patients, and other community and professional persons.

**Cultural Dimension:** Characteristics of individuals, including their beliefs, emotions, sense of self, and their responses to illness.

**Cultural Diversity:** The difference, uniqueness and the variety in the traditions, practices, beliefs and values belonging to a designated group of people.

**Developmental Variable:** Refers to age-related developmental processes and activities.

**Dynamic Equilibrium:** A system with an open or semi-permeable boundary that allows a free exchange of energy between the system and its environment. Stressors and the reaction to those stressors are the basic components of an open system.

**Environment:** The internal and external forces, which affect and are affected by the individual at any time.

**Health:** A state of harmony between the individual’s physiological, psychological, socio-cultural, spiritual and developmental variables and not merely the absence of disease.
Health-Illness Continuum: A hypothetical graduated scale intended to measure an individual’s total health status, which is influenced by environmental forces.

Homeostasis: A state of equilibrium between the individual’s internal and external environment, which influences placement on the health-illness continuum.

Illness: A state of being in which an optimal health state, for a variety of reasons, is not being maintained.

Individual: A single human being who possesses biological, psychological, cultural, spiritual and sociological dimensions and is in reciprocal interaction with the environment.

Life Cycle: Pertains to recurring events or phenomena in a lifetime, such as the stages of human development.

Life Span: Pertains to the full extent or duration of life, normally from gestation and infancy to old age and death.

Managed Care: A clinical system that organizes and sequences the process of care giving at the patient-provider level in order to better achieve cost and quality outcomes.

Nursing: The diagnosis and treatment of human responses to actual or potential health problems.

Nursing Education: Refers to the process of conveying a broad base of knowledge from the biological, social, and physical sciences as well as the liberal arts and humanities disciplines in the prevention, promotion and restoration of human responses to actual or potential health problems and to meet the needs of nurses, clients and the changing health care environment. See Program Philosophy – Nursing Education.

Nursing Process: A process that promotes humanistic, outcome-focused, cost-effective care that is directed to prevent illness and promote, maintain, or restore health; maximizes one’s sense of well-being and ability to function in desired roles; and finds ways to improve consumer satisfaction with the health care delivery system.

Open System: A system with an open or semi-permeable boundary that allows a free exchange of energy between the system and its environment. Stress and the reaction to stress are the base components of an open system.

Profession: An occupation that requires extensive education and specialized knowledge, skill, and preparation to acquire a body of knowledge pertinent to the role to be performed.

Professionalism: Refers to professional character, spirit or methods identified as a set of attributes and commitment.

Psychological Dimension: A component of the individual reflected in a person’s cognitive and emotional response to self and environment.
**Society:** A community or broad grouping of individuals having common traditions, institutions, and collective activities and interests.

**Sociological Dimension:** The relationship and organization structure of people living together throughout the life span.

**Spiritual Dimension:** An individual’s philosophical orientation to values, beliefs, and the meaning of life.

**Stress Adaptation:** A dynamic, ongoing and life-sustaining process whereby individuals continually adjust to internal and external changes.

**Stressors:** Refers to environmental factors, either positive or negative, having the potential to disrupt system stability; client perceptions and coping abilities are major considerations.

**Structured Setting:** An environment where policies and procedures, standards and protocols are specified for the function/duties of agency staff and according to job descriptions/specifications. Examples include but are not limited to acute care hospitals, long-term care facilities, and health clinics.

**Unsafe Conduct/Practice:** See Appendix H.

**Unstructured Setting:** An environment where policies and procedures, standard and protocols are specified by the agency including job descriptions/specifications may require modification for a given situation due to the less predictable nature of the environment and patients being served. Examples include but are not limited to patient’s home or place of residence.

**Wholism:** The client is viewed as a whole person whose parts are in dynamic interaction with the internal and external environment. Consideration is given to all variables simultaneously affecting the client’s system including psychological, biological, sociological, cultural and spiritual dimensions.
SECTION II

ACADEMIC STANDARDS

1.1 GRADING REQUIREMENT POLICY

1.1.1 Students in the Nursing Program must earn a minimum grade of “C” in both nursing and prerequisite courses.

1.1.2 Students must have a satisfactory performance in the clinical areas in order to continue in the Nursing Program.

1.1.3 Students who do not successfully complete Nursing 1 will be dropped from the program.

1.1.4 Students who fail two (2) nursing courses will not continue in the Nursing Program.

1.2 GRADING POLICY

1.2.1 The following percentage groupings determine the letter grades for nursing courses:

<table>
<thead>
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<tbody>
<tr>
<td>89.5 - 100%</td>
<td>A</td>
</tr>
<tr>
<td>79.5 - &lt;89.5%</td>
<td>B</td>
</tr>
<tr>
<td>72 - &lt;79.5%</td>
<td>C</td>
</tr>
<tr>
<td>60 - &lt;71.9%</td>
<td>D</td>
</tr>
<tr>
<td>&lt;60%</td>
<td>F</td>
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(a grade below 72.0% is not a passing grade in any Nursing Course)

1.2.2 A grade of 71.5-71.99 will not be rounded up to the nearest whole number.

1.3 CLINICAL LABORATORY

1.3.1 Clinical Evaluation

1.3.1.1 Evaluation of clinical performance will be on a pass/fail basis.

1.3.1.2 A satisfactory clinical performance is one that meets all clinical objectives.

1.3.2 Students who are identified as unsafe to practice in the clinical setting of a nursing course, regardless of the time frame, will receive a grade of “F” for the entire course.

1.4 SKILLS LABORATORY

1.4.1 The student is required to complete and pass all Skills Laboratory assignments.

1.4.2 Students who have failed to meet the clinical objectives of the Skills Laboratory, regardless of the time frame, will receive a grade of “F” for the entire course.
1.4.3 Students who fail to submit required clinical written/oral assignments or earn a grade of 72% on written/oral assignments (i.e., course nursing care Plan/Oral presentations) will receive an unsatisfactory performance in the nursing course, regardless of time frame.

1.4.4 The student who is demonstrating difficulty in meeting the clinical objectives based on performance will receive a Conference/Requirement/Scholarship Warning Form and be placed on a clinical contract. Conference Requirement/Scholarship Warning Form and placement of the student on a clinical contract will be utilized if the student is demonstrating unsatisfactory clinical performance based on clinical objectives. The student will receive a clinical contract upon determination of unsatisfactory clinical performance. The instructor will address and include the following in the clinical contract: 1) description of the problem; 2) specific recommendations to resolve the problem; and 3) a timeline for completion of contractual recommendations.

1.5 SCHOLARSHIP WARNING

1.5.1 Written notification in the form of a Conference Requirement Form/Scholarship Warning Form will be issued to any/all student(s) for:

1.5.1.1 Academic Average below 72%.

1.5.1.2 As per board policy, excessive absences are defined as one-sixth (1/6) of the total number of hours the course meets.

1.5.1.3 Unsatisfactory written assignments or unsatisfactory clinical performance.

1.6 CLINICAL REQUIREMENTS

1.6.1 All students are required to submit documentation of: 1) a current physical exam which documents the ability to perform clinical duties; 2) a completed immunization record- See Section IV, Infectious Disease Policy, Guidelines-6.3.3; 3) Current Professional Healthcare Provider CPR card; 4) current malpractice insurance.

1.6.1.1 Cardiopulmonary Resuscitation (CPR) card must:

a) Be Professional Healthcare Provider status;

b) Indicate “hands-on” skills performance (online CPR performance or renewals will not be accepted for any nursing student).

1.6.2 Students may be required to present evidence of clinical requirements to the clinical instructor of each course prior to participation in clinical activities throughout the nursing program.
1.6.3 Students are responsible for making copies of all clinical requirements prior to submission, submitting updated copies as needed, and maintaining these records throughout the entire program.

1.6.4 Students must provide own transportation to and from the clinical site(s).

1.6.5 Students are to purchase approved student uniforms that are to be worn only in the clinical facilities. Refer to Regulations and Standards-Section 6.

1.6.6 Failure to submit required documentation before each clinical rotation will result in withholding student from the clinical site.

1.6.7 Students who have withdrawn from the program are required to provide updated documentation including a current physical exam prior to re-entering-See Appendix B-Nursing Program Re-entry Policy.

