



GAVILAN COLLEGE

NURSING FACULTY HANDBOOK

2024-2025

Leadership for the LVN & RN Programs

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PREFACE

Gavilan College Nursing Program Welcomes You

This handbook has been prepared to assist you in becoming part of the LVN and/or RN faculty at Gavilan College. The purpose of the Gavilan Nursing Faculty Handbook is to acquaint you with the policies and procedures that pertain to the nursing program. The information in this handbook will assist you to function effectively in your job here at Gavilan College. We hope you will find the information contained in this handbook useful to you.

We are pleased that you have chosen to work with us at Gavilan College. Please do not hesitate to ask questions and seek our assistance.

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I. Overview

Orientation of new faculty is an essential ingredient to any successful program. We are committed to providing you with an orientation that will help you integrate into your new role. Integration into the role of a new faculty member demands the support of your colleagues along with the necessary information and tools you will need to assist you along the way. This handbook is one tool that will prove essential during your orientation process.

Orientation Process

The New Faculty Orientation Program is designed to introduce you to the mission, goals, and culture of Gavilan College, the Allied Health Division, and the Registered Nursing Program. Beginning before the start of your first semester, the orientation program will provide support throughout your first year as a new faculty member.

You will begin orientation by first attending the Gavilan College New Employee Orientation located in the Human Resources (HR) Offices. A representative from the office will contact you to schedule an orientation date. During this orientation, you will be presented with general employee information regarding HR policies and benefits; campus safety and security; risk management; payroll and information technology.

II. General Information- Getting Started

The information below will assist you in getting started as a new faculty at Gavilan College:

The Registered Nursing Program is located in the Health Occupations Building (HOB). See campus map in Appendices or online at:

https://www.gavilan.edu/about/maps/main_map.php

1. Set up your MyGav Account:

Once Human Resources have issued you a G#, you must set up your MyGav account. Go to mygav.com and click on "Get your Gavilan ID and P.I.N. to access the myGav Portal and SSB" to retrieve your P.I.N. number.

2. Campus Email Accounts:

Instructions for accessing your gavilan.edu email are on your MyGav Portal under "Gavilan Webmail". All email communication with students and official correspondence must take place using faculty and student Gavilan email accounts.

How to use/access Gavilan email

Please use the instructions below to access your account with your temporary password.

You will need the following information to retrieve your account:

- Your email address (i.e. jdoe@gavilan.edu)
- Your PIN (i.e. 6 digit code that gives access to "MyGav")

To access your account:

- Go to this URL: <https://webmail.gavilan.edu/>
- User Name is your email address (i.e. jdoe@gavilan.edu from above)
- Password is "G@v" plus your PIN

Example: if your PIN is 123456 then your temporary password is G@v123456

- You will be required to change your password during the first week of classes; the system will prompt you to choose a new secure password

Help is available online at <http://www.gavilan.edu/training/>

To resolve email problems, please contact the MIS Department at help@gavilan.edu and/or the Allied Health Department Instructional Program Specialist, Eva Daley at (408) 848-4883.

3. Parking Permits:

Faculty parking permits are distributed at Professional Development Day which is Friday before classes start. If you are unable to get your parking permit then, you may get it at the business office.

4. Computer and Workspace

Full-time faculty members are provided with their own workspace, a desk, and a computer. Part-time faculty may use the computer in the faculty workroom or in the Part-time office which is in AH104.

5. (Real) Mailboxes:

Nursing faculty members typically have two "mailboxes":

- 1) a box at the Administration Building
- 2) a mailbox in the workroom in the Health Occupations Building (HOB).

Note: The Instructional Program Specialist usually retrieves mail from the Administration Building and places it in your mailbox in the HOB workroom.

6. Supplies:

Office supplies will be provided for you.

7. Textbooks:

The Director of the Allied Health Department will work with the Lead Instructors to order from the publisher the appropriate nursing textbooks for the courses you are assigned to teach.

8. Telephone: Set up your voicemail and phone preferences. To dial someone at the Gilroy campus, you may reach them by dialing the last 4 digits of the phone

number. To call the Hollister/Morgan Hill campus or to call out, dial 8 + 1 + area code + phone number.

To resolve phone problems, please contact the M.I.S. Department and/or the Allied Health Department Instructional Program Specialist, Eva Daley at (408) 848-4883 or edaley@gavilan.edu.

9. Access to Computers and Printers: Contact ext. 4949 or x4989 to set up your faculty account and printing.

10. Keys: Allied Health Department Instructional Program Specialist, Eva Daley will provide you keys to your office, classrooms and nursing skills lab.

11. For other Information, including the Gavilan Faculty Handbook, Human Resources Forms, Payroll Forms, etc. log-in to your MyGav account and browse the "Employee Information" section.

12. Timesheets:

Adjunct timesheets are due at the end of each month. Full time instructors must have pre-authorized approval for any overtime submitted.

13. Mileage Reimbursement: Mileage reimbursement forms are due at the end of each month for mileage to clinical agencies. There is a set mileage to each clinical facility that is posted on the wall in the department office. The Allied Health Instructional Program Specialist Eva Daley can assist you in completing this form.

14. Absences:

Instructors are responsible for reporting any anticipated absence or tardiness to the Allied Health Director, the Dean or the Allied Instructional Program Specialist Isela Garcia as early as possible. The Allied Health Instructional Program Specialist will notify students of the absence or tardiness of an instructor whenever possible, and will process the absence.

If absent at an assigned clinical facility, discuss arrangements with your Lead Instructor or the Allied Health Director, and the clinical unit supervisor as soon as possible before the start of the shift

15. Gavilan Photo ID cards for the Allied Health Faculty:

Department ID cards can be obtained from Elaine Arballo (EArballo@gavilan.edu) in HOB 104 prior to or at the beginning of the semester.

16. Dress Code: On campus classroom lecture attire is business casual. On campus lab/skills is business casual with lab coat. Scrubs and a lab coat with name tag are worn during clinicals.

17. Peer Mentor:

The Director of Allied Health will assign you a peer mentor who will follow you through the full-time faculty tenure process and be your advocate and "go to"

person as you begin teaching at Gavilan College. You will meet formally with your peer mentor multiple times in the first semester of teaching (usually Fall Semester). Your peer mentor will also observe you teaching during the designated semester.

18. Electronic Course Management System:

CANVAS is the "official" Gavilan College electronic course management system. All courses have a CANVAS shell, which if the instructor wishes can be used for recording grades, posting lecture notes, documents, etc. Access Canvas through MyGav Portal.

19. Evolve/Elsevier Faculty and Student Resources

Evolve, an Elsevier website has many faculty (test banks, teaching plans, powerpoint lecture slides, electronic images) and student resources (practice questions, learning activities). <https://evolve.elsevier.com/cs/store?role=faculty> Faculty can assist you in learning how to access these resources and incorporate them into your teaching.

20. Admissions and Records

Banner: Electronic system for class schedules, sections, rosters, and grading:

Refer to the Semester Welcome Newsletter from Admissions and Records for information regarding:

- Rosters
- Add codes
- First Census/
- Grade submission
- Drops
- Student Attendance

III. GAVILAN COLLEGE INFORMATION

Gavilan College is one of 113 California Community Colleges, a part of the largest system of higher education in the world. At Gavilan College students can prepare to transfer to a university, get training in a skilled career, build academic skills, or attain needed classes for career advancement. As a relatively small community college, Gavilan offers a community-oriented and personalized experience with high educational quality and access to technology.

Gavilan College was originally established in 1919 as San Benito County Junior College. It operated under this title until 1963, when a new community college district was drawn that included both San Benito and southern Santa Clara Counties. Successful passage of a local bond in 1966 provided the needed funds to construct the present campus at Santa Teresa Boulevard in Gilroy.

The Gavilan Joint Community College District is comprised of 2,700 square miles encompassing southern Santa Clara and most of San Benito County. In 1997, instructional sites were added in Hollister and Morgan Hill to augment offerings on the main campus. With the passage of the Measure E facilities bond in 2004, Gavilan College upgraded the Gilroy campus, and purchased land for permanent locations in Coyote Valley and San Benito County. In addition to upgrades in infrastructure, technology, and instructional space, Measure E provided for the development of a new Aviation Maintenance Technology instructional site San Martin, and phase I development of the Coyote Valley Center.

The Measure X Bond passed in 2018 will provide for Phase I development of the San Benito County campus, a new library and performing arts complex on the Gilroy campus, and other upgrades to meet the needs of students in the future.

Facilities

Gavilan College has a main campus in Gilroy on 170 acres that includes a golf course, swimming pool and athletic fields, and 26 instructional and student services buildings. The main parking lots feature solar panels and include electric car charging stations.

There are four additional instructional sites: the Hollister and Morgan Hill satellite sites offer classes and limited student services in the downtown

cores of Hollister and Morgan Hill. The San Martin Aviation Maintenance Technology site at the San Martin Airport is home to the Aviation Maintenance Technology program. The Coyote Valley Center is home to the South Bay Public Service Academies including police and fire training, as well as the Gavilan College Community Education department.

Accreditation

Gavilan College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC).

Mission

Gavilan College actively engages, empowers and enriches students of all backgrounds and abilities to build their full academic, social, and economic potential.

Principles of Community

As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect.

The Principles of Community provide the foundation which creates this environment. The expectation is that we maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism, nurture and equity.

Gavilan College aspires to be

Diverse: We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community. We engage in socially and culturally relevant practices and foster caring relationships.

Purposeful: We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning. We are committed to embracing collaboration, effective communication, and the development of strong working relationships throughout the campus.

