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Welcome

To all Nursing Program Students,

The faculty, staff, and administration at College of the Desert welcome you to our nursing program.

It is an exciting time to be involved in nursing. Important changes are occurring in the delivery of health care, the rights of clients, and the role of the nurse. To keep pace with these changes, nursing curricula are in a dynamic state of evolution.

Each of you brings to the program, and later to the profession, the uniqueness of your special talents, experiences and personality. We hope that you will take an active part in sharing these with others as you move toward the goal of becoming a registered nurse. To assist you in reaching your goal, you will find interested and concerned faculty with high personal and professional standards as well as a wealth of varying clinical expertise. It is the combination of all these factors that results in quality nursing education.

Our best wishes for a gratifying, satisfying, and growing experience in the nursing program at College of the Desert.

Nursing Faculty
College of the Desert
SECTION I:

INTRODUCTION
This handbook has been prepared as a supplement to information provided in the College of the Desert Catalog. It is intended to provide answers to the many questions you will have as you enter and progress through the nursing program.

This handbook should be read carefully, saved, and used as a reference throughout your time in the program. The handbook policies and procedures are subject to change by faculty and Administration at any time. Students will be given advanced notice regarding changes which may occur. Students will be expected to: 1) receive hard copies of revisions, 2) read through, and 3) in writing by signature attest to all changes implemented after the initial handbook is received by student upon entrance or reentrance. A copy of the current handbook edition will be kept in the College of the Desert Library holding for a total of two years (i.e., four semesters) from the edition date stated on the front cover of the handbook. Should you need a secondary copy, you may request the holding be released and copy at the COD Library copy machine. Please check with the Library staff for current copying costs.

HISTORY

The Desert Community College District began January 21, 1958, as the culmination of more than ten years of study and planning. It was three years later that construction of the campus at Monterey Avenue and Fred Waring Drive began and students began attending classes in fall, 1962.

The Associate Degree Nursing program was initiated on the Palm Desert campus in 1966. Since 1968, over 2,000 nurses have graduated from the program, many of whom are employed in the Desert community.

ACCREDITATION AND APPROVAL STATUS

The program is approved by the California Board of Registered Nursing, 400 R Street, Suite 4030, Sacramento, CA 95814-6200, (916) 322-3350, www.re.ca.gov.

The program is fully accredited by the National League for Nursing Accreditation Commission (NLNAC), 3343 Peachtree Road NE, Suite 500, Atlanta, GA 30356, (404) 975-5000, www.nlnac.org. The next reaccreditation visit will be in fall 2017.

SCHOOL

The College of the Desert Registered Nursing Program is part of the Health Science/Early Childhood Education/Physical Education & Athletics School, which is comprised of 7 programs: Registered Nursing, Vocational Nursing, Certified Nurse Assistant, Home Health Aide, and Early Childhood Education, Physical Education and Athletics.
School organizational chart insert to be provided.

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SECTION II:

NURSING PROGRAM

PHILOSOPHY AND

CONCEPTUAL FRAMEWORK
PHILOSOPHY
The philosophy of the Associate Degree Nursing Program supports and implements the Mission Statement of the Desert Community College District. We believe that a sound nursing education program is based upon concepts relating to the individual, health/illness, environment, and nursing.

The purpose of the nursing program is to educate men and women for beginning staff nurse positions in health care settings in the community, fostering within each graduate a commitment to lifelong learning and professional development.

The faculty believes that nursing is a dynamic profession that is scientifically based and directed toward promoting, maintaining, and restoring a state of optimum wellness or supporting the individual to experience death with dignity.

The practice of nursing is based upon a holistic framework and is committed to the value of caring. Nurses use cognitive, psychomotor, and affective skills within the parameters of the nursing process to assist the individual experiencing actual and/or potential alterations in health. The role of the associate degree nurse requires critical thinking, clinical competence, accountability, and client advocacy.

Health is a changing state on the wellness-illness continuum that can be altered by internal and external stressors. Health is maximized when the individual’s optimum level of wellness is promoted, maintained, and/or restored.

Each individual is a unique, complex, holistic being with bio-psycho-socio-cultural and spiritual dimensions in constant interaction with an internal/external environment. Diverse values and beliefs exist in different social and physical environments that affect the individual’s optimum wellness. Individuals possess dignity, unconditional worth, and the inherent right to assume responsibility for the development of their own potential. Additionally, individuals are entitled to information that allows them to make informed decisions regarding their health care.

Nursing education involves teaching of nursing theory, skills, and attitudes that assist the students to assume responsibility and accountability as registered nurses. We believe that nursing education belongs in institutions of higher learning 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 natural sciences.

Nursing education occurs in a variety of settings and prepares graduates with different levels of expertise. The faculty members recognize that the associate degree program serves as the beginning level of preparation for registered nurse licensure. Ideally, graduates work under the supervision of a more experienced nurse. Education is the key to articulation between levels. We believe that learning is a lifelong process involving external changes in behavioral and internal changes in thought processes and attitudes.

Registered nurses with an associate degree in nursing function as care providers by assessing, diagnosing, planning, implementing, and evaluating the care given to clients. They utilize a critical thinking process in their practice, including establishment of priorities, performance of therapeutic interventions, and evaluation of client outcomes.
The associate degree graduate organizes the care given, delegates as appropriate, and collaborates with members of the health care team. The graduate is accountable for the care given and responsible for functioning within the legal parameters of registered nursing practice and the levels of competence as outlined in the California Nursing Practice Act. The associate degree graduate is committed to continuous learning, ongoing professional development, and maintenance of ethical standards of practice.

The nursing program addresses the needs of students who, like their clients, come from diverse and varied ethnic, cultural, religious, and educational backgrounds. Students bring to the classroom different learning styles, personal goals, age representation, lifestyles, and experience. Optimum learning for a diverse student body occurs in a non-threatening, supportive environment in which frequent feedback is an essential element. Learning is maximized when a variety of instructional modalities are coordinated with students’ specific learning needs, goals, and individual support systems. Learning progresses from simple to complex and involves active participation of both the student and the instructor. Nursing faculty sever as facilitators, catalysts, resource persons, and role models.

CONCEPTUAL (ORGANIZING) FRAMEWORK

The conceptual (organizing) framework of the Associate Degree Nursing Program at College of the Desert is derived from statements in the program philosophy relating to the human individual, the environment, health, and nursing. The philosophy and organizing framework provide guidance to the establishment of educational outcomes, course objectives, the sequencing of course content, and the program in general. The major concepts and the identified “threads” of the curriculum provide the unifying themes for development of the program of learning. The threads, ten in all, are reflected in the course objectives for each of the four major courses in the curriculum that have a clinical component.

The four major concepts of the program (pervasive themes) are the individual, health, environment, and nursing.

<table>
<thead>
<tr>
<th>The INDIVIDUAL is viewed as a unique, complex, holistic being with biological, psychological, social, cultural, and spiritual dimensions. Individuals possess diverse values and beliefs and possess dignity, unconditional worth and the inherent right to assume responsibility for the development of their own potential.</th>
<th>The ENVIRONMENT is composed of internal and external stressors. The internal stressors are derived from dimensions of the individual and the external stressors are representative of all the systems and processes that exist outside the individual. These stressors interact to affect an individual’s optimum wellness. A person’s perception of the stressor and ability and willingness to control the stressors will also affect optimum wellness.</th>
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<td>HEALTH is viewed as a changing state on the wellness-illness continuum. As individuals progress through life, optimum levels of wellness can be achieved. Illness occurs when alterations occur in an individual’s optimum state of wellness.</td>
<td>NURSING is a dynamic profession that is scientifically based and executed through the use of the nursing process. Nursing is directed towards promoting, maintaining, or restoring optimum wellness in those for whom the nurse cares.</td>
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Ten concepts form the threads of the program (progressive themes). They also form the basis for the course objectives that show increasing complexity in depth or breadth throughout the program. These concepts (as detailed below) are: communication, nursing role, pharmacology, nutrition, cultural awareness, community awareness, safety, health teaching, lifespan, and psychomotor skills.
GRADUATE COMPETENCIES (TERMINAL OBJECTIVE)

- **Communication**
  Effectively integrates written, verbal, and non-verbal communication modalities in complex client and health team interactions for the purpose of promoting optimum wellness.

- **Nursing Role**
  Operationalizes entry level critical thinking in the prioritization, provision, management, and evaluation of collaborative, holistic care for clients with complex alterations in health status.

- **Pharmacology**
  Integrates knowledge of pharmacotherapy and drug interactions in caring for clients with complex alterations in health status for the purpose of promoting optimum wellness.

- **Nutrition**
  Critiques clients’ responses to nutritional interventions; collaborates with health care team members to promote and maintain nutritional therapy that supports optimum wellness.

- **Cultural Awareness**
  Designs culturally sensitive Nursing interventions when caring for clients with complex alterations in health for the purpose of promoting optimum wellness.

- **Community Awareness**
  Analyzes community health needs, formulating a comprehensive plan of care for clients within a designated population group.

- **Safety**
  Critiques and manages all aspects of safety for clients in health care settings.

- **Health Teaching**
  Formulates and implements individualized holistic teaching for the purpose of promoting optimum wellness. Evaluates effectiveness and institutes changes as identified.

- **Lifespan**
  Incorporates principles of growth and development in providing and managing Nursing care for the purpose of optimum wellness.

- **Psychomotor Skills**
  Appraises complex client care situations and competently performs appropriate psychomotor skills for the purpose of promoting optimum wellness.
GRADUATE COMPETENCIES (TERMINAL OBJECTIVES) AND LEVELED SEMESTER OUTCOMES:

Using the nursing process, the graduate demonstrates the following competencies:

### COMMUNICATION
Graduate Outcome: Effectively integrates written, verbal, and non-verbal communication modalities in complex client and health team interactions for the purpose of promoting optimum wellness.

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<td>Recognizes and applies elementary principles of therapeutic communication in health care team and nurse-client interactions.</td>
<td>Individualizes age appropriate communication modalities in nurse/client interactions. Receives from and transmits to health care team members pertinent data.</td>
<td>Strategizes and implements communication modalities with clients while demonstrating therapeutic use of self.</td>
<td>Effectively integrates written, verbal, and non-verbal communication modalities in complex client and health team interactions for the purpose of promoting optimum wellness.</td>
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### NURSING ROLE
Graduate Outcome: Operationalizes entry level critical thinking in the prioritization, provision, management, and evaluation of collaborative, holistic care for clients with complex alterations in health status.

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<td>Defines the concepts of critical thinking; recognizes and expresses the behaviors of the professional nurse; gives safe, basic nursing care to selected clients.</td>
<td>Interprets relevant client information and personalizes holistic, developmentally appropriate care utilizing basic components of critical thinking.</td>
<td>Applies critical thinking in the provision and management of competent care for clients in specialized populations with changes in health status.</td>
<td>Operationalizes entry level critical thinking in the prioritization, provision, management, and evaluation of collaborative, holistic care for clients with complex alterations in health status.</td>
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### PHARMACOLOGY

**Graduate Outcome:** Integrates knowledge of pharmacotherapy and drug interactions in caring for clients with complex alterations in health status for the purpose of promoting optimum wellness.

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<td>Identifies principles of pharmacology and safely administers medication to clients in the clinical setting.</td>
<td>Incorporates knowledge of pharmacotherapy in administration of medications to clients across the lifespan.</td>
<td>Relates expanding knowledge of pharmacotherapy in administering medications to specialized client populations.</td>
<td>Integrates knowledge of pharmacotherapy and drug interactions in caring for clients with complex alterations in health status for the purpose of promoting optimum wellness.</td>
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### NUTRITION

**Graduate Outcome:** Critiques clients’ responses to nutritional interventions; collaborates with health care team members to promote and maintain nutritional therapy that supports optimum wellness.

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<td>Identifies and differentiates the components of nutritional assessment in care of clients with emphasis on the older adult.</td>
<td>Individualizes and applies concepts of nutrition in clients with alterations in health.</td>
<td>Specifies and integrates nutritional interventions for special client populations.</td>
<td>Critiques clients’ responses to nutritional interventions; collaborates with health care team members to promote and maintain nutritional therapy that supports optimum wellness.</td>
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### CULTURAL AWARENESS

**Graduate Outcome:** Designs culturally sensitive nursing interventions when caring for clients with complex alterations in health for the purpose of promoting optimum wellness.

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<td>Identifies and describes cultural variations and their implications for nursing care.</td>
<td>Demonstrates an awareness of multicultural values and beliefs while providing client care across the life span.</td>
<td>Incorporates sensitivity to cultural variations when implementing care for specialized client populations.</td>
<td>Designs culturally sensitive nursing interventions when caring for clients with complex alterations in health for the purpose of promoting optimum wellness.</td>
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## COMMUNITY AWARENESS

**Graduate Outcome:** Analyzes community health needs, formulating a comprehensive plan of care for clients within a designated population group.