1.7 BACKGROUND CLEARANCE

1.7.1 To maintain compliance with regulatory agencies, the clinical facilities may require background clearance for criminal background clearance prior to student assignment in the facility. The clinical facility has the authority to refuse assignment of student that fail to meet these facility standards.

1.7.2 The nursing program will make every attempt to place the student at another clinical site, but the program does not guarantee another clinical placement.

1.7.3 Students who are unable to be placed in the clinical area will be withdrawn from the program due to the inability to meet the program requirements.

1.7.4 The student is responsible for the costs associated with background clearance.

1.8 ACADEMIC INTEGRITY

1.8.1 According to the Student Conduct Code of San Joaquin Delta College, all students of the Associate Degree Nursing Program must conform to the Community College District rules and regulations.

1.8.2 Any student who is demonstrating behavior that is consistent with those outlined in the SJDC Administrative Procedure 5500 will be subject to disciplinary actions which could include dismissal from the program.

1.8.3 See Appendix I for SJDC College Administrative Procedure 5500 A-Academic Dishonesty.
1.8.4 Not only is the above policy the College Policy, reflects the philosophy of the California Board of Registered Nursing regarding safe nursing practice:

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

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

The board may deny licensure on the basis of:

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

(From BRN Report VOL. 5: No 1, Spring, 1987)

The Nursing faculty believes the dishonest behaviors described within this policy are inconsistent with sage nursing practice and, therefore reserve the right to dismiss any student who demonstrates these behaviors from the Associate Degree Nursing Program of San Joaquin Delta College, any student who demonstrates evidence of the above-described behaviors.

1.9 COMPUTER USAGE POLICY

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

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

1.9.2.1 Uses the information networks for illegal, inappropriate, or obscene purposes, or in support of such activities.

1.9.2.1.1 Illegal activities shall be defined as those activities that violate local, state, and/or federal laws.

1.9.2.1.2 Inappropriate use shall be defined as violation of the intended use of the network, and/or purpose or goal.
1.9.2.1.3 Obscene activities shall be defined as a violation of generally accepted social standards for use of Publicly owned and operative communication vehicle.

1.9.2.2 Uses the information networks for any illegal activity, including violation of copyrights, license agreements and other contracts.

1.9.2.3 Intentionally disrupts information network traffic or crashes the Network and connected systems.

1.9.2.4 Degrades or disrupts equipment or system performance.

1.9.2.5 Steals data, equipment, or intellectual property.

1.9.2.6 Gains unauthorized access to files of others, or vandalizes the data or files of another user.

1.9.2.7 Forges electronic mail messages, or uses an account owned by another user.

1.9.2.8 Invades the privacy of individuals.

1.9.2.9 Posts anonymous messages.

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

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

1.9.5 The SJDC ADN Nursing Program has the right to restrict or terminate information network access at any time for any reason. The Program further has the right to monitor network activity in any form that it sees fit to maintain the integrity of the information network.
SECTION III

CHANGE OF STATUS POLICY

2.1 Students who voluntarily drop from any nursing course in good standing for medical or personal or health reasons may request Re-entry.

2.2 Students who are found to be unsafe in the clinical laboratory setting of any nursing course, regardless of time frame, will: 1) receive a course grade of “F”; 2) be dropped from the Nursing Program; 3) be ineligible for Re-entry or admission into any nursing program at San Joaquin Delta College. See Appendix H-Definition of Unsafe Behaviors.

2.3 A STUDENT WHO DOES NOT SUCCESSFULLY COMPLETE NURSING 1 MUST APPLY AS A BEGINNING STUDENT DURING THE REGULAR APPLICATION PERIOD.

2.4 RE-ENTRY

2.4.1 Re-entry is defined as any student who is enrolled in any of the Nursing Programs and has failed one (1) nursing course, academically or clinically unsatisfactory, and is continuing the program at the point of exit.

2.4.2 Students who are dropped from the nursing program for academic grades of “D” or less, unsatisfactory clinical performance at the time of the withdrawal may be eligible for Re-entry. Refer to Appendix B - Nursing Program Re-entry Policy.

2.4.3 Eligible students who wish to Re-entry into the Associate Degree in Nursing Program may start the process by requesting Re-entry by a written request submitted to the Director of Health Sciences. Refer to Appendix B - Nursing Program Re-entry Policy.

2.4.4 Re-entry is on a space available basis and not guaranteed for eligible student.
SECTION IV

ATTENDANCE POLICY

3.1 Refer San Joaquin Delta College Attendance Policy. Excessive absences will interfere with the student’s ability to complete course objectives.

3.3 JURY DUTY

3.3.1 Upon receipt of a jury note, the student must immediately report to the Division Office (L213) with the summons request and request a letter of deferment. This letter may allow a postponement from jury duty for the student.
SECTION V

REGULATIONS AND STANDARDS

4.1 PROFESSIONAL BEHAVIORS

4.1.1 When in uniform, the nursing student represents the Nursing Program and Delta College. The conduct and appearance of the student, therefore, should be appropriate at all times.

4.1.2 Students are expected to exhibit professional behaviors at all times.

4.1.3 Professional traits and behaviors are essential components of safe and competent nursing practice.

4.1.4 Standards of Behavior are required for the classroom and clinical areas.

4.1.5 Unprofessional Behaviors have been identified as, but not limited to the following: 1) tardiness, 2) excessive absences, 3) unethical behavior, 4) unprofessional communication, 5) unprofessional attire and/or appearance, 6) dishonesty and 7) unsafe clinical practices, 8) confidentiality, 9) substance abuse.

4.1.6 Demonstration of unprofessional behaviors will result in the following:

1\textsuperscript{st} Episode – Verbal Warning
2\textsuperscript{nd} Episode – Written Warning
3\textsuperscript{rd} Episode – Contract outlining explicitly remediation of unprofessional behavior.

4.1.7 Any further single episode of unprofessional behavior will be considered a violation of the contract and will result in dismissal from the program.

4.1.8 The instructor has the option to proceed immediately to a clinical contract or dismissal from the program if, in the determination of the instructor, such action is warranted.

4.2 CLASSROOM REGULATIONS AND STANDARDS

4.2.1 The student is responsible for adhering to the guidelines established for the classroom as defined by the Delta College Student Handbook.

4.2.2 Children in class. No children are allowed in the classroom.

4.2.3 Punctuality. Students are expected to be in the classroom or laboratory at the time class is scheduled to begin (refer to Course Instructional Manuals/Materials). Tardiness is considered an unprofessional behavior and may be subject to contract or dismissal from the program.
4.2.4 **Disturbing Behavior.** Private conversations, cell phone use or other behaviors are discourteous to the instructor and fellow students. Continuation of such behavior will be considered insubordination and UNPROFESSIONAL COMMUNICATION subject to action for UNPROFESSIONAL BEHAVIOR. See Policy and Procedure Student Conduct Code #5150.

4.2.5 **Insubordination.** Insubordination is considered an unprofessional behavior. Any student who does not demonstrate recognition of the authority of the instructor will be considered insubordinate. The identified student will be dismissed from the class and the dismissal will be counted as an absent for that period.

4.2.6 **Cheating.** Cheating is considered an unprofessional behavior and, as such, will result in immediate dismissal from the Nursing Program.

4.2.7 **Eating.** Eating or drinking is not allowed in classrooms or in the clinical patient areas.

4.2.8 **Dishonesty.** Falsification of information either written or verbal will result in immediate dismissal from the program.

4.2.9 **Plagiarism.** Plagiarism is defined as “the unauthorized use of the language and thoughts of another author and the representation of them as one’s own. Student assignments that reflect plagiarism will not be accepted and will be subject to actions under unprofessional behavior.

4.2.10 Reporting Absences for Theory

4.2.10.1 The student must notify the instructor of record or the Nursing and Health Science Department (Locke 213) at (209) 954-5447 one hour prior to absence.

4.2.11 If the student is going to be absent on a day of an exam or quiz, the student must notify the instructor of record;

4.2.11.1 Make up exams are at the discretion of the theory instructor or instructor of record.

4.2.11.2 Arrangements to take the exam/quiz with the instructor within the defined period of time as stated in the individual course Instructional Material.

4.2.11.3 Consequences of taking a late exam/quiz are dependent upon the instructor of the course as stated in the Instructional Material.