Inclusive: We believe in all voices being heard. This requires outreach and purposeful inclusion of all groups. We believe the free exchange of ideas demands mutual respect, trust and consideration of our differences.

Equitable: We are committed to working towards an environment where all students are achieving their goals and have access to equitable resources and opportunities. We are committed to respect for individual dignity and equitable access to resources, recognition and security.

These **Principles of Community**, reflected in Board Policy 2715, guide the institution's actions. They provide guidelines to follow and are to be considered a living document. Adherence to the Principles of Community is the professional responsibility of all staff. The strength of these principles lies not in their enforcement, but in our ability to create a shared set of values that inform and guide our community's daily practice. Ultimately, Gavilan College is dedicated to fulfilling its mission with compassion, caring and understanding, while respecting all individuals. The Principles of Community are evaluated and revised on a four-year cycle as appointed as a Task Force by the President's Council.

Visionary Educational Values and Goals

Values:

- An imaginative and nurturing community of learners, fostered through rigorous scholarship, creativity, and personal and professional development.
- A college environment and social climate characterized by inclusiveness and mutual respect for all of our students, staff, and community.
- Excellence in and promotion of comprehensive programs, services, and activities.
- Partnerships that support the educational, economic and social development of the college and the communities we serve.

Goals:

- To be known for educational excellence
- To demonstrate involved and responsive community leadership
- To increase our accessibility
- To encourage innovative instruction
- To lead in the application of appropriate educational technology
- To promote a harmonious learning and working environment

Philosophy

Gavilan College is committed to educational excellence. The college aspires to be an exemplary, student-centered community college through leadership, planning, and a commitment to ongoing improvement. Its services and programs are designed to instill the values of critical thinking, life-long learning, cultural understanding, and community service. Gavilan's quality of service to students is closely bound to the quality of the college staff.

Gavilan College strives to accomplish its mission with creativity and innovation and with a proactive, accessible and sensitive presence in the diverse communities it serves. The college is dedicated to fulfill its mission with compassion, caring and understanding and holds, in high regard, the respect and worth of all individuals.

Purpose

Gavilan College offers a wide range of services, including programs of community education, study in the liberal arts and sciences, and study in the pre-professional, business, vocational, and technical fields. To support student success, we offer services that strengthen and augment the learning environment. Courses and programs of study are offered days, evenings, weekends, and online. All offerings are designed to assist students in meeting their educational and life goals.

Gavilan College Faculty Handbook

Faculty at Gavilan College can refer to the Faculty Handbook at <http://www.gavilan.edu/staff/info/index.php>, for other useful information pertaining to teaching at Gavilan.

Gavilan College

Registered Nursing Program

Purpose of the Program

Gavilan College offers an Associate of Science Degree in Registered Nursing with classes admitted every year (fall semester).

Upon successful completion of the registered nursing program, the graduate will be:

1. Awarded a Certificate of Completion - Registered Nursing
2. Awarded an Associate of Science Degree- Registered Nursing
Note: Students completing the 30-unit option will not be awarded an AS Degree.
3. Eligible to apply for the National Council Licensure Examination – RN for licensure as a registered nurse

Program Outcomes

Upon successful completion of this program, students will be able to:

- Take and pass the licensure exam.
- Function within the scope of practice of the registered nurse as outlined by the California Board of Registered Nursing.
- Practice within professional and legal standards, ethical principles and demonstrate sensitivity to the cultural differences of clients.
- Apply principles of oral, written and verbal communication to convey relevant, accurate and complete information.
- Demonstrate an ability to practice safely.
- Apply the nursing process by assessing, planning, implementing and evaluating nursing care and teaching the maintenance of health and prevention of disease.

PHILOSOPHY

Institution

The nursing faculty concurs with the Gavilan Community College statements of philosophy and purposes and its dedication to the nurturance of the free and rational mind. This dedication commits the college to offer opportunities to every student to develop his or her unique potential. Gavilan Community College is committed to present diversified programs and to utilize a variety of instruction methods. Its varied programs provide the opportunity for students and faculty to participate in cultural, intellectual, and social activities.

Gavilan Community College faculty and staff believe strategic planning to meet immediate and projected needs of students and the community is essential to a viable educational

program. This process will move the college toward achievement of the vision, to be the leader among community colleges, highly regarded for commitment to students, widely respected for excellence in teaching, and openly responsive to the communities served. Student centered, teaching excellence, and environment conducive to learning, and tradition, as values of the institution, form the foundation upon which Gavilan Community College is built and grows. These values guide individual and collective actions of its faculty and staff.

Learning Styles

The nursing faculty acknowledges each learner's strengths in the acquisition of a knowledge based or skill. The faculty recognizes that each student utilizes a blend of learning styles. The nursing faculty uses a multipartite approach to assist the nursing student throughout their course of study.

Predominately auditory learners use mental patterns and rhythms as memory aids. These learners benefit most from hearing directions or through case presentations. The faculty uses lectures, interactive classroom discussion and case presentation to assist the learner move concepts from the abstract to the concrete experience. The visual learners use shapes, colors, and physical positions of objects to solidify concepts. The Gavilan College nursing faculty assists the visual learner through the use of a dynamic and varied multimedia presentation. The tactile learner benefits from touching and manipulation of objects. The tactile learner is encouraged to use this strength in the practice lab and clinical environment. The kinesthetic learner uses the movement and physical nature of objects to understand how ideas can be manipulated into physical reality. The Gavilan faculty uses interactive games and critical thinking exercises to facilitate this learning style.

The nursing faculty is committed to accommodating the varied learning styles of our students through a multimodal teaching approach.

Associate Degree Nursing Program

The philosophy of the Associate of Science Degree in Registered Nursing is based upon a set of beliefs shared by the total nursing faculty. The nursing faculty believes that nursing encompasses a broad occupational field involving a variety of functions performed by individuals with varying levels of preparation. So, to this end, the faculty agrees upon the definition of nursing which follows:

Nursing is a science, which entails goal-oriented action to provide direct or indirect care to individuals, families, groups, and communities. The essence of nursing is the interpersonal process through which

the nurse assists to identify alteration in his/her ability to provide self-care.

The nurse guides the client to establish responses, which will modify, reduce, or prevent health problems (self-care deficits). In addition, these nursing actions enable the individual to achieve optimum health and independence or to die in comfort and with dignity. The nurse is thus concerned with universal and developmental self-care needs. The nursing process provides a systematic means of implementing nursing care.

The purpose of nursing education is to provide knowledge and skills necessary for students to become safe practitioners. Nursing education should take place within an institution of higher learning. It is appropriate that the education of the associate degree nurse occur in the community college whose purpose includes vocational education. The Associate Degree Nursing curriculum is comprised of courses designed to develop competent practitioners as well as to enhance the quality of the student's life. Nursing courses incorporate principles from the natural, behavioral, and social sciences, the humanities, and the developing science and ethics of nursing. Clinical experience developed in accordance with college policy and the regulations of the state licensing authority is provided throughout the curriculum. Associate Degree Nursing Program graduates are prepared to administer care to persons with an alteration in their ability to provide self-care. They are primarily concerned with implementing measures to alleviate deficits of self-care and evaluating the individual's reaction to nursing interventions. Learning opportunities are provided that include individuals of all age groups with varying health deviations.

The nursing faculty believes each individual is a unique being with biopsychosocial, intellectual, spiritual, and cultural attributes. Each individual has a set of needs common to all. Individuals develop through a series of recognizable developmental stages from conception through death. Throughout life individuals are learning and choosing ways of meeting their needs. As a member of a family, group, and community, one exhibits a variety of characteristics impacted upon by the aging processes, interpersonal relationships, and changing responsibilities. Behavior is influenced by conditions in our world and universe.

The nursing faculty believes the conceptual framework forms a basis for the curriculum structure, selection of content, and learning experiences. The organization of the curriculum is based on universal self-care needs, developmental self-care needs, and needs related to health deviations, nursing process, and the roles of the associated degree nurse. This provides a pattern that guides the student in his/her developing abilities to give competent care. The nursing process includes assessment, analysis, plan, implementation, and evaluation in the promotion of health and prevention of illness.

The nursing faculty respects the cultural and ethnic backgrounds of students and believes the multicultural student population enriches the learning environment. The instructional process must be adapted to meet the differing abilities and learning styles of students and to recognize the wide diversity of support systems, which influence student progress in the program. Since learning does not proceed at the same rate and in the same way in every individual, creative methods are used to meet individual student needs. Learning is an active, continuous process, proceeding from the simple to the complex, resulting in a change of behavior that facilitates student attainment of identified goals. The nursing faculty believes that the student's role is to actively participate in the learning process, to use experiences and guidance offered by faculty, and to assume responsibility for meeting behavioral objectives. Learning involves the cognitive, affective, and psychomotor domains and is transferable to a variety of situations. Learning is a growth process facilitated by a trusting relationship between teacher and student.

The nursing faculty believes teaching is a dynamic process dependent on the application of principles of learning. Teachers facilitate learning by providing an environment, which promotes inquiry, critical thinking, accountability and self-evaluation. They also evaluate the student's attainment of program objectives. Learning experiences are provided which are realistic for an ever-changing society. In keeping with the trend of health care delivery, teaching occurs in outpatient clinics, acute care settings, extended care facilities, and community agencies.

Citizens of the community as consumers of nursing services are involved in the development and operation of the Associate Degree Nursing Program to the extent that is consistent with educational goals. A cooperative relationship with the agencies in which the student nurses have their practicum is basic to an effective program. The contributions of nurses and health care providers from other disciplines within these agencies are essential to the learning process. The nursing faculty is responsible for supporting channels of communication with clinical agencies participating in the program. The nursing faculty also must orient employers to the goals of the program and the capabilities of graduates of the Associate Degree Nursing Program.

