Purpose of Student Handbook

The purpose of this handbook is to serve as an informational guide to assist in the orientation of new students, and, to provide a resource with information, expectations, policies, and procedures of the Associate Degree Nursing (ADN) program. This handbook is also available in an electronic version, located within insideBC, under the Allied Health tab.

Registered Nursing Students at Bakersfield College are held responsible for reading, understanding, and adhering to the information outlined in this handbook. Failure to read this ADN Student Handbook does not excuse students from the requirements and regulations described herein.

There may be times when it is necessary to change, or update information in the ADN Student Handbook during the academic year. If this occurs, students will receive a written addendum informing them of the specific changes / updates.

We look forward to supporting you as you embark on this exciting academic and professional journey!
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Bakersfield College (BC)
Kern Community College District (KCCD)
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INTRODUCTION
The study of nursing is the application of knowledge from the arts and sciences. The purpose of the Bakersfield College Associate Degree Nursing (ADN) Program is to provide the foundation for students to become competent registered nurses. The ADN Program respects the individuality of students and recognizes that each student has different educational, experiential, cultural, spiritual, economic and social backgrounds and a unique support system. The aim of the Program is to provide a positive, innovative learning model which fosters the development of critical thinking and problem solving skills, so that the graduate nurse is equipped to deliver care to a culturally diverse population, in a variety of healthcare settings.

Mission
The Nursing/Allied Health Department, as an integral part of Bakersfield College, supports the mission, core values and vision of the College by providing high quality education to our socially and ethnically diverse students. Consistent with the overall College mission, the ADN Program’s mission is to prepare entry-level registered nurses as providers and managers of care across the health/illness continuum, and as members of the profession. Graduate nurses will collaborate with members of the health care team, be effective communicators, be politically aware, and demonstrate a commitment to life-long learning.

Philosophy
The philosophy of the ADN Program supports and implements the mission of Bakersfield College. The purpose of the nursing program is to educate men and women to become entry level registered nurses as providers of care, managers of care, and members of the profession to serve a culturally diverse population within a variety of health care settings. Our goal is to provide a positive, innovative learning experience, instilling within each graduate a commitment to lifelong learning and professional development.

The faculty believes health is a dynamic state in which an individual adapts to their internal and external environments, so there is a state of physical, emotional, intellectual, social, and spiritual well-being. Each individual is a unique, complex, holistic being in constant interaction with the internal/external environment. Health is a changing state on the wellness and illness continuum that can be altered by internal and external stressors. Illness is an abnormal process in which any aspect of an individual’s functioning is diminished or impaired, as compared with his previous state of health. Diverse values and beliefs exist in different social and physical environments which affect the individual’s optimum wellness. Individuals possess dignity, unconditional worth, and the right to assume responsibility for the development of their own potential.

We believe nursing is a dynamic profession which is scientifically based and directed toward promoting, restoring, and maintaining a state of optimum wellness, or supporting the individual to experience death with dignity. The practice of nursing is based on a holistic framework and is dedicated to the value of caring. This role requires critical reasoning that is theoretically based,
clinical competence, accountability and client advocacy. Nursing education involves teaching nursing theory, skills and attitudes that will assist students in assuming the responsibility and accountability required of a registered nurse.

Associate Degree registered nurses function as providers of care by assessing, diagnosing, planning, implementing, and evaluating the care given to clients utilizing the nursing process to form an organizational framework for providing and managing care. As managers of care, they establish priorities, give prescribed medications and treatments and provide health teaching to the client and their family. As a member of the profession of nursing, the Associate Degree graduate is committed to continuous learning, ongoing professional development, community service, and maintenance of ethical standards of practice. The graduate nurse is accountable for the care given in accordance with the levels of competence as defined by the California Nursing Practice Act.

**Nursing Education**

We believe that nursing education belongs in institutions of higher education, and should be structured to evaluate prior learning for admission and/or advanced placement. Nursing education incorporates knowledge from the humanities, and the behavioral, physical, and social sciences. The faculty believes in the importance of addressing the needs of students, who, like their clients, come from diverse and varied ethnic, cultural, religious, and educational backgrounds.

Students possess different learning styles, personal goals, age representation, lifestyles, and experiences. Students participate in self-evaluation and make changes to improve the practice of nursing, with the ultimate goal of making positive contributions to the nursing profession. Ideal learning for a diverse student body occurs in a nonthreatening, supportive environment, in which consistent feedback and evaluation are provided in a timely manner.

As nurse educators, it is our belief that we must fully integrate our programs mission, philosophy, organizing framework, threads, and learning outcomes. This is accomplished in both the didactic and clinical areas, which are the cornerstone of faculty responsibility. Faculty function as role models and facilitators to assist students in addressing their individual needs, optimizing their educational experience.

**CURRICULUM**

The nursing program is organized into three major components: courses required for the Associate Degree, biological and social science courses, and nursing courses. The nursing courses are further organized into three distinct areas: the theoretical component presents concepts, knowledge, and attitudes essential to the practice of nursing; the skills laboratory component facilitates the development of competency in skills and attitudes required for the practice of nursing; the clinical laboratory component provides the opportunity for application and integration of knowledge, skills, and attitudes in providing direct client care.
Conceptual Framework

The conceptual framework of the Bakersfield College Associate Degree Nursing Program reflects the philosophy's major concepts: the person is a unique, complex, holistic being in constant interaction with an external/internal environment adapting to these environments as necessary. Health is a changing state on the wellness/illness continuum, that can be altered by internal/external stressors; nursing is a dynamic profession, that is scientifically based, and directed toward promoting, restoring, and maintaining a state of optimum wellness, or supporting the individual to experience death with dignity. Nursing interacts with the person in response to unmet needs by utilizing the nursing process to provide critical reasoning, clinical competence, accountability, client advocacy and caring behaviors. The nurse performs the roles of provider of care, manager of care, and member of the profession, to facilitate and guide the interaction between person, environment and health.
**Organizing Framework**

The organizing framework for the curriculum is the nursing process. The nursing process is a problem solving process that guides the method of thought and action. It is the thinking process used by registered nurses to care for the clients’ response to their health care issues, as well as to guide prevention and wellness activities. It is a dynamic, scientific, problem-oriented, problem-solving framework for planning, delivering, and evaluating nursing care of clients and their families. The five phases of the nursing process include:

- **Assessment** – this phase consists of establishing a database, by gathering objective and subjective client data and confirming the data. The nurse collects information relative to the client, verifies the data, and communicates the assessment data to relevant members of the health care team.
- **Analysis** – this phase consists of the identification of client health care needs and/or problems based on an interpretation of assessment data. The nurse then formulates nursing diagnosis, and communicates the analysis findings to relevant members of the health care team.
- **Planning** – this phase consists of setting goals for meeting client needs and designing strategies to achieve expected client outcomes. The nurse determines the expected client outcomes, develops and modifies the plan of care, formulates outcome criteria, and communicates the plan of care to relevant members of the health care team.
- **Implementation** – this phase consists of initiating and/or completing actions in order to accomplish the defined goals of care. The nurse organizes, manages and provides care to accomplish expected client outcomes, and communicates nursing interventions to relevant members of the health care team.
- **Evaluation** – this phase consists of determining whether or not interventions have been successful and client outcomes have been achieved. The nurse compares the actual outcomes with expected outcomes of care and communicates the client responses to interventions and/or teaching.

**Threads**

The nursing curriculum is sequential, moving from simple to complex, building on previously acquired knowledge, skills, and attitudes. To accomplish this sequencing, the curriculum for each semester incorporates the threads and key topics into the organizing framework. The following threads are woven throughout the curriculum to optimize student learning outcomes and client outcomes: Leadership, Critical Thinking, Collaboration, Ethics/Legal Issues, Safety, Professionalism, Diversity, Lifespan/Age Appropriate Care, Pharmacology, Evidence Based Practice, Health Promotion/Maintenance, Advocacy, Communication/Informatics, Teaching/Learning Principles, Caring, Fiscal Responsibility, Pain, and Nutrition.
Associate Degree Nursing Program Student Learning Outcomes

The successful graduate will be considered competent when he/she consistently demonstrates the ability to transfer scientific knowledge from the social, biological and physical sciences in applying the nursing process as follows:

- Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.
- Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.
- Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client's health needs.
- Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervises nursing care being given by subordinates.
- Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and modifies the plan as needed.
- Acts as the client's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.

*Title 16, California Code of Regulations, Division 14 – BRN, Article 4, Section 1443.5.*

The successful graduate will be considered competent when he/she consistently performs nursing practice. This includes basic health care that helps people cope with the difficulties of daily living that are associated with their actual or potential health problems/illness or the treatment thereof, including all of the following:

- Direct and indirect patient care services that ensure the safety, comfort, personal hygiene, protection of patients; and the performance of disease prevention and restorative measures. (*Business and Professions Code, Division 2, Chapter 6, Section 2725*)
- Direct and indirect patient care services, including, but not limited to, the administration of medications and therapeutic agents necessary to implement a treatment, disease prevention, or rehabilitative regimen ordered by and within the scope of licensure of a physician, dentist, podiatrist, or clinical psychologist, as defined by Section 1316.5 of the Health and Safety Code.
- The performance of skin tests, immunization techniques, and the withdrawal of human blood from veins and arteries.
- Observation of signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition, and (A) determination of whether the signs, symptoms,
reactions, behavior, or general appearance exhibit abnormal characteristics, and (B) implementation, based on observed abnormalities, appropriate reporting, or referral, or standardized procedures, or changes in treatment regimen in accordance with standardized procedures, or the initiation of emergency procedures.

**Assessment of Nursing Program Outcomes**
Assessment is an on-going cycle of goal setting, measurement of outcomes, and interpretation of results, with subsequent improvement of the program, student learning outcomes, curriculum, and instructional activities. Student learning and program outcomes by:

- Comprehensive Exit Exam results
- National Council Licensure Exam (NCLEX) performance
- Student Program Satisfaction
- Program Completion Rates – Attrition
- Employer Satisfaction

**Role of the Student Nurse**
The Bakersfield College ADN Program is designed to prepare students to transition from student to entry-level Registered Nurse, safely and competently, as defined by these roles: Provider of Care, Manager of Care, and Member of the Profession. Upon completion of the program, the graduate shall be able to function as a:

**Provider of Care** – The student will provide safe nursing care through therapeutic nursing interventions to clients with critical and complex disease states. The care is characterized by consistent critical thinking and problem-solving skills, clinical competence, accountability, effective communication skills, respect for diverse cultures, with an emphasis on health education and a commitment to the value of caring.

**Manager of Care** – The student will provide safe nursing care, consistently utilizing critical thinking skills for clients who have critical and complex disease states. The care is characterized by the ability to assess and establish priority of care for a group of clients, delegation of appropriate aspects of nursing care to licensed and unlicensed personnel, and direction of these activities. The manager of care collaborates with other members of the health care team, including organizational and community resources, using effective oral and written communication skills. The manager of care recognizes roles and responsibilities within the levels of the career ladder and is competent in using technology to provide evidence-based nursing care.

**Member of Profession** – The student will consistently demonstrate accountability, advocacy, legal/ethical, caring behavior, and responsibility for one’s own professional growth, behavior, and formal/informal education. The student nurse routinely participates in self-evaluation and makes changes to improve the practice of nursing, with the ultimate goal of making positive contributions to the nursing profession.
**Student Nurse Role by Level – Definitions**

The curriculum and course sequencing is designed to prepare student nurses to progress in knowledge, skills, and attitudes from the basic foundation level, to the level of complex integration. The student nurse roles, by level are defined as:

- **Level 1** – The focus of level one is to provide the foundation for the fundamental principles of assessment, laboratory skills, and knowledge needed to care for clients in all areas of nursing practice.
- **Level 2** – The focus of level two is to develop a theoretical and technical knowledge base to care for individual clients and families in a variety of settings across the lifespan.
- **Level 3** – The focus of level three is to analyze and utilize theoretical and technical knowledge to care for the more diverse and complex client.
- **Level 4** – The focus of level four is to integrate all previously acquired knowledge to provide nursing care at an advanced level and to assume the leadership role of the Registered Nurse.

There is a defined Student Learning Outcome (SLO) for each student nurse role by level. These are represented in the following table:
The student will provide safe nursing care through therapeutic nursing interventions to clients that have predictable outcomes. The care is characterized by the ability to collect and organize client information, develop and implement nursing care plans, make basic clinical judgments, establish therapeutic nurse/client relationships, demonstrate respect for diverse cultures, and describe the nurse’s role as health educator and client advocate to address these basic needs.

The student will provide safe nursing care through therapeutic nursing interventions to clients that have anticipated and unexpected outcomes. The care is characterized by the ability to cluster nursing activities, recognize abnormal data and report the findings appropriately, develop and implement nursing care plans, utilize effective communication skills during unexpected situations, demonstrate respect for diverse cultures, as well as anticipate and implement the nurse’s role as health educator and client advocate.

The student will provide safe nursing care through therapeutic nursing interventions to clients that have increasingly complex outcomes. The care is characterized by the ability to cluster and prioritize increasingly complex nursing interventions, anticipate expected and unexpected outcomes, incorporate comprehensive assessment data into the plan of care, utilize effective communication skills, demonstrate respect for diverse cultures, educate clients regarding health needs, and promote client advocacy with increasing independence.

The student will provide safe nursing care through therapeutic nursing interventions to clients with critical and complex disease states. The care is characterized by consistent critical thinking and problem-solving skills, clinical competence, accountability, effective communication skills, respect for diverse cultures, with an emphasis on health education and a commitment to the value of caring.
### MANAGER OF CARE

<table>
<thead>
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<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
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<tr>
<td>The student will provide safe nursing care, utilizing basic critical thinking skills for clients who have predictable outcomes. The care is characterized by the ability to prioritize aspects of basic care, utilize routine types of equipment during care delivery, recognize the impact of inappropriate utilization of supplies on the unit budget and demonstrate beginning teamwork.</td>
<td>The student will provide safe nursing care utilizing critical thinking skills for clients who have anticipated and unexpected outcomes. The care is characterized by the mastery of basic care skills, as well as the ability to modify care when unexpected events occur, operate area specific equipment, maintain cost effectiveness by utilizing supplies appropriately and minimizing waste and demonstrate team-leading skills under the guidance of an instructor.</td>
<td>The student will provide safe nursing care utilizing critical thinking skills for clients who have increasingly complex outcomes. The care is characterized by the ability to anticipate complications, analyze and utilize the data gained from specialized equipment, plan and evaluate utilization of appropriate resources for cost effective delivery of care and facilitation of communication among the health care team.</td>
<td>The student will provide safe nursing care consistently utilizing critical thinking skills for clients who have critical and complex disease states. The care is characterized by the ability to assess and establish priority of care for a group of clients and delegation of appropriate aspects of nursing care to licensed and unlicensed personnel and directs their activities. The manager of care collaborates with other members of the health care team, including organizational and community resources, using effective oral and written communication skills. The manager of care recognizes roles and responsibilities within the levels of the career ladder and is competent in using technology to provide evidence-based nursing care.</td>
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### MEMBER OF PROFESSION

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will assume basic responsibility and accountability in providing quality care within the legal and ethical boundaries of nursing. The student will develop a beginning recognition of self-limitations, as well as define caring behaviors.</td>
<td>The student will assume increasing responsibility and accountability in providing quality care within the legal and ethical boundaries of nursing. The student will consistently acknowledge self-limitations and seek out appropriate assistance to improve them, as well as employ caring behaviors.</td>
<td>The student will assume responsibility and accountability, with minimal supervision, for the legal and ethical boundaries of nursing. The student consistently recognizes self-limitations and begins to independently utilize various resources to improve abilities, as well as analyze caring behaviors.</td>
<td>The student will consistently demonstrate accountability, advocacy, legal/ethical and caring behavior, and responsibility for one’s own professional growth, behavior, and formal/informal education. The student nurse routinely participates in self-evaluation and makes changes to improve the practice of nursing, with the ultimate goal of making positive contributions to the nursing profession.</td>
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**Terminal Objectives**

The terminal objectives are designed to ensure that the graduate has the knowledge, skills, and attitudes necessary to effectively transition from a student nurse to entry leveled registered nurse, safely and competently. They demonstrate the progression, by level, through the process of program outcome achievement.

- Develop/coordinate/evaluate care to individuals, families, groups, communities, and populations; able to identify the rationale for care and competently deliver this care to an increasingly complex and diverse population in multiple environments, utilizing the nursing process.

- Educate clients, families, and health care professionals under their supervision using appropriate teaching principles, strategies and current information.

- Demonstrate effective communication with clients, families, and other health care team members in all health care settings.

- Advocate for the client, profession, and the interdisciplinary health care team in an effort to ensure that clients, families, and communities are well informed and included in care planning.

- Anticipates risks to the client and provides appropriate interventions to achieve optimal client outcomes.

- Demonstrate critical thinking to problem solve, organize, and prioritize care for individuals or a group of clients.

- Serve as a leader and partner in the interdisciplinary health care team.

- Integrates current technology to provide competent client care.

- Manage human and fiscal resources in an efficient and cost effective manner.

- Establishes a foundation for the commitment to lifelong acquisition of knowledge and skills to effect change in health care practice and outcomes.

- Demonstrate accountability for the provision and evaluation of nursing care that conforms to professional standards and incorporates legal and ethical responsibilities of the nurse especially the rights of the clients.

- Demonstrates accountability and responsibility for clinical decisions and actions, and conducts practice with commitment and personal integrity.