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<td>Identifies community resources that could support the management of the needs of clients with emphasis on the older adult.</td>
<td>Constructs customized plans for integrating community resources in the nursing care of clients across the lifespan.</td>
<td>Correlates expanding knowledge of community resources with nursing interventions for clients from special populations.</td>
<td>Analyzes community health needs, formulating a comprehensive plan of care for clients within a designated population group.</td>
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## SAFETY

**Graduate Outcome:** Critiques and manages all aspects of safety for clients in health care settings.

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<td>Identifies and utilizes concepts of safe client care with emphasis on the older adult.</td>
<td>Incorporates advancing knowledge of safety principles for clients across the life span.</td>
<td>Strategizes nursing interventions in the management of safety principles for special client populations.</td>
<td>Critiques and manages all aspects of safety for clients in health care settings.</td>
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## HEALTH TEACHING

**Graduate Outcome:** Formulates and implements individualized holistic teaching for the purpose of promoting optimum wellness. Evaluates effectiveness and institutes changes as identified.

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<td>Identifies principles of health teaching. Recognizes their use in caring for older adults.</td>
<td>Provides focused teaching appropriate for clients across the life span.</td>
<td>Integrates a comprehensive health teaching plan in caring for special client populations.</td>
<td>Formulates and implements individualizes holistic teaching for the purpose of promoting optimum wellness. Evaluates effectiveness and institutes changes as identified.</td>
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### LIFESPAN

**Graduate Outcome:** Incorporates principles of growth and development in providing and managing nursing care for the purpose of promoting optimum wellness.

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<td>Explains the basic concepts of growth and development across the life span, with emphasis on the older adult.</td>
<td>Applies concepts of growth and development to nursing care of children and adults experiencing alterations in health.</td>
<td>Integrates principles of growth and development in providing care for special client populations.</td>
<td>Incorporates principles of growth and development in providing and managing nursing care for the purpose of promoting optimum wellness.</td>
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### PSYCHOMOTOR SKILLS

**Graduate Outcome:** Appraises complex client care situations and competently performs appropriate psychomotor skills for the purpose of promoting optimum wellness.

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<td>Performs specific psychomotor skills satisfactorily, stating rationale.</td>
<td>Incorporates previously and newly learned skills in increasingly complex situations. Modifies skills relative to client age.</td>
<td>Integrates theoretical knowledge in the performance of newly learned skills in providing care to special client populations.</td>
<td>Appraises complex client care situations and competently performs appropriate psychomotor skills for the purpose of promoting optimum wellness.</td>
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SECTION III:

ENTRANCE AND PROGRESSION
ENTRANCE

Program Eligibility:
- ENG 1A (Composition)
- BI 13 (Human Anatomy & Physiology I) with lab component
- BI 14 (Human Anatomy & Physiology II) with lab component
- BI 15 (Microbiology) with lab component
- Science GPA of 2.5 with no grade less than “C” and no more than one (1) repeat of any one of the three science courses
- Overall GPA of 2.5 for all courses taken within the past seven (7) years.

Pre-enrollment testing:
Recent legislation, SB 1309, requires all accepted applicants in grant funded Registered Nursing Programs to take and pass a Test of Essential Academic Skills (TEAS) Exam. This test is given to better ensure that the students entering the Registered Nursing Program have an adequate level of knowledge in the content areas of Math, English, Reading, and Science in order to successfully complete the Registered Nursing Program and obtain licensure.

Registration:
Students must be registered for the nursing course that they are attending. Students will not be allowed in theory or in the clinical area if they are not officially registered. Registration is by division pre-approval only.

Program Requirements:
All required documents must be given to a primary full-time course faculty member before the start of the first clinical day. Failure to comply with any program requirement will result in a student not being able to enter the clinical setting, and may put them at risk for a clinical failure.

Current Basic Life Support Certification (BLS): Certification is required prior to the first day of clinical. Students must provide a clear front and back copy of a current American Heart Association Health Care Provider card. The copy will be maintained in the student file. It is the student’s responsibility to maintain current certification throughout the nursing program. CPR card copies must be given to a primary full-time course faculty member before the start of the first clinical day.

Photo ID Badges: Photo ID badges will be worn by all current nursing students. They are to have the student’s full name in 18 point font and indicate “Nursing Student.” Student ID badges will be updated each semester. ID badges are purchased at Admissions and Records, and obtained at the ASCOD office after purchasing. ID badge cost is $10.00. Plastic protective holders and clips can be purchased at the College of the Desert bookstore. A copy of your photo will be added to your student file for identification purposes.
Malpractice Insurance: College policy requires each student enrolled in health occupations programs with clinical components to purchase insurance coverage against liability for malpractice. The fee for this insurance is paid at the time of registration. ** No student will be allowed to care for clients without evidence of having purchased malpractice insurance. All students are to maintain malpractice insurance for each semester of the nursing program.

**Effective summer 2006, due to state regulatory changes, the BOG Fee Waiver administered at College of the Desert will waive enrollment fees ONLY. Payment of the Malpractice Insurance Fee and Student Health Fee (by the student) is mandatory.

Social Security Number: While Social Security Numbers are not required to take Nursing coursework, the facilities used for clinical instruction do require them. Social Security Numbers are also required for Board examinations at the completion of the various healthcare programs. If you do not have a Social Security Number please contact the HS/ECE Division office for further instruction.

Background Checks: The affiliation agreements with the clinical facilities regulated by the Joint Commission on Accreditation of Hospitals (JACHO) require that all students have a clear background check prior to each clinical rotation. If not, the student may not be allowed to participate in patient care at a clinical agency, and may be prevented from completing the nursing program. If a student rotates out of the clinical facility, a new background check may be required.

Physical Examinations: A physical examination is required by the clinical facilities prior to entering the clinical setting. The purpose of the physical examination is for a health care professional to determine if you are physically fit to withstand the physical and emotional demands of the nursing program. The physical examination is based on job functions/physical requirements and reflects the Core Performance Standards. The facilities have different systems for “on-boarding,” it is the student’s responsibility to comply with the facility’s requirements. This information can be found by checking the nursing department website.

Immunizations: The affiliation agreements with the clinical facilities further require that students be free of communicable disease. Completion of titers/vaccinations and assessment of TB status is required in order for the student to enter each facility. Student immunization status will be evaluated during the “on-boarding” period, at the clinical facility. At a minimum, the following will be evaluated:

1. A negative TB status.
2. Immunity from rubella, measles, and chicken pox. Immunity is to be demonstrated by titer results. Vaccination is required when titers do not demonstrate immunity.
3. Completion of the series of three (3) hepatitis B vaccinations. Students who begin the Hep B series upon program acceptance must complete the series as scheduled.
4. It is the student’s responsibility to maintain current immunization and TB skin test status. Documentation is required, potentially inclusive of a chest X-ray.
5. There may be additional health requirements per facility requests.
Urine Drug Screen: All Health Sciences students enrolled in a course with a clinical component are required to meet agency policy for negative drug screen clearance. Local health care facilities require drug screening of their employees, volunteers, and students. It is the policy of the College of the Desert Health Sciences Division to meet all clinical agency requirements as mandated by legal and accrediting bodies. In addition to screening prior to the start of the each clinical experience, students may be subject to testing for cause; such as, slurred speech, impaired physical coordination, inappropriate behavior, or papillary changes.

Inability to prove freedom of communicable disease, a clear background check, and a clear urine drug screen will result in the student not being able to enter the clinical setting, and clinical failure.

The above requirements are mandated by the health care agencies with which the program contracts for clinical placements. All forms that are required must be given to a primary full-time course faculty member before the start of the first clinical day. The information will be maintained in the individual student educational record. It may be provided to a facility upon request from that facility.

Immunization and physical examination results may be shared among clinical facilities with a student signature to release records at no cost to the students.

Please note: It is the student’s responsibility to retain original copies of all documentation for their own use. The office in the Barker Nursing Complex will not make file copies of any documents submitted for the student’s file. The BNC office will NOT fax, mail, or provide in any other way copies of immunization records, titers, TB skin tests, physical examinations, CPR cards, or any other information required for program entrance or progression.
PROGRESSION

Progression through and completion of the nursing program requires the attainment of a minimum grade of “C” in each required course in the nursing program and all other required courses for the degree.

Students accepted to the nursing program who have not completed the general education courses required for the Associate in Science degree in nursing are required to complete needed coursework prior to graduation:

**Courses Required for Graduation:**

- ENG 1A (Composition)*
- BI 13 (Human Anatomy & Physiology I)*
- BI 14 (Human Anatomy & Physiology II)*
- BI 15 (Microbiology)*
- PSY 1 (General Psychology) or PSY 4 (Developmental Psychology)
- SOC 1 (Introductory Sociology), SOC 14 (Minority Groups in the Americas), SOC 15 (Mexican American Culture), or ANTH 2 (Cultural Anthropology)*
- SP 1, or 4, or 5, or 15
- MATH 40 (Intermediate Algebra)
- PE, HE, RE, VSM/F or HS 70 – 2 units
- Humanities Course – select from area C3 under the ‘Requirements for an Occupational/Vocational Associate Degree’

* You are advised to check for additional prerequisite requirements of these courses. Please check with the Counseling Services Office if you have questions.

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**All students earning an Associate of Science Degree must pass Reading 51 or be placed out of the course through placement testing.**

**All students earning an Associate of Science Degree must have a “C” or better in MATH 040, or any college mathematics course equivalent to or higher than MATH 040.**

**Upper division courses are accepted only if they meet or exceed the curriculum standards of the lower division course.**
## ASSOCIATE DEGREE NURSING PROGRAM COURSE SEQUENCE:

<table>
<thead>
<tr>
<th>Course** (all courses must be complete with a grade of “C” or better)</th>
<th>N001</th>
<th>N002</th>
<th>N003</th>
<th>N004</th>
<th>Additional courses required for graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 13* (Anatomy &amp; Physiology I)</td>
<td>Must have to enter</td>
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<tr>
<td>BI 14* (Anatomy &amp; Physiology II)</td>
<td>Must have to enter</td>
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</tr>
<tr>
<td>BI 15* (Microbiology)</td>
<td>Must have to enter</td>
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<tr>
<td>College level transferable English* (ENG 1A recommended)</td>
<td>Must have to enter</td>
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<tr>
<td>Additional Non-Course Requirement: TEAS testing with a score of 67% or higher</td>
<td>Must have to enter</td>
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<tr>
<td>Math 40 (or higher)</td>
<td></td>
<td></td>
<td></td>
<td>Must have to graduate*</td>
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<tr>
<td>RDG 51 (or equivalent or place out via assessment testing)</td>
<td></td>
<td></td>
<td></td>
<td>Must have to graduate*</td>
<td></td>
</tr>
<tr>
<td>PSY 1 (General Psychology) or PSY 4 (Developmental Psychology)</td>
<td></td>
<td></td>
<td></td>
<td>Must have to graduate*</td>
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<tr>
<td>Speech 1, 4, 5, or 15</td>
<td></td>
<td></td>
<td></td>
<td>Must have to graduate*</td>
<td></td>
</tr>
<tr>
<td>SOC 1, SOC 14, SOC 15, or ANTH 2</td>
<td></td>
<td></td>
<td></td>
<td>Must have to graduate*</td>
<td></td>
</tr>
<tr>
<td>Two units from: PE, HE, RE, VSM/F or HS 70</td>
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<td></td>
<td></td>
<td>Must have to graduate*</td>
<td></td>
</tr>
<tr>
<td>Humanity from listed courses in COD catalog (under AD requirements for occupational/vocational programs)</td>
<td></td>
<td></td>
<td></td>
<td>Must have to graduate*</td>
<td></td>
</tr>
</tbody>
</table>

* Applicants are advised to check for additional prerequisite requirements of these courses. Please check with the Counseling Services Office if you have questions.  
** Students who have been admitted to a Community College that operates a registered nursing program shall not require students who have already earned a baccalaureate or higher degree from a regionally accredited institution of higher education to undertake any coursework other than the coursework that is unique and exclusively required to earn a nursing degree from that institution.
SECTION IV:

PROGRAM POLICIES
GENERAL

Student Handbook for the Nursing Program:

The student handbook is to be used as a guide for all policies. All students are expected to adhere to the policies and procedures in the College of the Desert RN Student Handbook. Nursing program policies are designed to facilitate fair and equitable treatment for all students enrolled in the nursing program. Further information concerning uniforms, dress codes, assignments, and policies regarding grades, testing, and evaluation are found in the individual course syllabus.

Professional Conduct:

The Nursing Education program has a responsibility to maintain high professional standards. The faculty reserves the right to determine whether the student has the personal, scholastic, and health qualifications necessary to meet these expectations. Professional behavior is an essential competency of the nursing role. Student’s performance and behavior is evaluated using the Clinical Evaluation Tool. Students are held to the Student Conduct Standards as outlined in the college catalog.

Professional conduct will be subjectively evaluated by the faculty and may result in dismissal.

The following behaviors and actions are some examples deemed unsafe as determined by the professional judgment of faculty and will result in failure of the course and ineligibility for reacceptance to the program. (This is not an all inclusive list.)