The Associate Degree Nursing Program graduate is prepared to function in settings where direct care is given to clients. Nursing practice will be characterized by application of accepted rules of action and principles that are common, recurring, controlled, and immediate. These nursing actions are standardized and validated through observations. Similar criteria guide the Associate Degree nurse's client-teacher role.

The Associate Degree Nursing graduate works in collaboration with other members of the health team. The nurse uses scientific knowledge as a foundation to guide nursing actions and decisions. The essence of the nursing process is the establishment of an interpersonal relationship through therapeutic communication. Through educative/supportive, partially compensatory or wholly compensatory nursing actions, client comfort and safety will be insured as the nurse assists the client to optimum level of wellness. The nurse will administer medication and implement treatment according to accepted standards of nursing practice. With supervision and experience, the Associate Degree nurse is able to assume leadership functions related to the provision of nursing care. The graduate will participate in the ongoing improvement and expansion of nursing knowledge by using resources for continuing education.

The graduate earns an Associate of Science Degree in Nursing and will be eligible to take the NCLEX-RN licensing examination for Registered Nursing graduates. Articulation with programs offering a Baccalaureate Degree in Nursing is promoted. The Associate Degree Nursing Program at Gavilan Community College provides a sound basis for further personal and professional development leading to opportunities for continued growth in the nursing profession.

CONCEPTUAL FRAMEWORK

Self-care deficit theory as described by Dorothea Orem (1980) is a systemic process of related knowledge that enables the nurse to describe and measure the effectiveness of care according to the client's level of functioning. Self-care deficit theory and the actions derived from that theory operate to enhance the self-care capacity of the client. Orem's theory provides criteria that enables the nurse to describe, measure, and predict outcomes of nursing actions.

Fundamental to the self-care deficit theory is the belief that every person and/or support group possesses a degree of self-care and that nursing intervenes when self-care needs cannot be met. Through assessment, the nurse is able to determine the degree to which an individual and/or support group is able to engage in self-care and/or care of a dependent. From the assessment, the nurse is able to derive a plan that is both collaborative and contractual to meet the self-care deficits. A self-care deficit exists when the self-care agency of a person and/or group is unable to meet the therapeutic self-care demand.

Every person and/or support group possess universal and developmental self-care needs. Some persons and/or support groups also possess special health deviation self-care needs, which the nurse is uniquely prepared to meet. Nursing systems provide a structure that enables the nurse to intervene using wholly compensatory, partially compensatory, and supportive-educative roles.

Five major concepts form the basis of the Conceptual Framework Model developed by the nursing faculty at Gavilan Community College. The five major concepts are:

1. Universal self-care needs
2. Developmental self-care needs
3. Health deviation self-care needs
4. Nursing process
5. Roles of the Associate Degree Nurse

Each client is viewed as having universal self-care needs as described by Orem that includes:

1. Oxygenation
2. Fluid and electrolyte
3. Comfort and rest
4. Nutrition
5. Elimination
6. Compensation
7. Protection and safety
8. Development and growth
9. Regulation
10. Activity and mobility

The second concept is the developmental self-care needs as described by Orem including:

1. Age

2. Lifestyle
3. Maturation
4. Environment

The third major concept is the health deviation self-care needs continuum comprised of four focal positions which are optimum health, health, illness, and death.

Optimum Health **Health** **Illness** **Death**

1. **Optimum Health** is the attainment of the full potential of an individual, family, group or community. It is the absence of symptoms, the individual's perception of optimum well-being, and the ability to perform roles and tasks.
2. **Health** is the partial attainment of the full potential of an individual, family, group or community. It is the absence of symptoms, the individual's perception of well-being, and the ability to perform most roles and tasks.
3. **Illness** is the failure to attain the potential of an individual, family, group, or community. It is the presence of symptoms, the individual's perceptions of poor health, and the inability to perform roles and tasks.
4. **Death** is the permanent cessation of all functions.

The fourth concept is the nursing process, which is a systematic problem-solving method used by nurses. The five basic steps of the nursing process are: assessment, analysis, plan, implementation and evaluation.

1. **Assessment** – Collecting, verifying, communicating data about client(s).
2. **Analysis** – Interpreting client health care needs, identifying nursing diagnosis, and electing goals of care.
3. **Plan** – Designing a strategy using appropriate nursing interventions to achieve the goals established for client care.
4. **Implementation** – Initiating and completing nursing interventions necessary to accomplish the defined client goals.
5. **Evaluation** – Determining the extent to which the goals of care have been achieved. Revise nursing care plan as appropriate.

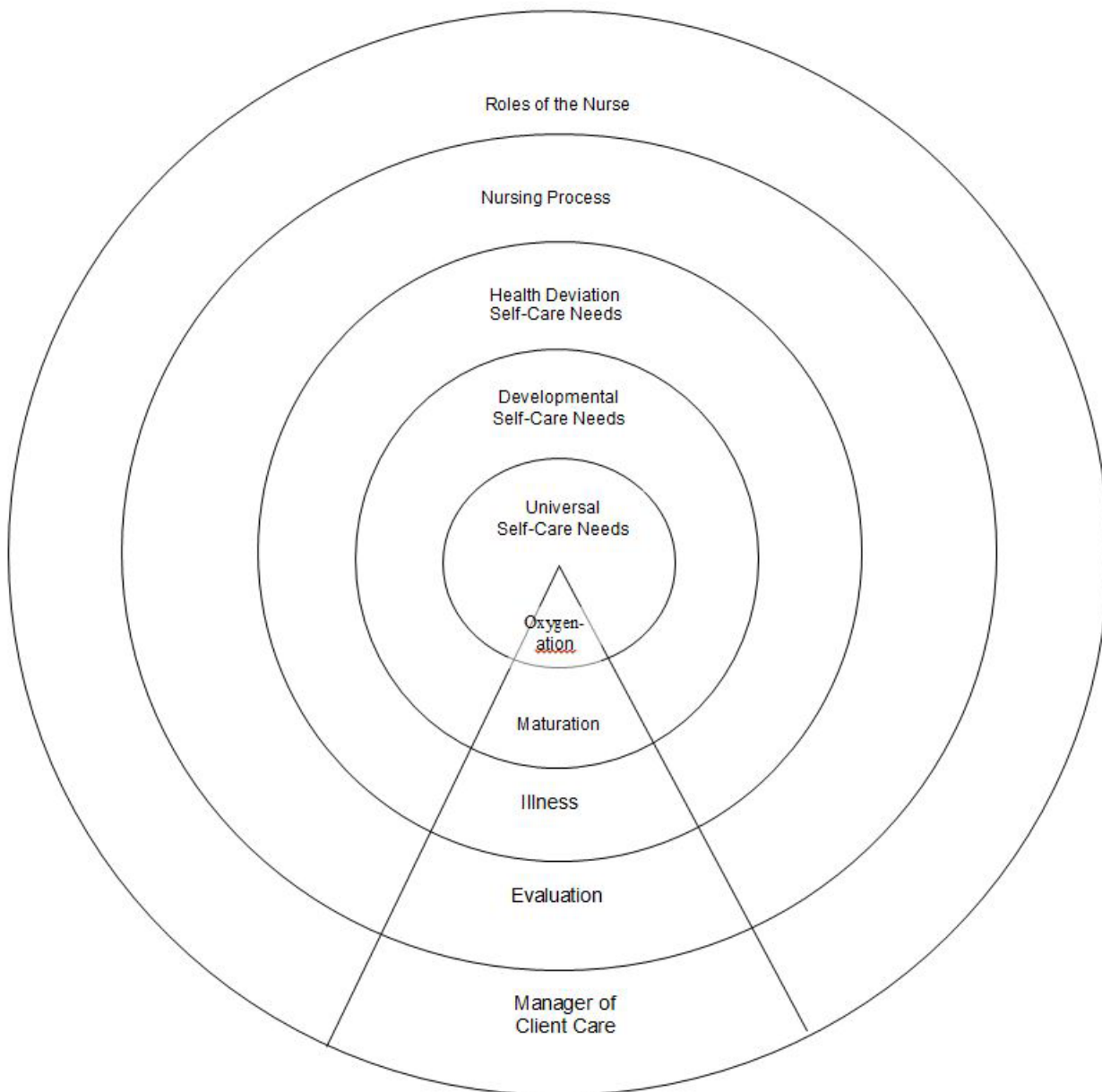
The fifth major concept of the Conceptual Framework is the roles of the associate degree nurse as defined by the National League for Nursing. These five roles of the nurse are:

1. Provider of care
2. Client teacher
3. Manager of client care
4. Communicator

5. Member within a profession.

These major concepts of the conceptual framework are schematically represented in a model, which is organized using a circular pattern. There are five circles each representing one of the major concepts. These circles are movable thus allowing faculty, students, and others to demonstrate the changing relationship between the subconcept within each major concept. The mobility of the model allows for the development of an understanding of the complexities inherent in each of the major concepts used in the nursing program. This ability of the model also allows understanding of the continuously changing biopsychosocial needs of the client.

Conceptual Framework



NURSING PROGRAM COURSES

Learning Experiences and Methods of Instruction in Nursing Courses

Each nursing course is structured with a course description and objectives, which reflect the philosophy, curriculum framework, and student learning outcomes of the Gavilan College Nursing Program. Specific learning experiences are described in each course syllabus. The components of each course include lecture, clinical, math test, skills lab and skills testing. Learning experiences are selected to enable student to meet the theoretical and clinical objectives for the course. These learning activities may include readings, use of audio-visual media, computer assisted instruction, practice sessions for skill development, client care assignments, nursing care plans, journal writing, and community experiences. Instructional methods are chosen to facilitate learning of the content and synthesize knowledge. These may include lecture presentations, seminars, group work, case studies, clinical simulations, oral presentations, class projects and pre and post-conferences.