4.3 **CLINICAL REGULATIONS**

4.3.1 Improper student conduct in the clinical area can result in unsafe client care, which, in turn, can result in civil liability, loss of clinical facilities, loss of Nursing Program accreditation, and/or, if the student is licensed, loss of licensure.
4.3.2 The State Board of Registered Nursing expects schools of nursing will ensure that
the instructors have the responsibility and authority to take immediate corrective
action with regard to the student’s conduct and performance in the clinical
setting”.

4.3.3 Quality of Nursing Care. Failure to provide safe nursing care to assigned clients will
justify an instructor to initiate a grade of “F” in a nursing course regardless of time
frame.

4.3.4 Health and Attitude. Courtesy, consideration and honesty are significant attributes
of the healthcare professional and are expected of the student.

4.3.4.1 If, at any time, a student’s health, attitude, or conduct represents a
potential threat to the well being of the student or of clients, the
instructor may dismiss the student from the class for the day.

4.3.4.2 The instructor may request written clearance from a Physician before
allowing the student to continue with course work.

4.3.4.3 If the condition or problem continues, the student will be counseled
to consider other career goals, and may be dropped from the
program. Refer to Appendix H - Nursing Program Definition of Unsafe
and Delta College Student Handbook, Code of Conduct.

4.3.5 Substance Abuse/Emotional Illness. Nursing students impaired by
alcoholism/substance abuse or emotional illness should be informed that these
conditions, if left unattended, could lead to disciplinary action and may prevent a
nursing student from being licensed. See Appendix G - Policy for the Impaired
Student.

4.3.6 Responsibility. Errors, omissions, or uncertainty with a nursing procedure must be
reported immediately to the instructor and/or staff person in charge. Failure to
follow established clinical guidelines is considered unethical behavior and is subject
disciplinary action.

4.3.7 Confidential Information. Every client is guaranteed the right to confidentiality by
law. Disclosing any information regarding any client is violating the legal rights of
that client.

4.3.7.1 Discussion outside the academic or therapeutic situation such as in
the hospital cafeteria, at home with friends, at school, etc, is
considered unethical behavior and subject to disciplinary action.

4.3.7.2 Client records are not to be copied, duplicated or removed from the
clinical facility.

4.3.7.3 Violation of any of the above is considered unethical and subject to
disciplinary action.
4.3.8 **Reporting for Duty.** In the event that a student is unavoidably detained, the student must notify the instructor or responsible person as directed by the instructor. The student must notify the clinical instructor each day at least one (1) hour before the scheduled time of arrival. When calling the facility, identify yourself by name, the instructor’s name, and the area to which you are assigned.

4.3.9 **Smoking.** Clinical facilities are smoke-free environments. At the college and clinical facilities, special areas are designated for smoking. Smoking is allowed only at break and meal times in the assigned smoking areas. At all times, consideration for non-smokers is expected.

4.3.10 **Telephone use** - Personal calls by the student shall be made on pay phones that are available in each facility.

4.3.10.1 **ELECTRONIC DEVICES** - **CELL PHONES and BEEPERS ARE NOT ALLOWED IN THE CLINICAL FACILITIES OR IN THE CLASSROOM.**

4.3.10.2 Emergency calls are to be directed to the Family, Consumer & Health Sciences Division Office or the Nursing and Health Science Department Office. Family members are to be informed and directed about your schedule, instructor and clinical facility.

4.4 **STUDENT CONCERNS**

4.4.1 The student should attempt to resolve concerns with the instructor concerned.

4.4.2 Failing resolution of the problem, the student should then consult with the Director of the Nursing Programs.

4.4.3 The student will communicate all problems to the Director of the Nursing Programs in writing.

4.4.4 If the problem remains unresolved, the other levels of appeal, in ascending order are: 1) Division Dean of Family, Consumer, and Health Sciences Division; 2) Vice-President of Student Services; 3) Superintendent/President; and finally 4) the Board of Trustees.

4.4.5 Students must use correct Chain of Command specified.

4.4.6 If problems still cannot be resolved at this level, See **APPENDIX F - Nursing Student Clinical Grievance Procedure.**
SECTION VI

UNIFORMS AND ACCESSORIES

5.1 In all clinical settings, students must dress in a professional manner, whether in uniform or in non-uniform attire. Students are expected to adhere to dress policies specific to individual clinical facilities. EXCEPTION: Students enrolled in Mental Health Nursing wear non-uniform attire (professional day wear) in the clinical settings.

5.2 All students will wear the approved student uniform. Refer to information provided upon entry into the Program.

5.2.1 The approved student uniform consists of the Program approved ciel blue scrub top and pants or medium blue scrub dress (hemline at the level of the knee). The uniform may be purchased at any uniform store.

5.2.2 Comfortable closed, clean, white nursing shoes with clean, white laces worn with clean, white socks, or white hose (for women) are included as part of the approved uniform.

5.2.3 White laboratory coats/sweaters/uniform warm-up jackets may be worn in the clinical area. Lab coats/sweaters/uniform warm-up jackets must be no longer than tunic length and must be washable. Warm-up jackets must be standard uniform design.

5.3 The following items of clothing are inappropriate in any clinical setting:

- Scrub pants with cuffs, Cargo pants, stretch fabric scrub suits, culottes, and jumpsuits are not permitted.
- CLOGS, OPEN-TOE AND OPEN-HEELED SHOES, SANDALS, CANVAS OR JOGGING SHOES ARE NOT PERMITTED.
- Sport jeans, blue jeans, and/or denim jeans of any color;
- Leggings, capris, pedal pushers and/or mid-calf fitted pants, shorts, skirts and culottes, and jumpsuits;
- Torn or unkempt clothing;
- Sweatpants, sweatshirts, T-shirts with logos;
- Unkempt, unsafe, or inappropriate footwear, including thongs, wooden clogs, or footwear that make loud sounds, sandals, etc.
- Short, tight, low-cut or suggestive clothing;
- Patient gowns/robes or surgical scrub wear except as authorized.

5.4 Identification

5.4.1 Nursing Program badges are to worn on the left side of the white lab jacket. They can be purchased from the Nursing Program Office L213 or Student Nurses Association official/representative.

5.4.2 School identification badges are to be worn at all times, in any clinical facility, for any student or program related activity. They can be purchased through the Delta College Student Government Office-Shima Center.
5.5 Grooming

5.5.1 Personal cleanliness and dental hygiene are expected.

5.5.2 Hair must be neat and clean. During the clinical experience, hair must be pulled away from the face and secured in the back.

5.5.3 Lightly applied make-up is acceptable except where disallowed by hospital policy.

5.5.4 Stud or post earrings and wedding bands are acceptable. No other jewelry is acceptable in the clinical area.

5.5.5 Clear nail polish is acceptable. Students may not have artificial nails while in the nursing program. This includes tips, acrylic, silk overlay, or any other type artificial nail or enhancer. Students who currently have such nails must have them removed before they can participate in any clinical activities.

5.5.6 Visible tattoos, tongue or other body piercing attachments are not acceptable attire in the clinical area.

5.7.7 Clinical facilities may have additional requirements related to appearance.

5.6 Accessories - Each student must have: 1) a watch with a “second” hand, 2) ball point pen with BLACK ink (medium point, 3) stethoscope with bell and diaphragm (see instructor guidance before purchasing) and 4) Kelly clamp and bandage scissors (optional).
SECTION VII

INFECTIOUS DISEASE POLICY

6.1 General Statement - Nursing students will care for a variety of clients with both known and unknown diseases. This implies a certain risk to the nursing student as a health care provider. This risk can be mitigated by strict adherence to accepted infection control guidelines. These guidelines include standard precautions, basic principles of medical and surgical asepsis, health care facility infection control policies, and maintenance of individual student personal health through basic health and immunization practices.

6.2 Standard Precautions Definition

6.2.1 At risk health care providers, including students in the health care setting, are to use personal protective equipment, and follow procedures to prevent contact with blood or other potentially infectious materials at all times (CDHS, CDC).

6.2.2 These protective devices and procedures include gloves, gowns, masks, protective eyewear, sharps disposal units, and appropriate handling/disposal of contaminated material.

6.3 Guidelines

6.3.1 ALL students must obtain the required physical examination, prior to beginning the Nursing Program.

6.3.2 Students are required to rigorously adhere to infection control guidelines of the college, the Nursing Department, and the Center for Disease Control (CDC), and the individual health care facility in which they are working, including immunization, standard precautions and personal health guidelines.