- Attempting, threatening, or placing self, client, staff, or student in physical or emotional jeopardy
- Violation of the ANA Code of Ethics
- Expressions of anger or hostility directed toward students, faculty, clients, or staff
- Threatening students, faculty, staff, or clients
- Disruptive behavior or willful disobedience
- Habitual profanity or vulgarity
- Open and persistent defiance of the authority of, or persistent abuse of college personnel
- Behavior consistent with or being under the influence of the use of controlled substances, alcohol, or any intoxicant
- Client abandonment
- Breach of confidentiality
- Dishonesty

HIPPA notice: Students are involved with the complete personal care of clients in many facilities. Conversations about a client in cafeterias, elevators, buses, etc., are a direct violation of the client’s rights to privacy and confidentiality. Students will comply with all privacy standards as accorded by the Health Insurance Portability and Accountability Act (HIPPA) of 1996.
Please remember that your conduct as a nursing student reflects upon you as an individual, on the nursing program, and College of the Desert.

The faculty reserves the right to remove from the clinical area any student who, in the faculty member’s professional judgment, places the client in physical or emotional jeopardy.

**Academic Dishonesty:**

Plagiarism and cheating are both forms of academic dishonesty. Academic honesty is a cornerstone of the educational community; therefore, students are expected to understand the standards of academic honesty as they pertain to students’ behavior in the classroom. Students must acknowledge sources that are used for completing classroom assignments. Refer to the current COD catalog for a listing of examples of academic dishonesty. Acts of academic dishonesty will be handled according to college policy.

College of the Desert has a long-standing policy that prohibits cheating and plagiarism; therefore, students in all classes are expected to do their own work. Any documented incident of cheating, plagiarism or other dishonest classroom activity will jeopardize reacceptance in the program. If the incident involves cheating on an examination or paper, no credit will be given, nor may the assignment be repeated.

**Plagiarism:**

Any plagiarized work will receive a failing grade and may result in dismissal of the student from the program. All approved group assignments must include the names of all contributors. All work must be cited.

**Cheating:**

Students identified as cheating on an examination will be given a “0” grade for that exam without opportunity for make-up and may be dismissed from the course.

**Academic Schedule and Work Recommendations:**

Due to the fast pace and heavy academic demands required by the nursing program, the nursing faculty recommends that students avoid employment in excess of 16 hours per week. Clinical and/or theory schedules are subject to changes each semester. Therefore, students’ personal commitments must remain flexible to accommodate scheduling requirements throughout the program.

**Clinical Placement:**

Clinical assignments will be scheduled over a variety of hours and days of the week in order to accommodate the needs of a large group of students and at the same time not over burden any particular health care facility. Some clinical sessions may be more attractive to students than others. Students will be expected to accept whatever clinical sections are available and should be
prepared to schedule their private lives to accommodate classes that occur at least four days a week.

It is recommended that students rotate through all acute care facilities during their clinical experiences throughout the program. Students should anticipate the need to occasionally change clinical schedules in order to meet clinical objectives. This may require a student to rotate between clinical sections.

Experience is provided in a variety of health care facilities including hospitals, nursing homes, and clinics. College of the Desert has an affiliation agreement (official contract) with each of the facilities where students are placed. Students and faculty are subject to the general policies of each institution. At times, there may be differences in interpretation of policy and, if the occurs, the instructor should be consulted.

**Uniform and Dress Code:**

The student uniform is to be worn only when functioning in the capacity of a College of the Desert nursing student and not in any instance when the student is the employee of a health care facility or agency. The student uniform is exclusive for the clinical setting and is not to be worn in public places.

Uniforms are not worn during the psych/mental health nursing rotation. Dress appropriate for the setting and in keeping with professional standards is required. Appropriate attire will be discussed during orientation to the course.

The faculty believes that proper appearance is integral to professionalism and the role of the nurse. Therefore, the following dress standards have been developed for both clinical and campus skills lab/computer lab attendance.

**Clinical Dress Standards:**

Student dress and grooming will reflect the policies of the health agency, the technical requirement of the task, and the positive image of the Nursing Program. Faculty will inform students of the specific dress code of each health agency.

The uniform shall be freshly laundered, pressed, without stains, and in good repair. Students are to appear for clinical properly dressed and groomed rather than making those adjustments after arriving.

Students who are dismissed from an assigned clinical experience as a result of inappropriate dress and/or grooming will be considered absent and subject to the provisions of the Attendance Policy.

**Uniform:** Students in the Associate Degree Nursing program at College of the Desert wear a designated uniform. Information on the uniform is provided during program orientation.
Skirts or Pants: Program-specific colored pants or skirts may be worn. The skirt length should reach at least to the knee. No mini-skirts are allowed.

Hose: White or skin-colored hose may be worn with a skirt. Women may wear white or skin-colored ankle or knee-high socks with uniform pants. Men should wear white socks.

Shoes: Standard white nurse’s shoes are required. Clogs without heel straps, canvas shoes, or sandals may NOT be worn with the uniform. Clean, plain, white leather sport shoes may be worn.

White Shirts: Plain white pullover shirts may be worn under uniform tops for warmth. No lab coats or sweatshirts may be worn. Official COD warm-up jackets may be purchased and worn over COD uniform tops.

Caps: Caps are not required.

Campus Dress Standards:

Students may not wear scrubs to the campus skills lab or computer lab directly from a clinical facility.

Students will wear appropriate attire, including their ID badge, identifying them as College of the Desert nursing students in the classrooms, campus skills lab and computer lab.

Grooming Standards:

Students will be clean, free of odor and strong fragrances (e.g. cigarette smoke, perfume) and well groomed. (Daily bathing and deodorant use are recommended.)

Hair will be neat, clean, controlled, and secured so not to interfere with client care. Mustaches, beards, and sideburns must be neatly trimmed. Hair color must be within the realm of genetic possibility.

Fingernails must be short and clean. Clear nail polish may be worn. The wearing of artificial acrylic/gel nails is prohibited while providing client care.

Make-up will be subdued.

Jewelry: No jewelry will be worn except a plain wedding-type band and no more than one plain stud per ear for pierced ears. No earring allowed in any area of ear except the lower earlobe.

Body Jewelry: Visible piercings are not allowed. No jewelry may be worn in pierced areas other than the lower outer earlobe. Tongue jewelry may not be worn in the clinical setting.
Tattoos: If tattoos are present, they must be covered and not visible while the student is in uniform.

Gum chewing is NOT permitted in clinical areas.

Equipment Standards:

All nursing students are required to have a stethoscope, scissors, penlight, Kelly clamp, goggles, and a watch that monitors seconds. Students may wear white “fanny” packs to carry scissors and other supplies. Nursing kits must be purchased appropriate to the semester enrolled.

Photo ID Badges:

Photo ID badges will be purchased each semester and worn by all nursing students in the classroom, nursing skills lab, the computer lab, and in the clinical setting at all times.

Stethoscopes:

Stethoscopes should be worn in a manner that secures them to your body or in a pocket to avoid injury to clients or contamination of a sterile field.

ATTENDANCE

Attendance is integral and critical to student success in the nursing program. Attendance and punctuality reflect professional accountability. The policies of COD regarding attendance apply to all nursing students. A student is expected to attend all sessions of the classes (theory, skills lab, or clinical) for which they are registered, be on time, and, when absent, obtain any missed information from fellow students.

Loss of clinical experiences due to clinical agency restrictions:

Based on the Board of Registered Nursing’s requirements, students may be required to attend clinical on days and times that the student is not usually scheduled. Successful completion of the clinical portion of each course is based on student performance according to established clinical objectives. These re-scheduled clinical experiences will be used exclusively for situations that result in loss of clinical experiences due to clinical site restrictions. These re-scheduled clinical experiences will not be used for make-up due to a student’s illness, a need for remediation, or a loss of clinical days due to student inability to meet deadlines imposed by clinical agencies.

In compliance with recommendations from the California Board of Registered Nursing:

Clinical /Lab Attendance:

- A maximum of two missed clinical days per course must be made up in the skills lab on the next available scheduled makeup day.
- Failure to make up clinical days as assigned will result in the student being dropped from the course.
• Any further clinical absences will result in the student being dropped from the course.
• Students who are more than fifteen (15) minutes late for clinical without prior notification are considered absent from the class and may not be allowed to participate.
• Orientation to the health care facility is critical to your ability to perform. Absence from orientation may necessitate withdrawal from the course.
• Loss of clinical experiences due to clinical agency restrictions.

**Theory Attendance:**

• The COD nursing program abides by the attendance policy outlined in the college catalog.
• Excessive ‘class’ (theory) absences, defined as more than the number of time ‘class’ meets per week, may result in the student being dropped from the course (COD catalog, attendance).
• Students who are more than fifteen (15) minutes late for class without prior notification are considered absent from the class and may not be allowed to participate.

**Student Responsibilities:**

✓ It is the student’s responsibility to contact their instructor regarding any absence. All instructors have voice mail messaging.
✓ Do not give messages to other students for the instructor.
✓ A statement by a physician (or other primary care provider) may be required for a student to be able to return to clinical after injury, illness, or pregnancy issues that may affect their ability to perform at the level of the core performance standards.
✓ If absences mean that a student is unable to meet clinical objectives, failure of the course will result.

**Limitations in Clinical Practice Due to Illness, Injury, or Pregnancy:**

Students who develop conditions that may result in their inability to meet Core Performance Standards must notify their clinical instructor in writing immediately.

Students must follow the policy of the health agency to which they are assigned regarding clinical practice restrictions due to illness, injury, or pregnancy. If modification in assignment is required due to illness, injury, or pregnancy, it is the responsibility of the student to notify the instructor first, and the Nursing Program Director by means of a written note stating the exact restrictions in activity. Students are expected to follow the directions of their physician involving limitations in clinical activities. All efforts will be made by the program to place the student in an acceptable clinical setting.
TESTING

Examinations:

- Exams are designed to prepare students for entry-level practice and to evaluate critical thinking skills.
- Exams are not limited to only multiple-choice format.
- Exams will be invalid if the student violates the integrity of the testing process. Examples are:
  - Writes a crib sheet (answers to questions written on anything before, during, or after the exam)
  - Removes the exam from the classroom at any time
  - Tape records answers to exam questions
  - Receives answers from other students
- Unit tests are given in class according to the course calendar.
- Quizzes may be given at any time during the lecture session.
- A pass/no pass safety examination will be required at the beginning of the semester.
- A Medication Administration Competency Assessment will be required prior to administering medications in the clinical setting.
- Students may not use any personal assistive device (i.e., hand-held computers, cell phones, translators, calculators, Blue Tooth) during testing.

Make-up Examinations:

- Students who are ill or have an emergency that prevents their attendance at a scheduled examination must call the instructor prior to the scheduled examination.
- Students are required to contact the instructor administering the exam on the same day of the exam to request a make-up exam.
- Make-up examinations are administered at the discretion of the instructor. The instructor may require documentation.
- Make-up examinations will not be given later than one week from the scheduled exam unless an unusual or extenuating circumstance exists.
- The instructor may choose to administer an alternate exam.
- Five percent (5%) may be deducted if the make-up exam is taken one day after a scheduled exam. Ten percent (10%) per day may be deducted from the total thereafter.
- Final examinations are given during final exam week.
- Final examinations may not be taken early.
ATI:

The Assessment Technologies Institute (ATI) is an online, comprehensive testing and review program that all Nursing students will participate in. The assessment exams are designed to provide students with various learning tools and written feedback to help guide them in course content review, for identifying strengths and challenges pertaining to specific content areas, to improve test-taking abilities, and ultimately to successfully pass the NCLEX examination for professional licensure. The assessment evaluates knowledge in relation to the nursing judgment process, critical thinking, therapeutic intervention, communication, and competency skills and are written from the NCLEX blueprint at the application level. Students will be involved in taking proctored exams this term and will have access to numerous non-proctored exams for NCLEX preparation.

Test Review:

- It is each individual instructor’s decision as to whether or how a test review will be given.
- No test review or exam results will be given until all students have completed the examination.
- It is not program policy/philosophy to discard test questions solely on the basis of student arguments.
- Students are encouraged to review each test within two (2) weeks of the exam. Analysis of test-taking and study skills can be discussed with the instructor at this time.
- Exams may be reviewed only one time.

GRADING AND EVALUATION

Grading:

- A student must earn a 75% or better in the course to progress to the next nursing course.
- Seventy-five percent (75%) of the total theory testing points (see Course Grade requirements and Grade Tally Sheet) must be earned before any paper grades or laboratory skills check-off points will be added to the total points for the course.
- Total theory testing points less than 75% results in course failure.
- Clinical evaluation is based on performance in the clinical setting, the skills laboratory and skills check-off.
- Failure to pass in the clinical area results in failure of the entire course regardless of theory grade.

Medication Administration Competency Assessment:

Prior to administering medications in the clinical setting, students must first pass a Medication Administration Competency Assessment with a score of 85% or better. This assessment covers material previously taught. If need be, students may repeat this assessment two additional times (maximum of three). No student may pass medications until this assessment is completed with a
score of 85%. Not administering medications in the clinical area will result in the student’s inability to meet the clinical objectives. Points recorded will be from the first attempt.