STATEMENT ON FACULTY

In accordance with CCR Sections 1424(g) and 1425.1 the following policy statement has been adopted:

The majority of the faculty should be full-time. Faculty is defined to include full-time; part-time; hourly; long-term substitutes; joint-appointment. The nursing program must ensure that its nursing faculty's responsibilities, regardless of full-time or part-time status, are consistent with BRN regulation CCR 1425.1 and meet the intent of CCR 1424(g). Evidence must support that each faculty member participates in nursing program activities, including instruction, evaluation of students, development of program policies and procedures, planning, implementation and evaluation of the curriculum.

CCR section 1425.1 (b) is a newly added proposed regulation which states "Each faculty member shall participate in an orientation program, including, but not limited to, the program's curriculum, policies and procedures, strategies for teaching, and student supervision and evaluation".

RATIONALE:

California Code of Regulations Sections 1424(g) and 1425.1 require that **each** (emphasis added) faculty member and the total faculty be collectively responsible and accountable for the planning, implementation and evaluation of the program and program related activities irrespective of their full or part-time or joint appointment status.

Program activities by faculty include, but are not limited, to:

- Developing program goals and objectives
- Participating in faculty orientation and be involved in periodic evaluations.
- Participating in curriculum planning; be cognizant of how content area taught fits into total curriculum plan;
- Scheduling time to meet with students for evaluation and counseling purposes;
- Assisting in development of program policies, procedures, with knowledge of program specific policies;
- Participating in planning, organizing, implementing and evaluating the nursing program;
- Participating in decision-making regarding the direction and nature of the nursing program.
- Facilitating consistent student participation in the program as defined in CCR Section 1428;
- Facilitating and ensuring individual/collective faculty compliance with specified regulations governing continuing approval of the program.

NURSING FACULTY QUALIFICATIONS AND RESPONSIBILITIES

Excerpted from California Nursing Practice Act with Regulations and Related Statutes, 2019 edition.

1424. Administration and Organization of the Nursing Program

(a) There shall be a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.

(b) The policies and procedures by which the Program is administered shall be in writing, shall reflect the philosophy and objectives of the Program, and shall be available to all students.

(1) The Nursing Program shall have a written plan for evaluation of the total Program, including admission and selection procedures, attrition and retention of students, and performance of graduates in meeting community needs.

(2) The Program shall have a procedure for resolving student grievances.

(c) There shall be an organizational chart which identifies the relationships, lines of authority and channels of communication within the Program, between the Program and other administrative segments of the institution with which it is affiliated, and between the Program, the institution and clinical agencies.

(d) The Program shall have sufficient resources, including faculty, library, staff and support services, physical space and equipment, including technology to achieve the Program's objectives.

(e) The director and the assistant director shall dedicate sufficient time for the administration of the Program.

(f) The Program shall board-approved assistant director who is knowledgeable and current regarding the Program and the policies and procedures by which it is administered and who is delegated the authority to perform the director's duties in that director's absence.

(g) The faculty shall have the primary responsibility for developing policies and procedures, planning, organizing, implementing and evaluating all aspects of the Program.

(h) The faculty shall be adequate in type and number to develop and implement the Program approved by the board, and shall include at least one qualified instructor in each of the areas of nursing listed in Section 1426(d) who shall be content expert in that area. Nursing faculty members whose teaching responsibilities include subject matter directly related to the practice of nursing shall be clinically competent in the areas to which they are assigned.

(i) When a non-faculty individual participates in the instruction and supervision of students obtaining clinical experience, his/her responsibilities shall be described in writing and kept on file by the Nursing Program.

(j) The assistant director shall function under the supervision of the director. Instructors shall function under the supervision of the director. Assistant instructors and clinical teaching assistants shall function under the supervision of an instructor.

(k) The student/teacher ratio in the clinical setting shall be based on the following criteria:

- (1) Acuity of patient needs;
- (2) Objectives of the learning experience;
- (3) Class level of the students;
- (4) Geographic placement of students;
- (5) Teaching methods; and
- (6) Requirements established by the clinical agency.

1425. Faculty - Qualifications and Changes

All faculty, the director, the assistant director shall be approved by the board pursuant to the document "Faculty Qualification and Changes Explanation" of CCR 1425 (EDP-R-02 Rev 09/2012) which incorporated herein by reference. A Program shall report to the board all changes in faculty, including changes in teaching areas, prior to employment of, or within 30 days after, termination of employment of a faculty member. Such changes shall be reported on forms provided by the board: Faculty Approval/Resignation Notification form (EDP-P-02) and the Director or Assistant Director Approval form (EDP-P-03), which are herein incorporated by reference. Each faculty member, director, and assistant director shall hold a clear and active license issued by the board and shall possess the following qualifications:

- (a) The **director of the Program** shall meet the following minimum qualifications:
- (1) A Master's or higher degree from an accredited college or university which includes course work in nursing, education or administration; and
 - (2) A minimum of one year's experience in an administrator with validated performance of administrative responsibilities consistent with section 1420(h); and
 - (3) Two years' experience teaching in pre- or post-licensure registered Nursing Programs; and
 - (4) One year's continuous, full-time or its equivalent experience direct patient care as a registered nurse; or
 - (5) Equivalent experience and/or education, as determined by the board.

(b) The **assistant director** shall meet the education requirements set forth in subsection (a) (1) above and the experience requirements set forth in subsections (a) (3) and (a) (4) above or such experience as the board determines to be equivalent.

(c) An **instructor** shall meet the following minimum qualifications:

(1) The education requirements set forth in subsections (a) (1) and

(2) Direct patient care experience within the previous five (5) year sin the nursing area in which he or she is assigned; which can be met by;

(A) One year's (1) experience continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area:

(B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency; and

(3) Completion of at least one (1) years' experience teaching courses related to registered nursing or completion of a post=-baccalaureate course which includes practice in teaching registered nursing.

(d) An **assistant instructor** shall meet the following qualifications:

(1) A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice;

(2) Direct patient care experience within the previous five (5) years in the nursing area to which he/she will be assigned, which can be met by:

(A) One (1) year's continuous full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or,

(B) One (1) academic year of registered nurse level clinical teaching experience in the designated area or its equivalent that demonstrates clinical competency.

(e) A clinical teaching assistant shall have had at least one (1) year continuous full-time or its equivalent experience, in the designated nursing area within the previous five (5) years, as a registered nurse providing direct patient care.

(f) A **content expert** shall be an instructor and shall possess the following minimum qualifications

(1) A master's degree in the designated nursing area; or

(2) A master's degree that is not in the designated nursing area and shall;

(A) Have completed thirty (30) hours of continuing education or two (2) semester units or three

(3) quarter units of nursing education related to the designated nursing area; or have national

certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and

(B) Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of one (1) academic year of registered nurse level clinical teaching experience in the designated nursing care with in the previous five (5) years.

The Licensed Vocational Nursing Program

Purpose of the Program

Gavilan College offers an Associate of Science Degree in Licensed Vocational Nursing with classes admitted every three semesters.

Upon successful completion of the licensed vocational nursing program, the graduate will be:

1. Awarded a Certificate of Completion – Licensed Vocational Nursing
2. Awarded an Associate of Science Degree- Licensed Vocational Nursing
3. Eligible to apply for the National Council Licensure Examination – PN for licensure as a licensed vocational nurse.

Program Outcomes

Upon successful completion of this program, students will be able to:

- Take and pass the licensure exam.
- Function within the scope of practice of the licensed vocational nurse as outlined by the California Board of Vocational Nursing/Psychiatric Technicians.
- Practice within professional and legal standards, ethical principles and demonstrate sensitivity to the cultural differences of clients.
- Apply principles of oral, written and verbal communication to convey relevant, accurate and complete information.
- Demonstrate an ability to practice safely.

General Requirements of the LVN Program

The Gavilan College LVN program is approved by the California Board of Vocational Nursing (BVN). We must adhere to the requirements set forth by the BVN, and we must obtain approval prior to making any changes to our program.

Our program is driven by our BVN approved Instructional Plan. Each semester you will find the Instructional Plan located at the very top of the Canvas Homepage for the course. If you want to see what students are learning in a particular week, just turn to that week in the appropriate semester and you will see what is being taught in both theory and clinical. If the instructor scheduled to teach theory were ill, and you were asked to substitute, you will be able to see what is scheduled to be covered in that

particular week. In the week by week modules on the Canvas homepage you will also find the powerpoint lectures, assignments and other important information pertaining to the course.