6.3.3 Students are responsible for maintenance of all required immunizations including: hepatitis B vaccinations series, measles, rubella, and tetanus-diphtheria, as well as tuberculosis testing.

6.3.4 Students are required to present copies of their immunizations and TB skin test to the Department of Nursing and Health Sciences - Locke 213 prior to their due dates. Failure to do so will result in withholding the student from the clinical site until documentation is filed.

6.3.5 The student who enters the Nursing Program with a pre-existing medical condition, or who contracts a potentially infectious disease while in the Nursing Program, has the responsibility to protect the health and safety of clients and other health care personnel. This may be accomplished by adhering to the aforementioned infection control guidelines and policies, as well as maintaining optimal personal health and avoiding unnecessary exposure to clients as well as fellow health care personnel.
6.3.6 Any student with a medical condition which may pose a risk to the client, or who is placed “at risk” by caring for clients with infectious diseases, should review the student’s health care responsibilities with their personal physician and the Director of the Nursing Programs to clarify student and institution responsibilities and requirements.

6.3.7 The student must inform the Director of Nursing Programs, the Lead Instructor and the Clinical Instructor of their condition. It is not necessary for the student to divulge the actual medical diagnosis, only that the student is “at risk” or may pose a risk to patients.

6.3.8 Students are entitled to their privacy and are not obligated to disclose their blood-borne infection status to patients, peers, or administrators.

6.3.9 A student with AIDS or any infectious disease, who is SYMPTOMATIC, MUST NOT be involved in direct patient care. There is no known contradiction for the student with AIDS or any infectious disease, who has recovered from an acute illness, to return to the clinical laboratory.

6.3.10 Written clearance, however, must be obtained from the primary physician and must be presented to the instructor prior to re-entering or returning into the clinical setting.

6.3.11 A student who is exposed or potentially exposed to an infectious disease during patient care must report the exposure immediately to the Clinical Instructor.
SECTION VIII

MISCELLANEOUS

7.1 Tutorial Assistance and Study Skills Assistance

7.1.1 Tutorial assistance can be arranged through the Tutorial Center.

7.1.2 Students are encouraged to use these services by making an appointment with the Center.

7.1.3 Tutoring for nursing students may be available.

7.1.4 Information can be provided by the course instructors and skills lab instructor.

7.1.5 Students are also encouraged to utilize the following resources: 1) Skills lab during open lab hours; 2) Nursing computer lab; 3) Writing Lab - Shima 217; 4) Reading Lab - Shima 217; 5) Math Lab - Shima 315.

7.2 Textbooks

7.2.1 The College Bookstore, located in Danner Hall, stocks the recommended and supplementary textbooks for the Nursing Curriculum.

7.2.2 Textbooks should be purchased just prior to enrollment in courses in order to obtain the most up-to-date editions.

7.3 Student Organizations and Activities

7.3.1 The faculty encourages membership in professional organizations.

7.3.2 Students in the Nursing Program may join the San Joaquin Delta College Student Nurses’ Association (SNA).

7.4 Financial Aid

7.4.1 Students requesting general information concerning financial aid (grants, scholarships, and loans), the student should contact the Financial Aid Office.

7.4.2 To apply for funds designated for students accepted into the Nursing Program, each applicant should specify “nursing student” at the time of application. An identification of a personal goal as a Licensed Vocational Nurse or Associate Degree Nurse may be required.

7.4.3 Short-term emergency loan funds may be made available by the Associate Degree Nurses’ Alumni Association and the Student Nurses’ Association. Funds can be borrowed and MUST be repaid through the process established within the Nursing Program.
7.5 Bachelor of Science-Nursing Programs

7.5.1 ALL students are encouraged to continue with their education.

7.5.2 A Bachelor of Science Degree in Nursing will increase the opportunities, areas, and roles in which a Registered Nurse may practice.

7.5.2.1 Upon completion of the Associated Degree Nursing Program, the student is eligible for transfer to a Bachelor of Science in Nursing (BSN) program.

7.5.2.2 Local examples of such programs are:

- California State University, Stanislaus, Stockton, Center (209) 667-3141
  www.cstan.edu/Nursing/index.him. or www.valleynurse.org

- University of Phoenix offers online and local classes (currently in Lathrop)

- California State University, Dominguez Hills
  http://www.scudh.edu/extended/NEWSITE/program/nursedirect.htm

- Holy Names Colleges with classes held at St. Joseph’s Medical Center (510) 436-1024
  www.hnc.edu

7.5.3 Programs vary in terms of prerequisites and schedule of courses.

7.5.4 Students are encouraged to contact the college for specific information.

7.6 State Licensure

7.6.1 Upon successful completion of the Nursing Program, graduates are eligible to take the State Board Examination (NCLEX-RN) for Registered Nursing.

7.6.2 Fourth semester or students in their final semester WILL submit an application for licensure, which if accepted by the Board of Registered Nursing, will allow them to proceed to completion of the NCLEX-RN examination.

7.6.3 Fees are involved in the application and licensing process.
7.6.4 The current fees for licensure are:

- Application Fee - Seventy-five dollars ($75.00)
- Application for Interim Permit
- Fingerprinting Fee - Approximately fifty-five dollars ($55.00)
- Fee for the NCLEX-RN Exam - Two hundred dollars ($200.00)

7.6.5 Licensure Application Policies

7.6.5.1 ALL program course work must be completed with a grade of “C” or better.

7.6.5.2 Graduates impaired by alcoholism, drug abuse, or emotional illness should note that these conditions, if left unattended, could lead to disciplinary action and/or prevent licensure.

7.6.5.3 Prior felony and misdemeanor convictions must be reported on the application.

7.6.5.4 Failure to report ALL prior convictions or disciplinary actions is considered FALSIFICATION of the application and is grounds for denial of licensure.

7.6.5.5 Fourth semester or students in their final semester with prior convictions are encouraged to submit their application four months prior to the anticipated completion of the program and collect all documentation pertaining to the prior convictions to enclose with their application.

7.7 Off Campus Strike Policy

Students who are placed in off-campus facilities for educational experiences shall not participate in a labor relations dispute as part of their educational program. A labor relations dispute includes an employee strike or walkout. This policy includes the following:

7.7.1 Students shall not attend their assigned class experiences in an off-campus facility if there is a labor relations dispute at that facility.

7.7.2 Students shall not prepare for their assigned class experiences at an off-campus facility if there is a labor-relations dispute at that facility.

7.7.3 Students shall not participate in labor relations disputes at off-campus facilities while the students are officially representing the colleges.

7.7.4 Students shall not cross labor dispute picket lines at off campus facilities while students are officially representing the colleges.
7.7.5 Students shall be assigned to alternate educational experiences during the labor relations dispute at an off-campus facility. The instructor of record, in consultation with his/her dean, shall determine the appropriate alternate assignment.

7.7.6 College management shall be in contact with the off-campus facility to determine when the labor relations dispute has ended.

7.7.7 College management shall notify instructors and students when it is appropriate to return to the off-campus facility for instructional activities.
ADMISSION PROCEDURE POLICY

1.0 Admission Procedure

1.1 Basic Requirements - The Applicant must:

1.1.1 Make an appointment with a college counselor to determine eligibility for admission into the Nursing Program.

1.1.2 Read the San Joaquin Delta College Catalog sections pertaining to academic regulations and graduation requirements.

1.1.3 Complete the Assessment Placement test with a minimum Reading Level II and Comprehension Level of III, or the equivalent.

1.1.4 Request a Nursing Program application form and Program brochure, which contains the selection criteria, from the Admissions Office or from the Nursing Office, Locke 231.

1.1.5 Complete and submit the Nursing Program application to the Admissions Office (located in Holt 101A).

1.1.6 All college transcripts must be evaluated by the evaluations clerk in the Student Services Office to determine acceptability. The student is responsible for completion of remaining requirements indicated on the evaluation summary.

1.2 Associate Degree Nursing Requirements

1.2.1 Course requirements for the Associate Degree Nursing Program can be found in the San Joaquin Delta College Catalog and in the Nursing Program Brochure. Carefully check the prerequisites, proper sequences of courses and grade requirements.