**Health Teaching Guidelines:**

The Nursing Program recognizes client and family health teaching as an important part of the student’s experience and an integral portion of the curriculum. Health teaching needs are to be identified by the student and reviewed with the instructor prior to implementation. New data, in particular, should be discussed with the instructor before the initiation of the teaching.

**Assignments:**

- All assigned papers are due by the assigned due date at the beginning of class.
- No late papers will be graded. A grade of zero (“0”) will be assigned to that paper. All work must be turned in to complete the objectives of the course.
- All approved group assignments must include the names of all contributors.
- All work must be cited.

**Format for Written Assignments:**

Written assignments will be evaluated on format as well as content. They should:

- Be in APA format (current edition).
- Be on standard-sized paper (8-1/2” x 11”)
- Have a proper heading, including student and instructor’s names, course number, date, and title of assignment.
- Be typed, or computer-generated.
- Be written on one side of the paper only.
- Have correct spelling and sentence structure.
- Have all documentation in a standard format.
- Follow guidelines provided for the assignment.
- Have pages fastened/stapled together prior to submission to instructor or office personnel.
- 3-ring binders or any other type of presentation binder that is larger than 8.75” x 11.5” are not allowed to be used for turning in assignments at the Barker Nursing Complex reception counter for relay to instructors.

Nursing Care Plans can be completed on the forms provided. Students are expected to follow specific guidelines provided in each syllabus regarding other written assignments.
STUDENT PROGRESS AND EVALUATION

All students will be kept appraised of their performance in both the theory and clinical components of all nursing courses.

Theory:

An instructor will initiate a Theory Performance Improvement Plan at any time during the semester when academic performance or classroom expectations are unsatisfactory. Students will be provided with and will complete the Student Success Plan prior to meeting with the instructor. At the time of meeting the instructor and the student will discuss the issue(s) and jointly develop composed of both required and optional strategies for improvement. Failure to meet the stipulations identified in the Theory Performance Improvement Plan may result in failure of the nursing course and inability to progress in the nursing program.

Clinical:

All Students will receive written evaluations of their clinical performance during conferences with their clinical faculty at mid-term and at the end of the semester (Nursing 3 has final evaluations only). Final evaluations are signed by both the student and instructor, and then are placed in the student’s file.

An instructor will initiate a Clinical Incident Report at any time during the semester when clinical objectives are not being met or professional expectations are unsatisfactory. Students will be provided with and will complete the Student Clinical Success Plan prior to meeting with the clinical instructor. Occasionally a meeting with both the clinical and theory instructor will be necessary. At the time of meeting the instructor(s) and the student will discuss the issue(s). Course faculty will determine if remediation is possible, based on their professional judgment. If remediation is possible, the instructor(s) and the student will jointly develop the Clinical Performance Improvement Plan. The Clinical Performance Improvement Plan may be composed of both required and optional strategies for improvement. Failure to meet the stipulations identified in the Clinical Performance Improvement Plan may result in failure of the nursing course and inability to progress in the nursing program. If remediation is determined to not be possible the student may face disciplinary actions up to and including dismissal from the nursing program.

Electronic Communication:

- Recording by any method, at any time, is by permission of the instructor only.
- Tape recording of lectures may be limited to students with documented learning accommodations.
- Recording of any kind may not be shared, transmitted, or sold and must be destroyed at the end of the semester.
- Photograph and video recording is not allowed in class or clinical.
Electronic social networking (i.e., “Facebook,” “MySpace,” email text, etc.) is not permissible during scheduled class or clinical time.

Students who choose to communicate electronically via social networking sites are held solely responsible for its content.

Information regarding clinical experiences is not appropriate for posting and is a HIPPA violation.

Inappropriate or unprofessional postings may jeopardize a student’s status in the program.

Cell Phones/Pagers:

- Beepers and cellular phones are not permitted in the clinical setting.
- In the classroom and skills lab, beepers, pagers, and cellular phones must be silenced.
- No texting during class.
  - Students disrupting the learning environment because of any of the above activities may be asked to leave the class and is responsible for any missed work.
  - A Performance Improvement Plan may be initiated if behavior continues.
SECTION V:

PROGRAM EXIT / REACCEPTANCE
EXITING THE PROGRAM

A student may need to exit the nursing program for a variety of reasons. If the student exits before the end of the semester, it is the student’s responsibility to officially withdraw from the course by contacting admissions and Records. The student will then need to complete the two-step Exit Interview procedure, including meeting with the faculty member first and then follow through with an appointment with the Director of Nursing or designee. A copy of the Exit Interview is included in the Appendices of this handbook.

PROGRAM REACCEPTANCE

Because the size of each class is limited, reacceptance to the program is subject to available space. If there is no room in a clinical lab, a student may have to wait until there is space available. Any student seeking reacceptance must meet the following criteria:

- Students without processed Requests for Reacceptance forms on file will not be considered for reacceptance. Please check with the Division website or office for specific deadlines. Complete a “Request for Reacceptance” (see sample in Appendices) and submit to the Division office by hand or postal mail within the timeframes specified on the form. No email or faxed copies will be accepted. This form is available from the Division office and online. A “Request for Reacceptance” is required each semester until reacceptance is granted.

- Be accepted into one of the three semesters following the semester that was last taken.

- For students considered for reacceptance, “Requests for Reacceptance” are first prioritized according to the process outlined in the next section. When more than one student in a priority group is seeking reacceptance to a semester, the requests are rank ordered by a random selection process utilizing the randomized number system to determine order of reacceptance within the priority.
PRIORITIZING REQUESTS FOR REACCEPTANCE

All reaccepted students are place in the program according to priority and space availability. The random selection process will be utilized to determine reacceptance in each priority.

Reaccepted students will be placed in a specific clinical group based on the program’s determination of best student success strategies. Reaccepted students do not have a choice of clinical placement.

A student must be reaccepted into the RN program within two (2) years (i.e., four sequential semesters) of the last successfully completed course in the nursing program.

Students removed from clinical for unsafe practice will not be reaccepted in the nursing program.

If a student fails theory and/or clinical portion/s of the course, the student fails the program.

N001 – First Semester (no more than 10% of total class)

1. First priority:
   a. A student who was satisfactorily meeting objectives at the time of exiting the program.
   b. A student who has a grade of “Incomplete,” and is in good standing will also be considered in this category.

2. Second priority:
   a. A student who was denied reacceptance a previous semester due to unavailability of space.

3. Third priority:
   a. A student who received an unsatisfactory grade ("D" or lower, or students who have been dropped due to violation of the attendance policy) in N001.

N002 – Second Semester

1. First priority:
   a. A student who was satisfactorily meeting objectives at the time of exiting the program.
   b. A student who has a grade of “Incomplete,” and is in good standing will also be considered in this category.

2. Second priority:
   a. A student who has been denied reacceptance three previous sequential semesters within the two year timeframe.
3. Third priority:
   a. A student who was denied reacceptance a previous semester due to unavailability of space.

4. Fourth priority:
   a. A student who received an unsatisfactory grade (“D” or lower) in N002
   b. A student who was unsuccessful in the challenge of N002.

5. Fifth priority:
   a. A student seeking advanced placement into the program.

N003A or HS55 – Third Semester

1. First priority:
   a. A student who was satisfactorily meeting objectives at the time of exiting the program.
   b. A student who has a grade of “Incomplete” and is in good standing will also be considered in this category.

2. Second priority:
   a. A student who has been denied reacceptance three previous sequential semesters within the two year timeframe.

3. Third priority:
   a. A student who successfully completed HS 055 (Transition to RN).

4. Fourth priority:
   a. A student who was denied reacceptance a previous semester due to unavailability of space.

5. Fifth priority:
   a. A student who received an unsatisfactory grade (“D” or lower) in N003A in which they enrolled.

6. Sixth priority:
   a. A student seeking transfer into the program from another nursing school.
   b. International students seeking an OB and/or Psychiatric Nursing rotation, as directed by the BRN, will be considered in this category.

7. Seventh priority:
   a. A 30-unit option student and will be accepted into N003 on a space available basis.
N004A – Fourth Semester

1. First priority:
   a. A student who was satisfactorily meeting objectives at the time of exiting the program.
   b. A student who has a grade of “Incomplete” and is in good standing will also be considered in this category.

2. Second priority:
   a. A student who have been denied reacceptance three previous sequential semesters within the two year timeframe.

3. Third priority:
   a. A student who was denied reacceptance a previous semester due to unavailability of space.

4. Fourth priority:
   a. A student who received an unsatisfactory grade (“D” or lower) in N004A in which they enrolled.

5. Fifth priority:
   a. A student seeking advanced placement into the program.

INELIGIBILITY

1. The student has only one opportunity to be reaccepted into the nursing program.

2. A student will be considered ineligible for reacceptance into the RN program if the student has failed or been dismissed from the program for:

   - Unsafe clinical performance as determined by a faculty member based on the clinical evaluation tool
   - Acts of dishonesty or unethical behavior
   - Violation of the RN Program professional conduct standards
SECTION VI:

STUDENT RESOURCES
**FACULTY AND STAFF**

**Full-Time & Grant Supported Faculty**

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leslie Young</td>
<td>BNC 4</td>
<td>760-568-3093</td>
</tr>
<tr>
<td>Dean, Health Sciences/ECE /PE/Athletics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wayne Boyer, MSN, RN</td>
<td>BNC 2</td>
<td>760-568-3093</td>
</tr>
<tr>
<td>Interim Directory of Nursing &amp; Allied Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Betty Baluski, M.Ed., RN (Skills Lab Coordinator)</td>
<td>BNC 20</td>
<td>760-776-7294</td>
</tr>
<tr>
<td>Cindy Hay, MSN, RN</td>
<td>BNC 24</td>
<td>760-862-1358</td>
</tr>
<tr>
<td>Kathy Hudgins, MSN, RNC</td>
<td>BNC 15</td>
<td>760-776-7215</td>
</tr>
<tr>
<td>Diane Weaver, MSN, RN</td>
<td>BNC 19</td>
<td>760-776-7297</td>
</tr>
<tr>
<td>Irene Larsen, MS, RN</td>
<td>BNC 18</td>
<td>760-776-7292</td>
</tr>
<tr>
<td>Linda Murphy, MSN, RN</td>
<td>BNC 13</td>
<td>760-776-7225</td>
</tr>
<tr>
<td>Monica Pryzgocki, BSN, RN</td>
<td>BNC 6</td>
<td>760-776-7343</td>
</tr>
<tr>
<td>Anna Reber-Prantz, MSN. RN</td>
<td>BNC 5</td>
<td>760-776-7364</td>
</tr>
<tr>
<td>Magee Rose, MSN, RN</td>
<td>BNC 16</td>
<td>760-776-7296</td>
</tr>
<tr>
<td>Ana Stockwell, MSW (Nursing Counselor)</td>
<td>BNC 12</td>
<td>760-776-7380</td>
</tr>
<tr>
<td>Joan Walker, MSN, RN</td>
<td>BNC 22</td>
<td>760-776-0153</td>
</tr>
</tbody>
</table>

**Division Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Phone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manuel Abroguena, Technical Support Assistant</td>
<td>BNC 40</td>
<td>760-776-7289</td>
</tr>
<tr>
<td>Margaret Foat-Koenig, Programs Admission Specialist</td>
<td>BNC 3</td>
<td>760-776-7415</td>
</tr>
<tr>
<td>Mark Demry, Administrative Assistant</td>
<td>BNC 9</td>
<td>760-568-3093</td>
</tr>
<tr>
<td>JoAnn Wilson, RN Program Assistant</td>
<td>BNC 9</td>
<td>760-773-2579</td>
</tr>
</tbody>
</table>

**Clinical Facilities**

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Phone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desert Regional Medical Center</td>
<td>1150 N. Indian Canyon Dr. Palm Springs, CA 92262</td>
<td>760-323-6511</td>
</tr>
<tr>
<td>Eisenhower Medical Center</td>
<td>39-000 Bob Hope Dr., Rancho Mirage, CA 92270</td>
<td>760-340-3098</td>
</tr>
<tr>
<td>John F. Kennedy Memorial Hospital</td>
<td>47-111 Monroe Ave., Indio, CA 92201</td>
<td>760-347-6191</td>
</tr>
<tr>
<td>ABC Recovery Center</td>
<td>44374 Palm St., Indio, CA 92201</td>
<td>760-342-4802</td>
</tr>
<tr>
<td>Brighton Gardens</td>
<td>72201 Country Club Dr., Rancho Mirage, CA 92270</td>
<td>760-340-5999</td>
</tr>
<tr>
<td>Oasis Rehabilitation Center</td>
<td>47915 Oasis Ave., Indio, CA 92201</td>
<td>760-863-8629</td>
</tr>
<tr>
<td>The Fountains at the Carlotta</td>
<td>41-505 Carlotta Dr., Palm Desert, CA 92260</td>
<td>760-346-5420</td>
</tr>
<tr>
<td>Manor Care</td>
<td>74-350 Country Club Dr., Palm Desert, CA 92260</td>
<td>760-341-0261</td>
</tr>
<tr>
<td>Martha’s Village and Kitchen Medical Clinic</td>
<td>83-791 Date Ave., Indio, CA 92201</td>
<td>760-347-4741</td>
</tr>
<tr>
<td>Visiting Nurse Association of the Inland Counties</td>
<td>42600 Cook St., Palm Desert, CA 92260</td>
<td>760-346-3982</td>
</tr>
</tbody>
</table>
Advisement:

All services at COD are available to nursing students. The college catalogue has a list of services available. If you feel the need for personal, educational, or financial help, contact your instructor who can guide you to the proper offices on campus. For your convenience, as well as that of the faculty, appointments are encouraged. If you do not wish to share your problem with your instructor you may always contact the Nursing Counselor directly for a confidential conference.