The BVN requires the following: (from the California Code of Regulations)

- (a) The program shall have sufficient resources, faculty, clinical facilities, library, staff and support services, physical space, skills laboratory and equipment to achieve the program's objectives.
- (b) Regular faculty meetings shall be held. Minutes shall be available to the Board's representative.
- (c) Clinical faculty shall have no other responsibilities during the hours assigned to the instruction of students.
- (d) Each teacher assistant shall work under the direction of an approved instructor. No more than one teacher assistant may be assigned to each instructor. Each teacher assistant shall assist the instructor in skills lab and clinical teaching only. The instructor to whom the teacher assistant is assigned shall be available to provide direction to the teacher assistant as needed.
- (e) Each instructor shall have a daily lesson plan which correlates the theory and practice offered to the student. A copy of this plan shall be available to the director.
- (f) The program's instructional plan shall be available to all faculty.
- (g) Each school shall have on file proof that each enrolled student has completed a general education course of study through the 12th grade or evidence of completion of the equivalent thereof. Equivalency is determined by the Department of Education in any of the United States or by a nationally-recognized regional accrediting body.
- (h) Each school shall have an attendance policy approved by the Board. The policy shall include but not be limited to, criteria for attendance and the specific course objectives for which make-up time is required. Acceptable methods for make-up include:
 - (1) Theory: case studies, independent study, written examination, attendance at seminars or workshops, auto-tutorial laboratory, and research reports.
 - (2) Clinical: performance evaluation in skills laboratory or additional time in the clinical area with clients/patients.
- (i) The school shall evaluate student performance to determine the need for remediation or removal from the program.
- (j) Each school shall advise students, in writing, of the following:
 - (1) Right to contact the Board of program concerns.
 - (2) Credit for previous education and experience.
 - (3) School's grievance policy.
 - (4) List of Board approved clinical facilities.
- (k) The program shall have prior Board approval to increase the number of students per class and/or increase the frequency of admission of classes. Criteria to evaluate a school's request to increase the number of students per class and/or increase the frequency of class admissions include but are not limited to:

- (1) Sufficient program resources as specified in Section 2530(a).
- (2) Adequacy of clinical experience as specified in Section 2534.
- (3) Licensure examination pass rates as specified in Section 2530(l).
- (l) The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of approved vocational nursing schools for the same period.
 - (1) Failure to maintain the required yearly average minimum pass rate for two years or eight consecutive quarters may be cause to place a program on provisional approval.
 - (a) The program shall have sufficient resources, faculty, clinical facilities, library, staff and support services, physical space, skills laboratory and equipment to achieve the program's objectives.
 - (b) Regular faculty meetings shall be held. Minutes shall be available to the Board's representative.
 - (c) Clinical faculty shall have no other responsibilities during the hours assigned to the instruction of students.
 - (d) Each teacher assistant shall work under the direction of an approved instructor. No more than one teacher assistant may be assigned to each instructor. Each teacher assistant shall assist the instructor in skills lab and clinical teaching only. The instructor to whom the teacher assistant is assigned shall be available to provide direction to the teacher assistant as needed.
 - (e) Each instructor shall have a daily lesson plan which correlates the theory and practice offered to the student. A copy of this plan shall be available to the director.
 - (f) The program's instructional plan shall be available to all faculty.
 - (g) Each school shall have on file proof that each enrolled student has completed a general education course of study through the 12th grade or evidence of completion of the equivalent thereof. Equivalency is determined by the Department of Education in any of the United States or by a nationally-recognized regional accrediting body.
 - (h) Each school shall have an attendance policy approved by the Board. The policy shall include but not be limited to, criteria for attendance and the specific course objectives for which make-up time is required. Acceptable methods for make-up include:
 - (1) Theory: case studies, independent study, written examination, attendance at seminars or workshops, auto-tutorial laboratory, and research reports.
 - (2) Clinical: performance evaluation in skills laboratory or additional time in the clinical area with clients/patients.
 - (i) The school shall evaluate student performance to determine the need for remediation or removal from the program.
 - (j) Each school shall advise students, in writing, of the following:
 - (1) Right to contact the Board of program concerns.
 - (2) Credit for previous education and experience.
 - (3) School's grievance policy.
 - (4) List of Board approved clinical facilities.
 - (k) The program shall have prior Board approval to increase the number of students per class and/or increase the frequency of admission of classes. Criteria to evaluate a school's request to increase the number of students per class and/or increase the frequency of class admissions include but are not limited to:

- (1) Sufficient program resources as specified in Section 2530(a).
- (2) Adequacy of clinical experience as specified in Section 2534.
- (3) Licensure examination pass rates as specified in Section 2530(l).
- (l) The program shall maintain a yearly average minimum pass rate on the licensure examination that does not fall below 10 percentage points of the state average pass rate for first time candidates of approved vocational nursing schools for the same period.
- (1) Failure to maintain the required yearly average minimum pass rate for two years or eight consecutive quarters may be cause to place a program on provisional approval.

LVN Curriculum (Hours and Content)

- (a) The course in vocational nursing shall consist of not less than 1530 hours or 50 semester units, and may be given on either a full-time or part-time basis. One hour of instruction for purposes of computing the total hours of instruction or for calculating semester units as specified in this section shall consist of not less than 50 minutes of actual class time.
- (b) The minimum hours required shall be as follows: Theory Hours--576, which shall include a minimum of 54 hours in pharmacology Clinical Hours--954
- (c) The school week shall not exceed 40 hours per week.
- (d) School days that consist of class attendance only or a combination of class attendance and clinical experience shall not exceed eight hours in length.
- (e) Students may be assigned to shifts of up to and including 12-hour length for clinical experience, only.
- (f) Students may be granted holidays and vacation days equivalent to those granted by community colleges.
- (a) Vocational nurse programs shall include theory and correlated clinical experience.
- (b) The curriculum shall develop the knowledge, skills, and abilities necessary to care for patients of all ages in current health care settings.
- (c) Curriculum content shall be taught in a sequence that results in students' progressive mastery of knowledge, skills, and abilities.
- (d) The curriculum content shall include:
 - (1) Anatomy and physiology
 - (2) Nutrition
 - (3) Psychology
 - (4) Normal growth and development
 - (5) Nursing fundamentals
 - (6) Nursing process
 - (7) Communication, both verbal and written, including communication with patients who have psychological disorders
 - (8) Patient education
 - (9) Pharmacology which shall include:
 - (A) Knowledge of commonly used drugs and their action
 - (B) Computation of dosages
 - (C) Preparation of medications
 - (D) Principles of administration

- (10) Medical-surgical nursing
 - (11) Communicable diseases, which shall include but not be limited to Human Immunodeficiency Virus (HIV)
 - (12) Gerontological nursing
 - (13) Rehabilitation nursing
 - (14) Maternity nursing
 - (15) Pediatric nursing
 - (16) Leadership
 - (17) Supervision
 - (18) Ethics and unethical conduct
 - (19) Critical thinking
 - (20) Culturally congruent care
 - (21) End-of-life care
- (e) The following related courses may be taught by additional faculty. Additional faculty are persons who have qualifications to teach in a community college or a state university in California or hold a baccalaureate degree in the field related to the curriculum content taught, or meet the requirement for a vocational credential.

<i>Courses</i>	
Anatomy and physiology 54 hours	
Psychology 54 hours	
Pharmacology 54 hours	
Nutrition 54 hours	
Normal Growth and Development 54 hours	

(f) All curricular changes that significantly alter the program philosophy, conceptual framework, content, objectives, or other written documentation as required in Section 2526, shall be approved by the Board prior to implementation. Proposed curricular changes must be submitted to the Board in final form by the fifteenth day of the second month preceding the month of the Board meeting at which the changes will be considered. Revisions should include:

- (1) Explanation of changes;
- (2) Rationale for proposed revision;
- (3) Description of revised curriculum materials; and
- (4) Changes to behavioral objectives, if applicable.

LVN Clinical Experiences

- (a) Schools shall apply on a form provided by the Board for approval of each clinical facility prior to use.
- (b) Schools shall have clinical facilities adequate as to number, type, and variety of patients treated, to provide clinical experience for all students in the areas specified by Section 2533. There must be available for student assignment, an adequate daily

census of patients to afford a variety of clinical experiences consistent with competency-based objectives and theory being taught. Clinical objectives which students are expected to master shall be posted on patient care units utilized for clinical experience.

(c) Schools are responsible for the continuous review of clinical facilities to determine if the student's clinical objectives for each facility are being met.

(d) For supervision of clinical experience, there shall be a maximum of 15 students for each instructor.

Credit for Previous Experience & Education for LVN Students

Each school shall have a policy, approved by the Board for giving credit toward the curriculum requirements.

(a) Transfer credit shall be given for related previous education completed within the last five years. This includes the following courses:

- (1) Approved vocational or practical nursing courses.
- (2) Approved registered nursing courses.
- (3) Approved psychiatric technician courses.
- (4) Armed services nursing courses.
- (5) Certified nurse assistant courses.

(6) Other courses the school determines are equivalent to courses in the program.

(b) Competency-based credit shall be granted for knowledge and/or skills acquired through experience. Credit shall be determined by written and/or practical examinations.

Faculty Qualifications to Teach in the LVN Program

(a) A school shall submit qualifications of the proposed faculty members for approval by the Board prior to employment.

(b) Each vocational nursing program shall have one faculty member, designated as director who meets the requirements of subsection (c)(1) herein, who shall actively administer the program. The director is responsible for compliance with all regulations in Chapter 1, Article 5 (commencing with Section 2525 et seq.).

(c) Requirements for specific faculty positions are as follows:

(1) *Director*: A director of a vocational nursing program shall:

(A) Hold a current California active license as a Registered Nurse; and

(B) Hold a baccalaureate degree from an approved school; and

(C) Have a minimum of three years experience as a registered nurse; one year shall be in teaching or clinical supervision, or a combination thereof, in a state approved registered nursing or vocational or practical nursing, or psychiatric technician school within the last five years; or a minimum of three years experience in nursing administration or nursing education within the last five years; and

(D) Have completed a course or courses offered by an approved school with instruction in administration, teaching, and curriculum development.

(2) *Assistant Director*: An assistant director of a vocational nursing program shall:

(A) Hold a current California active license as a Registered Nurse; and

(B) Hold a baccalaureate degree from an approved school; and

(C) Have a minimum of three years experience as a registered nurse; one year shall be in teaching or clinical supervision, or a combination thereof, in a state approved registered nursing or vocational or practical nursing, or psychiatric technician school within the last five years; or have a minimum of three years experience in nursing administration or nursing education within the last five years; and

(D) Have completed a course or courses offered by an approved school with instruction (1) in teaching, (2) curriculum development, and (3) administration.