1.2.2 Students Transferring from Other Nursing Programs. See Appendix C - Credit Granting Policy-Section IA-C.

1.3 Licensed Vocational Nurses Entering the Associate Degree Nursing Program.

1.3.1 Licensed Vocational Nurses seeking enrollment into the Nursing Program must submit evidence of a valid California LVN license. The opportunity to obtain credit for other acquired knowledge is available through credit by examination. See Appendix D - Credit Granting Policy, Item 1.6.4.

1.4 Certified Nurse Assistant option. See Appendix D - Credit Granting Policy, Item 1.6.2

1.5 Licensed Psychiatric Technician option. See Appendix D - Credit Granting Policy, Item 1.6.3

1.6 Credit by Examination. See Appendix D - Credit Granting Policy, Item 1.5.
1.7 Acceptance of Applicants

1.7.1 Applications for the Nursing Program are accepted twice a year.

1.7.2 Applications must be filed with the Admissions Office (Holt 101A).

1.7.3 Please refer to the Nursing Program Brochure for deadlines and specific requirements and selection procedures.
APPENDIX B

NURSING PROGRAM RE-ENTRY POLICY

1. General Guidelines

1.1 Definition - Refers to the nursing student who has failed one (1) nursing course, academically or clinically, and is continuing the program at the point of exit from the program.

1.2 Re-entry is NOT guaranteed.

1.3 Application for Re-entry must be submitted within one (1) year of exiting the program and must be initiated by the student.

1.4 Students may be re-entered based upon: 1) completion of required re-entry plan, 2) level of priority; 3) space availability and 4) date of completion of required re-entry plan.

1.5 Students who exited the program in “good standing” due to medical reasons MUST submit a medical clearance from a physician or nurse practitioner to be eligible for re-entry.

1.6.1 The clearance must clearly state that the student can assume all clinical activities.

1.6 Students exiting the program for the following reasons must complete a Re-entry Plan developed by the Lead Instructor of the failed course:

1.6.1 Theory failure of a nursing course

1.6.2 Unsatisfactory clinical failure

1.6.3 Students exiting the program due to theory and/or clinical failure will not be eligible for re-entry until all the components of the remediation plan are completed and documentation is submitted to the Director of Nursing and Health Sciences

1.2 The re-entry process for students who exited the program due to theory and/or clinical failure MUST:

1.2.1 Meet with the Lead Instructor and/or Clinical Instructor of the nursing course where the failure occurred to discuss problems and discuss a remediation plan.

1.2.2 Submit an application for re-entry by completing a re-entry request form AND a letter to the Director of Health Sciences.
1.2.3 This letter must address the following: 1) reason(s) student left the program; 2) proposed time line for completion of remediation; and 3) semester/year the student requests re-entry.

1.2.4 Attend a required exit interview with the Director of Health Sciences within two (2) weeks of leaving the program to discuss barriers that limited success and review the Re-entry Plan.

1.2.4.1 Complete all the requirements of the Re-entry Plan, which may include, but are not limited to: 1) tutorial assistance in reading/writing/math; 2) courses in: study/test taking skills/critical thinking/communication/computerized study; 3) skills practice in the Nursing Skills Laboratory; 4) successful completion of a written and/or skills performance examination if deemed necessary; 5) assessment/evaluation for learning disability and/or behavior issues and, if appropriate; 6) a required meeting with the Director of Health Sciences.

1.2.4.2 Documentation of completion of the Re-entry Plan will be submitted to the Nursing Office:

1. Written verification of completion of tutorial workshops, skills lab, etc, by the instructor or tutor with documentation of content, activities, and hours of contact.
2. Written assessment/evaluation for learning disability and/or behavior issues, if appropriate.

1.2.5 Students who have been out of the program for two (2) semesters or longer WILL BE REQUIRED TO SUCCESSFULLY COMPLETE A WRITTEN AND SKILLS performance examination.

1.2.6 Upon Re-entry to the Nursing Program, the student must complete the entire course from which they exited before they can progress in the program.

1.2.7 All Re-entry students must provide updated clinical requirement information as identified by the Director of Nursing Programs and Health Science prior to placement in the clinical area. These requirements may include but are not limited to: 1) physical examination, 2) updated lab testing and/or immunizations, 3) CPR and 4) malpractice insurance.

1.2.8 A student will be eligible for only one (1) Re-entry into the nursing program if the student has exited the program for academic failure or unsatisfactory clinical performance.

1.2.9 Re-entry Students will be advanced based upon:
(1) Space availability
(2) Level of priority
(3) Date of completion of required Re-entry Plan
1.2.10 Re-entry students who enter in the middle of the academic semester may be out of sequence with the advancing level. Consequently, Re-entry students will have lower priority than continuing students if the situation occurs where there is insufficient space available in the next level courses. The date of completion of the required Re-entry Plan will be utilized for placement on the re-entry list and determination of space availability.

1.3 Level of Priority

1.3.1 The Nursing Program has adopted the following policies pertaining to Re-entry/Transfer:

1.3.2 First Priority

1.3.2.1 Students who withdrew/dropped in “good standing”.

1.3.2 Second Priority

1.3.2.1 Licensed Vocational Nurses and Psychiatric Technicians advancing towards either an Associate Degree in Nursing or a thirty (30) unit option - See Appendix C - Credit Options for Licensed Psychiatric Technician and Appendix C - Credit Options for Licensed Vocational Nurses.

1.3.2.2 Students who have left the Nursing Program for unsatisfactory academic and/or clinical performance AND who have completed all the required remediation outlined by the nursing faculty in the Re-entry Plan.

1.3.3 Third Priority

1.3.3.1 Transfer students who have left their former program in “good standing”.

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Revised Sp07
APPENDIX C

NURSING PROGRAM RE-ENTRY PROCEDURE

1. POLICY:
   
   1.1 Re-entry is based upon space availability and completion of required medical
   clearances, required Re-entry Remediation Plan, and/or any other requirements
   identified by the faculty member or Director of Nursing and Health Sciences.
   
   1.2 The request must be submitted within one (1) year of exiting the program.
   
   1.3 Prior to Re-entry, the student must submit verification of medical clearance,
   completion of all components of the Re-entry Plan, and/or other requirements
   which have been identified.
   
1.2 STEP I: STUDENT RESPONSIBILITIES

   1. The student MUST meet with the Instructor of the course and/or Clinical Instructor of the
      course he/she failed to clarify and develop a Remediation Plan if necessary.
   
   2. Re-entry Request Form and a letter MUST address the following:
      (a) Identify the reason(s) the student left the program;
      (b) Proposed time line for completion of Remediation Plan.
      (c) Semester/year of re-entry
   
   3. The form and letter MUST be submitted to the Director of Health Sciences in the Nursing and
      Health Sciences Office in Locke 213.
   
   4. The student will make an appointment with the Director of Health Sciences within two (2)
      weeks of failure.
   
   5. The request will be forwarded to the Student Affairs Committee Chairperson.
   
1.3 STEP II: THE STUDENT AFFAIRS COMMITTEE PROCEDURE:

   1. Review the student letter and student file;
   
   2. Accept or deny the student request for Re-entry;
   
   3. Submit a recommendation for review to the Nursing Faculty, if needed;
   
   4. Submit prioritized recommendations to the Director of Health Sciences.
   
1.3 STEP III: RESOLUTION AND RESPONSE

   1. The student will be notified of the decision in WRITING by the Director of Health Sciences.

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Revised Sp07
CREDIT GRANTING POLICY

1. Transfer Credit

1.1 Transfer credit shall be given for related previous nursing education completed within the last five years if found to be equivalent to current nursing courses. This may include, but is not limited to the following courses:

1.1.1 State accredited nursing courses leading to licensure as a Registered Nurse.

1.1.2 Armed services nursing courses.

1.1.3 Other courses San Joaquin Delta College determines are equivalent to courses in the program.

1.2 Procedure:

1.2.1 Complete a Transfer to ADN Program application and submit to the Department of Nursing and Health Sciences in Locke 213 within the application periods of September 1st to October 31st or February 1st to March 30th.

1.2.2 The application must be complete and include the following documents: 1) official transcript, 2) course syllabi with detailed course information describing outlines and content for all completed nursing courses and 3) clinical evaluations for all nursing courses.