The leveled terminal objectives are represented in the following table:
### PROVIDER OF CARE

*Developer/ coordinator/ evaluator of care to individuals, families, groups, communities, and populations: able to identify the rationale for care and competently deliver this care to an increasingly complex and diverse population in multiple environments, utilizing the nursing process.*

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<td><strong>Critical Thinking</strong></td>
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<td>Develops and implements a holistic plan of care for 1 to 2 clients that have predictable outcomes</td>
<td>Develops and implements a holistic plan of care for assigned clients with anticipated and unexpected outcomes</td>
</tr>
<tr>
<td>Plan and implement basic care for each client beginning to coordinate ADL’s with client’s treatments and procedures</td>
<td>Plan and implement care for each client coordinating ADL’s with client’s treatments and procedures</td>
</tr>
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<td>Coordinates the care of two clients during clinical rotations</td>
<td>Coordinates care of multiple clients/families during clinical rotations</td>
</tr>
<tr>
<td>Chooses and implements appropriate interventions to reach client goals</td>
<td>Develop, implement and evaluate interventions for clients with anticipated and unexpected outcomes to assist clients to goals</td>
</tr>
<tr>
<td>Identifies the scientific rationale for each of the chosen interventions (either verbally with questioning or on the nursing process)</td>
<td>Discusses the scientific rationale for each of the chosen interventions (either verbally with questioning or on the nursing process)</td>
</tr>
<tr>
<td>Evaluates the effectiveness of basic interventions (either verbally with questioning or on the nursing process)</td>
<td>Evaluates the effectiveness of interventions (either verbally with questioning or on the nursing process) and verbalize possible modifications</td>
</tr>
<tr>
<td>Administers medications as assigned while utilizing the 6 rights of medication administration (is prepared for med pass, is able to pass meds in a timely manner for a Level 1 student). Introduce supportive data</td>
<td>Prioritizes medication delivery to assigned clients consistently utilizing the 6 rights of med administration. Prepared daily for med pass including, PO, SQ, IM, IV appropriate for Level 2 students. Begin to correlate supportive data, labs, diagnostics, and age appropriateness when administering medications.</td>
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<td><strong>Pharmacology</strong></td>
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</tr>
<tr>
<td><strong>Diversity</strong></td>
<td></td>
</tr>
<tr>
<td>Demonstrates basic understanding, respect and kindness for the client’s uniqueness, developmental level, socio-cultural background, spiritual beliefs, perceptions and values.</td>
<td>Role models professionalism, respect and kindness for the client’s uniqueness, developmental level, socio-cultural background, spiritual beliefs, perceptions and values.</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>Performs skills at the expected level with close supervision.</td>
<td>Performs skills at the expected level with moderate supervision.</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td></td>
</tr>
<tr>
<td>Proficiently develops a process paper (s) according to specified guidelines with a passing grade of at least 75%</td>
<td>Proficiently develops a process paper (s) according to specified guidelines with a passing grade of at least 75%.</td>
</tr>
<tr>
<td><strong>Asepsis</strong></td>
<td></td>
</tr>
<tr>
<td>Consistently washes hands before and after administering any care</td>
<td>Maintains asepsis at all times and role models appropriate behaviors.</td>
</tr>
</tbody>
</table>

Revised: July 2015
### Demonstrate effective communication with clients, families, and other health care team members in all health care settings

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Terminal Objectives by Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication</strong></td>
<td></td>
</tr>
<tr>
<td>Identifies effective/ineffective verbal and nonverbal communication techniques and utilizes effective communication techniques</td>
<td>Utilizes effective verbal and nonverbal communication techniques and effective communication techniques during stressful situations.</td>
</tr>
<tr>
<td>Establishes basic therapeutic nurse/client relationships</td>
<td>Utilizes communication to develop the therapeutic nurse/client/family relationships during stressful situations</td>
</tr>
<tr>
<td>Communicates effectively and respectfully with peers, instructor, staff and client when providing care to assigned clients and assisting other health care team members</td>
<td>Communicates confidently with peers, client, family, and other healthcare team members when providing client care to assigned clients</td>
</tr>
<tr>
<td>Completes basic required documentation in an accurate and timely manner</td>
<td>Demonstrates appropriate required documentation in an accurate and timely manner for clients with anticipated and unexpected outcomes.</td>
</tr>
</tbody>
</table>

### Advocate for the client, profession and the interdisciplinary health care team in an effort to ensure that clients, families, and communities are well informed and included in care planning

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Terminal Objectives by Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advocacy/ Caring</strong></td>
<td></td>
</tr>
<tr>
<td>Identify/ define the role of the nurse as an advocate and when appropriate advocates for client’s/families’ basic needs</td>
<td>Demonstrate the role of the nurse as an advocate.</td>
</tr>
<tr>
<td><strong>Advocacy/ Collaboration</strong></td>
<td></td>
</tr>
<tr>
<td>Works under the guidance of the instructor and in conjunction with the team members to ensure the client receives appropriate services/care</td>
<td>Suggest to the instructor possible interventions to ensure that the client and family receive appropriate services.</td>
</tr>
</tbody>
</table>

### Educate clients, families, and health care professionals under their supervision using appropriate teaching principles, strategies and current information

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Terminal Objectives by Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching/ Learning Principles</strong></td>
<td></td>
</tr>
<tr>
<td>Describes the nurse’s role as health educator, as appropriate utilizes the principles of teaching/learning</td>
<td>Anticipates and implements the nurse’s role as health educator, utilizing the principles of teaching/learning</td>
</tr>
<tr>
<td>Performs basic client/family teaching where appropriate</td>
<td>Performs appropriate teaching for clients/families with anticipated and unexpected outcomes with instructor’s guidance.</td>
</tr>
</tbody>
</table>
### Anticipates risks to the client and provides appropriate interventions to achieve optimal client outcomes

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Terminal Objectives by Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Identifies situations when the client may be at risk. Is able to verbalize those risks and where appropriate includes the nursing diagnoses and interventions in the client’s care plan</td>
</tr>
<tr>
<td></td>
<td>Anticipates situations where clients are at risk. Able to develop and implement appropriate interventions into the care of the client.</td>
</tr>
<tr>
<td></td>
<td>Utilizes supportive data to identify potential complications and plans for and implement appropriate interventions.</td>
</tr>
<tr>
<td></td>
<td>Evaluates and revises interventions utilizing all supportive data to minimize complications.</td>
</tr>
</tbody>
</table>

### MANAGER OF CARE

**Demonstrate critical thinking to problem solve, organize, and prioritize care for individuals or a group of clients.**

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Terminal Objectives by Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Demonstrate the ability to prioritize the aspects of basic care including: hygiene, medications, wound care, therapies, etc.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate mastery of prioritization of basic care and is able to modify care when unexpected events occur</td>
</tr>
<tr>
<td></td>
<td>Demonstrate and verbalize the ability to anticipate complications associated with complex disease processes, and are able to modify care.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ability to anticipate and minimize complications associated with complex disease processes, while caring for an individual or group of clients, and is able to modify care.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Complete basic patient care and charting during the assigned clinical time</td>
</tr>
<tr>
<td></td>
<td>Cluster nursing activities and complete the charting for client(s) as appropriate for clinical situation.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate pro-active thinking by being able to cluster and prioritize increasingly complex nursing interventions and complete the charting as appropriate for the clinical situation.</td>
</tr>
<tr>
<td></td>
<td>Evaluate and re-prioritize nursing interventions for complex client(s).</td>
</tr>
<tr>
<td></td>
<td>Begin to recognize self-limitations (including reporting significant changes in client condition, recognizing need for help or additional resources)</td>
</tr>
<tr>
<td></td>
<td>Consistently recognize self-limitations, seeking additional resources or support with the assistance of the instructor.</td>
</tr>
<tr>
<td></td>
<td>Consistently recognizes self-limitations and begin to utilize appropriate resources with increasing independence.</td>
</tr>
<tr>
<td></td>
<td>Recognizes self-limitations and consistently utilizes appropriate resources with confidence.</td>
</tr>
<tr>
<td></td>
<td>Identify conflict situations in the healthcare setting (Client care, nursing, family, or health care team situations)</td>
</tr>
<tr>
<td></td>
<td>Discuss possible solutions for conflict situations in the healthcare setting (Client care, nursing, family, or health care team situations)</td>
</tr>
<tr>
<td></td>
<td>Design effective plan for resolving conflict.</td>
</tr>
<tr>
<td></td>
<td>Design and implement an effective plan for resolving conflict situations.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Collect and organize client information to make basic clinical judgments (Able to read/understand medical records, gather data from record to prepare an appropriate basic nursing care plan)</td>
</tr>
<tr>
<td></td>
<td>Recognize abnormal data, discuss the findings and implement appropriate interventions under the guidance of the instructor.</td>
</tr>
<tr>
<td></td>
<td>Incorporate comprehensive assessment, relevant data and begins to analyze this data into the plan of care with minimal prompting from instructor.</td>
</tr>
<tr>
<td></td>
<td>Analyze the comprehensive assessment and modify the plan of care independently but under supervision.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates the ability to problem-solve in the delivery and management of basic client care</td>
</tr>
<tr>
<td></td>
<td>Demonstrates the ability to problem-solve in the delivery and management of care for clients with anticipated and unexpected outcomes.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ability to problem-solve in the delivery and management of care for clients with increasingly complex disease processes.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate the ability to consistently problem-solve in the delivery and management of care for clients with complex disease processes.</td>
</tr>
<tr>
<td></td>
<td>Identify normal and abnormal findings on assessment and plans care accordingly</td>
</tr>
<tr>
<td></td>
<td>Based on a medical diagnosis anticipates normal/abnormal assessment findings and begins to implement diagnostic data into the assessment and plans care accordingly.</td>
</tr>
<tr>
<td></td>
<td>Integrates the diagnostic data and assessment findings and plans care for the increasingly complex client.</td>
</tr>
<tr>
<td></td>
<td>Anticipates and recognizes subtle changes in client’s conditions and diagnostic data, including trends, and modifies plan of care.</td>
</tr>
<tr>
<td>Behaviors</td>
<td>Terminal Objectives by Level</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Manage human and fiscal resources in an efficient and cost effective manner</strong></td>
<td></td>
</tr>
<tr>
<td>Fiscal Responsibility</td>
<td></td>
</tr>
<tr>
<td>Recognizes the impact of the inappropriate utilization of supplies on unit budget (Is not wasteful of supplies during patient care, etc.)</td>
<td>Maintain cost effectiveness by utilizing supplies appropriately and minimizing waste.</td>
</tr>
<tr>
<td>Plan and evaluate utilization of appropriate resources for cost effective delivery of client care. (Refrain from unnecessary use of medical supplies)</td>
<td>Manage human and fiscal resources in an efficient and cost effective manner.</td>
</tr>
<tr>
<td><strong>Integrates current technology to provide competent client care</strong></td>
<td></td>
</tr>
<tr>
<td>Informatics</td>
<td></td>
</tr>
<tr>
<td>Demonstrates basic computer skills to complete assignments</td>
<td>Retrieve and record pertinent information utilizing current technology.</td>
</tr>
<tr>
<td>Retrieve and record pertinent information utilizing multiple technological resources. (Chart; computer; physician/nursing rounds)</td>
<td>Integrates current technology to provide competent client care.</td>
</tr>
<tr>
<td>Safety</td>
<td></td>
</tr>
<tr>
<td>Demonstrates the ability to use various types of equipment: glucometer, vital sign equipment, oxygen and suctioning, patient bed and assistive devices, etc.</td>
<td>Utilizes more complex equipment: IV Pumps, PCA, EFM, etc. Reports and utilizes the data gained from specialized equipment in delivery of client care.</td>
</tr>
<tr>
<td><strong>Serve as a leader and partner in the interdisciplinary health care team.</strong></td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>Participate in report, giving a basic verbal or written report on assigned patient prior to leaving the unit</td>
<td>Relate important information to responsible licensed caregiver obtained during time of client care.</td>
</tr>
<tr>
<td>Describe the various members of the health care team and make referrals as necessary</td>
<td>Design a plan of care incorporating other health team members.</td>
</tr>
<tr>
<td>Demonstrate beginning team-work (works with other team members to give patient care, coordinate breaks/ lunches, helps health care team where needed, etc.)</td>
<td>Is able to consistently function within a team. Demonstrates team leading under the guidance of an instructor.</td>
</tr>
<tr>
<td>Demonstrates beginning leadership skills (i.e.: acts as pt. advocate, can identify which interventions can be delegated)</td>
<td>Demonstrates more advanced leadership skills (i.e.: acts as Team leader, delegation and conflict resolution strategies) with the guidance of the instructor.</td>
</tr>
</tbody>
</table>

Revised: July 2015
MEMBER OF THE PROFESSION

Demonstrates accountability for the provision and evaluation of nursing care that conforms to professional standards and incorporates legal and ethical responsibilities of the nurse especially the rights of the clients.

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Terminal Objectives*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Conducts Nursing Services in Accordance with college, state, and federal practice standards as Safety outlined in: California Nursing Practice Act (Sections 2725, 1443.5, and 70215) ANA Nurses Code of Ethics and Standards of Care Associate Degree Nursing Program Student Handbook HIPAA, The Joint Commission (TJC), National Patient Safety Goals, Core Measures, Facility policies and procedures Consistently arrives punctually to clinical setting, wearing approved uniform, and fully prepared for clinical experience, including completed care plan(s)/assignment(s) and appropriate equipment.</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
</tr>
</tbody>
</table>

Demonstrates accountability and responsibility for clinical decisions and actions, and conducts practice with commitment and personal integrity.

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Terminal Objectives*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy</td>
<td>Demonstrates a capacity for self-reflection and independently develops strategies to master areas of deficiency.</td>
</tr>
<tr>
<td>Caring</td>
<td>Demonstrates ability to balance professional responsibilities and personal life.</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>Follows directed learning activities as assigned and keeps scheduled appointments. When unable to keep scheduled appointments, provides notification of cancellation in a timely manner.</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
</tr>
<tr>
<td>Leadership</td>
<td>Demonstrates responsibility for their own learning, and helps promote an atmosphere which facilitates maximum learning for classmates.</td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
</tr>
<tr>
<td>Teaching/Learning</td>
<td></td>
</tr>
<tr>
<td>Professionalism/Caring</td>
<td>Consistently displays the nursing values of caring, integrity, altruism, social justice, and honesty.</td>
</tr>
<tr>
<td>Leadership/Advocacy</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td>Demonstrates respect for peers, staff, faculty, and acts in a manner which promotes dialogue, open communication, and positive interdisciplinary working relationships.</td>
</tr>
<tr>
<td>Professionalism</td>
<td></td>
</tr>
</tbody>
</table>
Establishes a foundation for the commitment to lifelong acquisition of knowledge and skills to effect change in health care practice and outcomes

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Terminal Objectives*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Independently and consistently seeks out instructor to cultivate and validate clinical judgment and reasoning and critical thinking skills, and demonstrates ability to accept responsibility for decisions.</td>
</tr>
<tr>
<td>Critical Thinking Safety</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>Maintains professional requirements including, but not limited to, Portfolio, Basic Life Support Certification, PPD, TB Fit Test, Safety Packet, and Skills Checklist.</td>
</tr>
<tr>
<td>Professionalism Collaboration</td>
<td>Is a member of a professional nursing organization and / or participates in student governance committees, Student Advisory Committee, and / or faculty meetings.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Performs peer evaluation and communicate evaluative findings in a professional manner.</td>
</tr>
<tr>
<td>Collaboration</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Consistently utilizes reputable resources when transferring classroom knowledge to clinical setting for the provision of evidence based nursing practice.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Participates in community projects.</td>
</tr>
</tbody>
</table>

* Member of the Profession Student Learning Objectives are not leveled since these are the behavioral expectations for all students in the ADN Program.
**Clinical Essentials**

It is accepted that each client, or clients, for whom a nursing student provides care, has the right to receive safe nursing care. It is understood that it is essential to avoid a break in asepsis, or cause emotional jeopardy and/or physical jeopardy. It is also understood that the nursing student will provide caring nurse-client interactions. And lastly, it is understood that the nursing student’s performance will demonstrate a consistent integration of previously learned knowledge, skills, and attitudes. These areas of nursing function apply to every nursing situation at all times. The critical elements necessary to ensure safe nursing care for this program are:

**Asepsis**

Asepsis is defined as prevention of the introduction and/or transfer of microorganisms. Special consideration should be given to hand washing/use of hand sanitizer before and after the administration of each area of health care as required by the principles of asepsis.

The instructor should be realistic in evaluating violations of asepsis. The perspective of the client’s well-being and safety are paramount, but 100 percent protection, and a germ-free state are idealistic goals, rather than realistic. It is essential to be mindful of the principles of asepsis.

**Examples of clear violations include, but are not limited to, omitting one or more of the following:**

- Washing hands before implementing client care
- Protecting self or client from contamination
- Disposing of contaminated material in designated containers
- Confining contaminated material to contaminated area
- Establishing and/or maintaining a sterile field when required

**Emotional Jeopardy**

Emotional jeopardy is defined as any action, or inaction, on the part of the student which threatens the emotional well-being of the client or significant others. The student’s behavior must not create emotional stress or create a non-therapeutic situation for the client.

**Examples of clear violations include, but are not limited to,**

- A student’s use of words or body language that constitutes disapproval or disgust.
- A student’s use of overt or covert threats to elicit client’s response and/or cooperation.
- A student’s use of probing, attacking-type questions when interacting with the client.
- Any violation of client’s legal protection, such as maintenance of confidentiality as outlined in the Health Insurance Portability and Accountability Act (HIPPA).
- Any violation of client’s protection under the Patient’s Bill of Rights.
- Any violation of client’s dignity.
Physical Jeopardy

Physical jeopardy is defined as any action, or inaction, on the part of the student, which threatens the client’s physical well-being.

Because of the vast number of possibilities, the critical elements depend on the situation, as judged by the instructor. There are no predetermined critical elements for physical jeopardy. The student is accountable for the assigned client’s safety. Any time the client’s safety is threatened through omission, such as not reporting a deterioration in the client’s clinical condition, or by the student’s incorrect action, the instructor will document and report describing the behavior of the student in clear terms.

Examples of clear violation include, but are not limited to:

- The student medicates a client with a central nervous system depressant and leaves the side rails down.
- The student leaves the clients side rails down.
- The student leaves a client unattended in a potentially dangerous situation.
- The student disconnects or interrupts a treatment (i.e. Intravenous therapy, nasogastric tube, croupette, etc.), or does not reestablish the treatment, as required.
- The student elevates a closed urinary drainage system above the level of the client’s bladder.
- The student incorrectly administers medication.

Caring

Caring is defined as a pattern of behavior that pervades the nurse-client interaction as characterized by attentiveness to others’ experiences, the establishment of a trusting relationship with the client and/or significant other, and respect for the values, dignity and culture of others.

Establishing communication with the client is a fundamental skill of a nurse. This is accomplished by introducing self; explaining the purpose of the interaction; and using touch with a client who is unable to verbally communicate.

Examples of clear violations include, but are not limited to:

- The student does not encourage the client’s expression of needs
- The student does not respond to the client’s verbal or nonverbal expressions
- The student does not facilitate goal-directed interactions by:
  - Explaining the nursing actions to be taken
  - Asking questions to determine the client’s response to nursing care
  - Asking questions to determine the client’s comfort level
- Focusing communication toward client-oriented interest
- Using language appropriate for the client’s level of understanding
- Eliciting the client’s choices/desires in the organization of care

- The student uses verbal and physical expressions that are overly familiar, patronizing, demeaning, abusive or otherwise unacceptable.
- The student does not utilize interpersonal communication skills that respect the values, dignity and culture of the client, and / or others.

Performance

Performance is defined as a pattern of behavior that pervades the student nurse role in the ability to transition from novice to expert, through the acquisition of knowledge, skills, and attitudes which builds upon all previously learned information.

The student’s performance and behavior should demonstrate a consistent integration of all previously learned knowledge, skills, and attitudes, including, but not limited to nursing pre-requisites.

Examples of clear violations include, but are not limited to:

- The student breaks asepsis.
- The student places a client in physical and/or emotional jeopardy.
- The student does not provide nursing care using a pattern of behavior that demonstrates caring.
- The student fails to accurately demonstrate previously learned information.
- The student fails to transfer classroom knowledge to the bedside.
- The student fails to correctly identify patients.
- The student fails to administer medications using the “6 rights”.
- The student fails to recognize his/her limitations, and does not utilize the resources appropriately.

Note: Any nursing student, as evaluated by a nursing instructor, who fails to provide safe, competent client – care in the laboratory and/or clinical setting, may be dismissed from the nursing program.
STUDENT PARTICIPATION AND ACTIVITIES

Bakersfield College ADN students are encouraged to participate in the formation and revision of policies that affect them. While many informal methods are available, the Student Advisory Committee, National Student Nurses’ Association (NSNA), Program Completion Committee, and the Nursing Faculty Council student membership provide formal means of assuring student input into all levels of the ADN Program.

It is a program expectation that committee representatives and class officers remain in good standing in all courses throughout the semester. Students who are not in good standing may be asked to vacate the position. The replacement process will be at the discretion of the director or their designee.