(3) *Instructor*: An instructor in a vocational nursing program shall have or be currently attending a course offered by an approved school in teaching; and shall meet the requirements of Subsection A or B, below:

(A) Registered Nurse:

1. Hold a current California active license as a Registered Nurse; and

2. Hold a baccalaureate degree from an approved school; or a valid teaching credential; or have completed a minimum of one year full-time teaching experience in a state approved registered nursing or vocational or practical nursing, or psychiatric technician school within the last five years; or met community college or state university teaching requirements in California; and

3. Have a minimum of two years experience as a registered nurse or licensed vocational nurse within the last five years.

(B) Licensed Vocational Nurse:

1. Hold a current California active license as a Vocational Nurse; and

2. Hold a baccalaureate degree from an approved school; or a valid teaching credential; or have completed a minimum of one year full-time teaching experience in a state approved registered nursing or vocational or practical nursing, or psychiatric technician school within the last five years; or met community college or state university teaching requirements in California; and

3. Have a minimum of two years experience as a vocational nurse within the last five years.

(4) *Additional Faculty*: Persons who have the qualifications to teach in a community college or a state university in California or hold a baccalaureate degree in the field related to the curriculum content taught, or meet the requirements for vocational education credential may teach curriculum content as specified in Section 2533(e).

(5) *Teacher Assistant*: A teacher assistant in a vocational nursing program shall:

(A) Hold a current California active license as a Vocational Nurse or Registered Nurse; and

(B) Have a minimum of two years of experience as a licensed vocational nurse or registered nurse within the last five years.

GAVILAN COLLEGE
NURSING INSTRUCTOR (LVN & RN Program) RESPONSIBILITIES

Lead Nursing Instructor Responsibilities

The LVN and RN nursing courses have a lead instructor appointed by the Director of Nursing and Allied Health whose duties include:

- Develop and modify the assigned course syllabus
- Meet with and remain accessible to all course faculty
- Provide course information and guidance to course faculty
- Communicate any urgent information from faculty meetings to clinical instructors
- Assure that clinical experience is appropriate and similar as possible for all clinical groups
- Determine that the evaluation tools are utilized in a consistent manner for all clinical groups
- Submit grades electronically at times designated by Santa Monica College or within one week of the end of the course (whichever comes first). Submit a copy of final grade sheet to the Associate Dean, Health Sciences.
- Full-time faculty participate in the evaluative process of part-time faculty.

Part-Time Instructor Responsibilities

Part-time faculty assist with all facets of both the LVN and RN nursing programs. They can teach both theory and/or clinical and help with tutoring and skills lab.

General Information for all faculty

It is the instructor's primary responsibility to provide a supportive learning environment.

Office hours are a contract requirement for full time faculty. Office hours need to be submitted to the lead faculty and Allied Health Instructional Program Specialist and communicated to students through course syllabus.

Course syllabus including class schedule, course student outcomes, grading policies, and testing schedules are to be available to the students the first day of the course.

Campus mail is delivered to the instructor's mailbox on a daily basis. It is the responsibility of each faculty member to pick up and review mail in a timely manner.

Information regarding salary, vacation, types of leave, etc. can be located in the faculty contract or through Human Resources.

Professional Behaviors

All communications with nursing faculty and students and the public concerning the nursing program will be done via Gavilan College e-mail address. All faculty are expected to read their Gavilan College e-mail daily.

Communicate with the Lead Instructor on a weekly basis to promote continuity, to

identify potential problems and/or stay informed of the classroom lecture content. Notification will also facilitate input from the Lead Instructor.

Remember that course expectations are the same for all students. Consistency across all clinical sections is desirable. If a clinical assignment is required as part of the course, only the Lead Instructor has the right to modify the assignment. Submit grades and student learning outcomes electronically at times designated by Gavilan College or within one week of the end of the course (whichever comes first).

The instructor should review, give written feedback, evaluate and return assignments within a reasonable period of time.

The faculty are expected to:

- Openly communicate with students and colleagues.
- Work effectively with traditional and nontraditional students.
- Remain accessible to student either before or after clinical sessions.
- Demonstrate a willingness and commitment to your responsibilities and accountability to the nursing program and college.
- Participate in professional organizations within the fields of nursing and/or education and share your activities with students.

Familiarize yourself with the policies of the college, the nursing department, and affiliating hospitals.

IV. NURSING PROGRAM ORIENTATION

Items to review with Allied Health Director or Lead Faculty:

- Catalog Pages (CNA, Home Health Aide, Clinical Medical Assisting, LVN, RN)
- Course Syllabi
- Clinical course requirements
- Teaching assignments
- Schedules and assignments
- Skills Lab and Open Lab
 - Location of supplies & equipment
 - Responsibilities for classroom upkeep
 - Ordering process for supplies
 - Student Supply Kits (for skills)
 - Low fidelity lab experiences/activities
 - Faculty responsibilities for Open Lab

Please read the Nursing Student Handbook and course syllabus carefully as it represents a contract between the program and students enrolled in the program.

Review the Faculty Check-off List located in this Nursing Faculty Handbook Appendix. It is a work-sheet and not a part of the permanent faculty file, but guides us in making sure that new faculty get the information that they need.

Maintain awareness of the nursing program curriculum and changes that occur. This is best accomplished by attending the nursing faculty meeting once a month and reading the minutes of the meetings. If you are unable to attend meetings on a regular basis make sure you receive copies of minutes to keep abreast of changes.

Flex Activities

Comply with the college flex activity requirements and submit the appropriate form to the Allied Health Department Chair. Article 14 (College Calendar) of the Collective Bargaining Agreement between the Gavilan Joint Community College District and the Gavilan College Faculty Association mandate that all faculty complete flex hours each academic year. Part time faculty shall complete a part-time flexible calendar activities agreement which shall be submitted to the department chair and dean by the end of the semester. See Gavilan intranet/Committees/Faculty Staff Development Committee/Flex Activities for information on Flex and forms to submit

College Committees:

All faculty are encouraged to stay informed, provide input and participate in decision-making that lead to institutional change and promotion of the college mission. This is best accomplished by joining departmental and college-wide committees. As the representative of the nursing department, the faculty puts the interests of the nursing program forward and helps other committee members understand the impact of decisions made to the nursing program. Below is a short list of the committees that a faculty can participate in:

Academic Senate
Curriculum Committee
Faculty Professional Development Committee (FPLC)
Learning Councils
Department Chairs

For a full list of college committees, please visit:
<https://www.gavilan.edu/committee/index.php>;
<https://www.gavilan.edu/committee/senate/committees.php>

Clinical Orientation

Instructors are to arrange for your orientation to the assigned health care facility. Most facilities require a 1-2 day orientation. Obtain the name of the facility liaison from either the Lead Instructor of the course you are assigned or from the Director of Allied Health.

As a faculty member you will be required by the health care facility to submit a copy of your BRN RN license and CPR card for healthcare providers. You will also be required to complete all of the HR requirements needed for being hired by the

college. Please give a copy of all these documents to the appropriate office, HR or the nursing program office. Orientation, approval and clearance of a new faculty member by a health care facility could take up to six weeks. So start early to avoid a crisis. Our hospitals do not require these documents, but the college does

Faculty are to assist the Instructional Program Specialist in the preparation of students' data required by the assigned facility. Students are to upload all documents to Castlebranch, a data management company. If the nursing office becomes aware that any of these items are missing or are outdated you will be notified immediately and will be expected to speak with the student. Compliance with the clinical affiliation agreement between the college and the health care facility is a high priority.

Review with the Director or Lead Faculty:

- Clinical Syllabus
- The typical clinical day on assigned unit
- Overview of course & student expectations
- Clinical Requirements and grading rubrics
- Clinical Evaluation Tools
- Clinical student assignment forms
- Collaborative Plan for Student Success forms for remediation (also found in this Handbook under Policies of the Gavilan College Registered Nursing Program)
- Reporting injuries during clinical (also found in this Handbook under Policies of the Gavilan College Nursing Programs).
- Agency Orientation Information
 - Agency ID badges and Parking Permits
 - N95 Mask fitting
 - Preparation documents (HealthNet, agency quizzes, elearning modules, etc.)
 - Competency checklists (as indicated)
 - Glucometer Training
 - Pyxis access
 - Electronic documentation systems and eMAR
 - Hospital specific orientation requirements
 - Agency Orientation schedule—General orientation and Unit-specific

General guidelines for Clinicals

- 1) Students who arrive to clinical late, not prepared with a complete care plan or not in full uniform will be sent home, unless previous arrangements have been made at the instructor's discretion. Additionally, if student is too tired from prepping all night, they will be sent home for safety reasons.
- 2) Student should complete a full head-to-toe assessment and vital signs independently on all their assigned patients. After reviewing the findings, and found to be complete, the instructor will co-sign the documentation virtually.