Questions:

During your four semesters in the program, no doubt you will have many questions. It is important to get the correct answer from an appropriate source. Rumors and word-of-mouth information frequently cause unnecessary concerns and problems. The faculty and administrative staff are eager to help you avoid these difficulties.

A primary source of information about a course is the course syllabus. The syllabus will include detailed information about the course and its requirements and must be purchased from the bookstore prior to the first day of each semester. If you have additional questions, the individual to ask is the course instructor.

The Division website contains current information on the program (www.collegeofthedesert.edu).

Nursing Skills Lab:

A Nursing Skills laboratory is located in the Barker Nursing Complex.

First semester students have weekly nursing practice lab sessions as part of the clinical requirement. Students in N2, N3A, and N4A will have specifically scheduled skills labs during the semester. Day(s) and time(s) are found in the course syllabi each semester. Remedial practice may be requested by the student or instructor at any time. In case of an unavoidable absence, the laboratory instructor must be notified prior to your scheduled time and arrangements for make-up must be made within one week. All assigned experiences must be completed to progress to the next semester.

Open Lab Time:

For additional practice time with skills, students are to register for HS 98 or HS 99. Students must be registered in HS 98 or HS 99 to use the BNC skills lab as an open lab and/or BNC 40 for learning resources equipment (including computers). All students are strongly encouraged to register for this open lab class. Students may not log in for HS 98/99 during scheduled theory, skills lab, clinical, or simulation times. The open lab schedule is posted in and around the Barker Nursing Complex and online at the Health Sciences web pages. Students are encouraged to schedule specific appointment times with skills instructors to ensure practice occurs without delays.
Simulation Lab:

The Simulation Lab is located in the Nursing Skills Lab, room BNC 39.

Simulation experiences are part of the curriculum in the nursing program. Simulation may be used as a part of the scheduled lab experience. It may be used for testing or remediation, per the instructor’s direction.

Computer Lab:

The nursing computer lab is located in the nursing building, BNC 40, next to the Skills lab. The computer lab is open for nursing students to use while working on projects, while studying for the nursing program, viewing assigned programs or accessing course Blackboard sites. Occasional classes may be scheduled in the computer lab. Students must be registered in HS 98 or HS 99 to use this resource.

Inappropriate use of the computer lab is not allowed. Examples of inappropriate use include but are not limited to:

- Social networking (Facebook, MySpace, Twitter, etc.)
- Checking personal email
- Web ‘surfing’ unrelated to coursework
- Viewing unassigned “You Tube” videos

Enrollment Growth Grant Services:

To assist you in successfully completing the RN program, the California Chancellor’s Office has awarded the Registered Nursing Program at the College of the Desert the Enrollment Growth Grant (EGG). A major goal of the EGG is to improve retention by focusing on the student’s needs, and mitigating any potential obstacles that may discourage or disrupt academic efforts. EGG services include:

- Counseling
- Progress monitoring
- Supplemental instruction
- Tutoring
- Study services
- Financial aid resources
LIBRARY RESOURCES

College of the Desert Library / Riverside County Network Book Catalog provides a database of books, and non-print media listings, which also provides a gateway to the INFOTRAC magazine index. EBSChost includes the database, HealthSource: Nursing/Academic Edition, which provides nearly 520 scholarly full-text journals focusing on medical disciplines. Access to Medline and other health science-related information is readily available on the Internet at the COD library. The library also houses the Alumni Computer Lab where 29 computer workstations are available for word processing, online/Internet research and other computer tasks. The library’s databases are also accessible to all COD students from any computer. (Students must provide an Associated Student Body Card or an acceptable photo identification and proof of their student ID number to register at the Main circulation desk and be assigned a personal ID and password before you will be able to access off-campus). As you are working on required papers, be certain to check with the librarians regarding any research materials provided by the library.

Current Nursing and Health Sciences Journals:

**NURSING JOURNALS**

- American Journal of Nursing
- CIN: Computers, Informatics, Nursing (Formerly Computers In Nursing)
- CINAHL (Cumulative Index to Nursing and Allied Health Literature)
- Cancer Nursing
- Critical Care Nurse
- Geriatric Nursing
- Home Healthcare Nurse
- International Nursing Review
- Journal of Community Health Nursing
- Journal of Gerontological Nursing
- Journal of Infusion Nursing
- Journal of Nursing Education
- Journal of Pediatric Nursing
- Journal of Practical Nursing
- Journal of Psychosocial Nursing and Mental Health Services
- Journal of The Association of Nurses In AIDS Care
- MCN, The American Journal of Maternal/Child Nursing
- Nurse Educator
- Nursing
- Nursing Clinics of North America
- Nursing Outlook
- Nursing Research RN

**RELATED JOURNALS**

- American Journal of Infection Control
- American Journal of Psychology
- American Journal of Public Health (available on EBSCOhost only)
- American Journal of Sociology
- American Psychologist
- American Sociological Review
- Bioscience (available on EBSCOhost only)
- Childhood Education
- Current Anthropology
- Ethics
- Issues in Science & Technology (available on EBSCOhost only)
- JAMA
- Journal of Counseling & Development (available on EBSCOhost only)
- Journal of Educational Psychology
- Journal of Family Psychology
- Journal of Marriage and the Family
- Journal of Women’s Health
- Journal of Women’s History
- Morbidity and Mortality Weekly Report (available on EBSCOhost only)
- Neuropsychology
- New England Journal of Medicine
- Nursing Clinics of North America
- Psychological Review
- Psychology Today (available on EBSCOhost only)
- Scientific American
College of the Desert Library EBSCOhost Online Health Source Access:

We highly recommend that students utilize these resources. To access go to the College of the Desert World Web Site at http://www.collegeofthedesert.edu, click the ‘Students’ link at the top of the screen, then select the ‘Library’ link from the drop-down menu (or type in http://www.collegeofthedesert.edu/Students/Services/Library/). The library’s webpage provides instant access to all electronic databases including the EBSCOhost family of allied health care information. Please remember, you must provide an Associated Student Body Card or an acceptable photo identification and proof of your student ID number to register at the Main circulation desk and be assigned a personal ID and password before you will be able to access off-campus.

- **EBSCOhost Academic Search Elite** provides full text for more than 1,690 academic, social sciences, humanities, general science, education and multi-cultural journals. In addition to the full text, this database offers indexing and abstracts for 2,794 journals. More than 1,880 journals are peer reviewed. Full text back-files go as far back as January of 1990, while indexing and abstract back-files go as far back as January of 1984.

- **Nursing/Academic EBSCOhost Health Source Edition** provides nearly 590 scholarly full text journals focusing on many medical disciplines. Also featured are abstracts and indexing for over 625 journals. - Periodical database providing both abstracts and full text coverage of over 4,500 popular magazines and scholarly journals.

- **USP DI Volume II, Advice for the Patient** provides patient-oriented drug information in lay language. Monographs are organized into the following sections: Brand Names commonly used in both the United States and in Canada, Description, Before Using This Medicine, Proper Use of This Medicine, Precautions, and Side Effects.

- **Health Source: Consumer Edition** allows you to search for information on many health topics including the medical sciences, food sciences and nutrition, childcare, sports medicine and general health. Health Source: Consumer Edition features searchable full text for nearly 160 journals including the British Medical Journal and The Lancet, as well as abstracts and indexing for over 170 general health, nutrition and professional health care publications.

- **Clinical Reference Systems** provides over 7,000 reports, in every-day language, describing symptoms, treatments, risks and after-effects of a vast array of medical topics and conditions.

- **EBSCO/Scientific America Archive Online** provides convenient Web access to the complete text and graphics of every issue of Scientific American from 1993 to the present.

- **NewsBank** provides comprehensive full-text newspaper resources consisting of more than 500 regional, national, and international newspaper publications. It features NewsBank NewsFile Collection (over 500 national newspapers, 1991-current), NewsBank Retrospective- (1970-1991), Los Angeles Times- (1985 to present), and Desert Sun- (2002-present).

- **Facts.com World News Digest** offers users the depth of a 20-year news back-file and the timeliness of weekly updates. It also provides the ease of familiar navigation and seven interconnected core reference databases covering science, current events, key statistics and opinions on controversial topics.

- **NetLibrary eBooks** provides access to approximately 2,500 electronic books on a variety of subjects owned by the COD Library.

- **Encyclopaedia Britannica** provides easy online access to one of the most comprehensive and well-respected encyclopedia in the world.

- **Access Science** provides McGraw-Hill’s Encyclopedia of Science & Technology online which allows full access to 7100+ articles, 115,000 dictionary terms, and hundreds of Research Updates — in all areas of science and technology, 2000 in-depth biographies of leading scientists through history, weekly updates on breakthroughs and discoveries in the world of science and technology, resources to guide your research, and links to Web sites for further research.
SECTION VII:

GENERAL ADMINISTRATION POLICIES
Student Educational Records:

Individual student educational records are maintained for all nursing program students. Contained within the education record may be: program application(s); unofficial transcripts; selection process worksheet(s); medical forms, immunizations, and CPR verification(s); signed verification of handbook receipt; confidentiality agreement(s), learning contracts; clinical evaluation tool(w); any other correspondence pertinent to the individual student. A copy of your COD photo ID will be placed in your student record for identification purposes.

Please note: It is the student’s responsibility to retain original copies of all documentation for their own use. The Barker Nursing Complex office will not make file copies of any documents submitted for the student’s educational record. The office will NOT fax, mail, or provide in any other way copies of immunization records, titers, TB skin tests, physical examinations, CPR cards, or any other information required for program entrance or progression.

Any student has the right to review his/her educational record. To do so, the student submits a signed and dated written request to review the record and makes an appointment through the Division Administrative Assistant (760-568-3093) with the Director of Nursing. A date to review the record will be established within the subsequent fifteen (15) school days. The Director of Nursing or designee will remain with the student during the file review.

Change of Address:

It is your responsibility to inform the Administrative Assistant (see Appendix O) and the Office of Admissions and Records in writing of any change in address, telephone number, or email so that our student records are accurate. This enables us to contact you if the need arises, or in case of an emergency.

Emergency Notification:

Emergency notification for students is accomplished by contacting the nursing office staff at (760) 773-2579 or (760) 568-3093, who will then contact the student/instructor. After hours and on weekends you may contact Campus Security at (760) 341-2111.

Student Requests for Letters of Reference:

It is your responsibility to inform the Administrative Assistant ten (10) school days prior to requests for letters of reference for employment and/or letters of recommendation which need accompany scholarship applications. The Administrative Assistant will provide a form on which you may write the relevant information so that requests can be filled. Completion of this form implies that the student gives permission for the faculty member to write about the student’s theory and/or clinical performance. The same lead time should also be given when requesting letters of recommendation for transfer to other colleges and completion of out-of-state licensure forms.
The above requests will not be completed by the Division office unless full information is provided, e.g., name, complete address (To Whom It May Concern is not acceptable) prior to submission to Division office.

**Visitors – Guests, Children, Etc.:**

Students are not allowed to bring guests, children, or friends to class, clinical settings, or lab experiences. These individuals are not covered by campus insurance and thus create potential liabilities. In addition, visitors and children brought to class, clinical, or lab settings are disruptive to other students.

**Communication:**

Faculty, staff, and Administration will be addressed professionally by title, and in a professional and courteous manner.

Appointments should be made directly with faculty. Appointments for the Dean and/or Director of Nursing should be made by contacting the Division office.

**Copies:**

Copy machines are available for student use, for a fee, in the Hilb Center and the Palm Desert and College of the Desert Libraries. The Division office and faculty will not make nor provide copies of any student-related materials.

**Valuables:**

COD and clinical agencies are not responsible for loss of valuables, including textbooks. We recommend that all books and class materials be marked with your name. All ‘found’ items are sent immediately to the Lost and Found located in the Security office on campus.

**Food and Drinks in the Classrooms and Labs:**

Food and drinks are not allowed in the classrooms or labs.

**Student Grievance Policy:**

Please see the COD catalog and/or schedule of classes for student/grade grievance policies.

**Evaluation of Courses/Instructors:**

Students will have the opportunity to evaluate each course formally with a structured online evaluation each semester. Course evaluations are anonymous, and are completed in the nursing computer lab at a scheduled time. Students type their individual responses to the course evaluation survey questions. The compiled results are sent to the Director of Nursing and faculty for review. Recommendations from student feedback are considered by the RN curriculum committee.
Students may have the opportunity to evaluate their course instructors during the individual instructor’s evaluation time period. These evaluations are anonymous, and responses to the instructor evaluations are typed prior to being sent to the Dean and the faculty for review.