Student Advisory Committee

Purpose: Provides a formal mechanism for sharing information with students regarding College and Program issues, and inviting input from students related to the Program’s policies/practices including program philosophy, objectives, curriculum and evaluation process which affect students. It establishes a forum identifying and resolving student concerns.

Format: There will be four scheduled meetings each semester at which formal minutes will be taken by the faculty advisor, or designee. Minutes are to be submitted to, and retained in the Nursing Department office. The committee is directly responsible to the Nursing Faculty Council.

Membership: Membership consists of three faculty/RN representatives, and two elected student representatives from each class (ADN and LVN to RN). The ADN Program Dean appoints the faculty representatives annually. Student representatives are elected by secret ballot for a 1 year term. The National Student Nursing Association (NSNA) business is also covered at this meeting. Membership is open to all nursing students, as well as, all pre-nursing students enrolled in KCCD coursework.

Procedure: Procedures for the operation of this committee will be defined at the organizational meeting at the start of each semester subject to faculty approval. Topics to be defined shall include, but not be limited to the following:

- Committee responsibilities and lines of communication
- Dates and times for meetings
- Establishing the agenda
- Chairing the meetings
- Minute recording
National Student Nurses’ Association

Purpose: Active membership in the National Student Nurses' Association (NSNA) provides students with opportunities to experience shared governance by means of a professional organization. This organization also provides outstanding educational resources, leadership opportunities, and career guidance for nursing students. The NSNA mentors students in developing the essential standards, ethics, and skills necessary to cultivate professional development to become the future nursing leaders of tomorrow.

Format: There are a minimum of four scheduled meetings each semester. The meetings must follow parliamentary procedure as outlined in the bylaws. Formal minutes, recorded by the elected Bakersfield College Student Nurses Association (BC-SNA) Secretary, are required to be recorded at every meeting. These minutes are to be submitted to, and retained in the Nursing Department office.

Membership: Membership is open to Nursing Students in our Associate Degree and Vocational Nursing Programs. Students who are members of NSNA are encouraged to maintain active membership and attend all scheduled meetings. There are many benefits that accompany NSNA Membership, including: scholarship opportunities, magazine Imprint subscription, NCLEX-RN Review Tools, discounts on school/office supplies, hotels, uniforms, professional liability insurance, and nursing journals, to name a few.

Membership is $40.00 for the first year, and $45.00 for renewal, or, $80.00 for 2 years. Applications can be found on the NSNA website at www.nsna.org.

Procedure: The Dean of Nursing/Allied Health appoints faculty advisor(s) to serve as a mentor and professional role model for the members of the Bakersfield College Chapter Student Nursing Association. Advisors play a vital role in the development and resources of the NSNA, and provide guidance to the students involved in leading the BC-SNA Chapter. Advisors will attend all board, and other official meetings, such as national or state conventions.

The BC-SNA officer’s attendance is outlined in the chapter bylaws. Student officers/representatives are elected annually, at the beginning of the spring semester. Officers will serve a one year term. Descriptions for each office can be located in the chapter bylaws. Elected offices are to include:

- President
- Vice President
- Treasurer
- Secretary
- Website & Communication Director
- (Project in Touch) Membership Recruiter
- Fundraising Coordinator
- Community Health Project Coordinator
- Breakthrough to Nursing Director
- Activities & Elections Director
- BC-SNA Board Representative
**Program Review/Evaluation Committee**

**Purpose:** The purpose of this committee is to provide students with an opportunity to participate in shared governance. It is a formal mechanism for students to review all aspects of the ADN Program, and, to provide input for improved student satisfaction, productivity, and student outcomes.

**Format:** There will be at least one scheduled meeting at the completion of the fourth semester to discuss Program Review. The Dean, Nursing/Allied Health, or designee, shall conduct the meeting. The Nursing Department Assistant will take formal minutes of the meeting. Alternate site students may have a separate Program Review from the main campus if desired by students.

**Participants:** Student currently enrolled in the fourth semester.

**Procedure:** Procedures for the operation of this meeting will be defined at the beginning of the meeting. Topics to be defined shall include, but not be limited to the following:

- Purpose of Meeting
- Minute recording
- Aspects of Program and Course evaluations

**Nursing Faculty Council Committee**

**Purpose:** Provides a formal mechanism for students to participate with nursing faculty regarding College and Program issues. It also provides an opportunity for students to give input related to the Program’s policies/practices including Program philosophy, objectives, curriculum, and evaluation process. It establishes a forum for identifying and resolving student concerns.

**Format:** Student representatives will be invited to attend one scheduled meeting per month during the semester. A Department Assistant for the Nursing Department will take formal minutes, and these minutes will be retained in the Nursing Department Office.

**Membership:** Membership consists of all nursing department faculty, two student representatives from each semester of the ADN Program, and one representative from the LVN-RN Ladder cohort. Students will not be allowed to be present during discussion of confidential matters.

The students shall appoint or elect their representatives by secret ballot annually. Any member of each class is eligible to serve even though they may hold another class or College office. The term of the appointment is one semester.

**Student Governance**

**Purpose:** To provide a formal mechanism for class administration, communication and representation; each class will elect officers.
Membership: A class is defined by semester in the program, as well as the LVN to RN cohort. Class officers are to be elected annually, and must be in good academic and clinical standing. Class officers are responsible for the listed duties:

**President**
- Ensure Faculty Advisor(s) is/are invited, and present for all meetings. The faculty advisor(s) should include the Lead Faculty member from each semester.
- Develop an agenda for, and, open, lead, and close all class meetings.
- Lead completion ceremony activities, oversee committees’ activities, and lead class votes.
- Ensure confidentiality is maintained
- Verify all voting tallies with a faculty advisor

**Vice-President**
- Serve as President in the case of absence, or program withdrawal, of the elected President, until the next election
- Participate with completion ceremony planning

**Treasurer**
- Keep a current account of class funds. This must be readily available at all times in the Allied health office.
- Present monthly report of class funds, which must reflect class income and expenditures
- Deposit donations and fundraising profits into Foundation Account
- Withdraw funds as approved by the Dean of Nursing/ Allied Health, or designee.

**Secretary**
- Record and maintain a complete record of the minutes for all meetings.
- Submit copies of all minutes to Allied Health Office within one week of meeting.

**Historian**
- Records names of officers and committee members
- Documents and summarizes the events of the student council, including class activities, honors, celebrations, and miscellaneous news and events.

**SAC / NSNA Representatives**
- Attend monthly respective meetings
- Serve as communication liaison between class and nursing faculty ensuring feedback is representative of the majority of class.
- Provides input on important curriculum and program items
- Ensure class fundraisers are approved
Nursing Faculty Council Representatives

- Attend monthly faculty meetings
- Serve as communication liaison between class and nursing faculty, ensuring feedback is representative of the majority of class.
- Provides input on important curriculum and program items.

Student Elections

To promote a consistent fair practice of student elections the following procedure will be used by all faculty and students in the ADN Program.

- By the end of the first three (3) weeks of school, elections will be held for student officers on an annual basis (1st semester and 3rd semester).
- The instructor shall provide the names of the nominees and the offices, which they seek.
- Elections shall be by secret ballot. The student with the most votes shall be declared the winner. In case of a tie vote, a run-off election will be held, again by secret ballot, among the tied persons only.
- If another tie exists, the winner shall be determined by a coin toss by the instructor conducting the election. The coin toss shall be done in the presence of both students involved in the run-off election.
- If a student resigns from an office during his/her term of office, a replacement shall be chosen using the original election procedure.
- The class President will be responsible for providing the Nursing Department a list of each semester’s class officers within one week of the election.

Class Meetings

The purpose of class meetings is to ensure consistency of communication among a class, and, between the class and the Program.

- Class meetings will be held at least once per semester, and, more often if necessary. A Faculty Advisor will be present for all class meetings. The faculty advisor will be the current semesters Lead Medical/Surgical Instructor, and/or designee.
- To ensure consistency of communication, minutes will be recorded for each class meeting; a copy of these minutes will be provided to the Nursing Department Office within one week following the meeting.
- Participation is strictly voluntary.

Class Activities / Fundraising

Traditionally, fundraising for student activities has been a class effort to raise money for extra-curricular activities. These expenditures may include program completion activity costs, like:
• Completion Ceremony
• Class Pictures
• Nursing Pins
• NCLEX Review

The raising of funds for program completion, or other social activities, is strictly optional. No student can be required to give money, or time, to any activity designed to raise funds for any purpose. The fundraising activities can be as limited, or as extensive, as desired. However, it is suggested that the class set realistic, basic goals which can be met with the least amount of time and energy expenditure.

All fundraising activities must have prior approval from the faculty advisor and the Student Advisory Committee (SAC). It is required that the class officers discuss with the faculty advisor(s) the practicalities and realities of goal setting in this endeavor prior to starting any fundraising projects. Once the faculty advisor has approved the project, the request must be discussed, and approved by the class before the request can be forwarded to the SAC for official approval.

Specific Rules and Requirements for Fundraising
• Students are not to enter into any agreements / contracts with any vendor on behalf of the College, Foundation, or District. Only the Dean of Nursing has this authority.
• Student fundraising supplies (candy, cookies, sweatshirts, totes, etc.) may not be shipped directly to Bakersfield College without the Dean’s permission.
• The College is not responsible for debts incurred by student fundraising activities.
• Because local hospitals and healthcare facilities already support our nursing programs with donations of money, supplies, equipment, and nursing scholarships, students are requested to not solicit additional financial contributions from these sources.
• All clothing sales must include the BC Logo, and, are reserved for 3rd the semester class.
• It is not permissible to sale food items that would compete with Bakersfield College Food Service sales (i.e., rice crispy treats).
• Raffles are permitted.
• Designation of left over funds must be discussed with the Director of the Program or their designee.

Fundraising Request Approval Process
• Faculty Advisor approval must be granted PRIOR to taking the request to the class for presentation/discussion and vote.
• Once agreed upon by the class, the idea will be presented to the SAC using the Fundraising Request Approval form. This form can be found on the Allied Health Tab on insideBC.
• Class minutes documenting class discussion/vote must be attached to the request form.
• Upon official approval by the SAC, the SAC faculty advisor will sign the request form and provide the class officers with a copy of the approval form.

• The original Fundraising Request Approval form will be filed in the Allied Health Office, the SAC Binder.

Any funds raised, must be deposited into the BC Foundation nursing cohort savings account. Two (2) class members, in conjunction with the Faculty Advisor, and the Allied Health Department Assistant must monitor all account activity. Records of student fundraising must be kept on file in the Allied Health Office.

**Use of the BC Logo**

To communicate a unified visual image, we ask nursing students to adhere to the standards outlined in *Using the Bakersfield College Signature*. This guide covers the use of the graphic identity in all communications and functions, on behalf of, and supported by the College. Any questions regarding the *Using the Bakersfield College Signature*, should be directed to the respective faculty advisor, and refer to the policy at https://www.bakersfieldcollege.edu/sites/bakersfieldcollege.edu/files/Using%20the%20BC%20Centennial%20signature.pdf

**Student Savings Accounts**

Each Program Class must use the established BC Foundation Nursing Account for depositing donations, earnings from fundraisers, and money given to them by the Program. Use of funds must be determined by a class vote.

**Steps to Deposit Funds**

1. Completely fill out a *BC Foundation Deposit Slip* including the source of the funds.
2. *Return Deposit Slip* and funds to the Foundation Office.
3. All documentation must be kept with class minutes and filed in the Allied Health Office.

**Steps for Reimbursement or to Pay an Invoice**

1. Completely fill out a requisition. (forms are available in BC foundation office)
2. Attach all supporting documents (Invoice, receipts, minutes approving the funds, etc.)
3. Get appropriate signatures from student signees and cohort advisor.
4. Return completed packet to the Allied Health office for the Dean’s signature and they will forward it to the Foundation Office
5. Always keep all documentation with the class meeting minutes filed in the Allied Health Office.
**Program Completion Activities**

All ADN Program graduates are eligible to participate in the official commencement activities of the College, and are encouraged to do so. It is highly recommended that students entering the 3rd semester of the Program start the planning process for the completion ceremony, and as such, be knowledgeable regarding the guidelines listed below.

**Guidelines for Completion Ceremony**

Individual classes may choose to have a ceremony to mark successful completion of the ADN Program. All such activities are considered extracurricular, and are not under the auspices of the College. Therefore, all costs incurred will come out of fourth semester foundation account. A faculty advisor must be present during any voting or major decisions. As private activities, students have control over format, sponsorship, and location of the activities. Students are also free to include whomever they please to be their guest/participant. However, if students wish to receive their nursing pins as part of a planned activity, they must adhere to the following policies:

- **Title** – Name of activity will be “Program Completion Ceremony” or “Achievement Ceremony”.

- **Use of the BC Name** – “Bakersfield College Associate Degree Nursing Program” may be used on programs or invitations.

- **Date** – Activity must be scheduled to occur after the 4th semester final examinations.

- **Locations** – Ample parking should be given consideration when choosing a site.

- **Staff Participation** – A faculty advisor will assist in planning of the activity and approve final plans. The faculty advisor will oversee the ordering of the nursing pins. Instructors may participate in “on stage” proceedings if requested by students. Any BC clerical services must be arranged through the faculty advisor.

- **Awards** – Awards are presented at the Bakersfield College Honor Reception, therefore, are not recommended as part of the Program Completion/Achievement Ceremony. All awards must be approved by the faculty advisor and the Dean of Nursing/Allied Health.

- **Planning Committee Structure** – Students will meet with the faculty advisor by the end of the second week of the fourth semester to discuss structure and authority of the planning committee. Class officers are responsible for coordinating all student activities and serving as a liaison between the class and the Allied Health Office. The Dean should be kept informed of all plans either through formal meetings or written memos.

- **Invitations** – Invitations will be printed by the BC Graphic Design Department. Each student will be allotted 10 invitations per student. Additional invitations will be made available by a pre-determined date at the students’ cost. Invitations should be sent one month prior to the Completion Ceremony, to the Nursing Administrators of all healthcare facilities used for laboratory experiences, designated BC administrators, and nursing faculty. The Allied Health Office will provide a list of all required invitees.
**Event Insurance** – Contact the Allied Health Office when liability insurance is required, to obtain the name and phone number of appropriate contact at the District Office.

**Speakers** – Opening and closing remarks and student speeches must not exceed 2 to 5 minutes each. Speeches can include topics such as the value of nursing education and the significant growth and enrichment achieved as a result of the college experience. It may not be religious in nature, other than, in the very broadest sense. Since our students and/or college represent all religions, it must be acceptable to everyone. Speakers may use poems and famous quotations, citing the authors. **Student speeches must be submitted to the faculty advisor for approval at least one week prior to the ceremony.**

**Decorations** – Creativity and simplicity with decorations is encouraged, as students are responsible for setting up and taking down all decorations on the day of the Completion Ceremony. The faculty advisor must approve all decorations.

**Video Presentation** – Students may choose to show a video montage of their journey through nursing school. Discretion is required regarding the content of the video presentation, and should reflect positively on the school’s image. Please note, any photos of nursing faculty, or clinical agency staff, must have their prior written approval before inclusion. NO client photo may be shown. The video presentation may be no longer than 5-8 minutes and must be approved **previewed** by the faculty advisor prior to the ceremony.

**Music** – Music selections will be determined by a class vote and approved by the faculty advisor.

**Printed Programs** – Printed programs must be provided to all attendees. Programs will be printed by the BC Graphic Design Department. Printed programs will include the order of the ceremony, student names, faculty names, and the Nightingale Pledge. The class may add other content, with the faculty advisor’s approval.

- **Written acknowledgments** – students may elect to write “thank you’s” to family and friends. These are written statements, which can be included in the program, and must reflect good taste and must be 40 words or less.

**Professional Attire** – Since the ceremony reflects the completion of nursing school, and entry into the profession of nursing all participants will be required to wear matching uniforms, and meet all guidelines for professional appearance (i.e. tattoos must be covered). The uniform must be a red top with black bottoms. Students must wear either white or black closed toe, uniform type shoes.

**Refreshments** – Students may choose to serve light refreshments after the Completion Ceremony. Cost and serving the food, as well as clean up should be considered.

**Ceremony Format**

- Processional (Pomp and Circumstance)
- Opening – Master of Ceremonies
- Welcome/Introduction – College President or Designee
- Introduction of Graduates – Dean, Nursing/Allied Health
- Guest Speaker
- Student Speaker(s)
- Video Presentation (optional)
- Presentation of Nursing Pins
- Nightingale Pledge
- Presentation of Class Picture – Class President/Dean, Nursing/Allied Health
- Closing – Master of Ceremonies
- Recessional (Musical selection – student’s choice)

Class Pictures
If a class picture is to be displayed in the BC Allied Health Office, the size is restricted to 11 x 14 inches. The class picture must be framed and the student class number and year must be included on the frame, or in the picture.

Nursing Pins
The Bakersfield College Nursing Pin is an optional item, and may be purchased by all eligible students during the 4th semester of the Program. The faculty members of the student’s choice will present the pin during the Completion Ceremony to the students.

The faculty advisor(s) and Treasurer are responsible for ordering the nursing pins. It is the responsibility of the Treasurer to collect the pin orders and money – the money is to be deposited into the class account. The Treasurer then requests a check from the BC foundation for the full amount of the order, including taxes/shipping, and submits the order to the approved company. All nursing pin orders must be shipped to the Bakersfield College Allied Health Office, 1801 Panorama Drive, Bakersfield, CA 93305.

NOTE: The nursing pins remain the property of the Bakersfield College Allied Health Office until the student successfully completes the ADN Program.
GUIDELINES FOR PROFESSIONAL CONDUCT/BEHAVIOR

The California Nursing Practice Act requires its practitioners to be fully accountable for their clinical decisions and actions. For the Bakersfield College ADN student, accountability means that he/she will be, at all times, willing to learn and practice nursing with commitment and integrity. Furthermore, this means being attentive and responsive to the needs of individual clients and colleagues. As the student acquires nursing knowledge, skills, and attitudes, he/she will develop competencies, and assume professional responsibilities shaping an attitude of caring. Accountability and caring both develop as the student becomes knowledgeable and sensitive to the ethical and legal implications of nursing practice. A common goal in the practice of nursing is to provide the highest quality of care to all individuals entrusted to our care.

Definition of Nursing

The BC nursing faculty support and utilize the guidelines outlined by the American Nurses Association (ANA), the California Nursing Practice Act, The Joint Commission, Quality and Safety Education for Nurses (QSEN), and BC Program Specific Professional Behaviors.

It is the expectation each student shall make every effort to adhere to these mandated guidelines as they shape conduct and behaviors required of a professional nurse.

American Nurses Association (ANA)

Nursing Scope & Standards of Practice, 2010

Nursing is the protection, promotion, and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations. There are five essential features of contemporary nursing practice:

1. Nursing practice is individualized - Nursing practice respects diversity and is individualized to meet the unique needs of the healthcare consumer or situation. Healthcare consumer is defined to be the patient, person, client, family, group, community, or population who is the focus of attention and to whom the registered nurse is providing services as sanctioned by the state regulatory bodies.