1.2.3 Submit an official transcript to the Evaluations Department for determination of course equivalency. Applicant must request a copy of the evaluation to be sent to Director of Health Sciences

1.2.4 Submit an application for admission to San Joaquin Delta College.

1.2.5 Completed applications will be reviewed and the applicant will be notified of the decision by the Director of Health Sciences.

1.3 Acceptance:

1.3.1 Students will be accepted to the program based on space availability and priority ranking. In the event, there are several applicants during the same application period, a random selection process will be utilized to determine ranking for offers of space.

1.3.2 Transfer students (s) who left their prior program in “good standing” will be accepted on a third priority basis, space available basis.

1.3.3 Student(s) who left their program due to academic failure and/or clinical failure will not be accepted as transfer students.
1.4 Grade Credit

1.4.1 After transcript evaluation, appropriate credit for nursing theory and clinical experiences from another school will be accepted. NO course will be accepted with a grade lower than a “C”.

1.5 Credit by Examination

1.5.1 Competency-based credit shall be granted for knowledge and/or skills acquired through experience.

1.5.2 Any student may challenge for credit-by-examination based upon appropriate out-of-class learning experiences to validate college level learning.

1.5.3 The total amount for credit by examination is limited to 15 units. Refer to the current Delta College Catalog for Credit by Exam Procedure.

1.6 Credit for Prior Education

1.6.1 Students who meet specific qualifications may elect to apply to the program and waive some courses based on their prior education.

1.6.2 Certified Nurse Assistants:

1.6.2.1 A CNA who holds a current, valid state of California certificate may apply to the program as a CNA-ADN applicant and opt to waive Nursing 1.

1.6.2.2 Applications and information for CNA-ADN entry are available in the Department of Nursing and Health Sciences in Locke 213. Applicants must meet all criteria identified on the application form to be eligible for entry via this route.

1.6.2.3 Certified Nurse Assistants may also apply as beginning students following the application process for new students. Selection of this route will require the applicant to complete all nursing program courses.

1.6.3 Licensed Psychiatric Technicians:

1.6.3.1 A LPT who holds a current, valid California license may apply to the program as a PT-ADN applicant and opt to waive Nursing 1, 2, and/or 3.

1.6.3.2 Applications and information for LPT-ADN entry are available in the Department of Nursing and Health Sciences Office in Locke 213. Applicants must meet all criteria identified on the application form to be eligible for entry via this route.
1.6.3.3 Licensed Psychiatric Technicians may also apply as beginning students following the application guidelines. Selection of this route will require the applicant to complete all nursing program prerequisite courses.

1.6.4 Licensed Vocational Nurses

1.6.4.1 An LVN who holds a current, valid California license may apply to the program as a LVN-ADN applicant or 30-unit option

1.6.4.2 The LVN and may opt to waive Nursing 1, 2, and 3. In some situations, Nursing 6 and/or 8 may also be waived.

1.6.4.3 Applications and information for LVN-ADN entry are available in the Department of Nursing and Health Sciences in Locke 213. Applicants must meet all criteria identified on the application form to be eligible for entry via this route and be able to waive Nursing 6 and Nursing 8.

1.6.4.4 Licensed Vocational Nurses may also apply as beginning students following the application guidelines. Selection of this route will require the applicant to complete all nursing program prerequisite courses.

1.6.4.5 Admission for Licensed Vocational Nurse-30 Unit Option

1.6.4.5.1 Admission for Licensed Vocational Nurse 30 Unit Option will allow the applicant to meet requirements to take the Registered Nurse Licensing Exam (NCLEX-RN) and exempt the applicant from all assessment testing. However, upon successful completion of the program the student will not be considered a graduate of San Joaquin Delta College Nursing Program and some states may not recognize a non-graduate licensed nurse.
APPENDIX E

SJDC STUDENT GRIEVANCE PROCEDURE
Administrative Policy 5530 Student rights and Grievances

Student Grievance

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances regarding the theory component of a nursing course. These procedures shall be available to any student who reasonably believes a college decision or action has adversely affected his or her status, rights or privileges as a student. The procedures shall include, but not be limited to, grievances regarding:

1. Arbitrary, capricious or improperly discriminatory action affecting the evaluation of, or impeding the progress of, the student’s academic performance or achievement.

2. One or more acts of intimidation, harassment, or physical aggression, or a reasonably perceived threat of same.

3. Improper or unwarranted imposition of discipline.

4. Infringement of any right specifically granted to the student by a duly established College rule or regulation.

Sex discrimination/complaints as prohibited by Title IX of the Higher Education Amendments of 1972 shall be resolved using the procedure described in Administrative Procedure 1411.

Sexual harassment complaints shall be resolved using the procedure described in Administrative Procedure 1411.

Illegal discrimination shall be resolved using Policy 1400/Procedure 1401.

Course grades, to the extent permitted by Education Code Section 76224(a, which provides: "When grades are given for any course or instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetence, shall be final." Student concerns regarding the awarding of grades (except as a result of actions described above as grounds for student grievance), shall be resolved through petitions for a change of grade, AP 4231. Grade change petitions are available from the Vice President of Student Services.

PROCESS

1. Informal Grievance Resolution

   Step 1: Within twenty (20) days of the occurrence, the student shall first attempt to resolve it through the following preliminary actions:

   a. Confer (when possible) with the person against whom the student has the grievance.
b. Confer with the Director of Health Sciences who will notify the person grieved against. The Director shall attempt to arrange a meeting with the employee and the student within five (5) days of notification, in order to attempt to resolve the problem;

c. The Director of Health Sciences will write a letter within five (5) days of the conference, or within ten (10) days of notification of the grievance, stating the outcome of the meeting and her or her recommendations, and send a copy to the grievant, the employee, and the Student Grievance Coordinator.

d. Every effort shall be made to resolve the grievance by informal discussion by the parties involved in this step.

e. The Student Grievance Coordinator will assist students by providing information about the grievance process, and exploring with students other methods of solving the problem. The student may also seek procedural consultation from the Associate Student Body (ASB) Senator of Student Advocacy.

Step 2: If, within five (5) days of receipt of the letter from the Director of Health Sciences, the student feels they have not obtained resolution at Step 1 of the Informal Grievance Resolution and wishes the Grievance to become official, the student must submit an official Student Grievance Petition to the Vice President of Student Services. The petition is available from the Associate Study Body Office or from the office of the Director of Guidance and Counseling. A signature is required. It is recommended that a written statement be included with the Student Grievance Petition. The statement should specify the time, place, nature of the event or events leading to the grievance, and the proposed actions.

Step 3: The Vice President of Student Services shall make determination as to whether a prima facie case of an eligible student grievance has been presented by the student.

If it is determined that an eligible grievance has not been presented, the Vice President of Student Services shall notify the student in Writing within five (5) days, setting forth the reasons for the determination. If an eligible grievance has been presented, the Vice President of Student Services shall, within ten (10) days after receiving the signed Statement of grievance, refer the matter to the Student Personnel and Conduct Committee.
2. **Formal Grievance Resolution**

**Step 1:** The Student Personnel and Conduct Committee shall serve as the hearing panel for all student grievances.

**Step 2:** The committee shall, within fifteen (15) days after receiving a signed grievance statement, conduct its proceedings as identified in AP 5530. The committee shall, within five (5) days, submit its findings of facts and recommended action to the Vice President of Student Services with a copy to each party and the Student Grievance Coordinator.

**Step 3:** Per AP 5530, a copy of the Informal and Formal Grievance Procedure (AP 5530) is available from the Director of Guidance and Counseling who also serves as the Student Grievance Coordinator.
1. Policy

1.1 This grievance policy and procedure is to be used for all situations in which a student wishes to file a formal complaint regarding a clinical determination which results in discipline or dismissal.

1.2 If the student wishes to file a formal complaint about the theory component of any course, or any other issue excluding clinical/laboratory problems. See Appendix E-Student Grievance Procedure and/or the Director of Guidance and Counseling Services.

1.2 Grievance:

1.2.1 Definition - A formal complaint filed by a student under the procedures established by this policy in an attempt to resolve a dispute involving a clinical determination of an "unsafe" practice and/or failure to meet the clinical objectives as outlined in the specific course objectives. (See Appendix H- Nursing Program Definition of Unsafe)

1.2.2 Informal Step:

1.3.1 The first step in resolving clinical performance problems is for the student to meet with the assigned instructor(s). The instructor(s) and the student will establish a contract with specific recommendations and timelines to meet the standards and objectives as defined in the Nursing Program Student Handbook and/or the specific course syllabus.