Constructive feedback and comments are encouraged; any/all unprofessional comments will not be considered. Individual critiques of the program or instructors will not be considered unless written and signed.

**Injury Protocol:**

The injury protocol and incident report form can be found in the appendix. If you have been injured, please follow the instructions, including notifying your instructor as soon as possible.

**Student Representation on Committees:**

Students are encouraged to participate in the college governance structure and take part in the student legislature. In addition, students are asked to select representatives to the Division and program faculty meetings where they will have opportunity to address student concerns. Student participation at these meetings is critical to implementation of a nursing program that is responsive to student needs. A student/faculty liaison is a non-voting member at the ADN faculty meetings.

The schedule of Division and program meetings will be posted each semester on the Web site.

**After Program Completion:**

For a variety of reports and records, the nursing program needs information regarding your employment and/or further education. Six to nine months after graduation you will receive a program satisfaction survey. We greatly appreciate your participation and cooperation in completing and returning the survey as requested.
SECTION VIII:

PROGRAM COMPLETION
GRADUATION

All graduates of College of the Desert nursing program, regardless of the semester in which they finish, are eligible for and encouraged to attend the college commencement exercises at the end of the spring semester. The student should contact the Admissions and Records office for information on participation in College commencement exercises.

Evaluation of transcripts prior to graduation: Degrees are not automatically awarded. Students must review their transcripts with the Nursing Counselor for completeness early in their final semester to assure all coursework requirements for graduation have been met.

Application to Graduate Form: Once it is determined that a student is eligible for graduation, an “Application to Graduate” form may be obtained, completed, and returned to the Admissions and Records office. Please see the Schedule of Classes for deadlines. If you do not comply with the deadlines for “Application to Graduate”, then your name cannot be submitted to the BRN to allow you to sit for the NCLEX exam, and work as an IP may be affected.

PINNING CEREMONY

The Pinning Ceremony traditionally occurs the last day of the semester. Graduates are encouraged to attend both pinning and commencement exercises.

COD nursing pins must be purchased at the COD bookstore. Pins must be claimed prior to the last day of the semester.

PINNING CEREMONY GUIDELINES

Purpose: The purpose of the pinning ceremony is to recognize nursing students’ successful completion of the requirements which qualify an individual to apply for licensure as a registered nurse. This is a College of the Desert Registered Nursing Program activity. It is a culminating experience for nursing students, their families and friends, nursing faculty, school personnel, and community members. The ceremony is in addition to commencement exercises held every May. Students are encouraged to attend both the pinning and commencement ceremonies.

Planning: Planning for the event is a class activity. It should begin at the start of the second semester. An initial planning meeting is to be scheduled no later than the fifth week of the second semester with the assigned faculty.

Class officers are responsible for coordinating all student activities and serving as a liaison between the class and the assigned faculty. The Director should be kept informed of all discussion and plans, either through formal meetings or written correspondence. Final approval is required from the Director of Nursing before proceeding with plans. The total ceremony time should not exceed 90 minutes from start to finish. The pinning ceremonies are usually held on the last day of finals week in the mid afternoon. Ceremonies are not held in the evening or on the weekend. The fall semester graduating class ceremony may be held at an off-campus location. Rental costs are
covered by donations to support the event. The spring semester graduating class ceremony is held at the McCallum Theatre. Class officers are responsible for coordinating the event with the facilities, communicating with other sections, keeping their classmates informed of any deadlines such as ordering pins or invitations, arranging for pictures and for sharing these guidelines with the class.

**Program Format:**

Processional ........................................Graduates march in  
Welcome..............................................Director of Nursing  
Introductions ........................................Dean  
Greeting................................................COD President  
Explanation of Ceremony .......................Student Nurse  
Appreciation of Support.........................Student Nurse  
Faculty Speaker.................................Chosen by program faculty  
Student Speakers...............................Chosen by student nurses  
Presentation of Pins.............................Faculty (chosen by program faculty)  
Lighting of Lamps.................................Faculty (chosen by program faculty)  
Nurse’s Pledge ......................................Faculty (chosen by program faculty)  
Passing of Lamp.................................Class Presidents N3 and N4  
Recessional .........................................Graduates march out

**Music:** Music is played during the proceessional and recessional. Students will choose from approved music selections.

**Speakers:** Speeches should not exceed 10 minutes.

**Video Presentation:** Effective August 2006, video presentations will not be shown at the pinning ceremony.

**Photographs:** Students may videotape the pinning ceremony or enlist the services of a photographer. A class picture is routine. The picture is taken by the end of the 13th week of the semester of graduation. All costs of the picture are the responsibility of the student.

**Invitations:** Invitations are ordered through the college bookstore. A list of required college and community invitees is available from the division Administrative Assistant. Cost of the invitations and mailing for required college and community invitees will be paid for the HS/ECE division. (Approximate cost $1.00 plus sales tax.)
Printed Programs: The HS/ECE division will be responsible for formatting and printing the pinning ceremony program. The program will follow a standard format.

Refreshment: There will be light refreshments after the pinning ceremony. Please note that alcohol is not allowed at the event.

Decorations: Simplicity with decorations is encouraged. Students are responsible for any cost and for putting up and taking down all decorations on the day of the pinning ceremony. The primary decoration for the event is the graduate. Attendees come to honor the graduate, not to be wowed by the decorations.

Candles: The division will provide the candle lamps to be used for the graduation ceremony. It is the responsibility of the class officers to ensure that all candle lamps are returned to the division office at the end of the ceremony.

Dress: Uniforms will be professional, white, and follow the division dress code. No high heels, open-toed or athletic shoes allowed. Skirts/dresses must be no shorter than 1 inch above the knee and no longer than mid-calf. Socks may not be worn with dresses. Stockings must be worn with dresses. It is a COD nursing program tradition for the female students to wear caps with a black strip. (Cost: approximately $15.00 each plus sales tax.) Hair will be contained and off the collar. Students who choose to dress inappropriately may not participate in the ceremony.

Pins: The act of pinning the graduate nurse symbolizes a commitment to the profession of nursing. Each school of nursing has a distinct and unique pin. The College of the Desert Associate Degree Registered Nursing pin is purchased at the college bookstore. Cost of the basic pin is approximately $50. It makes for a great graduation gift!

Fund-Raising: Fund-raising and/or solicitation of funds from the community is not allowed.

College Accounts: Each class may choose to open a college account and collect dues to cover pinning expenses (pins, caps, invitations, pictures, or decorations) or choose to have each individual student pay for their pinning expenses. Funds in college accounts are to be used only for pinning expenses and may not be used for post-pinning celebrations. Any remaining funds not used for the pinning ceremony can be distributed among the class or donated to the division for future pinning ceremony supplies. All funds must be cleared from the college account within 30 days of program completion.
STATE BOARD EXAMINATIONS

Graduates of the College of the Desert Associate Degree Nursing Program are eligible to apply for the NCLEX-RN Examination. Satisfactory completion of this examination and state licensure application approval results in Registered Nursing licensure.

Students are responsible for downloading applications for state board licensure and information regarding filing dates. There are fees for licensure application and examination registration. The student will be responsible for completing and mailing the application materials by the stated deadline. You may find it helpful to visit the State of California Board of Registered Nursing’s website at [http://www.rn.ca.gov/index](http://www.rn.ca.gov/index).

The student should be aware that when making application for licensure in the State of California, several personal data questions must be answered “Yes” or “No”. If any of the questions are answered “Yes”, full details must be furnished on a separate sheet (8 ½” x 11”) and attached to the application. The questions are:

Have you ever:

a) Applied for the RN examination while applying for a license in California?
b) Previously taken an RN examination in this state or another state / territory?
c) Been denied an RN or any other health-care related license in any state / territory?
d) Been licensed by examination as an RN in another state?
e) Been licensed as an LVN or any other health-care related licensed/certificate in California?
f) Had disciplinary proceedings against any license as an RN or any health-care related license including revocation, suspension, probation, voluntary surrender, or any other proceeding?
g) Been convicted of any offense other than minor traffic violations? Convictions must be reported even if they have been expunged under Penal Code Section 1203.4 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 convictions following a plea of *nolo contendre* (no contest), as well as pleas or verdicts of guilty. **YOU MUST INCLUDE MISDEMEANOR AS WELL AS FELONY CONVICTIONS.**

Completion of the nursing program and graduation from COD is not a guarantee of RN licensure. The State Board of Nursing grants licensure after approving the licensure application and upon the applicant’s completion of the licensing examination.
APPENDICES
APPENDIX A

CORE PERFORMANCE STANDARDS

In compliance with the Americans with Disabilities Act, students must be, with reasonable accommodation, physically and mentally capable of performing the essential functions of the program. The Core Performance Standards adopted by the Health Sciences/ECE Division include the following:

**Physical Demands - Must be able to:**

- be on your feet 6 - 12 hours at a time and perform activities that include reaching, balancing, carrying, pushing, pulling, stooping, bending and crouching;
- lift and transfer adults and children from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers;
- lift and adjust positions of bedridden patients, including pulling as much as 12 inches toward the head of the bed;
- physically apply up to ten pounds pressure to bleeding sites or to chest in the performance of CPR using hands, wrists and arms;
- maneuver in small spaces quickly and with ease;
- perform fine motor skills that require hand-eye coordination in the use of small instruments, equipment, and syringes; feel and compress tissues to assess for size, shape, texture, and temperature.

**Senses - Must be able to:**

- visually read calibrated scales in increments of one-hundredth of an inch in not more than a three inch space;
- perform close and distinct visual activities involving persons and paperwork;
- visually discriminate depth and color perception;
- identify and distinguish odors that are pungent, or the products of infection or metabolic imbalance (e.g., ketones);
- respond and react immediately to auditory instruction, requests, signals, and monitoring equipment;
- perform auditory assessments requiring the distinguishing of variances in sounds (e.g., tones and pitches)

**Attitudes/Aptitudes - Must be able to:**

- perform mathematical calculation for medication preparation and administration in a timely manner;
- communicate effectively in English, both orally and in writing, using appropriate grammar, vocabulary, and word usage as well as medical terminology;
- work and make competent/safe decisions in stressful environment
APPENDIX B

COLLEGE OF THE DESERT HEALTH SCIENCES/ECE DIVISION
BACKGROUND CHECK POLICY

Purpose:

Standard HR 1.20 of the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) requires hospitals to develop policies for staff, students and volunteers who provide care, treatment, and services. The hospital is required to verify qualifications which include, but are not limited to: certification, licensure or registration; education, experience and competency information on criminal background; and compliance with health screening requirements.

Health Sciences programs and/or courses which include experience in the care of patients in health care settings are subject to hospital policies and requirements. In addition to current requirements of a physical, TB skin test, and specific immunizations, a criminal background check is now a condition for student participation in the clinical portion of the registered nursing (RN) and vocational nursing (VN) courses.

Policy:

- RN and VN students are required to complete a background check prior to their first clinical rotation.
- The background check requirement is not a pre-requisite for application or acceptance to the RN or VN programs.
- The background check cost is assumed by the student. The cost is subject to change.
- Background check results with comments/findings will be shared with the Human Resources specialist at the student’s assigned hospital. Certain convictions may render a student ineligible to attend a particular clinical facility. Each hospital is responsible for determination of those offenses which prohibit a student from participating at their facility.
- The background check done as a requirement for program or course participation in clinical learning cannot be used for licensure purposes.
- Credit checks are not performed on students.
Background checks will include the following:

a. Social Security number trace
b. Sex offender database search
c. Felony/Misdemeanor Conviction Search (all names/counties)
d. DHHS/OIG Cumulative Sanction
e. GSA Excluded Party/Disbarment List search

Procedure:

1. Students make an appointment with their assigned clinical facility’s HR department. Some facilities require using a personal credit card to pay the required fee for processing.
2. The Director of the Nursing Program will be notified of the results.
3. A cleared background check is required for a student to attend clinical. The background check must be completed at least one week prior to the start of clinical.

Students will be notified only if a particular facility declines to accept the student for clinical placement.
APPENDIX C

Code of Ethics for Nurses
Adopted by ANA House of Delegates 2001

Whereas, the Code for Nurses was last revised in 1985; and
Whereas, ethics is an integral part of the foundation of nursing; and
Whereas, a code of ethics for nurses must be dynamic enough to maintain its relevance for nursing practice in a changing social context; and
Whereas, the relevant body of knowledge in ethics has expanded to include humanist and feminist perspectives, virtue ethics, and the ethics of care as well as ethical rules, principles and theories; and
Whereas, the draft Code has been revised based on extensive dialogue and broad input from nurses in diverse settings; and
Whereas, the draft Preface and interpretive Statements enrich the understanding of the core provisions of the Code.