2. Nurses coordinate care by establishing partnerships - The registered nurse establishes partnerships with persons, families, support systems, and other providers, utilizing in-person and electronic communications, to reach a shared goal of delivering health care. Health care is defined as the attempt “to address the health needs of the patient and the public” (ANA, 2001, p. 10). Collaborative interprofessional team planning is based on recognition of each discipline’s value and contributions, mutual trust, respect, open discussion, and shared decision-making.
3. Caring is central to the practice of the registered nurse - Professional nursing promotes healing and health in a way that builds a relationship between nurse and patient (Watson, 1999, 2008). “Caring is a conscious judgment that manifests itself in concrete acts, interpersonally, verbally, and nonverbally” (Gallagher-Lepak & Kubsch, 2009, p. 171). While caring for individuals, families, and populations is the key focus of nursing, the nurse additionally promotes self-care as well as care of the environment and society (Hagerty, Lynch-Sauer, Patusky, & Bouwseman, 1993).

4. Registered nurses use the nursing process to plan and provide individualized care to their healthcare consumers - Nurses use theoretical and evidence-based knowledge of human experiences and responses to collaborate with healthcare consumers to assess, diagnose, identify outcomes, plan, implement, and evaluate care. Nursing interventions are intended to produce beneficial effects, contribute to quality outcomes, and above all, do no harm. Nurses evaluate the effectiveness of their care in relation to identified outcomes and use evidence-based practice to improve care (ANA, 2010). Critical thinking underlies each step of the nursing process, problem solving, and decision-making. The nursing process is cyclical and dynamic, interpersonal and collaborative, and universally applicable.

5. A strong link exists between the professional work environment and the registered nurse’s ability to provide quality health care and achieve optimal
Outcomes - Professional nurses have an ethical obligation to maintain and improve healthcare practice environments conducive to the provision of quality health care (ANA, 2001). Extensive studies have demonstrated the relationship between effective nursing practice and the presence of a healthy work environment. Mounting evidence demonstrates that negative, demoralizing, and unsafe conditions in the workplace (unhealthy work environments) contribute to medical errors, ineffective delivery of care, and conflict and stress among health professionals.

Nurses Code of Ethics

The development of a code of ethics is an essential characteristic of a profession and provides means whereby professional standards may be established, maintained, and improved. A code indicates a profession’s acceptance of the responsibility and trust with which it has been invested. Each practitioner upon entering a profession inherits a measure of that responsibility and trust and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession.

A code of ethics for the American Nurses’ Association was originally formulated and adopted by the membership in 1950. The original code has undergone revisions in the intervening years. The latest was adopted in 1968. In 1959 members of the National Student Nurses’ Association voted at their convention to endorse the code of ethics of the American Nurses’ Association as applicable also to students enrolled in nursing programs. An official representative for the National Student Nurses’ Association participated in the discussions held by the ANA’S Committee on Ethical Standards for revisions of the code in 1960, 1968, 1976, 1998 and 2001.
Preamble
The Code for Nurses is based upon belief about the nature of individuals, nursing, health, and society. Recipients and providers of nursing services are viewed as individuals and groups who possess basic rights and responsibilities and whose values and circumstances command respect at all times. Nursing encompasses the promotion and restoration of health, the prevention of illness, and the alleviation of suffering. The statements of the code and their interpretations provide guidance for conduct and relationships in carrying out nursing responsibilities consistent with the ethical obligations of the profession and quality in nursing care.

1. The nurse practices with compassion and respect for the inherent dignity, worth and unique attributes of every person.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.
4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimum care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy and its practice, and for shaping social policy. (ANA, 2015)

California Nursing Practice Act (Division 2, Chapter 6, Article 1, Section 2725)

- The practice of nursing means those functions, including basic health care, that help people cope with difficulties in daily living that are associated with their actual or potential health, or illness problems or the treatment thereof, and that require a substantial amount of scientific knowledge or technical skill, including the following:

- Direct and indirect patient care services that ensure the safety, comfort, personal hygiene, and protection of patients; and the performance of disease prevention and restorative measures;
• Direct and indirect patient care services, including, but not limited to, the administration of medications and therapeutic agents necessary to implement a treatment, disease prevention, or rehabilitative regimen ordered by and within the scope of licensure of a physician, dentist, podiatrist, or clinical psychologist;

• The performance of skin tests, immunization techniques, and the withdrawal of human blood from veins and arteries; and,

• Observation of signs and symptoms of illness, reactions to treatment, general behavior, or general physical condition, and determination of whether the signs, symptoms, reactions, behavior, or general appearance exhibit abnormal characteristics, and implementation, based on observed abnormalities, of appropriate reporting, or referral, or standardized procedures, or changes in treatment regimen in accordance with standardized procedures, or the initiation of emergency procedures.

The Joint Commission: National Patient Safety Goals
The faculty upholds the National Patient Safety Goals to protect the safety of each patient in healthcare settings such as hospitals, nursing homes, ambulatory facilities and community facilities. These are incorporated into the curriculum throughout the Program.

Quality and Safety Education for Nurses (QSEN)
The faculty supports the QSEN competencies in preparing our graduates to provide safe, high quality patient care in today’s complex health care environment. These are incorporated into the curriculum throughout the Program.

BC Program Specific Professional Behaviors
The BC ADN student is expected to conduct him/herself in a professional manner, at all times, both in uniform, and in representing the school. The following standards of professionalism are considered mandatory for all nursing students:

Civility
Clark (2013) defines civility as authentic respect for others requiring time, presence, engagement, and an intention to seek common ground. “Civility is essential to the development and ongoing success of top performing nurses and work teams and for the achievement of first-rate, highly effective academic and practice settings” (Clark, 2013). The faculty supports student-driven civility, and therefore, strives to inspire and engage students to make a commitment to create a civil learning environment. The following are examples of behaviors that foster student civility:

• Attending class and arriving on time
• Being prepared for assignments
• Maintaining and modeling a professional attitude
• Working cooperatively as team member
• Accepting and acting upon constructive feedback
• Maintaining responsibility for own learning
• Promoting an atmosphere which facilitates optimal learning for classmates
• Recognizing the impact of one’s behavior on others, especially clients
• Modifying inappropriate behavior.
• Maintaining accountability for legal and ethical responsibilities
• Using media devices in non-disruptive ways
• Maintaining respectful communication with faculty and all hospital personnel

Speech and Communication
Students are expected to communicate, both verbally and non-verbally, in a professional manner at all times. Students will refrain from critically discussing individuals, instructors, programs, clients, or agencies in a public forum.

Student Conduct
Students should conduct themselves in a professional and ethical manner at all times. Refer to the Bakersfield College Student Handbook and College Catalog for policies.

Since public education is furnished by the people, it is a privilege. The Board of Trustees of the Kern Community College District, in support of public education and the exercise of general supervision of the campuses, require that student conduct must reflect the standards of appropriate behavior as defined in pursuant sections. (Education Code Section 76037)

Students shall respect constituted authority. This shall include conformance to Federal and State laws, Board regulations, College regulations, and applicable provisions of civil law. Accountability is expected from all nursing students. Student privileges may be revoked if that accountability is not demonstrated.

Students are expected to conduct themselves in a manner consistent with the educational purposes of the College. Student conduct should reflect consideration for the rights of others, and students are expected to cooperate with all members of the College community. Please refer to the Kern Community College District Board Policy Manual, Procedure Section 4F8 and the Bakersfield College Student Handbook for more information.

Academic Honesty
It is the belief of the Nursing Faculty that academic honesty translates to personal and professional integrity in the clinical setting. We, in the nursing profession, are held to the highest level of integrity due to the special circumstances associated with the care of the client in our charge. It has been demonstrated that those who seek to gain advantage through questionable means, either in theory or clinical courses, compromise the safety of their client. They also place their instructors who manage the care of the client in the clinical setting and the hospital or health care facility at risk. Academic dishonesty ultimately results in lack of trust and creates turbulence in the teaching environment. It is the consensus of the faculty that
those who are proven to be dishonest or have compromised client safety will be given the minimum of a failing grade for the assignment. Students may seek due process through the student grievance process.

Academic dishonesty is unacceptable, and will not be tolerated by Bakersfield College. Cheating, plagiarism, and collusion in dishonest activities erode the college’s educational and social role in the community. Academic dishonesty in the ADN Program may include, but is not limited to:

- Any student not following the requirements and guidelines of the ADN Student Handbook, course syllabi, and instructors’ directions.
- Actions that circumvent the rules and regulations established by the Bakersfield College ADN Program, affiliated healthcare facilities, course syllabi, and instructors’ directions constitute acts of dishonesty.

Confidentiality

It is policy of the Bakersfield College ADN Program to maintain all aspects of confidentiality. Students are accountable for being aware of the legal implications in regard to the rights of others, especially the right to privacy. The following guidelines are strictly adhered to as per HIPAA:

- Confidentiality of client information must never be violated.
- Client, family or health related information may not be removed from the healthcare setting.
- Any written assignments must not have any client identifying information, and must remain confidential, i.e. all information is only to be shared on a need to know basis.
- Client records or information may not be copied in any format.
- **ALL STUDENTS WHO HAVE ACCESS TO CONFIDENTIAL INFORMATION ARE PROHIBITED FROM DISCLOSING SUCH INFORMATION IN ANY UNAUTHORIZED MANNER.**
- All students are to sign a Confidentiality Agreement indicating agreement to adhere to the aforementioned guidelines each semester. A sample copy of the Confidentiality Agreement can be found at the end of this Handbook, or on-line on the Allied Health

Unacceptable Classroom/Clinical Behavior

Unacceptable behavior includes, but not limited to:

- Interference with the learning of others
- Excessive tardiness
- Disruptive talking during class
- Intimidation of students and/or faculty (angry, hostile, or violent behavior)
- Inappropriate non-verbal behavior
• Inappropriate, provocative dress or appearance
• Inappropriate use of electronics during class time, i.e. Texting, emailing, etc.
• Dishonesty
• Sexual harassment
• Use of vulgar or obscene language
• Any other behavior deemed by Nursing Faculty as unacceptable, and which interferes with the learning or safety of others, including those behaviors and activities listed in the Bakersfield College Student Handbook

**Standards of Student Clinical Conduct**

Nursing services as stated in the *California BRN, Nursing Practice Act; Article 2; Section 2729* may be rendered by a student when these services are incidental to the course of study of one of the following:

• A student enrolled in a board-approved pre-licensure program or school of nursing,
• A nurse licensed in another state or country taking a board-approved continuing education course or a post-licensure course.”

Nursing students are held to the same standards of care as those rendered by the graduate nurse. Nursing care is measured against the BRN “Standards of Competent Performance.”

The instructor will be the ultimate authority to judge student performance in the clinical and/or didactic setting. It is mandatory that the instructor have unquestioned authority to take immediate corrective action in the clinical area with regard to student conduct, clinical performance, and client safety (*Nursing Practice Act: Article 3; Section 1425.1*).

**A STUDENT MAY BE REFUSED ACCESS TO ANY CLINICAL FACILITY FOR INFRACTIONS OF FACILITY RULES AND REGULATIONS.**

A student involved in an adverse occurrence, which causes, or has the potential of causing serious harm to another, (client, staff, visitor, other student, etc.) may be dismissed from the Program. Such an event will be documented on a “Conference and/or Probation Form”. The instructor will notify the Dean, Nursing/Allied Health, Assistant Director, and/or Department Chair immediately. The student will then meet with the instructor, Dean, and/or Assistant Director or Department Chair to discuss the behavior and ramifications. The student will be given a copy of the report outlining the decision.

Failure of the student to correct the unacceptable behavior will result in failure of the course and dismissal from the program.

**Use of Drugs**

Bakersfield College’s ADN Program recognizes that impairment by illegal drugs, prescription drugs, and/or alcohol among health professionals is a serious national problem, which compromises safe care of clients, as well as, the mental and physical health of the professionals
involved. Bakersfield College ADN Program is committed to being drug free. (*Kern Community College District Policy*).

- No drugs, which impair mental or physical performance, shall be taken while attending clinical.
- Drugs may not be removed from laboratory areas.
- The student shall not take a friends’ or relative’s prescription drugs.
- **ANY CHANGE IN MEDICATION USE MUST BE IMMEDIATELY REPORTED TO THE INSTRUCTOR AND THE DEAN, NURSING / ALLIED HEALTH**

**GUIDELINES FOR PROFESSIONAL APPEARANCE**

Student dress and grooming will reflect the policies of the assigned healthcare facility the technical and safety requirements of the task, the positive image of the ADN Program, and the professional image of nursing.

**Personal Appearance**

Each faculty member is to inform the students of the specific dress code of each assigned healthcare facility.

Students are responsible and accountable to observe the dress code and grooming regulations as delineated in this student handbook.

Students are to adjust their dress and grooming prior to an assigned laboratory learning experience.

Students will be excluded from the laboratory area for inappropriate dress and/or grooming. Absences caused by such exclusion will be counted in the total number of allowable absences.

**Grooming**

Good personal hygiene is an important aspect of professional nursing; therefore, students must be clean, free of odor and strong fragrances, and be well groomed.

Perfume, cologne, aftershave, and fragrances will not be worn due to the potential sensitivity and allergies of visitors, clients, and health care facility staff.

Hair must be professional, conservative in color and style. Hair must be clean, neatly groomed, and pulled back off the collar, and out of the eyes. Small functional and conservative hair fasteners are to be worn to secure hair. (Headbands must be plain and solid color). Extremes in hair color, style, and adornments must be avoided.

Mustaches, beards, and sideburns must comply with the regulations of the assigned healthcare facility, as well as, trimmed in accordance with mask fit testing. Students must be clean-shaven, if not wearing a beard.

Fingernails must be short and clean (no longer than 1/8 inch past the fingertip). Clear nail polish may be worn. **Artificial nails, tips, wraps, appliques, acrylics, gels and any other**
additional items applied to the nail surface are not permitted. Make-up must be conservative and in good taste. Chewing gum and smoking are not allowed in the clinical setting. Eating, drinking and smoking are only permitted in designated areas. Tattoos must not be visible. They must be covered at all times.

**Uniform**

Students must wear the approved BC Uniform (the uniform consists of Dickies brand red top with the required BC logo, and Dickies or Cherokee black elastic/drawstring pants. The uniform must be ordered from the program-approved agency. The BC logo must be embroidered on the left upper chest. Uniforms must be clean and unwrinkled.

If students choose to wear undershirts they must be a solid color, either black or white.

The BC photo ID must be worn on the right upper chest with name, title and picture clearly visible and may not be attached to a lanyard. Hose are required with dresses; black or white socks may be worn with pants. Black or white all leather shoes are required. Shoes must have closed toes and backs. Shoes must be clean. Sandals or canvas tennis shoes may not be worn with the uniform.

A white lab coat, no longer than hip length, may be worn over the uniform. The BC logo must be embroidered on the left upper chest. The BC photo ID must be worn on the right upper chest with name, title and picture clearly visible and may not be attached to a lanyard. Caps are optional. However, if worn, the must be Cap #918 Kaye, 2 button with wide brim and are purchased at uniform shops

Bandage scissors, pen, penlight, watch, protective goggles, and a stethoscope are also considered part of the uniform, and must always accompany the student while in the healthcare facility. Stethoscopes may be worn around the neck, over the shoulders, but not hanging lengthwise from the neck since this may injure the client.

“Fanny packs” may not be worn.

**Level Appropriate Tote**

Each student is required to purchase a tote for the semester in which they are currently enrolled, as the supplies are specific to each level. The student tote, and its contents, are considered supplies, and must be readily available while in the BC Skills Labs.

**Jewelry**

One ring may be worn on each hand. Students may be required to remove them in the specialty areas or for certain procedures.

Small post-type earrings may be worn, but are limited to one per lobe. Dangle and hoop earrings, as well ear rods or plugs are strictly prohibited.
Visible body piercing, including tongue piercing, and ear rods or plugs, is not permitted. A clear post is not acceptable.

One chain around the neck may be worn, unless required otherwise, i.e. specialty areas.

Dark glasses may only be worn inside if they are prescribed. Glasses may never be worn on the back of the head.

**Alternative Lab Experiences Dress Code**

Students participating in community service activities may wear a BC Polo shirt in lieu of their uniform ONLY if deemed appropriate by the activity and instructor. Polo shirts with the BC Logo may be purchased in the BC Bookstore.

Students participating in float out rotations or alternative assignments must abide by the dress code of the healthcare facility. If street clothes are worn, they must be conservative and in good taste. Jeans are not allowed.

Shoes must be clean and have closed toes and backs. Sandals, canvas tennis shoes, and heels greater than 2 inches are not allowed.

A white lab coat, no longer than hip length, may be worn over the uniform. The approved format for the student nurse identification must be embroidered in red/black on the upper left chest.

The BC photo ID must be worn on the right upper chest with name, title and picture clearly visible and may not be attached to a lanyard.

All students entering a healthcare facility to receive a client assignment, or gather data for client care plans will wear the approved BC uniform, and adhere to all other grooming and jewelry requirements.

**Photo ID**

Photo identification badges are considered part of the uniform and identify the wearer as a Bakersfield College student nurse. The BC photo ID must be worn on the right upper chest with name, title and picture clearly visible and may not be attached to a lanyard.

Replacement photo ID badges are requested in the Allied Health Office, and a fee may be assessed.

Photo ID badges must be returned to the Nursing Department office upon completion or termination of the program.

**Miscellaneous**

Bakersfield College and/or laboratory healthcare facilities are not responsible for loss of valuables. It is recommended that items of value not be taken to class or to the laboratory areas.
CLINICAL LABORATORY GUIDELINES

Orientation Policy
All students must be oriented to the facility where laboratory experience is provided. It is the responsibility of the instructor to provide this orientation, either personally or by arrangement with staff members. Student will receive orientations to the assigned healthcare facility, the assigned unit, as well as, a discussion of Student Expectations at the Healthcare Facilities.

Healthcare Facility Orientation
Information about Healthcare Facility
- Organization and structure
- Values, Vision, and Mission

Nursing Service and Practice Standards
- Regulatory agencies
  - The Joint Commission
  - Centers for Medicare and Medicaid Services
- National Patient Safety Goals
- Core Measures / Care Bundles
- SBAR (Situation, Background, Assessment, Recommendation)

Parking and Security Regulations
- Location for student parking
- Daytime and evening rules
- Storage of student belongings for books, outer clothing, valuables etc.

Hospital Safety Requirements and Student Expectations
- Fire regulations
- Safety and MSDS
- Infection control and blood borne pathogens
- Emergency code systems
- Emergency Phone Numbers
- Disaster plan/response
- Rapid Response Team/Code Blue Team
- Interpreter Services

Confidentiality – HIPAA
- Healthcare confidentiality policy
- Use of electronic media (camera, cell phones)
- Use of social media (Facebook, Twitter)
Reporting unexpected events, incidents, medical errors

What to do in case of student injury

- Who to notify
- How to access care – students should not be directed to receive care in the ED unless instructed by the College Safety Officer

Accessing Hospital Policies and Resources

- Policy and procedure manuals
- Fire regulations
- Disaster plan
- Learning Resource Material
  - Library - rules – privileges
  - Reference manuals and computerized resources
  - Staff Education Calendar
- Accessing a chart from medical records

Computer access and training

Cafeteria Use

- Times and duration of meal and breaks
- Provisions for students bringing lunches
- Cost of meals

Unit Specific Orientation

Location of Student Assignment and Daily Laboratory Objectives

- Where posted, specific objectives, etc.