1.2.3 Formal Step:

1.2.3.1 Failure of the student to meet the recommendations within the established timeline will be cause for dismissal from the program. Additionally, failure to meet the established standards and objectives of the Nursing Program and specific course objectives, regardless of the time frame, will also be cause for dismissal from the program. The Director of the Nursing Program/Family, Consumer & Health Sciences Division Chairperson will notify the student, in writing, of the recommendation for dismissal. Upon notice of dismissal, the student has five (5) college days to appeal the decision in writing to the Director of the Nursing Program. The Director of the Nursing Program will notify the Chairperson of the Family, Consumer & Health Sciences Division to convene a Professional Hearing Panel. While waiting for the hearing panel to convene, and prior to the decision of the hearing panel, the student may continue in the theory portion of a course.
1.3 The Professional Hearing Panel

1.3.1 The panel shall consist of:

1.3.1.1 The Division Chair of the Family, Consumer & Health Sciences Division, or designee shall serve as chairperson of the panel.

1.3.1.2 An instructor from the SJDC Nursing Program, not directly involved with the action that the student is appealing, shall be appointed by the chairperson of the panel.

1.3.1.3 The Director of Health Sciences or designee.

1.3.1.4 The Director of Nursing Service, or designee, from the clinical facility to which the student is assigned.

1.3.1.5 A professional nurse other than an SJDC nursing instructor with expertise in the area of the question shall be designated by the Director of Health Sciences.

1.3.1.6 Two students from the Nursing Program - one to be the designee from the student association, and one student of a higher level or the same level as the grievant who shall be appointed by the Director of Health Sciences. This student must be mutually acceptable to both the student and instructor(s) involved in the grievance.

1.3.1.7 A BRN-approved nursing instructor shall be designated by the grievant. The grievant will notify the Director of Health Sciences in writing of the selection.

1.4 Notification:

1.4.1 The Chairperson of the Family, Consumer & Health Sciences Division will assume responsibility to contact and notify all panel members and the grievant.

1.4.2 The hearing shall be closed to the public unless either party notifies the Chairperson of the Family, Consumer & Health Sciences Division two days in advance that a public hearing is desired.

1.5 Duties of the Panel:

1.5.1 Within ten (10) days of receiving the formal written grievance, the panel will be appointed and convene the hearing. Testimony will be heard from the student, the instructor(s), and other affected parties. All proceedings of the hearing will be recorded either electronically or through transcription, with the exception of the panel's deliberation.
1.5.2 The professional hearing panel may uphold the dismissal, or may recommend a plan for remediation. The written decision must be sent to both parties within seven (7) days of the convening of the panel. Both the instructor(s) and the student will be bound by the findings of a majority of the panel. The plan will include a contract with specific recommendations and timelines and must be signed by the student, the instructor(s), and the Chairperson of the hearing panel.

1.6 Failure of the student to fulfill the remediation plan will result in a failing grade in the course and dismissal from the program.

1.7 The chairperson of the hearing panel will meet with the instructor(s) if it appears the student is failing to meet the requirements of the remediation plan. If the chairperson of the hearing panel determines the requirements have not been met, he/she will notify the Director of Health Sciences in writing of the student's failure and recommend dismissal. The Director of Health Sciences will send the student notification citing the specific reason(s) for dismissal. In addition, the student will be given a list of conditions to be fulfilled before application for readmission can be made, if readmission is possible.
POLICY FOR THE IMPAIRED STUDENT

1. Introduction

1.1 The definition of impairment within the context of nursing practice occurs when drugs, alcohol, and/or emotional illness interfere with the student nurse’s judgment, cognitive, interpersonal and/or psychomotor skills so that the student is unable to function safely in a professional role. The nursing faculty of San Joaquin Delta College agrees with the California Board of Registered Nursing which recognizes that:

- Alcoholism, drug abuse, and/or emotional illness are diseases and should be treated as such;
- Impairment may involve the use of over-the-counter prescription(s), illegal or designer drugs, alcohol or inhaled substances.
- Mental Illness may be any acute or chronic condition that disrupts the thinking, feelings, moods or functioning. It also affects the ability to cope with the demands of attending nursing courses.
- Personal and health problems involving these diseases can affect one’s academic and clinical performance and the impaired student is a danger to self and grave danger to the patients in her or his care;
- Nursing students who develop these diseases can be helped to recover;
- It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
- Confidential handling of the diagnosis and treatment of these diseases is ESSENTIAL.

1.2 A student MUST be in optimal physical and mental condition in the clinical area to ensure the safe and effective care of patients. If a student’s physical condition or behavior is symptomatic of substance abuse and/or emotional illness, the instructor has the right and responsibility to remove the student from the patient care area and/or classroom.

1.3 According to San Joaquin Delta College catalog, drinking or being in possession of or under the influence of alcoholic beverages on college campuses is PROHIBITED without qualification. (SEE BOARD POLICY BP 5500-A-1d Definition of Good Cause) Any student having such problems will be referred to Counseling Services and referral information to appropriate community agencies.
2. **Policy:**

2.1 Any student who exhibits signs or behaviors of alcoholism, drug abuse, or emotional illness will be removed from the classroom or clinical setting and the established procedure for assessment and rehabilitation will be followed.

3.0 **Assessment:**

3.1 Signs or behaviors which will increase the likelihood of harm and pose a danger to patients, self or others and **REQUIRE INTERVENTION** include but are not limited to the following:

3.1.1 Physical signs: As evidenced by but not limited to the following: smell of alcohol on the breath; altered gait; slurred speech; evidence of track marks; dilated pupils or constricted pupils; unexplained red eyes and runny nose; unkempt or deteriorated appearance;

3.1.2 Impaired judgment;

3.1.3 Mental or emotional signs/behaviors; labile attitude; mood swings; emotional outbursts; change in alertness; inability to concentrate; sleepiness/report of sleeplessness; disorientation; and/or irrational statements;

3.1.4 Unsatisfactory clinical or theory preparation and/or performance

3.2 Other signs/behaviors of concern which may signify impairment and/or **MAY REQUIRE INTERVENTION** include but not limited to any of the following:

a. Inconsistent behavior patterns.
b. Dropping or failing grades.
c. Inconsistent academic/clinical performance.
d. Inconsistent attendance.
e. Long lunch breaks or frequent bathroom breaks.
f. Absenteeism (especially on Monday and Fridays).
g. Poor interpersonal skills.
h. Isolating behavior.
i. Argumentativeness or secretiveness.
j. Signs of increasing restlessness.
k. Anger.
l. Sadness or depression.
m. Easy irritability.
n. Over-sensitive to criticism.
o. Dishonesty regarding behaviors.
4.0 Procedure:

4.1 Serious Disruption

4.1.1 If a faculty member/instructor observes a nursing student who is disruptive in class/clinical but does not pose an immediate danger to patients, self, or others, the faculty member/instructor will:

a. Discuss the signs/behaviors with the student in private and in a setting to maintain student confidentiality;

b. Specifically identify the observed signs/behaviors;

c. Identify and encourage appropriate behavior;

d. State clearly to the student that continued demonstration of the observed signs/behavior may make it impossible for the student to remain in the class or clinical setting for that period or specified time interval;

e. If the disruption continues during class/clinical period, or in subsequent class/clinical meetings, the faculty member/instructor will follow the procedures for "Immediate Danger".

4.2 Immediate Danger

4.2.1 When a student exhibits any of the above behaviors or the faculty member/instructor observes a student whose behavior poses an immediate danger to the safety and well-being of patients, self, or others, the faculty member will:

a) Direct the student to leave the classroom or clinical facility and inform the student that he/she is dismissed for that class/clinical period and will be counted as an absence:

1) If the student exhibits a hostile stance, the student must be directed away from the area and/or security/law enforcement officials must be called.