- 3) Students should be passing all medications with their instructor (or their primary nurse, if ok'd by the instructor) for their assigned patients.
- 4) **RN Students only - IV Medications** must always be given with instructor or primary nurse present. **The instructor or primary nurse must stay in the room with the student and the patient during the entire time an IV push medication is given and flushed.** NEVER INDEPENDENTLY (IVF, IV PUSH and IVPB).
- 5) **High Alert Medications:**
 - a) Students **cannot** be a second signature on any High Alert medication. Student can assist in giving the medication, under the instructor's or primary nurse's log in with a 3rd nurse as the independent second verifier.
 - b) Examples: Heparin, Insulin, NaCL solution above 0.9%, paralytics, etc.
- 6) **All invasive procedures** performed by the student must be directly supervised by the instructor or primary nurse.
 - a) Placing a NGT or Indwelling Urinary Catheter.
 - b) Dressing changes.
 - c) Trach Care.
- 7) Tracking Student Performance
 - a) Keep notes on students and give feedback in real time.
 - b) Evaluations will be given during the last week of rotation at each site. Any concerns should be brought to attention of Lead instructor asap. Plans for success will be used for students that need .
 - c) Clinical packets will be brought everyday as prep for care, clinical instructor will check and make sure student is prepared and give care plans back to students.
 - d) The students will upload the final clinical packet with analysis of all patients care was given to. It will be on canvas for clinical instructors to correct.
 - e) Students who are on track may be put into out rotations at the clinical instructor's discretion if available.
- 8) Students will adhere to rules regarding dress code and cellphone use. If the student needs to be reminded more than once (i.e., cellphone out or hair not off collar) it will go on the evaluation and a plan for success will be made if it continues. Cell phones should not be out while on the floor, the meds can be looked up on the MAR or the student can briefly step off the floor if needed.
- 9) Students must let the instructor know where they are at all times, if leaving the floor.
- 10) If clinical is from 6:30am to 3:35pm it will include a 30-minute lunch and a post conference (can be added to lunch per clinical instructors' discretion). Clinicals may be at other times depending on clinical facility availability (such as 2:30 pm to 11:35 pm or 12:30 pm to 9:35 pm).
- 11) Usually, all charting should be in for the instructor to co sign by 2pm, then we help as needed on the floor, no congregating or sitting around.

****These are just for your guidance and are subject to change, please give feedback and we can update as needed.**

Absence

If it is necessary to be absent on an assigned clinical day contact the health care facility and the Allied Health office at your earliest opportunity. Be prepared to suggest an alternate assignment for students. If you anticipate an absence initiate the telephone tree with your clinical group or group text. Each clinical group should

have an established telephone tree with key contacts identified. If an instructor anticipates that (s)he will be unavoidably absent from class notify the Allied Health office as soon as possible. If an instructor is going to be tardy – notification to the clinical facility and the Allied Health office should occur as soon as the tardiness is anticipated. Please give instructions for the student group when making notification. All absences must be made up as the student must meet the hours requirement as designated by the BVN or BRN. It is up to the instructor to make arrangements for this makeup time.

Clinical Protocols

Pre and Post Clinical Conferences are normally conducted as a routine of each day. The time allotted is normally 15 to 30 minutes for Pre-Conference and no longer than 1 hour for Post-conference. Verify expectations for Pre and Post Clinical Conference with the Lead Instructor.

If an injury occurs to a student or instructor while in a clinical facility the necessary forms should be completed and submitted to the Gavilan College Human Resources (<https://www.gavilan.edu/jobs/index.php>) within 24 hours. It is essential to follow facility and college policy for completing the appropriate incident report/form. For more detailed instructions about reporting clinical injury, please refer to the **Procedure for Student Illness or Injury in Classroom and Clinical** located in this handbook under Policies of the Nursing Program and also in the Student Handbook.

The Director of Allied Health and the Lead instructor are to be informed of any unusual occurrence or incident that occurs in the clinical setting as soon as possible. All medication errors are to be reported as soon as possible, no later than 24 hours.

Evaluation – Student

The instructor will monitor the performance, development, progress and evaluation of all students in your assigned unit. The instructor will maintain anecdotal records of student activities to serve as a basis for student evaluation. Anecdotal records are the responsibility of each instructor but do not become part of the student's file.

At least one written evaluation is given in each clinical course. All evaluations are to be signed by both the instructor and the student and dated. Formative evaluation of students is expected, daily, and on-going feedback should be routine. If a student is not maintaining a satisfactory level of performance, additional assessments, feedback, and documentation are required.

The end of course evaluation completed for each student should be submitted to the nursing program office within two weeks after course completion. The student may request a copy of the signed evaluation. The original evaluation should be placed in the student's file in the nursing office. If any unusual occurrence or incidence occurs it should be written up by the instructor of record and discussed with the Director of Allied Health.

Nursing Skills Lab

Orientation: Make an appointment with the Instructor for orientation to the laboratory, supplies, equipment and manikins. Review the list of A-V materials and computer hard and software. Requests for equipment should be made one week in advance. Students may be referred to the Nursing Skills Lab for practice or remediation.

The Nursing Skills Lab is located in AH114 and also CDC102 in the Child Development Center (CDC) Building.

Faculty Meetings

Faculty meetings are scheduled on a regular basis (generally, the first Friday of the month). It is expected that all faculty members will participate to assure the on-going quality operation of the program. Minutes are taken, distributed to all faculty members and kept on file in the nursing program office. You will be responsible for reviewing the minutes and abiding by decisions made at the meetings.

Faculty Evaluations

Excerpts from Gavilan College Collective Bargaining Agreement 2017-2020, Article 19. Please refer to the Collective Bargaining Agreement for the entire process of Faculty Evaluation (https://www.gavilan.edu/jobs/docs/GCFA_17-18_final.pdf)

- Non-Tenured Faculty shall be evaluated once a year for four (4) years.
- Tenured Faculty shall be evaluated at least once every three (3) academic years (Education Code 87633a)
- Part-Time faculty shall be evaluated one (1) time in their first semester teaching at Gavilan. Two (2) more times in the next five (5) semesters, and then minimally one (1) time every six (6) semesters. Additional evaluations can be scheduled at the discretion of the District.

VI: Faculty Resources Available Online

Gavilan Faculty Handbook: <http://www.gavilan.edu/staff/info/index.php>

Collective Bargaining Agreement: <https://tinyurl.com/y6h6wcpj>

Student Services: <https://www.gavilan.edu/student/index.php>

Bookstore: <https://www.gavilan.edu/student/bookstore/index.php>

Student Services: <https://www.gavilan.edu/student/index.php>

Accessible Education Center: <https://www.gavilan.edu/student/aec/index.php>

Student Rights and Responsibilities

<https://www.gavilan.edu/academic/ah/index.phpresponsibilities>:

<https://www.gavilan.edu/student/handbook/index.php>

Allied Health (Home): <https://www.gavilan.edu/academic/ah/index.php>

RN Program: <https://www.gavilan.edu/academic/ah/LVNtoRN.php>

California Chancellor's Office Health Workforce Initiative (CA-HWI):

<https://ca-hwi.org>. The Health Workforce Initiative (HWI) is a program by the Workforce and Economic Development of the California Community Colleges Chancellor's Office (CCCCO). HWI fosters communications and collaborations between the healthcare industry and educational systems and provides services related to the advancement of California's healthcare workforce. Among its services, HWI offers professional educational workshops and events, curriculum and program information referrals and technical assistance for curriculum development and revision. A valuable tool for new faculty who are expert clinicians with a strong interest in teaching but with little preparation for the role of the faculty is the textbook Strategies for Teaching Clinical Nursing by Kathy Kolster, RN, MSN found at the HWI website under the Curriculum tab: <https://ca-hwi.org/curriculum/access-curriculum/>

In addition, faculty may access the free Webinars with NurseTim Inc. and get continuing education credits for each webinar completed.

VII: POLICIES OF THE GAVILAN COLLEGE NURSING PROGRAMS

Evaluation and Grading System

Progression in the LVN and RN programs are contingent upon passing all of the following criteria:

1. Have a minimum theory exam average score of 75% or better. Theory exams include theory tests, midterms and final exam.
2. Points earned for ATI scores, assignments, quizzes, clinical packets, case studies are not included in this minimum theory exam average of 75% required for passing. Points earned for these will be added only after the student achieves the minimum 75% required on theory exams.
3. Receive a Satisfactory grade in clinical.
4. Pass all skills tests.
5. Pass the math exam according to the math policy at 90% or better.

➤ **Theory**

Theory tests, midterms and final exams cannot be repeated. Grading criteria for each course is contained in the course syllabus and made available to the student at the beginning of the semester.

➤ **Clinical Evaluation**

In the clinical setting, students will be evaluated on a Satisfactory/Unsatisfactory basis. It is the faculty's belief that an evaluation based on Satisfactory/Unsatisfactory in the clinical setting will promote a greater atmosphere of learning in the clinical area and provide more consistency in clinical evaluations. Students must achieve an overall "Satisfactory" grade in order to progress. A student must demonstrate progressive mastery of skills. Failure in any one area

will result in course failure. **Students that fail hospital clinical will not be allowed to return to the nursing program or repeat the course.**

➤ **Skills Tests**

Skills tests are required in all courses to demonstrate competency and safety. Each student will perform three randomly selected skills appropriate to the student's level and must demonstrate competency in the performance of all three skills in order to pass the course. If a student fails a skill then the student will be allowed to retest on that skill plus an additional skill randomly chosen by the instructor. If a student fails all three skills, they will retest on the three skills they failed plus three additional skills randomly chosen by the instructor. Students will be required to remediate prior to re-testing. Only one re-test is allowed. The student must pass all of the skills by the second testing. Inability to demonstrate the selected skills competently after the second testing results in course failure.

➤ **Math Tests**

An essential aspect of safe nursing care is the ability to calculate medication dosages and rates for IV administration of fluids. It is expected that students are able to use basic arithmetic and algebra to calculate medication dosages and IV rates correctly. Computer programs are available for practice in the computer lab. The required dosage and calculation textbook has plenty of exercises for student practice to prepare for the math test. Dosage calculation practice tests will be given throughout the semester prior to the math test.

Students must obtain a grade of 90% or higher on the math test in order to pass. Credit is given only for complete answers. No partial credit will be granted. If student is unable to attain math competency on the math test, the student will be given one opportunity to re-test. Inability to successfully pass the second math test with 90% or higher will result in course failure.