Orientation to Unit

- Location of crash cart and emergency equipment
- Location of fire alarms
- Location of equipment and supplies
- Operation of patient call systems
- Operation of special equipment; monitors, suctions, O2, etc.
- Unit visitation policy/restrictions
- Supplemental Unit Specific Policies/Procedures
- Break Room/Restroom Facilities

Glucometer access and training

Restraint Policy and Procedures
Introduction to key personnel

- Nurse managers and staff on assigned units

Patient Medical Records Documentation

- Process for accessing electronic medical record
- Process for data input (i.e. VS, documentation), and data acquisition

Orientation to Patient Room

- Call /Urgent/Emergency lights
- Operation of patient beds
- Emergency Equipment
- Sharps Containers
- Special Equipment use – IV Pumps, etc.

Pre and Post Conference Facilities

- Location of rooms
- Special regulations (need for quiet, etc.)

Medication Administration Policies and Procedures

- Students may not have access to medication keys and/or to automated medication delivery systems without instructor direct supervision
- Procedure for administering medications, all routes
- **STUDENTS MAY NOT ADMINISTER ANY IV MEDICATION WITHOUT DIRECT INSTRUCTOR SUPERVISION**
- Location and role of pharmacy
- Procedure for ordering and receiving medications.
- Procedure for documenting medication administration.
- Training regarding the use of the Bar Code Medication Administration (BCMA).
  - Training must be completed prior to administering medications.
  - PRIOR to medication administration, the student will:
    - Review the MAR summary.
    - Verify Allergy Information
    - Correctly identify the patient
    - Scan wristbands
    - Scan medications
    - Review medications with patient, providing appropriate education
Physician Orders

- Accessing and implementing orders
- BC’s policy regarding receiving and noting orders
  - Students are not to receive, accept, or note orders directly from any healthcare provider, including physicians, advanced practice nurses, and/or physician’s assistants.

Supplies

- Location of linens and supplies
- Waste and linen handling/removal
- Method of ordering needed supplies
- Method of charging for supplies used

Alternative Learning Experiences/Float Outs

- Where students report
- Student Expectations/Requirements

Telephone Protocol

- How and if to answer the Unit Telephones
- How and if to use the Hospital paging system

Communications during Clinical Rotation

- Contacting student in case of Emergency
- Making outside phone calls
- Use of personal cell phones/texting
- Visiting clients
- Contacting other students

Contacting the instructor

- How and when to contact the instructor
- How and when to notify instructors of absence or tardiness

Student Expectations at Healthcare Facility

Patient Assignments
Patient Care Responsibilities
Course Objectives/Student Learning Outcomes
Health and Safety Requirements

The Student’s Certified Profile “To Do List”, Health Stream “Transcript,” and Hardcopy Portfolios, shall be reviewed by the clinical instructor during orientation.

- Certified Profile “To Do List,” located at www.certifiedprofile.com, MUST be downloaded and placed in the students Hardcopy Portfolio.

- All requirements must show “completed,” including:
  - AHA Healthcare Provider CPR Certification (“current” throughout the Program)
  - Physical Exam
  - TB Skin Test (2-step) OR T-spot – Initial test MUST be 2-step, but 1-step can be done annually (TB requirement must be current at the beginning of the 1st and 3rd semester)
  - Current immunizations or declination form(s) for
    - Rubella (MMR)
    - Varicella (Chicken Pox)
    - Hepatitis B 1st & 2nd Action
    - Tetanus, Diphtheria, & Pertussis (TdaP)
    - Seasonal Influenza
- N95 Mask Fit Test (completed PRIOR to 1st day of 1st & 3rd semesters)
- Health Stream “Transcript”, located at www.healthstream.com, MUST be downloaded and placed in the students Hardcopy Portfolio.

- Completed Safety Quiz
- Completed hard copy portfolio
- Signed forms:
  - Confidentiality Statement
  - Student/Staff Requirements While Participating in Healthcare Facilities
  - Certification of Instruction in Safety Education
  - Elder/Dependent Adult Abuse Reporting & Child Abuse Reporting
  - Use of Social Media and Technology
  - ADN Student Handbook Policy Agreement
  - Skills Lab Disclosure Form
General Guidelines

- Guidelines for Professional Conduct / Behavior and Appearance
  - Uniform/Grooming
  - Name Badge
  - Student Conduct

Limitation of Student Activity – Clinical Laboratory

Policy for Patient Care Areas

Students are not to leave the nursing unit or department to which they are assigned without the permission of the instructor.

Students may not undertake care of clients which have not been assigned by their instructor.

Operating Room Policy

In the course of providing clinical education, any person connected with the BC Nursing / Allied Health programs agrees to keep all patient information in strict confidence, ensuring the protection of patient privacy. In addition to observing the confidentiality of patient information, it is also the expectation that students will not participate in the care of a friend or acquaintance without the consent of the patient. This practice is specific to the student’s care/presence in the operating room.

To ensure adherence to the care practice as stated above, the following process will be utilized as required by the agency. Prior to assuming care of the patient in the Operating Room, the student will:

- Check the patient name.
- If the patient is known to the student, the student will inform the charge nurse or department manager AND the instructor. The student will be required to accept an alternate assignment.

Policy for Phone Calls/Student Visitors

- No personal phone calls should be made or received while in the laboratory areas.
- Emergency calls are directed to the instructor.
- Cell phones may not be used for personal reasons (i.e. camera, Facebook, texting, or any social media) in the clinical setting.
- Students may not have visitors while in the laboratory area.
- Students are responsible for adhering to the policies as outlined in the Use of Technology and Social Media Policy.

Use of Technology Policy

Nursing/Allied Health students are preparing for a profession which provides services to the public, and high standards of behavior and professional communication are expected. Students
should remember that their online presence reflects them as a professional. Many recruiters routinely search the social networks when considering candidates for hire. Courses in the Nursing/Allied Health programs use online resources as a learning and communication tool between instructors and students. Professional behavior and proper technology etiquette is expected of all students both inside and outside the classroom and during clinical activities. Students are required to adhere to the expectations below, as well as, to all hospital or other clinical site policies and procedures.

- All students are required to use their Bakersfield College student email address only.
- All students are required to check student email regularly.
- Students may use electronic devices only when authorized by faculty and hospital personnel, and only as a resource. Electronic devices (cell phones, laptops, PDA’s, Tablets, smart phones, etc.) can only be used in designated areas of the clinical sites, with faculty approval for the purpose of clinical assignments.
- Personal use of electronic devices (Laptop Computers/PDA’s/Cell Phones/IPod Touch/Kindle/Nook/etc.) is not permitted in the clinical setting. They must be turned off at all times.
- No photos may be taken by students in the clinical agency or lab environments unless authorized by faculty.
- All students are expected to follow HIPAA guidelines at all times.

Social Media Policy

Social Media is a way for people to use technology for social interaction through the use of words, images, audio and video. Examples of social media sites include but are not limited to, Facebook, Twitter, LinkedIn, YouTube, MySpace or “blogs”; and can also include media sites that are offered by television networks, newspapers, and magazines. Please remember that social networking sites are in fact public forums. This means that the information that is posted or shared can be viewed by others.

Information published on social media networks that has to do with any aspect of the College must comply with Kern Community College District’s Code of Ethics, HIPAA compliance, and the Department Code of Conduct. Any statement made electronically which can cause actual or potential harm or injury to another person, or to the school, will be grounds for dismissal.

Bakersfield College Nursing/Allied Health students are free to express themselves as private citizens on social media sites to the degree that their speech or posting;

- Does not violate confidentiality
- Does not directly or indirectly reflect patients, diagnoses or any content related to patient care or clinical experiences.
- Does not impair working relationships among students and staff of the Nursing/Allied Health Department
- Does not ridicule, malign, disparage or otherwise express bias against any race, religion or protected class of individuals
• Does not reflect behavior that would reasonably be considered reckless or irresponsible as members of the BC Nursing/Allied Health Department

• Does not contain false information that harms the reputation of another person, group or organization (defamation)

• Does not cause harm or injury to another, or to the BC Nursing/Allied Health program

• Does not negatively affect public perception of BC Nursing/Allied Health Department

The Allied Health Department Dean, or Designee, must be allowed access to any social media site associated with BC ADN Program, such as a class Facebook page, Shutterfly accounts, etc.

Bakersfield College Nursing/Allied Health students may be required to access their social media sites at the request of the Nursing/Allied Health department to verify compliance with the above stated policies. Failure to comply may result in immediate dismissal from the Nursing/Allied Health program.

THE BC NURSING/ALLIED HEALTH DEPARTMENT WILL NOT TOLERATE VIOLATIONS OF THE SOCIAL MEDIA POLICY. ACTIVITY ON A SOCIAL NETWORKING SITE, WHICH IS DETERMINED TO BE AN INFRACTION OF THE SOCIAL MEDIA POLICY, WILL RESULT IN DISCIPLINARY ACTION, RANGING FROM A WRITTEN REPRIMAND TO DISMISSAL FROM THE PROGRAM.

Transportation to the clinical site

• Does not impair working relationships among students and staff of the Nursing/Allied Transportation

• Students are responsible for transportation to and from healthcare facilities.

• Students assume all liability for traveling to and from healthcare facilities.

• Students must park only in designated parking areas.

Clients with Communicable Diseases

• The faculty members of the BC ADN Program support the right of all consumers of health care to receive dignified health care as set forth in the California Administrative Code 72527.

• The faculty also supports the right of the nurse to know the client's diagnosis/suspected diagnosis in a timely fashion, in order to make an appropriate nursing care plan, and to take necessary precautions to minimize the risk of contracting or spreading disease.

• Although the nurse is not expected to take life-threatening risks in caring for clients, it is not acceptable to abandon any client. Decisions regarding the degree of risk involved in client care should be based on current scientific knowledge.

• The latest information on issues related to communicable disease is available from the U.S. Centers for Disease Control (http://www.cdc.gov/), from agencies in the State Department of Health Services (http://www.dhs.ca.gov/), and County and City Health Agencies (http://www.co.kern.ca.us/health/).
**Insurance**
- Malpractice Insurance – Students are covered by the Kern Community College District malpractice Insurance policy.
- Accident Insurance – Students are covered for accidents that occur on campus or at college related activities, including clinical experience for students in Health Career programs. Students who are injured in clinical, or in any school related activity should follow the procedure under Accidents/Injuries (pg. 69).

**RESPONSIBILITIES OF STUDENTS**

**Registration**
Registration for all nursing courses is controlled by Allied Health. Class placement is reserved for all nursing students throughout the program. It is the student’s responsibility to obtain course meeting information from the Class Schedule on the BC Website or Banner Web. The student can register at any time before the semester begins. **Only enrolled students will be allowed to attend classes.**

**Program Expenses**
The approximate cost of the entire nursing program is $6,000. This includes items such as registration, health fees, books, supplies, computerized assisted technology resources, uniforms and accessories, and parking. The majority of the cost occurs at the beginning of the first semester. The student is responsible for all expenses.

**Current Address**
The student is required to ensure the Allied Health Office has a current address and working telephone number on file. All applicable phone numbers must be provided (cell phone, emergency number, etc.). This information will be kept confidential unless the student requests otherwise, in writing.

**BC Email Address**
All students are required to use the BC assigned email address for communication with faculty and staff. Under no circumstances will the Program use a student’s personal email address.

**Functional Abilities**
All Bakersfield College ADN students must be able to perform the following essential functions:
- Standing and/or walking most of a shift
- Bending or crouching several times per hour
- Lifting and carrying a minimum of 30 pounds several times an hour
- Lifting and moving up to 300 lbs. with the assistance of 2-3 persons
- Reaching overhead above the shoulder 90 degrees
• Utilizing eyesight to observe clients and manipulate equipment under various illumination levels
• Hearing to communicate with the client and healthcare team
• Manipulating medical equipment and accessories, including, but not limited to, switches, knobs, buttons, keyboards, client lines, and tubes, utilizing fine and gross motor skills
• Performing the assigned job responsibilities with the intellectual and emotional functions necessary to ensure client safety and exercise independent judgment and discretion.
• Utilizing sufficient verbal and written skills to efficiently communicate in English with the client and healthcare team
• Utilizing the above standards/functions to respond promptly to the client’s needs and/or emergency situations

**Physical Examination**

Students entering the Bakersfield College ADN Program are required to have a physical examination performed by a healthcare provider verifying physical and mental ability to perform the duties of a nurse.

**Freedom from Active Tuberculosis (TB) Examination**

The initial health examination shall include students to submit proof of a negative TB screening examination, which indicates freedom from active TB. Initial TB screening consists of submitting one of the following (demonstrated by immunization record OR lab report OR physician verification of results on school form):

• Negative T-Spot (AKA QuantiFERON Gold) OR
• (Two-Step) Two negative tuberculosis skin tests administered three weeks apart within three months prior to entering the program OR
• Clear chest X-ray and a TB Questionnaire

Note: Both TB skin test results must be negative, indicating freedom from active tuberculosis. Initial test **MUST** be 2-step, but 1-step can be done annually (every 12 months). The renewal date will be set for one year from the date of the most recent skin test. **UPLOAD BOTH TB SKIN TEST RESULTS AS ONE DOCUMENT.**

If a TB test is positive, you **must** complete the following two steps:

1. Submit documentation of a clear chest X-ray (demonstrated by immunization record OR lab report OR physician verification of results on school form). The renewal date will be set for two years from the date of the chest X-ray.
2. Complete an annual TB Questionnaire (provided by the school). The renewal date will be set for one year from the date of the chest X-ray. **Upload the documentation of a clear chest X-ray and a completed TB Questionnaire as one document.**
Immunizations

*The student will incur all costs of immunizations or titers.

Hepatitis B

Students entering the Bakersfield College ADN Program are at high risk for exposure to Hepatitis B. For this reason, the Hepatitis B Vaccine Series is a requirement. The series consists of three injections given over a period of six months. The Hepatitis B Surface Antibody will be drawn one month after the last injection to determine effectiveness of the vaccine. If the student refuses, or has reason to believe that the vaccine is contraindicated, the student must sign a declination form acknowledging the risk of Hepatitis B infection in a healthcare setting.

Rubella

Students must provide proof of two rubella (or MMR) immunizations, or one immunization within the last two years, or a titer demonstrating immunity.

Varicella

Students must provide proof of varicella immunization or a titer demonstrating immunity. Previous illness will not be accepted as proof of immunity. You will be required to get an immunity titer, if titer is negative, you will need to get the vaccination.

Influenza

Students must provide proof of current seasonal influenza vaccine, or if the student refuses, or has reason to believe that the vaccine is contraindicated, the student must sign a declination form acknowledging the risk of Influenza infection in a healthcare setting. Some facilities will not allow students admittance without the influenza vaccine or may require the student to agree to wear a mask throughout the flu season. (This may result in the student not being able to meet the objectives of the course.)

Tdap

Students must provide proof of current T-dap immunization. If the student refuses or has reason to believe that the vaccine is contraindicated, the student must sign a declination form acknowledging the risk of T-dap infection in a healthcare setting.

Criminal Background Screening

The BC ADN Program maintains contractual agreements with healthcare facilities used for clinical. These facilities require criminal background checks for all employees, students and volunteers. Current and prospective nursing students must meet applicable hospital standards for placement in mandatory clinical rotations at selected hospitals at all times

- Every student offered space in the Program will be required to submit to a background screening as part of the clinical requirements. This Criminal Background Screening will be done at the student’s expense.
• Every student who has had a break in nursing education, for whatever reason, must re-submit to a new Criminal Background Screening.

• A history of felony conviction(s) or any bar, exclusion or other ineligibility for federal program participation, could render a student ineligible for clinical placement, as determined by the healthcare facilities.

• In the event a student has a positive Criminal Background Screening and is denied placement at a healthcare facility, the Program will attempt to place the student in an alternate site. However, if an alternate healthcare facility is unavailable, or clearance cannot be granted, the student will not meet the required clinical objectives of the Course / Program, and will be administratively dropped from the Program.

• In the event that a student cannot obtain a Criminal Background clearance, their placement in the nursing program will be forfeited.

• The student is given an opportunity to receive a copy of the screening report and has the right to dispute the accuracy of the report.

• Access to student Criminal Background Screening information is limited to the Dean of Nursing/Allied Health or an appointed designee. Background information will remain confidential.

Policy for Reporting Change in Criminal Background

• Any change in background status (i.e. arrest or conviction) must be reported to the Dean, Nursing / Allied Health immediately.

• Any student with a pending misdemeanor or felony charge must report his or her status to the Dean of Nursing/Allied. This action will provide the Dean with the opportunity to refer the student to BRN information and policies, as well as allow the student to begin planning for additional BRN application requirements.

• **FAILURE TO REPORT ANY CHANGES IN CRIMINAL BACKGROUND IMMEDIATELY, MAY RESULT IN DISMISSAL FROM THE BAKERSFIELD COLLEGE ASSOCIATE DEGREE NURSING PROGRAM.**

Notice Concerning BRN Licensure and Reporting Convictions

• Prior to obtaining a Registered Nursing license, all graduates must report infractions, misdemeanors, and felony convictions, even if they have been adjudicated, dismissed, expunged, or if a diversion program has been completed under the Penal Code or Article 5 of the Vehicle Code.

• Traffic violations involving driving under the influence, injury to persons, or providing false information must be reported.

• The definition of conviction includes a plea of no contest, as well as pleas or verdicts of guilty.
It is not necessary to report a conviction for an infraction with a fine of less than $1000.00, unless the infraction involved alcohol or controlled substances.

The BRN may deny licensure based on prior convictions. For a list of convictions substantially related to the practice of nursing, please refer to the BRN Website.

**Drug/Alcohol Screening**

The Bakersfield College ADN Program maintains contractual agreements with healthcare facilities used for clinical. These agencies require drug and alcohol testing of employees, students, and volunteers. For incoming nursing students, drug and alcohol screening is required as part of the pre-admission process. If the applicant fails to appear for the pre-admission screening test, the application to the nursing program will be immediately rescinded.

Any student with a verified positive test result for alcohol, illegal drug, controlled substance, over-the-counter medications, or any mind-altering substances, will be given reasonable opportunity to challenge or explain the results. Where results are confirmed, and no medical justification exists, incoming students will not be admitted to the Program, and currently enrolled students will not be allowed to participate in clinical activities. Currently enrolled students may not meet the objectives for successful completion of the Course/Program. Re-application or readmission will be contingent upon the student’s satisfactory completion of an approved rehabilitation program.

If a student who has successfully completed a rehabilitation program, and has been re-admitted into the nursing program, fails a subsequent drug and alcohol screen, the student will be dropped from the Program, and will be disqualified for readmission.

The California BRN expects that schools of nursing will ensure that instructors have the responsibility and authority to take immediate corrective action with regard to the student’s conduct and performance in the clinical setting (refer to BRN guidelines). A student suspected of being under the influence of drugs and/or alcohol during clinical activities will be immediately removed from the clinical setting, and will be required to immediately submit to drug and alcohol screening. Refusal to be tested may be grounds for dismissal from the program.