Therefore, be it resolved that the ANA House of Delegates approves and adopts the following provisions as constituting the Code of Ethics for Nurses:

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

ABANDONMENT OF PATIENTS

Inquiries have been received by the Board of Registered Nursing (BRN) regarding which actions by a nurse constitute patient abandonment and thus may lead to discipline against a nurse’s license.

For patient abandonment to occur, the nurse must:

a) Have first accepted the patient assignment, thus establishing a nurse-patient relationship, and then

b) Severed that nurse-patient relationship without giving reasonable notice to the appropriate person (e.g., supervisor, patient) so that arrangements can be made for continuation of nursing care by others.

A nurse-patient relationship begins when responsibility for nursing care of a patient is accepted by the nurse. Failure to notify the employing agency that the nurse will not appear to work an assigned shift is not considered patient abandonment by the BRN, nor is refusal to accept an assignment considered patient abandonment. Once the nurse has accepted responsibility for nursing care of a patient, severing of the nurse-patient relationship without reasonable notice may lead to discipline of a nurse’s license.

RNAs must exercise critical judgement regarding their individual ability to provide safe patient care when declining or accepting requests to work overtime. A fatigued and/or sleep deprived RN may have a diminished ability to provide safe, effective patient care. Refusal to work additional hours or shifts would not be considered patient abandonment by the BRN.

The RN who follows the above BRN advisory statement will not be considered to have abandoned the patient for purposes of Board disciplinary action. However, it should be noted that the BRN has no jurisdiction over employment and contract issues.
APPENDIX E

IMPAIRED NURSING STUDENTS

GUIDELINES FOR SCHOOLS OF NURSING IN DEALING WITH THE MATTER OF NURSING STUDENTS IMPAIRED BY CHEMICAL DEPENDENCY AND EMOTIONAL ILLNESS.

In the matter of nursing students impaired by chemical dependency and emotional illness the California Board of Registered Nursing recognizes that:

a) these conditions are diseases and should be treated as such;

b) personal and health problems involving these diseases can affect student's academic and clinical performance and that the impaired nursing student may pose a danger to self and a grave danger to the patients in her or his care;

c) nursing students with these diseases can be helped to recover;

d) it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;

e) confidential handling of the diagnosis and treatment of these diseases is essential.

Therefore, the Board of Registered Nursing expects schools of nursing to have a policy for students who are impaired by these diseases and to offer appropriate assistance, either directly or by referral. Schools of nursing are asked to provide the policy and factual material to incoming students on drug or alcohol abuse and mental illness among nursing students.

Furthermore, the Board expects that schools of nursing will 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.

It is outside of the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary help for conditions that could, if left unattended, may prevent them from being licensed to practice nursing in the State of California.
APPENDIX F

STANDARDS OF COMPETENT PERFORMANCE

Excerpt From California Code of Regulations
Title 16 - Chapter 14

1443.5. STANDARDS OF COMPETENT PERFORMANCE

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

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

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

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

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

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

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

Authority Cited: Business and Professions Code, Section 2715. Reference: Business and Professions Code, Section 2725 and 2761 (effective 7/17/85).
APPENDIX G

STUDENT WORKERS

A student nurse worker may not perform nursing functions beyond the level of a nursing assistant unless enrolled in a BRN approved student-worker course developed through collaboration of a Board approved nursing program and the health care facility employing the student.

In order to determine which functions such student workers and other nursing assistants may perform, first consider the following definition from the Nursing Practice Act:

The practice of nursing means those functions, including basic health care, which

(1) help people cope with difficulties in daily living,

(2) are associated with their actual or potential health or illness problems or the treatment thereof,

(3) require a substantial amount of scientific knowledge or technical skill.

As a general operating principle, basic health care functions which possess the first two characteristics may be performed by nursing assistants; functions which possess the third characteristic may not be performed by nursing assistants.

A few examples of functions possessing the third characteristic, i.e., require a substantial amount of scientific knowledge or technical skill, are nasogastric and gastrostomy feedings, tracheostomy care, catheterization, regulation of intravenous infusions and administration of drugs.

Although the mechanics of performing such procedures may be taught quite easily, the ability to assess the patient before and throughout the procedure and to respond appropriately to the patient's reactions derives from additional substantial scientific knowledge and technical skill, and for these reasons are excluded from the practice of unlicensed nurses.

The Attorney General, recently asked if certified nursing assistants can lawfully perform nasogastric or gastrostomy feeding, concluded that they may not. This conclusion was based on a review of the steps for performing the procedures and consideration of the potential for complications, such as the introduction of fluid into the patient's lungs with consequent patient harm. Nursing management may use this same process to make a determination regarding the suitability of assigning a function to a non-nurse.

Nursing management should be aware that the BRN

- holds nursing management responsible for making nursing assignments in accord with the Nursing Practice Act;
- investigates all reports/complaints of unlicensed nursing activity; and
- when evidence supports charges that a registered nurse has assigned a nursing assistant to perform registered nursing functions, takes appropriate disciplinary action against the responsible registered nurse.
UNLICENSED ASSISTIVE PERSONNEL

The Board of Registered Nursing (BRN) has as its primary focus consumer protection. With increasing frequency, the BRN has been asked to render decision about how the practice of unlicensed assistive personnel relates to registered nursing practice. These unlicensed personnel often assume responsibilities which have historically and legally been within the scope of practice of licensed nurses. Recent examples of expanded activities by unlicensed care givers include regulation changes related to medical assistants and individuals providing in home supportive services for clients on Medi-Cal.

The growth of the use of unlicensed health care providers is a trend in our society. Managed care and other models of care delivery systems have brought forward the “universal care giver” model, which has unlicensed individuals performing functions which heretofore required a license. Many people, especially the elderly, are finding it desirable to seek non-traditional unlicensed health care services in settings such as assisted living, adult day care, and home care. Many of these settings, based on a social model of care and service, provide an improved quality of life over the traditional institutional nursing care setting.

The purpose of this document is to establish guidelines registered nurses (RNs) can use when called upon to make decisions about assigning to and supervision of unlicensed assistive personnel. Unlicensed health care givers should be utilized only to be assistive to licensed nursing personnel.

Legal Scope of Nursing Practice

The Nursing Practice Act defines the practice of registered nursing (Section 2725(a)) as "those functions, including basic health care, which help people cope with difficulties in daily living which are associated with their actual or potential health or illness problems or the treatment thereof which require a substantial amount of scientific knowledge or technical skill." It is the RN's responsibility to use this knowledge and skill in the implementation of the nursing process: to make a comprehensive assessment (including physiological and psychosocial factors) of the nursing needs of the client; to make a nursing diagnosis, and to develop, implement, and evaluate the plan of care for the client.

The RN's legal responsibility for using the nursing process is delineated in Section 1443.5 of the California Code of Regulations. These Standards of Competent Performance require the RN to directly observe/assess the patient, stating in 1443.5(1) that the RN "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."

The following aspects of the nursing process shall be performed only by registered nurses:

1) performance of a comprehensive assessment;
2) validation of the assessment data;
3) formulation of the nursing diagnosis for the individual client;
4) identification of goals derived from nursing diagnosis;
5) determination of the nursing plan of care, including appropriate nursing interventions derived from the nursing diagnosis; and
6) evaluation of the effectiveness of the nursing care provided.
Unlicensed Assistive Personnel Defined

The term "unlicensed assistive personnel" refers to those health care workers who are not licensed to perform nursing tasks; it also refers to those health care workers who may be trained and certified, but are not licensed. Examples of unlicensed assistive personnel include (but are not limited to) certified nursing assistants, home health aides, and patient care technicians. The term "unlicensed assistive personnel" does not include members of the client's immediate family, guardians, or friends; these individuals may perform nursing care without specific authority from a licensed nurse [as established in Section 2727(a) of the Nursing Practice Act].

Effective Clinical Supervision

The ability of the RN to assess real or potential harm to the client regarding patient care procedures is seen as integral to determining which tasks may be performed by unlicensed assistive personnel. Section 1443.5(4) speaks to the RN's ability to "effectively supervise" other health care personnel. Such effective clinical supervision must take into account patient safety, the competency of the unlicensed care giver to perform the task, the number and acuity of patients, the number and complexity of tasks, and the number of staff which the direct care RN is clinically supervising. Staffing patterns must allow the direct care RN to independently make decision regarding assignment of tasks for a client, based upon the direct care RN's nursing judgment. Policies and procedures within each institution will reflect the above factors in determining the number of care givers an RN will be supervising at any one time.

Clients/Patients For Whom Tasks May and May Not Be Assigned

Tasks may be assigned to unlicensed assistive personnel if the client/patient is not medically fragile and performance of the task does not pose potential harm to the patient. This would include clients/patients with chronic problems who are in stable conditions. Tasks may not be assigned when the patient is medically fragile. Medically fragile is defined as a patient whose condition can no longer be classified as chronic or stable and for whom performance of the assigned task could not be termed routine. Medically fragile includes those patients who are experiencing an acute phase of illness, or are in an unstable state that would require ongoing assessment by an RN. When clients/patients with a chronic problem experience an acute illness routine tasks associated with on-going chronic problems may be assigned to unlicensed assistive personnel, if the task does not pose potential harm to the patient. In this situation, tasks associated with the acute illness may not be assigned to unlicensed assistive personnel.

Assignment of Tasks

Tasks which require a substantial amount of scientific knowledge and technical skill may not be assigned to unlicensed assistive personnel. Examples of restricted tasks requiring a substantial amount of scientific knowledge or technical skill include, but are not limited to: pre-procedure assessment and post-procedure evaluation of the patient; handling of invasive lines, sterile technique or procedure on a patient; parenteral medications or lines; nursing process including patient assessment, monitoring or evaluating; triaging of patients; patient education.

RNs may continue to assign to unlicensed assistive personnel those activities which unlicensed assistive personnel have traditionally performed in the delivery of patient care. These activities of daily living include basic health and hygiene tasks such as those a certified nursing assistant or home health aid is trained to perform. (Examples include but are not limited to: bathing, feeding, ambulating, vital signs, weight, assistance with elimination, maintaining a safe environment.)

Tasks which are judged by the direct care RN to not require the professional judgment of an RN may be assigned. Such assigned tasks shall meet all the following conditions:

a) be considered routine care for this patient;
b) pose little potential hazard for the patient;
c) involve little or no modification from one client-care situation to another;
d) be performed with a predictable outcome;
e) not inherently involve ongoing assessments, interpretations, or decision-making which could not be logically separated from the procedure itself.

Examples of tasks which may be assigned include, but are not limited to: clean catheterization technique; simple dressing changes (i.e., clean technique where wound assessment is performed by a licensed nurse and where no wound debridement or packing is involved); suction of chronic tracheotomies (i.e., using clean technique); gastrostomy feedings in established, wound-healed gastrostomies.

Unlicensed assistive personnel may not reassign an assigned task. To reiterate, it is the direct care RN who ultimately decides the appropriateness of assignment of tasks. The registered nurse must be knowledgeable regarding the unlicensed assistive personnel’s education and training, and must have opportunity to periodically verify the individual’s ability to perform the specific tasks.

The activities of individuals such as OR technicians (who function under to supervision of the circulating RN), central supply workers, and medical assistants (who function under the direct supervision of the physician) are excluded from this policy.
APPENDIX I

COLLEGE OF THE DESERT
HEALTH SCIENCES DIVISION

Theory Performance Improvement Plan (PIP)

Name: ___________________________ COD ID#: ___________ Course: ___________ Date: ___________

Nature of concern/principle violated:

_____ Knowledge Deficit  _____ Time Management  _____ Interpersonal Concern  _____ Attendance

_____ Professional Behavior  _____ Safety

Specifics of area of concern:

_____ Current theory average is ______. A cumulative percentage of 75% is required to pass the course and to
continue in the Associate Degree Registered Nursing Program.

_____ Other: Explain

Plan

Remediation Plan, including date of completion: ___________________________ Date: ___________________________

Required:

• Complete attached Student Success Plan
• Meet with course instructor(s)
• Meet with Nursing Counselor. (call 773-7380 to make an appointment)
• Complete all required readings, audio-visual offerings, etc.

Options:

_____ Employ better time management methods
_____ Reduce work hours
_____ Go on-line for more learning activities from textbook
_____ Engage in Self-Care Activities
_____ Make Flash Cards
_____ Other: explain

_____ Join a study group
_____ Do exercises on CD in textbook
_____ Be assessed by DSPS
_____ Develop Concept Maps
_____ Practice taking N-CLEX test questions

Student’s Success Plan:

By signing below, I agree to implement this PIP and abide by the plan of remediation by the above date. I
understand that failure to successfully meet the stipulations of this PIP may result in failure of this nursing course and
inability to progress in the nursing program.

Student’s Signature: ___________________________ Date: ___________________________

Initiating Faculty Member’s Signature: ___________________________ Date: ___________________________

Follow-up Conference Date: ___________________________

Were the above plans implemented successfully?  Yes _________  No _________

If NO, what are future plans?