2) If the student exhibits signs of inability to drive, transportation arrangements must be made by the instructor or designee.
b) The faculty member/instructor will IMMEDIATELY report the incident to the Director of Health Sciences and submit a Conference Requirement/Scholarship Form or letter identifying those behaviors which led to the classroom/clinical exclusion:

1) Inform the student that he/she MUST meet with the Director of Health Sciences before the student may return to class/clinical;

2) The appointment will be made with the Director of Health Sciences within 48 hours of the exclusion;

4.2.2 If deemed necessary by the Director of Health Sciences and the faculty, the student will be referred for further professional assessment;

4.2.3 The student will be given a referral indicating those behaviors which led to the classroom/clinical exclusion;

4.2.4 The student must have this referral signed by a licensed chemical dependency/mental health counselor indicating the student is safe to return to class/clinical;

4.2.5 This form must be submitted to the Director of Health Sciences before the student can be readmitted

5. Suspension

5.1 When a faculty member/instructor identifies a student violating the Standards of Conduct and has demonstrated verifiable offenses and/or Conditions/behavior of Good Cause and the student has refused to submit to the required assessment; the student may be suspended from the nursing program (SEE AP 5500-Standards of Conduct-Scope of Removal and Suspension).

5.2 If the student completes the required assessment and is diagnosed as being impaired, the student will be suspended from the nursing program for a minimum of one semester and until such time as having received professional treatment and providing a certified release to return to the nursing program and resumption of clinical duties.

5.3 Students may appeal suspension using the appeals process available through the Delta College Student Services Division.
6. Reentry

6.1 After a minimum of one semester, the student may request re-entry to the nursing program. The readmission requirements are:

6.1.1 The student will submit a written request for readmission addressed to the Director of Health Sciences.

6.1.2 The student shall provide proof of active, regular participation in a recognized program, evidence of rehabilitation and/or recovery, along with a release to return to the nursing program and clinical activities;

6.1.3 The student will be required to participate in an on-going rehabilitative treatment program as a condition of readmission. The evidence of continued rehabilitative treatment will be provided on a schedule as determined by the Director of Health Sciences in collaboration with the student’s Mental Health Service Provider.

6.1.4 Reentry is on a second priority, space available basis.

6.1.5 Failure to submit evidence on an ongoing basis will result in dismissal from the nursing program.
NURSING PROGRAM - DEFINITION OF UNSAFE

1.0 To ensure unsafe practice does not occur, the student will practice within the boundaries of the level of clinical training received, the State Practice Act, the guidelines and objectives of the department, and the rules and regulations of the health care facilities.

1.1 The student will also practice according to the San Joaquin Delta College and the relevant professional association’s Code of Ethics, Standards of Practice and the State Practice Act.

1.2 Unsafe conduct is that behavior which is likely to cause injury to others by any act, practice, or omission that fails to conform to the accepted standards of the nursing program and which results from conscious disregard for the health and welfare of the others and of the client under the nurse's care and includes, but is not limited to, the conduct listed as follows:

- Violating the confidentiality, or releasing information or knowledge concerning the client, except where required by law.

- Failing to assess and evaluate a client's status or failing to implement appropriate nursing interventions which might be required to stabilize a client's condition or prevent complications.

- Knowingly or consistently failing to report or document a client's symptoms, responses, progress, medications, and/or treatments; failing to make entries; destroying entries; and/or making false entries in records pertaining to the giving of medications or treatments.

- Failing to follow the policy and procedure for disposal of medications in effect at the facility at which the student nurse is assigned.

- Diverting, in connection with the practice of nursing, medications, supplies, equipment, or personal items of the client, employer, or any other person or entity.

- Failing to administer medications and/or treatments in a timely, responsible manner.

- Failing to take all precautionary measures necessary to prevent the loss of, or unauthorized appropriation of, medication(s)/equipment.

- Passing or attempting to pass a forged, altered, or falsified prescription.

- Attempting to perform nursing techniques or procedures, or both, in which the student nurse is untrained by experience or education and without appropriate guidance and supervision by a licensed nurse or instructor.
• Causing, suffering, permitting, or allowing physical or emotional injury to the client or failure to report same in accordance with the incident reporting procedure in effect where the student nurse is assigned.

• Expressly delegating nursing care functions or responsibilities to a person who lacks the ability or knowledge to perform the function or responsibility in question.

• Leaving a nursing student assignment without notifying appropriate personnel.

• Failing to report to the Nursing Program within a reasonable time of the occurrence, any violation of duly promulgated rules, regulations, or orders.

• Providing any information for admission that is false, deceptive, or misleading, or failing to disclose any information that could affect the decision on admission or licensure (felony conviction).

• Failing to meet stated competencies within each course, such that a hazard to a client may occur.

• Reporting to assigned clinical areas under the influence of psychoactive drugs.

• Falsifying information, written or verbal.
Academic Dishonesty

According to the According to Administrative Procedure 5500A, “Academic Dishonesty consist of Any deliberate attempt to falsify, fabricate, or otherwise tamper with data, information, records or any other material that is relevant to the student’s participation in any course, laboratory, or other academic exercise or function. Most, although not all, such attempts fall into one or more of the following three categories:

1. Plagiarism:
   Deliberately presenting work, words, ideas, theories, etc. derived in whole or in part from a source external to the student as though they are the student’s own efforts. Examples of plagiarism include, but are not limited to the following:
   a. Failing to use proper citations as acknowledgment of the true source of information included in a paper, written or oral examination, or any other academic exercise.
   b. Presenting any work completed in whole or in part by any individual or group other than the student, as though the work is the student’s own, in any academic exercise.
   c. Buying, selling, bartering, or in any other fashion obtaining or distributing material to be used fraudulently as part of any academic exercise.

2. Cheating:
   Disseminating or receiving answers, data or other information by any means other than Those expressly permitted by the instructor as part of any academic exercise. Examples of cheating include, but are not limited to the following:
   a. Copying answers, data or other information (or allowing others to do so) during a examination, quiz, laboratory experiment, or any other academic exercise in which the student is not expressly permitted to work jointly with others.
   b. Assuming another individual’s identity or allowing another person to do so on one’s behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student’s grade or academic standing.
   c. Using any device, implement, other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise without the faculty member’s permission.

3. Other Academic Misconduct:
   Falsifying or fabricating data, records, or any other information relevant to the student’s participation in any course or academic exercise, or tampering with such information as collected or distributed by the faculty member. Examples of academic dishonesty include, but are not limited to the following:
   a. Falsifying, or attempting to falsify, attendance records, graded exercises of any kind, or any information or document intended to excuse the student from participation in any academic exercise.
   b. Inventing, fabricating, or falsifying data as part of the completion of any academic exercise.
   c. Knowingly furnishing false information (or facilitating the furnishing or false information) to a faculty member.
The foregoing list of offenses is not intended to be fully exhaustive of all potential instances of Academic dishonesty. Faculty and administrators may identify cases of academic dishonesty not herein contemplated.
ASSOCIATE DEGREE NURSING PROGRAM

STUDENT ACCEPTANCE STATEMENT
(To be retained in the Nursing Division Student File)

SEMESTER: Spring __________ Fall __________
(Year) (Year)

By signing this page, I, ______________________________________________________
(Print Name)

________ Have read the ADN Program Student Handbook, which includes the
policies governing admissions, continuation, and transfers in the Nursing Program;

________ Accept responsibility for my actions and will abide and act according to the
policies and procedures set forth in this handbook.

________ Understand and accept the conditions printed therein and realize these
policies are in accordance with San Joaquin Delta College have been approved by
the Board of Registered Nursing, Board of Vocational Nurse and Psychiatric
Technicians and the National League of Nursing.

Student’s Signature: _________________________________Date: _________________

**** PLEASE NOTE: This page is to be signed and submitted to the Instructor of record on
the first day of class.

SJDC
ADN Hndbk
Reviewed Sp 07
Revised Sp07
ASSOCIATE DEGREE NURSING PROGRAM

San Joaquin Delta College

STUDENT CONFIDENTIALITY STATEMENT
(To be retained in the Nursing Division Student File)

SEMESTER: Spring _________ Fall _________
(Year) (Year)

I, ____________________________________________________________:
(Print Name)

________  Understand and agree that in the performance of my duties as a
(Initials) Nursing Student in the San Joaquin Delta College Associate Degree Nursing
Program, I must hold ALL client information in confidence.

________  Understand that any violation on the confidentiality of client information WILL
(Initials) result in dismissal from the program.

________________________          ______________________
(Student’s Signature)          (Date)

**** PLEASE NOTE: This page is to be signed and submitted to the Instructor of record on the first
day of class.

SJDC
ADN Hndbk
Reviewed Sp 07
Revised Sp07