**Students Impaired by Alcohol, Substance Use, and/or Emotional or Mental Illness**

**Procedures to be observed in the Lecture and Laboratory Areas for Students Impaired by Alcohol or Drugs**

All nursing students must sign a statement that they agree to immediate monitored drug and alcohol testing upon request of a nursing instructor, and/or the director of the nursing program. This includes lecture courses as well as the laboratory setting. Drug and alcohol screening shall be requested whenever the instructor or Director feels there is reasonable suspicion that a student is under the influence of alcohol or drugs. "Reasonable suspicion" is a belief or judgment based on observations or other information that a student is under the influence of drugs or alcohol. Observations may include, but are not limited to:
1. Dilated or constricted pupils or nystagmus
2. Alcohol odor on the breath
3. The use of breath-mints, mouthwash, gum, etc. to cover the odor of alcohol on the breath
4. Alterations in mental alertness
5. Attendance problems
6. Mood swings, especially inappropriate anger, paranoia, or agitation
7. Poor performance
8. Accident proneness
9. Poor attitude
10. Errors in judgment
11. Inconsistent quality of work

The instructor or Director shall request that the student go for immediate monitored drug and alcohol testing. The instructor or Director will arrange for the student to be transported to the testing site by college security, or by taxi, or by other appropriate transportation. Post testing transportation must be arranged by the student. Student will NOT be allowed to drive from the testing facility. The instructor or director shall notify the testing facility of the student’s impending arrival and request testing. This testing will be done at the college’s expense. The instructor shall then document, in writing, the observations or information which led to the request and submit the report to the Program Director. The Director shall proceed according to the Kern Community College District and College policy.

Procedures to be observed in the Lecture and Laboratory Areas for Students Impaired by Emotional or Mental Illness
If in the instructor's judgment a student is impaired by an emotional or mental state, which interferes with the student’s ability to function safely in his/her laboratory assignment, the instructor shall immediately withdraw the student from the assignment. If in the instructor's judgment a student is impaired by an emotional or mental state and is disruptive in the classroom, the instructor will ask the student to leave the classroom and IMMEDIATELY notify the Director. The instructor shall document, in writing, the observations, which led to the withdrawal or exclusion of the student and submit the report to the Program Director. The Director shall proceed according to Kern Community College District and College policy.

Procedures for Further Action
The Program Director shall refer the issue to the appropriate administrator for further action under the Student Code of Conduct procedures of the College.

Referral of Impaired Students to Appropriate Agencies
Students who are impaired by alcohol, drug use or emotional or mental illness will be counseled and referred to the appropriate community agency for assistance.
Informing Students of Policies Related to Alcohol, Drug Use and Emotional or Mental Illness

The Program Director will provide a copy of the BRN guidelines to each incoming student and inform them of College policy related to substance use and emotional or mental illness. In applying this policy, care shall be taken to observe the confidentiality of student records.

Basic Life Support (BLS) Certification

The Bakersfield College Registered Nursing Program maintains contractual agreements with clinical agencies used in the education of nursing students. These agencies require American Heart Association BLS–Healthcare Provider certification for all employees, students and volunteers. The renewal date will be set based on the expiration date on the card. Current and prospective nursing students must at all-time meet applicable hospital standards for placement in mandatory clinical rotations at selected hospitals.

- Students are required to maintain their BLS certification for duration of the program.
- It is the student’s responsibility to provide a copy of the current BLS card to the Allied Health Office, and to carry the card, or a copy, while attending clinical.
- The most current copy of the BLS cared must also be included in the student’s Portfolio.
- If the BLS card expires the student will not be allowed to attend clinical. The student will accrue unexcused clinical absences until BLS certification is completed, and proof is provided to the Allied Health office.

Healthcare Facility Safety Requirements

The Bakersfield College Registered Nursing Program maintains contractual agreements with clinical agencies used in the education of nursing students. These agencies require that students annually complete workplace safety training (which must meet OSHA guidelines). Each semester, and prior to attending clinical, the student must complete the Safety Training via the online Health Stream system:

Mask Fit

The clinical education centers affiliated with Bakersfield College require all Nursing/Allied Health students to be fitted for a mask that will be used when treating patients with respiratory conditions such as pneumonia, tuberculosis, H1N1, flu, etc. The mask type is called N95 and comes in small and regular sizes. Students need to be properly fitted to determine which mask size best fits their facial anatomy. Students must be able to present proof at all times of needed size. Testing of all students will be done annually as facial size may change. This test is mandatory for all students.

Professional Portfolios

Electronic Portfolios

In order to maintain compliance with the requirements of all healthcare facilities students must maintain an electronic portfolio. A list of requirements and directions for accessing the on-line
system will be provided to students upon entrance into the program. Failure to maintain the electronic portfolio, or meet the deadlines for submission, will result in an inability to attend clinical. This may result in unexcused clinical absences, until the electronic portfolio is in compliance.

**Hard Copy Portfolios**

In addition to the electronic format, students are required to maintain a hard copy version of all documents and materials. Students must be prepared to present this portfolio at the beginning of each clinical rotation, during the clinical evaluation process, and upon request from an instructor. The portfolio should contain copies of the following items organized in a binder:

- Copy of Certified Profile “To Do List” showing all requirements “completed”, including:
  - AHA Healthcare Provider CPR Certification (“current” throughout the Program)
  - Physical Exam
  - TB Skin Test (2-step) OR T-spot – Initial test MUST be 2-step, but 1-step can be done annually (TB requirement must be current at the beginning of the 1st and 3rd semester)
  - Current immunizations, or declination form(s) for
    - Rubella (MMR)
    - Varicella (Chicken Pox)
    - Hepatitis B 1st & 2nd Action
    - Tetanus, Diphtheria, & Pertussis (TdaP)
    - Seasonal Influenza
  - N95 Mask Fit Test Clearance (completed PRIOR to 1st day of 1st & 3rd semesters)

- ADN Student Handbook
- Safety Orientation Certification – Health Stream Transcript (must be updated prior to the beginning of each semester)
- Conference and Probation Forms
- All Clinical Evaluation Forms
- Skills Checklist
- Nursing Care Plans (copies of the most and least successful care plans from each course) TEAS and Self-Assessment Results
- All ATI Proctored Exam Results
- Clinical Placement Restrictions
- Awards and Recognitions
**Attendance**

Students are expected to observe the attendance requirement of the College and instructor course policies. Instructors may require that absences be made up to meet course objectives even if the absences do not exceed College policy regarding attendance.

**Reporting an Absence**

In the event of clinical absence the student must notify the healthcare facility or instructor of a laboratory absence, or lateness, prior to the scheduled laboratory experience unless otherwise arranged with the instructor. **Students are not to communicate lateness or an absence to the instructor via their peers.** The student should refer to the individual instructor’s course syllabus and/or clinical guidelines for instructions regarding reporting of absences. If the instructor cannot be reached, and after notifying the healthcare facility/unit the student should notify the BC Nursing Department office.

Repeated absences/lateness will be addressed as part of the individual student evaluation. A plan of correction will be addressed by means of a conference or probation form.

**Allowable Absences**

The **maximum number of allowable days** that a student can miss per semester is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Lecture Component</th>
<th>Laboratory/Clinical Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS B20</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NURS B21</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>NURS B22</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>NURS B23</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NURS B24</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NURS B25</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NURS B26</td>
<td>2</td>
<td>1</td>
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<tr>
<td>NURS B27</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>NURS B28</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>NURS B29</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Instructor has the right to require a more stringent maximum number of allowable absences.

**Make-up Assignments**

An instructor has the right to require a student to make up a laboratory/clinical absence even if the student has not exceeded the allowable maximum number of absences. At the discretion of the instructor, required make-up assignments may consist of:

- **Theory** – Case studies, independent study, written examinations, attending seminars or workshops, computer-assisted instruction, reports, or other assignments.
- **Laboratory** – Performance evaluation in skills lab, additional time in the laboratory area, or other assignments.
Tardy Policy
Students are expected to be on time. Refer to individual instructor syllabus for specific policies.

Pregnancy/Extended Illness/Change in Health Status
• A doctor’s release to return to clinic/laboratory will be required for any disability/illness of three or more days, or any communicable illness. This release must be submitted to the course instructor and to the Allied Health office.
• Any restriction of activity will be considered in terms of meeting program objectives.
• A physician’s written approval (without restrictions) is required for a pregnant student to remain in the program, AND, again before the student is allowed to return to school following delivery.
• Any student who faints in the skills laboratory and/or clinical facility will require a medical clearance, prior to returning to the classroom or clinic.
• ANY CHANGE IN HEALTH STATUS OR MEDICATION USE MUST BE IMMEDIATELY REPORTED TO THE DEAN OF THE ADN PROGRAM.

Accidents/Injuries
Facility accident reports must be completed according to the procedures of the individual facility, as well as, the District Safety Coordinator (DSC) as follows:
• Students are required to immediately report a “work” (class) related incident, injury or illness to their Instructor. The instructor or their designee will contact Sheila Shearer, DSC, at (661) 336-5135, or cell (661) 747-1007, and, report the incident to the Nursing Department office.
• The DSC will obtain the details of the incident from the student and/or Instructor and make the initial referral to the medical facility, physician or BC Student Health Center.
• Students are required to provide Physician’s Work Status report to their instructors after attending the medical appointment. This report indicates your ability to return to full work (class) activities, diagnosis, and date of follow-up appointment.
• Treatment of students in a hospital emergency department is not free, regardless of whether or not hospital personnel suggest this treatment. Students MUST report any accident in accordance with the policy set forth in this BC ADN Student Handbook.

Outside Employment
Due to the concentrated and intensified nature of the ADN Program, full-time employment is not recommended. If a student does work, they will not:
• Wear the BC ADN uniform or use the abbreviation “Student Nurse (SN)” after name.
• Accept assignments beyond the student’s level of certification or licensure. The ADN Program has no legal responsibility for the student while they are working.

• Accept employment hours, which conflict with class/laboratory time

• **Work from 11 p.m. to 7 a.m. or any portion of the shift** on a night before a clinical assignment

**Request for Time Off**

Students requesting three or more days off must submit a request in writing to the Dean, Nursing/Allied Health and make an appointment with the Dean to discuss the leave. After consulting with the student and the instructor, the Dean will send a memo to the instructor and student with a final decision. If a leave is granted, the student must discuss “make-up” needs with the instructor. Leave time is calculated in relation to college and program attendance policy.

**Graduation/Licensure Requirements**

The nursing curriculum is a correlated program of general education, related science and nursing courses. In order to be considered a graduate of Bakersfield College and take the NCLEX as a graduate, the BRN requires that the student must complete all courses required for graduation not just the nursing courses.

It is the student's responsibility to ensure they are eligible for graduation upon completion of the nursing program, and it is expected that they meet with an academic counselor to discuss any questions regarding graduation requirements.

The BRN will not accept any grade below a “C”. The BRN **required courses will not be waived**. In addition to the nursing courses, students must meet the specific course requirements as listed below:

**Prerequisite Requirements**

• **ENGL B1A (Expository Composition)** 3 units at Bakersfield College or equivalent course at another accredited college.

• **MATH B70 (Intermediate Algebra)** or higher, 3 units at Bakersfield College or an equivalent course at another accredited college.

• **CHEM B11 or B1A (Chemistry)** a minimum of 3-4 units is required at Bakersfield College or an equivalent course at another accredited college.

• **BIOL B16 (General Microbiology)** 5 units at Bakersfield College or equivalent course at another accredited college.

• **BIOL B32 (Anatomy & Physiology I)** 4 units at Bakersfield College or equivalent course at another accredited college.

• **BIOL B33 (Anatomy & Physiology II)** 4 units at Bakersfield College or equivalent course at another accredited college.
**General Education Requirements**

General education courses are required to graduate from Bakersfield College with an Associate Degree in Nursing. It is suggested that most of these courses be completed prior to beginning the Nursing Program.

**Communication in the English Language and Critical-Thinking (6 units)**
- Oral Communication (3 units)
  - COMM B1** (“C” grade or higher)
- Written Communication (3 units)
  - ENGL B1A** (“C” grade or higher) – prerequisite course

**Physical Universe and Life Forms (6 units)**
- Natural Sciences (3 units)
  - BIOL 32**, BIOL 33**, BIOL 16**, and CHEM B11 (“C” grade or higher) prerequisite courses

**Mathematics and Logic (3 units)**
- Any course listed in Area B.2 of the of the General Education Pattern in the Bakersfield College Catalog (“C” grade or higher) - prerequisite course

**Arts, Literature, Philosophy, and Foreign Language (3 units)**
- PHIL B12 recommended or any course as listed in Area C of the General Education Pattern in the Bakersfield College Catalog

**Social, Political, Legal and Economic Institution and Behavior, Historical Background (9 units)**
- Foundations in the Behavioral Sciences (ADN must take 9 units)
  - ANTH B2** or SOC B1**. (3 units) (“C” grade or higher) and
  - PSYC B1A** (3 units) (“C” grade or higher) and
  - American (U.S. Institutions)
  - ADN students must take one 3 unit course from Area D.3 of the General Education Pattern in the Bakersfield College Catalog

**Lifelong Understanding and Self-Development (4 units)**
- ADN students are exempt from taking 3 units in Integrated Physiological and Psychological Development
- ADN students are required only to complete 1 unit of Physical Education from PHED courses numbered from B2-B33

(**BRN requirement**)
Educational Planning

All students must complete an educational planning course as identified in the Bakersfield College Catalog. It is recommended to be taken during the first semester of courses at BC to assure priority registration. NURS B100 is highly recommended.

Note: All graduation requirements of the College must be met to earn an Associate of Science (A.S.) in Nursing, and to take the NCLEX-RN Licensure Exam.

Students Rights

The BC Nursing Faculty believes that student’s rights are, but not limited to, the following:

- According to the Family Educational Rights and Privacy Act (FERPA), students have access to their educational records. The college will not release their records to anyone who is not designated by the student to receive them, except as provided by law itself and as outlined in the release of information the students must sign in order to obtain clinical placement
- Explanation of entries in their educational records
- Challenge contents in their educational records
- Use the college appeal procedure
- During the first class session of each course, be given written information detailing course assignments, expectations, grading system and pertinent schedules
- General advisement, as well as, assistance with course work from their instructors
- Offer constructive input regarding the instructional process, and overall curriculum of the program
- Prompt verbal and written notice of unacceptable and/or unsafe behaviors, which include suggestions for resolution of related problems

Student Complaint Policy

Students who contend they have been treated unfairly have the right, without fear of reprisal, to use a written procedure in their attempt to right an alleged wrong.

Student Complaint Procedure

Student Complaint Procedures are established so that students can resolve difficulties/problems they encounter in College-related activities. Student complaints are taken seriously; therefore, the complaint must be of a compelling, substantive, and verifiable nature (KCCD Policy 4F10).
Informal Student Complaint Procedure

Since filing of complaints against any party is a serious undertaking, prior to filing a written complaint, and within ten (10) instructional days of the incident leading to the complaint, the student(s) should attempt to contact the staff member involved in an attempt to resolve the issue.

The progression of an Informal Student Complaint for a student in the ADN Program is as follows:
The student is expected to discuss the issue with the instructor and if not satisfied, then they will make an appointment to discuss the issue with the program Dean of the ADN program.

Formal Student Complaint Procedure

In the event that a resolution cannot be achieved following the informal complaint procedure and a student maintains they have been treated unfairly; the student has the right, without fear of reprisal, to use a written procedure in their attempt to right an alleged wrong. This procedure applies to student complaints such as:

- Course content
- Access to classes
- Verbal or physical abuse by faculty, staff, or students
- Faculty member refusal to confer with student(s)
- Harassment

This procedure does not apply to student complaints, which involve:

- Unlawful Discrimination (See KCCD Policy 11D4)
- Sexual Harassment (See KCCD Policy 11D2)
- Assignment of grades (See KCCD Policy 4C4C for final grade changes)

Complaints may not be filed after ninety (90) instructional days from the date of the incident leading to the complaint (KCCD Procedure 4F10a).

Level I

The student(s) should contact the office of the staff member’s immediate supervisor/designee. At the time of contact, the student(s) should complete and submit a Level I “Initial Student Complaint Form” which will be available in the office. The student(s) will be given an appointment to meet with the immediate supervisor/designee at this time. The appointment to meet shall be within ten (10) instructional days of notice of the occurrence to the alleged incident.

- At the time of the appointment, the student(s) and the immediate supervisor/designee will attempt to resolve the issue in a satisfactory manner. All Level I conferences may be tape recorded with the concurrence of both parties. (These recordings shall be the exclusive property of the College/District and shall become part of the complaint file.)
• If the complainant fails to appear for the scheduled appointment, the Level I complaint process shall be terminated and the complainant shall have no further recourse.

• Subsequent to the student(s) meeting with the immediate supervisor/designee, the latter shall meet and confer with the staff member(s) involved in an effort to resolve the complaint. If possible, this meeting shall be within five (5) instructional days of the student(s) meeting with the immediate supervisor/designee meeting.

• After meeting with student(s) and staff member(s), the immediate supervisor/designee shall notify the parties involved of his/her suggestion for resolution. If this resolution is acceptable to the complainant(s), the immediate supervisor/designee shall complete the Level I “Information/Disposition Form” and submit copies of it to the complainant(s), the staff member(s) and maintain the original in a suitable file.

• If the immediate supervisor/designee does not resolve the complaint to the complainant’s satisfaction, the complainant may, within ten (10) instructional days of the decision, file with the appropriate administrator a request to move the complaint to Level II.

• At the written request of the student(s), action on the complaint may be delayed until the term of the class is completed. In this event, the appropriate administrator may delay any further action on the complaint until the next semester.

• In the event of a group complaint, two (2) students shall be chosen to carry the complaint forward.

**Level II**

Under certain circumstances, and in the interest of fairness to all parties, the immediate supervisor/designee may refer the complaint to Level II immediately. The immediate supervisor/designee shall notify the student(s), staff member(s), and appropriate administrator when the referral has been made to Level II.

• If the complainant(s) choose(s) to move the complaint to Level II, he/she/they must complete a “Request to Appeal from Level I Recommendation” form.

• Within fifteen (10) instructional days of receiving the request (either the immediate supervisor’s/designee’s referral or the student(s)’ appeal), the appropriate administrator shall investigate the allegations and convene a conference of the student(s), the staff member(s), and the staff member(s)’ immediate supervisor/designee.

• All Level II conferences shall be tape recorded by the appropriate administrator. These recordings shall be the exclusive property of the College/District and shall become part of the complaint file.

• If a complaint is filed within the last thirty (30) instructional days of the semester or the last ten (10) instructional days of summer school, the appropriate administrator may delay any further action on the complaint until the next academic term.
• The student(s) bringing the complaint and the staff member(s) being complained against must be present at this conference. At this meeting, an attempt will be made to resolve the issue(s) and agree upon a remedy.

• If the complainant fails to appear for this conference, except for good cause, the Level II complaint process shall be terminated, and the complainant shall have no further recourse. Under extraordinary, compelling circumstances this meeting may involve teleconferencing.

• Following this Level II conference, the appropriate administrator shall, within five (5) instructional days, provide his/her written decision and the basis for the decision. Copies of this decision shall be sent to the student(s), the staff member(s), the immediate supervisor/designee, and the appropriate Vice President.

• The student(s) bringing the complaint and/or staff member(s) being complained against may challenge the Level II decision by proceeding to Level III.

Level III

If the student(s) and/or the staff member(s) challenge(s) the Level II decision he/she/they must file a written appeal (See “Request to Appeal from Level II Recommendation” form) within ten (10) instructional days of notification of the Level II decision. This Level III appeal shall be filed with the appropriate Vice President.

• The appropriate Vice President must be provided with copies of all written materials, recordings, and any other documents generated regarding the complaint at Levels I and II.