CC: White: Student File; Pink: Student After Follow-Up Conference Completed; Canary: Student After Initial Meeting
COLLEGE OF THE DESERT
HEALTH SCIENCES DIVISION

Student Success Plan

Name: __________________________ Course: ________ Date: ________

Current Theory Score: _________ Exam #: ______

Please evaluate your test taking by completing this Personal Test Analysis:

1. I didn’t know the answer for _________ questions.
2. The reason I answered certain questions wrong was?

3. I missed a key word in the question? Yes / No
4. I changed my answer from right to wrong? Yes / No If yes, ___ times?
5. I didn’t understand what the question was asking? Yes / No
6. I chose an answer without reading all of the choices? Yes / No
7. Some other reason for missing a question?

8. Describe any pattern you have discovered about your test taking.

Please identify factors that may have contributed to your grade on this exam:

1. Illness
2. Not enough study time
3. Work schedule
4. Family or personal issues
5. Study skills
6. Financial issues
7. Other

Please identify college support services you are currently taking advantage of:

1. Financial aide
2. Nursing Counselor
3. Scholarships
4. Disabled Student Services
5. Computer lab and skills lab
6. Other

Please identify your plan for future success: (use back of page if necessary)

Bring this completed form with you when you meet with your instructor(s) on ________________

Colored Sheets: White: Student File. Pink: Student After Follow Up Conference Completed. Canary: Student After Initial Meeting
COLLEGE OF THE DESERT
HEALTH SCIENCES DIVISION

Clinical Incident Report

Name: ___________________________ Course: ______________ Date: ______________

Nature of concern/principle violated:

____ Medication Issue       ____ Time Management       ____ Knowledge Deficit       ____ Attendance
____ Interpersonal Concern   ____ Documentation       ____ Skill Performance       ____ Safety
____ Professional Behavior   ____ Application of Theory to Practice ____ Communication

Specifics of concern:

Supporting Documentation:
College Catalog, Nursing Student Handbook, Course Syllabus

Is Remediation Recommended?   Yes    No (if yes, complete the following Performance Improvement Plan)

If "No", describe the consequences of this incident:

Student’s Signature       Date       Faculty Signature       Date       Faculty Signature       Date

Performance Improvement Plan

Plan, including date of completion: ______________ Date ______________

• ______ Complete Nursing Lab Referral Sheet
• ______ Complete Identified Computer Programs
• ______ Complete Assigned Research Project
• ______ Complete attached Student Clinical Success Plan
• ______ Other: Explain

By signing below, I agree to implement this PIP and abide by the plan of remediation by the above date. I understand that failure to successfully meet the stipulations of this PIP may result in failure of this nursing course and inability to progress in the nursing program.

Student’s Signature       Date       Faculty Signature       Date       Faculty Signature       Date

Follow-up Conference Date: __________________

Were the above plans implemented successfully?   Yes _______ No _______

If NO, what are future plans?

CC: White: Student File; Pink: Student After Follow Up Conference Completed; Canary: Student After Initial Meeting

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COLLEGE OF THE DESERT
HEALTH SCIENCES DIVISION

Student Clinical Success Plan

Name: __________________________ Course: _______ Date: __________

Please evaluate why you believe you are having this difficulty:

9. _____ Lack of preparation
10. _____ Not enough time
11. _____ Communication issue
12. _____ Insufficient practice of a clinical skill.
13. _____ Problems with prioritization.
14. Describe any pattern you have discovered about your clinical experience.

Please identify factors that may have contributed to your clinical performance:

8. _____ Illness
9. _____ Work schedule
10. _____ Family or personal issues
11. _____ Study skills
12. _____ Financial issues
13. _____ Other

Please identify college support services you are currently taking advantage of:

7. _____ Financial aid
8. _____ Nursing Counselor
9. _____ Scholarships
10. _____ Disabled Student Services
11. _____ Computer lab and skills lab
12. _____ Other

Please identify your plan for future success: (use back of page if necessary)

Bring this completed form with you when you meet with your instructor(s) on ________

CC: White: Student File; Pink: Student After Follow Up Conference Completed; Canary: Student After Initial Meeting
# APPENDIX J

## COD Nursing Lab Referral Request

<table>
<thead>
<tr>
<th>Date:</th>
<th>Date Due:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Skill</td>
</tr>
<tr>
<td>Student:</td>
<td>Semester:</td>
</tr>
</tbody>
</table>

### Reason for referral:

- 
- 
- 
- 

### Objectives to be met:

<table>
<thead>
<tr>
<th>1.</th>
<th>Date Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

### Comments

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Instructor Signature: _________________________

Student Signature: _________________________

Lab Instructor Signature: _______________________
APPENDIX K

COLLEGE OF THE DESERT
HEALTH SCIENCES

CONFIDENTIALITY OF INFORMATION

I understand and fully acknowledge the high degree of importance for exercising discretion and confidentiality regarding all information to which I am exposed as a result of being affiliated with College of the Desert and its clinical sites.

In the regular course of my studies, I recognize that I have access to patient information, either personal, medical or otherwise. I also am fully cognizant that I am strictly forbidden to discuss, transmit, or narrate such confidential information in any form, except in the routine conduct of my specified job as a student in the Health Sciences Program.

In the regular course of my studies, I also recognize that I have access to medical records, computer software and related documentation, financial records, methods of operation and other information or documentation which constitutes or contains confidential or proprietary information. I also am fully aware that I cannot share or discuss with anyone such confidential or proprietary information, unless specifically asked to do so by my instructor, either during or after my course of study.

I have discussed with my instructor and fully acknowledge the high degree of importance for exercising, at all times, discretion and confidentiality regarding all information to which I am exposed as a result of being affiliated with the clinical sites during my enrollment in the Health Sciences Program.

I understand that failure to adhere to the above will constitute just cause for disciplinary action to include possible termination, without prior notice, from College of the Desert.

_______________________________________________
Print Full Name

SEMESTER 1: ______________________________________ __________________________
Signature Date

SEMESTER 2: ______________________________________ __________________________
Signature Date

SEMESTER 3: ______________________________________ __________________________
Signature Date

SEMESTER 4: ______________________________________ __________________________
Signature Date
APPENDIX L

COLLEGE OF THE DESERT - HEALTH SCIENCES/ECE DIVISION

REQUEST FOR CONTINUATION

SUBMISSION DEADLINES:
If you have been out of the program for one semester or more, your continuation request must be submitted between XX/XX/10 and no later than 5:00 p.m. May XX/XX/10. No exceptions will be made for late requests.
If you were a student during the current semester, your continuation request must be received by 5:00 p.m. May XX, 2010 and a completed Exit Interview in your student file.

All five items below must be answered in full (type or print clearly)

1. I respectfully request consideration for continuation in the Registered Nursing Program (RN) into: (check one course) □ N001 □ N002 □ N003A □ N004A

2. For the: (check one semester) □ Fall □ Spring of ____________ (year).

3. The last semester I participated in Nursing coursework at COD was:
   a) (check one semester) □ Fall □ Spring of ____________ (year) in the following class:
   b) (check one course) □ N001 □ N002 □ N003A □ N004A
   c) I have completed an Exit Interview: □ Yes □ No If yes, date completed ____________

4. I have previously applied for continuation: □ Yes □ No

5. If yes, when? (check one) □ Fall □ Spring semester of ____________ (year).

Name: ___________________________ Student ID #: ___________________________
Address: ___________________________
Phone: ___________________________
Email: ___________________________

I understand that continuation is subject to available space and randomized selection. I also understand that the prioritization of the continuation request is explained/defined in the Registered Nursing Program Student Handbook and a link to the most current policy is available on the College of the Desert website on the Registered Nursing Program page.

Signature: ___________________________ Date: ___________________________

Continuation Requests must be either hand-delivered or mailed to the nursing office and received by 5:00 p.m. on the appropriate deadline date. Faxed and emailed continuation requests will not be accepted. Students without processed continuation applications on file will not be considered.

It is suggested you keep a copy of this Continuation Request for your records.

FOR OFFICE USE ONLY
Name: ___________________________ Eligible for consideration □ Yes □ No If ineligible, reason: ___________________________
Semester requested: 1st 2nd 3rd 4th Priority: ___________________________ RANDOM SELECTION #: ___________________________
APPENDIX M

College of the Desert Health Sciences Programs

Student Exit Questionnaire

Currently under revision.
Please complete an Exit Interview if leaving the program.
APPENDIX N

Protocol for Injury/Pathogen Exposure for Students or Faculty

The following is the protocol for students or faculty who experience a needle-stick, mucous membrane exposure, or other method of blood-borne contamination.

1. In the Acute Care Setting:
   - Provide emergency treatment per facility protocol
   - Report to the Emergency Department of the hospital
   - Notify employee health department of the hospital
   - Call the COD Human Resources at (760) 773-2529 to report the exposure
   - Notify the Director of the COD Nursing Program
   - Complete Incident report for COD
   - Complete Incident report for the hospital
   - Visit HR within 24 hours to fill out paperwork

2. In the non-acute care setting, off campus (LTC….):
   - Provide emergency treatment per facility protocol
   - Call the COD Human Resources at (760) 773-2529 to report the exposure
   - Notify the Director of the COD Nursing Program
   - Proceed directly to the nearest Eisenhower Immediate Care Center in La Quinta or Cathedral City
   - Complete Incident report for COD
   - Complete Incident report for the facility
   - Follow up care is provided by the same Eisenhower Immediate Care Centers

3. On Campus (skills lab):
   A. Minor Injury (broken skin, bruise, needle-stick from practice syringe)
      - Injury reported to the instructor
      - First aide is performed as needed
      - Instructor notifies H.R.
      - Student reports to School Nurse at the Health Services Office
      - Inform nursing office via an incident report
      ***If after hours, and the Health Service Office is closed, call Security @ 2111 and send the injured to Eisenhower Immediate Care Center.

   B. Serious Injury requiring 911
      - Provide first aide and manage crowds
      - Call 911
      - Call the school Nurse (7211 or mobile # 8-413-1278)
      - Call security (2111)
      - Notify the front office for the Director
      - Complete the incident Report
      - Notify COD Human Resources within 24 hours
      ***Injured must be seen by an Eisenhower Immediate Care or EMC ER only for payment purposes or ALL expenses will be out of pocket.

Please note: Students must be seen at one of these Eisenhower Immediate Care Centers:

- 78-822 HWY 111, La Quinta, CA 92253
  (760)777-7701
- 67-780 E. Palm Canyon Dr., Cathedral City, CA 92234
  (760)328-5679
APPENDIX O

INCIDENT REPORT

INCIDENT REPORT NUMBER (ASSIGNED BY SECURITY): ________________

DATE OF INCIDENT: ________________

TIME OF INCIDENT: ________________

TYPE OF INCIDENT: ________________

LOCATION OF INCIDENT: ________________

Describe in detail the nature of the incident. If additional space is required, please use an additional sheet of paper.

Name and Title of Person Preparing Report | Full Signature | Date

AFTER COMPLETING FORM PLEASE ROUTE AS FOLLOWS:
WHITE: SECURITY OFFICE
CANARY: DIVISION DEAN
PINK: FACULTY COPY
HR019July 2004
APPENDIX P

PERSONAL INFORMATION
UPDATE FORM

Use this form to submit a change in your name, home address, phone number, email address and emergency contact. You do not need to fill out every section of this form if it’s not relevant to your change.

Please return this Personal Information Update Form to the Barker Nursing Complex office.

Please remember to update your yellow or blue personal information card in the BNC office, and inform Admissions & Records of any changes as well.

Please print information on this form:

<table>
<thead>
<tr>
<th>Name Change</th>
<th>Previous Last Name</th>
<th>First Name</th>
<th>New Last Name</th>
<th>First Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address Change</td>
<td>New Home Address</td>
<td>New Mailing Address (if different from home address)</td>
<td>Address</td>
<td>Address</td>
</tr>
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<td></td>
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<td>Email Address Change</td>
<td>Primary email address</td>
<td>Secondary email address</td>
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<tr>
<td>Emergency Contacts</td>
<td>Primary Emergency Contact</td>
<td>Last Name</td>
<td>First Name</td>
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<td></td>
<td>Relationship to Student</td>
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<td>Same Address/Phone as Student</td>
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<td>Phone Number</td>
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</tbody>
</table>

Signature_________________________________________________   Date_______________________

73
STUDENT: YOU ARE REQUIRED TO HAVE A SIGNED COPY OF THIS FORM RETURNED TO YOUR INSTRUCTOR BY THE DEADLINE NOTED AT THE BOTTOM.

MAKE A COPY FOR YOUR PERSONAL FILES.

I have read and understand the FALL 2011 College of the Desert Nursing Program Handbook, current as of 01/03/11. I am aware of the changes made in the following areas:

- Background checks
- Physical examinations
- Drug screening
- Professional conduct
- Plagiarism
- Performance Improvement Plans

I agree to abide by the stated policies and procedures of the program.

_______________________________________
Date

_______________________________________
Signature

_______________________________________
Print Name

Please complete and sign this form and return it to your primary theory instructor at:

College of the Desert
Health Sciences/ECE/PE/Athletics
43-500 Monterey Avenue
Palm Desert, CA  92260

no later than September 16, 2011.