• The purpose of Level III is to make one last attempt to resolve the issue(s) to the satisfaction of the parties involved. To that end, the appropriate Vice President shall, within five (5) instructional days of receiving the referral assemble the complainant(s), the staff member(s), the appropriate administrator from Level II, and the immediate supervisor/designee. (This meeting shall be tape recorded by the appropriate Vice President. These recordings shall be the exclusive property of the College/District and shall become part of the complaint file.) If the complainant(s) fail to appear for this conference, the complaint process shall be terminated, and the complainant(s) shall have no further recourse.

• If the appropriate Vice President is able to resolve the difference(s)/complaint(s), such resolution shall be established in written form and shall be validated by the signatures of all parties involved. This agreement shall become part of the file and copies of the same shall be made available to the complainant(s), staff member(s), appropriate administrator, and immediate supervisor/designee.

• If the appropriate Vice President is unable to resolve the difference(s)/complaint(s) he/she shall assemble the Hearing Panel within ten (10) instructional days of that determination. He/she shall provide the Hearing Panel with the procedure to be used.
and answer any procedural questions which may arise. (See Student Complaint Hearing Panel Procedure 4F10(b))

Level IV

Complaint Hearing Panel

The Student Complaint Procedures are established so that students can resolve difficulties/problems, which they encounter in College related activities. Student complaints are taken seriously and must be of a compelling, substantive, and verifiable nature. If the complaint cannot be resolved at Levels I, II or III, then a Hearing Panel shall be convened to hear the student complaints that reach Level IV.

Each College shall appoint a Standing Committee from which a panel will be chosen to hear student complaint appeals beyond Level III of the Student Complaint Procedures. The College standing committee shall be composed of eight (8) members. Members shall be appointed each August to serve through July as follows:

Two (2) faculty members appointed by the Academic Senate President
Two (2) classified staff appointed by the CSEA or Classified Senate President
Two (2) students appointed by the Associated Student Body President
Two (2) administrators appointed by the College President

Composition of Hearing Panel

The non-voting Chair of the Hearing Panel (not a Standing Committee member) shall be appointed by the College President. The Student Complaint Hearing Panel shall be composed of selected members of the Standing Committee and an ad hoc member as follows:

If the complaint is against a faculty member, the Hearing Panel shall consist of: two (2) faculty members, one (1) student member, one (1) classified member, one (1) administrator, one (1) ad hoc voting member appointed by the Academic Senate

If the complaint is against an administrator, the Hearing Panel shall consist of: two (2) administrators, one (1) student member, one (1) faculty member, one (1) classified member, one (1) ad hoc voting member appointed by the College President

If the complaint is against a classified staff member, the Hearing Panel shall consist of: two (2) classified members, one (1) faculty member, one (1) administrator, and one (1) student member, one (1) ad hoc voting member appointed by the CSEA or Classified Senate President

Student Complaint Hearing Panel Procedures

Notifications

When a Student Complaint Hearing Panel is to be convened, the appropriate administrator shall prepare and personally deliver or mail a written notice to the parties involved, including the
Hearing Panel members, not less than ten (10) instructional days prior to the hearing. Notices personally delivered shall be evidenced by a signed receipt. Notices sent to the last address available in the records of the College and deposited in the United States mail, postage prepaid, return receipt requested, shall be presumed to have been received and read.

The notice shall specify the date, time, and place of the hearing and shall include all data pertinent to the complaint from Levels I, II and III, the Student Complaint Policies and Procedures, and these Hearing Panel Procedures. The notice shall also include a statement apprising each party their right to: (1) self-representation or representation by a member of the College staff or student body, (2) present witnesses, and (3) cross-examine witnesses presented by the opposing party.

**Hearing Preparation**

The appropriate administrator shall be responsible for making the necessary arrangements for the hearing. Arrangements shall include scheduling a room, providing for a tape recorder, providing notice to the parties as provided above; notifying members of the Hearing Panel, and any other arrangements.

Either the student(s) or the staff member(s) complained against may challenge any member of the Hearing Panel for cause. Grounds for cause include any personal involvement in the situation giving rise to the grievance, any statement made on the matters at issue, or any other act or statement indicating that a person could not act in an impartial manner. Any challenge must be made in writing, not less than five (5) instructional days prior to the hearing. Challenges shall be considered by the appropriate administrator. If a challenge is upheld, the appropriate administrator shall direct that an alternate be appointed to the Hearing Panel.

**Right to Representation**

The student(s) and the staff member(s) may represent themselves, or may be represented by another student or staff member. Neither the student(s) nor the staff member(s) may be represented by any person not in the College community. Neither the student(s) nor the staff member(s) may be represented by an attorney acting in the role of legal advocate.

**Right to Advisor**

The student(s) and the staff member(s) have the right to be assisted by any advisor they choose. The advisor may be an attorney. However, the advisor, while permitted to attend the hearing, shall not be permitted to participate directly. In other words, the advisor shall not be allowed to address the Hearing Panel, cross examine witnesses, or make arguments on behalf of his/her advisee.

**Guidelines for Student Complaint Hearings**

Hearings shall be conducted by the Hearing Panel according to the following guidelines:
The Chair of the Hearing Panel shall preside over the Hearing and make decisions regarding procedure. The Chair’s procedural decisions shall be final. In hearings involving more than one (1) student, the Chair may conduct separate hearings for each student.

All proceedings of the hearing shall be recorded using audio and/or audio video recorders. The recording of the Hearing shall be the exclusive property of the College and the Kern Community College District and shall be maintained by the appropriate administrative officers. To protect the integrity and confidentiality of the proceedings, no other recording or transcription shall be allowed.

All hearings shall be closed. All witnesses shall be excluded from the hearing except when testifying. Admission of any person to the hearing shall be at the discretion of the Chair.

The Chair shall call the hearing to order, introduce the parties, and announce the purpose of the hearing, e.g., “This Hearing meets pursuant to Level III of the Student Complaint Procedures to hear a complaint brought by _______________ against -______________, and make findings of fact and recommendations for action to the College President.

The Chair shall distribute copies of the written complaint to the Hearing Panel members, read the complaint aloud, and ask the parties if they have reviewed the allegations. The Chair shall explain the procedures to be followed during the hearing.

The Hearing Panel may consider only allegations filed by the student(s) at Levels I and II of the Student Complaint Procedures.

The complainant, the staff member(s) being grievied against, and the Hearing Panel shall have the privilege of presenting witnesses, subject to the right of cross-examination. Witnesses shall only be identified at the hearing. The panel Chair shall retain the right to limit the amount of time allowed for the complainant’s case, rebutting evidence, argument, examination of witnesses and the number of witnesses. Each side must, however, be granted equal time to present their cases.

Each party shall be afforded the opportunity to make an opening statement. This statement may not exceed five (5) minutes in length. After the opening statements, each party shall have the opportunity to present relevant evidence and testimony.

Formal rules of evidence shall not apply. All relevant evidence is admissible, including, but not limited to, statements of witnesses and relevant documents. The Chair shall decide on these matters.

The student(s) has (have) the burden of proving that the allegation(s) is (are) true. The student(s) will present evidence in support of the allegation(s) first. Subsequently, the staff member(s) may present evidence to refute the allegation(s). Each party shall be afforded an opportunity to make a closing statement. This statement may not exceed five (5) minutes in length. The complainant shall close first. Subsequently, the Hearing Panel shall retire to deliberate with only the members of the panel and the panel chair present.

The Hearing Panel shall make its decision and/or recommendation(s) based on the preponderance of evidence presented at the hearing and relevant to the allegations filed at
Levels I and II of the Student Complaint Procedures. In situations where a consensus cannot be achieved, the decision or recommendation(s) shall be made by a simple majority vote.

**Procedures Subsequent to the Student Complaint Hearing**

**Notifications**

Within five (5) instructional days of the hearing, the Chair shall deliver to the College President the written recommendation(s) arrived at by consensus or by majority vote of the panel members. Minority opinion(s) may be attached to the majority report. The recommendations to the College President are advisory.

Within five (5) instructional days of receiving the Hearing Panel's recommendation(s), the College President shall render a decision. This decision shall be communicated, in writing, to the complainant(s), the parties grievances against, appropriate supervisor(s) and administrator(s), and the Hearing Panel Chair and members. The decision of the College President is final.

**Confidentiality of Records**

All reports, records, transcripts, tapes, etc., which are made a part of the hearing shall be retained in the office of the appropriate Vice President.

All such reports, records, transcripts, tapes, etc., shall be held confidential except as required by law.

**STUDENT SUCCESS**

**Before You Get Started**

- Organize your life and time; use a planner, calendar or other device to keep track of assignments, clinical schedules, work, and family obligations.

- Get help with daily chores from family and friends. Do not try and do it all as you did before the program.

- Prepare that school is a full time job, taking 40-60 hours per week of classes, studying and clinical.

- Discuss your needs and goals with your family before beginning the nursing program - it will change their life as well.

- Make some time for yourself somewhere in the schedule, even if it is only 15 minutes a day. Plan some fun activity once a week.

- Make sure your schedule includes outside activities and balance. A physical activity routine will help with stress and the resulting weight gain some people experience.

- Secure childcare and a reliable backup for unexpected events.
• Invest in a computer and the programs that will make your papers and presentations professional. Computer familiarity is a requirement of the school and of the nursing program.

• Read and organize your syllabus to ensure you know when reading, assignments, papers, and testing occur so you can prepare ahead of time.

• If you need extra units to be full time for financial aid take courses that will be less stressful, have physical activity, or can be used toward getting your BSN at a later date.

• Be flexible and understand that the faculty and administration are working very hard to provide you the best nursing education possible during times of a nursing shortage, which also means a shortage of instructors.

• Rather than aim for a “C”, Aim for Excellence, you are more likely to succeed and it will pay off later for passing the NCLEX and in your professional life as a nurse.

• Be aware of your surroundings, assignments, and client care at all times.

• The faculty wants you to succeed; they are there to help you. There are also faculty who specialize in mentoring students - seek them out early if you are having problems.

• Keep up with your reading in your textbooks and other assignments. Your test questions will come from all sources including the textbook and other reading assignments.

• Get enough rest so your mind can absorb the material being provided.

• Use the computer lab resources to learn NCLEX style test taking, course content; practice exams and virtual scenarios to help you better succeed.

• Use the skills lab to practice your skills, watch videos, get tutoring and get checked off using your skills checklist.

• Be prepared for clinical, come on time, dressed in a clean official uniform and with your care plan or other assignment fully researched and completed. You are caring for a person who will rely on your expertise.

• Support each other. Remember that nursing is the art and science of caring and it is important to practice kindness in all settings.

• Remember this is a two-year journey and you will develop knowledge and skills each day. Make the most of each day in regards to your learning, taking time for yourself, and your friends and family. This is NOT about the grade, but rather about learning to care for those who are ill or in need of your nursing expertise. See the BRN Standards of Competence.

• Remember you need to buy all your books in the current edition. Older editions are not acceptable and may be missing vital information including CD disks necessary for assignments or studying.

• Try not to work while you are in the program. If you must work, keep it under 20 hours per week.
Faculty, staff and administrators have office hours that they are available to students. You may also be able to make appointments outside of this time with faculty. Please use these vital resources to help with your success.

There are many scholarships available through financial aid and the health professions institute www.healthprofessions.ca.gov. Apply for them so you can work less hours and study more.

Join the Student Nurses Association and learn more about the nursing profession.

Resources to Help Students Succeed
One of the Nursing Program’s educational goals is to help ensure student success. There are several ways that this is accomplished:

- The Habits of Mind (HOM) initiative at Bakersfield College provides excellent resources to empower students to appreciate that it is their efforts, and their habits, which are their greatest determinants of academic success. The Habits of Mind program supports students to develop positive habits in order overcome academic or social challenges they may encounter by teaching them habits leading to success.

- There are many tools located at www.bakersfieldcollege.edu/habits-of-mind. Some of these tools include how to use your syllabus, test prep, memory tips, and barriers to success.

- Comprehensive Assessment and Review Program (CARP) - The CARP textbook/resource package includes books, and practice tests with thousands of NCLEX-style questions as well as the proctored exams your instructors will use. Some of the benefits of the Comprehensive Assessment and Review Program include:
  - Self-Assessment Exam
  - Online Practice Assessments
  - Online Interactive Skills Modules
  - Imbedded videos iPod-formatted instructional videos
  - Content Mastery tools in the Fundamentals, Newborn, Children, Mental Health, Medical-Surgical, Pharmacology, Community Health, and Leadership areas
  - Comprehensive Predictor – you will take this exam during your 4th semester and the personalized remediation plan generated will help you prepare for the NCLEX exam

- Contact the instructor about any assistance, aid, or study strategies that may be useful to employ. The instructor will have information on test-taking strategies, study skills and other helpful information. It is important, if the student is having trouble with the
course that the student keeps in contact with the instructor and any available tutoring, counseling or mentoring.

- Contact the skills laboratory assistant for help with any skills that are presenting a problem. Please check hours of operation and utilize the opportunity of individual instruction from the skills laboratory assistant.

- **Contact the Educational Advisor or Student Success Coach.** If a student has other needs or impediments that local resources could address, or if one needs assistance with scheduling appointments for counseling, help with scholarship applications, tutoring or study skills, contact the Nursing Educational Advisor for assistance.

- Students are encouraged to use any of the audiovisual material available through the program, there are many CDs, videotapes, computer assisted instruction and other resources in the skills lab and Allied Health computer lab.

- Tutorial center staff is also available, and students are encouraged to take advantage of the many opportunities afforded them at the center. Individual tutors are available to the student.

- NCLEX review practice is also a necessary support. Students are encouraged to add to their personal library any one of the many review books available on campus or any bookstore, or download an NCLEX review app on their smart phones. An NCLEX review course offered as part of the nursing program is strongly recommended for students to during the last semester of the program. This is particularly important for the LVN to RN students as it provides review of content pertaining to maternity and pediatrics at the RN level.

- Study groups have been shown to be effective, and students are encouraged to form study groups immediately to help with studies throughout the program. Research states that study groups are predictors for successful completion of registered nursing classes. Study groups are a form of peer teaching, which is the most successful form of learning.

- Students are highly encouraged to apply for all scholarships, available in the Bakersfield College Financial Aid Office.

**CAMPUS SKILLS LAB/COMPUTER LAB**

To perform a procedure in clinical and/or to be assigned client care in the cooperating healthcare facilities, students will give evidence of mastery of the nursing skills for safety, comfort, and the welfare of clients. These skills are in accordance with the established criteria for the semester, and current standards of nursing care. To accomplish this:

- The established criteria of each skill are delineated in student assignments.

- Practice of each skill before each performance evaluation in the BC skills laboratory will be a faculty expectation, and a student responsibility.
• Mastery of each skill includes a time frame, which is consistent with the semester objectives and the requirements of the Board of Registered Nurses.

• Repeat(s) of performance evaluations and/or specially arranged laboratory experiences will be given consideration according to the priorities of the semester objectives and other student’s needs and progression in the semester.

• Opportunity to repeat campus laboratory skills will be given. If repeat performances are necessary for two or more skills in a semester, a learning contract may be initiated.

• Learning deficiency of a skill(s) require evidence of improvement within the learning contract time frame.

• If evidence of deficiency continues, the student will not be assigned client care and there is an increased likelihood that the semester objectives of the community healthcare facility experiences will not be met.

**Skills Lab / Human Patient Simulator Policies**

The Skills Lab, consisting of state of the art equipment, is designed to be a safe environment for students to practice nursing skills and critical thinking. The Faculty and staff encourage students to utilize the Skills Lab often and as frequently as possible. Students are encouraged to ask questions and seek the assistance of the staff whenever necessary – they are there to assist you to gain mastery of nursing skills.

While participating in the Skills Lab, it is expected that students will adhere to the following rules:

• All students must attend an orientation to Skills/Sim lab at the beginning of each semester.

• Students **will not** be allowed in the Skills Lab if scheduled to be in class and/or clinic.

• Adherence to the Campus Skills Lab Dress Code as outlined below will be enforced.

• Students must bring their critical elements, Skills Lab Checklist, as well as totes with supply contents while working/practicing in the Skills Lab.

• Students must “sign-in” using the SAR system while in the skills lab.

• Professionalism is expected at all time – remember this is an area where you are simulating patient care.
  - **Respect** – please respect the manikins, all equipment, and most importantly each other

• There is no eating, drinking or smoking allowed at any time.

• The college is not responsible for loss of any personal items – do not leave valuable items unattended.

• If there is a spill or breakage of an item – please bring it to the attention of the staff and/or faculty immediately.
- All spills must be covered and/or cleaned up while waiting staff notice.
- Failure to properly address spills and/or breakage of items will be considered a safety violation and will be documented in the student’s file.

• There is no loitering in the lab – students are expected to be actively participating while in the skills lab.
• Students are expected to clean-up after themselves.
• Students are not allowed in the storage room.
• Please call/email to cancel any scheduled appoints as a courtesy to others.
• Please adhere to the posted Lab hours.
• Due to liability issues – anyone who is not registered at Bakersfield College is not allowed in the skills lab.
• Students must be on time for scheduled appointments. If unable to make an appointment, students must call or email the skills lab personnel.
  - Student’s standing appointment may be cancelled if the student fails to notify the HPS coordinator for any two or more missed appointments.

**Campus Skills Laboratory Dress Code**

• White lab coats, no longer than hip length, will be worn at all times. The student’s street clothes must be visible beneath the length of the lab coat.
• Shoes must have closed toe and heel with rubber soles.
• For students participating in Simulated Learning, a watch with sweep second hand or digital must be worn.
• The student tote and its contents should be readily available while in the BC Skills Labs.

Failure to adhere to the skills lab policies may result in an inability to utilize the skills lab.

**Computer Lab Policies**

The Computer Lab, consisting of state of the art computer hardware and software, is designed for student use to access resources to reinforce previously learned material, research new material, and practice critical thinking skills. The Faculty and staff encourage students to utilize the Computer Lab as frequently as possible.

While participating in the Computer Lab, it is expected that students will adhere to the following rules:

• You must have a “log in” to sign on the computers. You can visit the Library Computer Commons Pod 1 to attain a “log in” or follow the directions to obtain access via the web (if available, will be handed out at orientation).
• No eating or drinking is allowed in the Computer Lab.
• No disturbing of others – idle conversation is not allowed.
• Unauthorized sharing and/or attempting to access computer accounts, or accessing codes and passwords of other users are prohibited – KCCD Board Policy 3E1C (a).
• Each computer pod is for computer use, if you are studying and not using a computer and another student wishes to use the computer you must relinquish the computer pod.
• No Cell phone use allowed. Keep phones on silent mode; walk outside to use cell phone.
• To print in the Computer lab, each student must have a “Gades” card. Use the money machine in the Library Computer Commons to add value to your card.
• The computer assigned to the printer should never be turned off.
• Should something not work on the computers please notify the Skills Lab Assistant immediately.
• You must sign in and out of the computer logbook, which is in the main Allied Health office.

Failure to adhere to the computer lab policies may result in an inability to utilize the computer lab.

EVALUATION AND GRADING
Evaluation is an ongoing, essential process in education, by which the student is apprised of their progress in meeting the level outcomes and unit objectives. Theory and clinical grades are calculated separately. In order to pass the course, the student must achieve at least 75% in the theory AND clinical components. If the student achieves either less than 75% in the theory component, OR clinical component, the student will not pass the course.

Course grades are assigned based on the following grading scale:

100 – 90 = A
89 – 80 = B
79 – 75 = C
74 – 70 = D
69 – 0 = F

A minimum of “C” grade must be maintained in each nursing and required course. The percentage value of the alphabetical grading in nursing lecture courses will be assigned on the following scale:

Note: Any student who does not receive at least a “C” grade for the course will not progress in the ADN program
Testing
Under no circumstances will a student be allowed to retake a test in which they obtained an unsatisfactory grade.

Make-up Examinations
Students will be allowed to makeup one exam per course for absence, providing that the instructor was notified prior to examination day and time. This make-up policy does not pertain to the Final Examination.

Finals Examinations
Recognizing faculty responsibility for the success of graduates on the National Council Licensure Examination (NCLEX) and for retention of knowledge necessary for safe nursing practice, the following policy is observed in all nursing courses:

- All course final examinations will be comprehensive and designed to assess the knowledge and application of the subject matter.
- All final examinations will be weighted as 33%-50% of the course grade.
- Upon completion of the final examination, a course grade will be given based on the percentage accumulated during the semester.
- Absolutely no make-ups.

Extra-Credit
Extra credit may be given, however the points achieved will not be added into the student’s grade until the student has achieved a passing (75%) score on all examinations and major course work.

Incomplete Grades
A grade of incomplete (INC) may be granted only under extenuating circumstance, and only when the student has maintained a satisfactory performance prior to the request for INC. The INC must be satisfactorily completed prior to the end of the first week of the next nursing course. An INC may not be assigned as a withdrawal grade.

Accommodations
Bakersfield College will make reasonable accommodations and/or academic adjustments to ensure that students with disabilities have an equal opportunity to participate in the college’s courses, programs and activities, including extracurricular activities. Students with disabilities who believe they may need accommodations in this program are encouraged to contact Disabled Student Programs & Services (661-395-4334), as soon as possible, to better ensure such accommodations are implemented in a timely fashion.
**Testing Accommodations**

Students who have verified disabilities and an accommodations request on file with the DSPS office may take out of classroom exams in the Testing Center (FCC). The student must provide the Nursing Department and each instructor with the Supportive Services documentation authorizing the accommodations. The student must provide the instructor with a Test Accommodation Form prior to a scheduled examination, at the time of the request it is the instructor’s responsibility to complete the form. It is the student’s responsibility to return the completed form to the Accommodation’s Desk three or more days prior to the examination.

**NURS B201 (A-D) – Policy for Enrollment**

NURS B201 (A-D) is an opportunity for all students to apply the knowledge acquired during lecture and practice their critical thinking skills. It will be of benefit to all students who wish to attend however it will be mandated for the following:

- Students who achieve a TEAS score of 70% or less will enroll in NURS B201 (A) and participate in NURS B201 (A) courses activities for the first semester of the program.
- Students who achieve below a Level 2 score on any ATI proctored exam will enroll in NURS B201 (B-D), and participate in NURS B201 (B-D) course activities for the semester following the semester the score was earned.
  - A student earning a Proctored Exam score of less than Level 2 will be required to repeat the proctored exam during enrollment in NURS 201. If a student achieves Level 3 on the repeated exam, they will not be required to continue in NURS 201.
  - **Failure to show significant improvement in the Proctored Exam score will result in continued enrollment in NURS 201 for the remainder of the Program.**
- Difficulty in any of the following areas will require enrollment in NURS 201 (A-D):
  - Demonstrating consistent clinical performance at expected level
  - Transferring classroom knowledge to clinical setting
- **All** Re-entry students
- Referral by the instructor

**Instructors’ Course Policies**

Instructors’ may have additional course policies however they must include all policies listed in this Handbook. Any additional instructor policies on grading, testing, and attendance will be published in the individual instructional syllabus and will be followed.

**Medication Administration Competency**

Estimates show that at least one medication error occurs per hospital patient every day (Committee on Identifying and Preventing Medication Errors Board on Health Care Services, 2007). In order to ensure that all Nursing students demonstrate continued competency in medication administration, all students are required to successfully pass, with 100% accuracy, a
basic medication competency examination each semester before the student will be able to attend clinical.

The medication competency examination will consist of basic calculation and medication administration technique questions. The student will have 3 attempts to obtain a score of 100%. If a student does not pass the medication competency examination, the student will complete the remediation requirements below. Be advised that the instructor may recommend remediation components that are more than the minimum requirement below. Students are required to schedule an appointment with the HPS coordinator skills lab instructional assistant, and/or faculty member to facilitate completion of the remediation plan.

All of the remediation requirements must be completed within one week of notification of failure of the initial test and ALL requirements must be completed successfully before the student may enter the clinical setting. Students will be allowed to attend facility orientation but cannot provide patient care.

**Minimum Remediation Requirements**

After the first failure, the student will (in the order as listed):

- Independently complete the Safe Administration of Medication Exam (SAME): a self-directed learning module for medication administration/calculations, AND
- Practice with syringes, vials, ampules, and tablets (include IV’s if applicable); culminating with a successful skills check off with a student partner, AND
- Re-take the medication competency exam – **Note the Student may not remediate and re-test in the same day**
- Proof of completion of the above activities (as indicated in the student instructions) is required before being allowed a 2nd attempt on the exam. Student must complete the Medication Review and Preparation for Medication Competency Exam form and it must be signed by a Faculty member or the Lab Personnel. (The form is located Inside BC)

After the second failure, the student will (in the order as listed):

- Repeat the Safe Administration of Medication Exam (SAME): AND
- Successfully pass (with a 100%) a Calculations Quiz, AND
- Successfully complete a medication administration simulation with the Lead Faculty, AND
- Re-take the medication competency exam – **Note the Student may not remediate and re-test in the same day**
- Proof of completion of the above activities (as indicated in the student instructions) is required before being allowed to take the exam a 3rd time. Student must complete the Medication Review and Preparation for Medication Competency Exam form and it must be signed by a Faculty member or the Lab Personnel. (The form is located Inside BC)
Conditions Resulting in Probationary Status
Any of the following conditions occurring will result in the student being placed on Probation based on Safety for the remainder of the ADN Program:

- Any student who incorrectly answers any question based on the 6 rights
- An LVN-RN student who takes the medication administration competency examination more than once
- Any student who fails the medication competency exam after the second attempt

Failure to successfully pass the competency exam after three attempts will result in dismissal from the program based on safety. A student who is dismissed from the Program based on not successfully passing the medication administration competency exam is eligible for re-entry into the Program; however, the failure will count as a Program Course failure.

Guidelines for Laboratory/Clinical Practice Evaluation
A laboratory evaluation will be written at least once each rotation. Evaluation by the student’s immediate instructor(s) shall include both areas that need to be improved and reinforcement of student’s positive accomplishments. Written evaluations are to be signed by both instructor(s) and student, and both parties shall have access to a copy of the evaluation. The clinical instructor for the rotation is responsible for completing an evaluation for each student in the rotation and the clinical instructor will meet with each student and go over the evaluation by the last day of the clinical rotation. The lead instructor for each course is responsible for reviewing the evaluation and placing it in the student’s file in the Nursing Department office. The following critical elements for all courses, include but are not limited to, will be considered for evaluation of laboratory performance. Failure in any one of these areas may result in failure of the course:

- Provide for client’s psychological/physical safety including not abandoning client.
- Check physician’s order prior to performing a procedure.
- Wash hands and maintain asepsis at appropriate times.
- Properly identify clients.
- Administer medications correctly.
- Recognize break in sterile technique.
- Adhere to healthcare facility policy.
- Report significant changes in client condition.
- Recognize and report any error or unsafe conditions.
- Maintain client confidentiality.
- Validate with instructor rational of therapy when contrary to classroom instruction.
- Transfer classroom knowledge to the bedside.
Demonstrate knowledge and skill at the expected level.

- Recognize own limitations and/or represent own abilities accurately.
- Act in a professional manner.

**Documentation of Unsatisfactory Progress**

**Conference Report**

A conference will be held for failure to transfer classroom knowledge to the bedside, failure to adhere to healthcare facility policies, failure to follow generally accepted rules of personal cleanliness, professional ethics, professional attitude, or failure to demonstrate knowledge, skill, and judgment at the expected level. The issuing instructor will confer with the student and discuss the reason(s) for, and means of correcting the cause for the conference.

If satisfactory progress is not made following the issuance of conference reports, the student will be placed on probation. Conference reports from prior semesters will be considered for gravity of errors in placing students on probation.

**Probation Form**

The instructor will discuss situations that warrant probationary status with the student. A probation report will be drawn up discussing the cause for probation, the terms of probation, and the length of time identified for improvement and re-evaluation. The original report will be placed in the student’s personal file in the Allied Health Division office, and the student will receive a copy. The instructor, the student, and the Dean of the Nursing Program will discuss the situation.

- It is the student’s responsibility to notify each subsequent instructor of his or her probationary status, as well as the terms of the probation. Failure to do so may result in dismissal from the program.
- Students may petition to have their probationary status removed. It is advised that prior to petition, that the student should be able to demonstrate successful remediation. Address your petition to the Dean of Nursing/Allied Health, or designee, for consideration.
- Failure to comply with the terms of probation may result in dismissal from the program. The Dean of the Nursing Program will make the final decision for student dismissal from the ADN Program.

**Credit for Previous Education and/or Experience**

**General Policies Governing Challenge Examinations**

All nursing courses required for eligibility to take the NCLEX-RN examination may be challenged by examination. Candidates for the challenge process may obtain preparatory materials any time after notifying the Dean of their intent to challenge. These materials include copies of the
course objectives, course syllabus, and information regarding the format of the challenge examination. Challenge examinations for credit based on previous education and/or experience must be requested by the student six (6) weeks prior to the start of the semester in which the course is scheduled to be taught. Challenge examinations will be given one at a time according to curriculum sequence. Also refer to BC Academic Regulations 4C1.

**Challenge of Theory Courses**
The challenge examination for theory courses will be instructor-developed tests. The tests will be similar in content and length to the final examination given to students enrolled in the course being challenged. Tests will be updated periodically to include new information.

**Challenge Procedures for Laboratory Proficiency**
The nature of the challenge examinations for laboratory proficiency will vary with the area being challenged. They will be designed to validate: 1) a working understanding of the performance objectives for the subject matter being challenged; 2) ability to assess client needs based on the diagnosis and other pertinent information; 3) ability to provide the diagnosis and other pertinent information; 4) ability to provide appropriate client teaching given a pre-selected care-plan; 5) ability to perform selected procedures in a simulated client care setting.

**Grading of Nursing Challenge Examination**
Grading for challenge examinations will be exactly the same as for exams given to students enrolled in the program. The score of 75% is required for a “C” grade and will be the minimum score required for passing. Grades for challenge exams in nursing are recorded only if the student is successful. This is to ensure that if an individual is not successful with the challenge, there is no penalty incurred. The unsuccessful student then may enroll in the course for credit and receive the grade earned. If the student is successful, “credit by examination” rather than a grade is recorded on the College transcripts.

**Transfer Credit for Non-Nursing Courses**
Transfer credit for non-nursing courses is granted by the office of admissions and records based on equivalency evaluation of official transcripts from a regionally accredited college. If a given course from a regionally accredited college is comparable in content and level to a course required by the Associate Degree Nursing Program, transfer credit is granted. Students are asked to submit course descriptions, course outlines, and/or syllabi for evaluation of content as necessary.

**Students Transferring from Programs Educating Associate Degree Nurses**
Academic credit earned in regionally accredited institutions of higher education for comparable pre-licensure courses will be accepted for transfer. The student who is in good standing transferring from another Associate Degree Nurse program will be given credit for content already covered in his/her previous educational program.
WITHDRAWAL/READMISSION

Progression in the Program

- Each semester’s courses must be successfully completed with a “C” or higher grade before the next semester’s courses may be attended. Lab/lecture course concurrency requirements will be met.

- Because most nursing courses have both a clinical and a lecture component, the student must successfully complete both the clinical and the lecture component to earn a passing grade. However, it must be noted that only one grade is awarded for the course.

- Students will be placed on academic probation for any program course failure for the remainder of the semester or until satisfactory academic performance and clinical performance is demonstrated.

Course Withdrawal

- Due to the short length of most clinical rotations, students who earn a failing grade in the clinical portion of any course may not progress in the lecture portion of the course.

- Students who have earned a failing grade in a course due to unsatisfactory completion of the clinical objectives and/or unsafe clinical performance who withdraw from a course before the census (“W”) date will have their academic record reflect the unsatisfactory grade. Instructors will, if needed, change the “W” to the earned grade at time of withdrawal.

Course Repetition

- Students earning a “D”, “F”, or “W” grade must repeat the course.

- Students may only attempt the same course twice – failure to successfully complete a nursing course on the 2nd attempt will result in dismissal from the program.

- Students may repeat TWO program courses as listed in the College Catalog during their enrollment time in Bakersfield College, or any other nursing course from other colleges.

- If a student withdraws from a course, and is failing the course at the time of withdrawal, this will be counted towards the allowable number of repeat courses.

- If a student is earning a "D" or an "F" grade at the time of withdrawal from a course prior to the drop deadline, the course may be repeated once only and is considered in the number of repeat courses.
Repeat Course Conditions

- During the repeat of the course, if the student drops prior to the drop deadline and is earning a "D" or an "F" grade, the student may not repeat the course again and may not continue in the program.

- During the repeat of the course, if the student is dropped by the instructor due to absences prior to the drop deadline and is earning a "D" or an "F" grade, the student may not repeat the course again and may not continue in the program.

Readmission into the Program

- Any student who withdraws, or who is dropped from the ADN Program, must reapply for admission to the appropriate semester during the regular application filing dates.

- Re-admission is on a space available basis and/or by petition of faculty.

- If there are more applicants for re-admission to the program than there are spaces available, re-admission will be based on the following criteria:
  - Space availability
  - Evidence of the development, execution, and documentation of individualized remediation plans specifically tailored to the student’s needs.
  - The same criteria used for initial entry into the program.

- Students who do not maintain continuous enrollment will be required to submit to all admission screening requirements (criminal background checks, drug/alcohol and physical examination and immunization screening)

- **Students dropped due to documented unsafe laboratory work will not be re-admitted.**

Re-Entry into Program after Extended Absence of Two or more Semesters

Students who have been absent from the Program for two (2) semesters will be required to pass written and skills tests prior to being re-admitted.

- The student will be required to earn 75% on a written test consisting of material covered during the semester(s) the student was in the program and will include math/pharmacology problems. If the student successfully completes the written competency test, they will then complete a skills-performance test consisting of selected procedures picked at random from the list of skills taught in the last successfully completed semester of the ADN Program (complete list can be found Inside BC). Grading will be the same as that currently used in the Program.

- The tests may be taken no more than twice and only once in a semester. Students who do not successfully complete the test will be required to repeat the course(s). Students
who are re-admitted must hold a current healthcare provider CPR card and maintain program health requirements.

- It’s the student’s responsibility to contact the Allied Health office to arrange competency testing by the 8th week of the semester prior to the start of the semester which the student is applying.

**Procedure for Petition for Readmission into the Program**

Recognizing that unexpected life events occur and that students have the potential for change, the faculty endorses the ability for students to Petition the Faculty for Readmission into the ADN Program (this is only available to students who are not otherwise eligible for re-entry into the Program). Necessary items to petition for re-entry include:

- Letter written by the applicant explaining, but not limited to, “why you were not previously successful, why you would be successful now, and what has changed in your life to ensure your success.”
- Letters of recommendation from employers, teachers and others who can attest to your ability to be successful in the ADN Program.
- Official Transcripts
- Program Application
  - Individualized remediation plan tailored to student’s specific situation and needs. Evidence to support the progress and changes made in order to promote student success upon readmission.

The Petition Application, and all supporting documentation will be received in the Nursing Department approximately 8-weeks before the start of the semester, which the student is applying. The Nursing Department Petition committee will evaluate the documentation and if the materials meet the submission requirements the applicant may be called for an interview with the committee.

**Confidentiality Statement**

The Health Insurance Portability and Accountability Act (HIPAA) and its regulations, the California Confidentiality of Medical Information Act and other federal and state laws and regulations were established to protect the confidentiality of medical and personal information, and provide, generally, that patient information may not be disclosed except as permitted or required by law or unless authorized by the patient.

In the normal course of business, any person connected with an organization has the potential to come into contact with confidential information. In some cases, exposure to such information is coincidental or incidental; in others it is an integral part of the job function. This information may be personal, clinical, financial, or other. It may be computerized (that is, in electronic form), or in hard copy, or even oral in nature.
Examples of such confidential information include, but are not limited to: medical records, employee records, financial records and reports, information distributed to committee members to inform deliberation and decision making, and information found accidentally. It also includes information gained through discussion in committees, from employees, from patients and their families or friends, from external agencies, the media, or the medical staff, etc.

It is the policy of the Bakersfield College Nursing/Allied Health Programs to maintain confidential information in strict confidence, both while at clinic and when off duty. Therefore, all students/staff that have access to confidential information are prohibited from disclosing such information in any unauthorized manner. They must use this information only in ways that are consistent with this commitment to confidentiality. Consistent with the principle of “need to know”, it is also incumbent on all who are exposed to confidential information to see that they use only as much of such information as is needed to perform their function.

It is the policy of the Bakersfield College Nursing/Allied Health Programs to maintain all aspects of confidentiality. Students are accountable for being aware of the legal implications in respecting the rights of others, especially the right to privacy. The following guidelines are strictly adhered to as per HIPAA.

- Confidentiality of client information must never be violated.
- Client personal, family or health related information may not be removed from the healthcare setting.
- Any written assignments must not have any identifying client information on them and are to be treated with confidentiality, i.e. do not share any of the information or paperwork with others.

It is also the responsibility of any who have contact with confidential information to preserve such records against loss, destruction, tampering and inappropriate access and use, including inappropriate disposal.

Any breach of confidentiality represents a failure to meet the legal, professional and ethical standards expected, and constitutes a violation of this policy. A breach need not take the form of a deliberate attempt to violate confidentiality, but includes any unnecessary or unauthorized use or disclosure of confidential information due to carelessness, curiosity or concern, or for personal gain or malice, including but not restricted to informal discussion. Such breaches may result in discipline and/or civil or criminal penalties.
DO NOT RIP THIS PAGE OUT OF YOUR HANDBOOK.
The agreements below are examples and are only for your reference. These forms are two separate agreements and will be given to you by your instructor on the first day of class. You will be required to sign and then upload the forms to your Certified Background online portfolio. The original document will be turned in to your instructor and will become part of your student file in the Allied Health office.

Confidentiality Agreement
I have read the Confidentiality Statement in the Student Handbook; I understand and agree to fulfill its expectations in my treatment of confidential information. Further, I understand that a violation or breach of this commitment to confidentially will be investigated and responded to in a manner to prevent a reoccurrence. I understand that I could also be subjected to disciplinary action that may include legal action.

____________________________________  __________________________________
Print Name                                                                 Date

____________________________________
Signature

Handbook Policy Agreement
After reading the entire Handbook, please sign this form indicating understanding of all material and agreement to abide by all policies contained herein. Failure to abide by the policies in this handbook will/may result in disciplinary action.

I have read the Bakersfield College Associate Degree Nursing Student Handbook. I certify that I understand the policies and agree to abide by them while a student in the program.

____________________________________
Printed Name

____________________________________  __________________________________
Student's Signature                                                                 Date