If the student successfully completes all of the above criteria, the student will receive a letter grade according to the grade attained in the theory component of the course.

Failure in any of the above criteria will result in course failure.

In the LVN and RN programs the following percentage values have been assigned to the letter grades of A, B, and C. A "C" grade is considered the lowest level that can be achieved in the nursing program and still successfully pass a course and proceed with the next course in the curriculum.

A	=	93-100%
A-	=	90-92.99%
B+	=	87-89.99%
B	=	83-86.99%
B-	=	80-82.99%
C+	=	77-79.99%
C	=	75-76.99%

F = less than 75%

Progression in the LVN and RN Programs

Each course must be passed with a grade of "C" or better. There is no rounding of points. According to college policy, courses assigned a grade of "I" must be completed within one year or the grade ("I") will revert to a grade of "F." Courses must be taken sequentially.

Course Repetition

The student who is readmitted to the program will be placed in the course they were taking when they left the program. **A student can repeat a course only once. If readmitted, a second failure or withdrawal will deem the student ineligible to continue in the program.**

Example: If a student fails or withdraws from AH55 and then is readmitted and repeats AH55 and passes they may then take AH56. If the student then fails or withdraws from AH56, they may not repeat AH56.

Exception is made for students who fail the clinical portion of the course. A student who fails any clinical will not be readmitted to the nursing program.

Collaborative Plan for Success

The faculty supports student success from admission to graduation. Student resources such as open skills lab, tutoring, ATI practice tests, referral to counseling and other student support services are available to all students. However, there may be situations when a student raises areas of concern regarding clinical performance and is placed on probation, consistently obtains low scores in theory exams, fails skills test or math test, and has excessive tardiness or absences. In the event that an instructor identifies a student at risk for course failure, the Collaborative Plan for Success will be initiated. Clinical probation may be initiated at the same time if the instructor deems the student unsafe in clinical practice or has failed to follow the program's policies and procedures and change in behavior is required immediately. The area or areas of concern will be discussed with the student and plans for improvement will be mutually agreed upon by the instructor and the student. The collaborative plan is individualized to the needs of the student. Timeline for completion will be indicated and outcomes discussed. Feedback regarding student performance will be provided as appropriate to meet the standard or standards that need improvement. Documentation of student compliance with the collaborative plan for success will be completed.

Clinical Probation

If a student is not meeting the clinical objectives the instructor should meet with the student and write a Collaborative Plan for Success which may include frequent instructor feedback (verbally or in writing), referrals for tutoring and additional skills practice, etc. Implementation of a Collaborative Plan for Success means that students are given notice of a need to change their behavior in the clinical setting or face dismissal from the nursing program. Examples of reasons for a Collaborative Plan for Success are:

1. **Unsafe Performance:** In the clinical setting, the nursing student practices under the immediate supervision of a nursing instructor or preceptor. **The student is directly responsible to the clinical instructor or preceptor,** who is required to adhere to: guidelines and requirements of the California Board of Registered Nursing (BRN) and the standards of Gavilan College, and the requirements of the agency's agreement with the college. Unsafe nursing care is any action or inaction on the part of the student that threatens the physical or emotional well-being of an individual. The instructor may remove a student from the clinical setting whenever their personal behavior or physical/mental condition threatens the safety and welfare of clients. Students who exhibit behavior that may be due to impairment by alcoholism or drug abuse or emotional illness may be dismissed from the clinical setting for unsafe behavior. See Impaired Student Policy
2. Excessive absences (more than two) as only two makeup days will be available.
3. Failure to adhere to the "General Code of Conduct" according to the Nursing Program Student Handbook and Gavilan College's Code of Conduct.
4. Failure to meet "Critical Elements for All Courses" according to the Nursing Program Student Handbook.
5. Failure to adhere to Gavilan College/Allied Health Department policies and procedures

Students will be notified of probationary status in writing through a Collaborative Plan for Success, clinical evaluations, either spontaneous or scheduled.

Critical Elements for All Courses

Critical elements include those behaviors that are so important to nursing care that failure to perform them correctly is considered unsafe nursing care. Students may be dismissed from the program for repetitive display of any of the following actions:

1. Failure to demonstrate honestly and integrity
2. Failure to properly identify patient according to institutional policy.
4. Failure to report significant change in patient condition
6. Failure to recognize and report any error or unsafe condition
7. Failure to maintain strict confidentiality (see Social Media Policy)
8. Failure to correctly calculate dosages
9. Failure to administer medications and treatments correctly
10. Failure to recognize break in sterile technique
11. Failure to properly monitor IV therapy
12. Failure to demonstrate physical and emotional state adequate to perform safe patient care
13. Failure to recognize and report important patient data:
 - a) abnormal vital signs
 - b) change in condition
 - c) new or worsening problems
 - d) adverse reactions to drugs or treatments
 - e) significant patient complaints

14. Failure to communicate important patient data:
 - a) student to instructor
 - b) student to nurse
 - c) student to provider
 - d) student to other disciplines
 - e) student to patient

All critical areas will be considered in evaluation of clinical performance.

FAILURE IN ANY ONE OF THESE AREAS MAY RESULT IN THE STUDENT RECEIVING AN "F" IN THE COURSE

Attendance

Regular attendance in classroom and clinical areas is required for students to meet learning outcomes. Attendance will be taken and recorded for each session.

1. The RN program does not allow absences, not for lecture or for clinical. Students are required to attend all lecture and clinical sessions.
2. All missed class time has to be made up.
3. Students may miss up to **two lectures**, but makeup is required. Making up a lecture consists of submitting hand-written notes of all assigned lecture reading and powerpoint slides. These hand-written notes are to be submitted at the beginning of the next lecture date.
4. Students may miss up to **two clinical days**, but all clinical hours must be made up. Make-up clinical days will be scheduled at the end of the semester.
5. If a student is tardy to clinical and such tardiness then results in a risk to the safety of the patient(s), as determined by the clinical instructor, then the student will be sent home and marked absent.
6. Students that do not meet the attendance requirement are at risk for failure and must meet with their instructor to discuss consequences.
7. Requests for an exception will be considered by a committee of the nursing faculty.

Procedure for Examinations

The following standards will be enforced during the giving and taking of examinations:

1. All examinations will have an instructor or proctor present in the room at all times. Students who take their exams in the Accessible Education Center will come to class first for announcements then proceed to the Accessible Education Center to take their exam.
2. Backpacks, bottled water, books, paper, coats, personal articles, cell phones (turned off), smart watch and other electronic devices are to be placed away

- from the student before the exam begins in a spot designated by the instructor or proctor.
3. If it is found that a student has a cell phone or smart watch on their person during any exam, whether it has been used or not, the student will be given a zero on the exam.
 4. If necessary, the instructor will provide a sheet of paper to everyone for calculations or to take notes. Each paper must have the student name and must be turned over to the instructor at the end of the exam.
 5. If calculators are needed they will be provided by the instructor or proctor.
 4. There will be absolutely no talking, eating or drinking during an exam.
 5. If a student has a question about the test, they are to raise their hand, and the instructor will go to the seat of the student. The instructor will answer only non-substantive questions. The information given to the individual student will then be made available to the entire class if it is deemed relevant by the instructor.
 6. It is the responsibility of each student taking the examination to position themselves so that they are as far away from other students as possible so that the papers or computer screen of other students are not visible.
 7. It is also the responsibility of each student to monitor their own behavior so that the possibility of personal suspicion is minimal.
 8. If a student's behavior during an exam is deemed suspicious, the instructor will immediately collect the student's examination papers or suspend the computer exam. Evidence of cheating on exams is grounds for student dismissal as unprofessional conduct.
 9. After the student has completed the examination, they are to leave the room immediately and silently, taking their personal belongings with them. Students should not discuss the exam content.
 10. Students will not be readmitted to the testing room until the exam is completed.
 11. In compliance with the Americans with Disabilities Act, accommodations are granted for verified disabilities.
 13. All tests must be taken on the date/times as scheduled.

Missed Classroom Examinations

Students must notify the faculty giving the exam prior to the exam time if they are unable to take the exam at the scheduled time. Alternative exams may be administered to any student not completing the exam at the scheduled time at the faculty's discretion. The missed exam must be taken on the first day the student returns to school.

Health Concerns

1. Pregnancy:

- a. Pregnant students in the nursing program accept full responsibility for any risks to themselves and their fetus associated with any class, lab, or clinical assignment. The student is responsible for being aware of and protecting her fetus and herself from exposure to radiation and

- other potentially damaging substances in the clinical setting. Damaging substances may be identified in the occupational Hazard Manual available in each clinical placement agency.
- b. Pregnant students are expected to meet all program objectives/expectations. Reasonable accommodations will be provided when they are available. Reasonable accommodations do not include measures that fundamentally alter the nature of the course or program.
 - c. The program requires the student to provide a letter from her licensed prenatal care provider confirming the pregnancy and stating that she is able to continue in all aspects of her student role (theory and clinical), with or without reasonable accommodations. This requirement is consistent with the Program's handling of any concern it may have regarding the medical fitness of a student to participate in the program.
 - d. If the student anticipates absence of more than 2 days related to delivery, or due to a pregnancy complication, it may be necessary to take a leave of absence. (See Leave of Absence section). Upon return, the student must provide a letter from her treating doctor clearing her return to the classroom, laboratory and clinical settings and the ability to continue in all aspects of her student role (theory and clinical), with or without reasonable accommodations. This requirement is consistent with the Program's handling of any student returning after an absence of more than two days or after a leave of absence related to medical issues. (See Illness or Injury section below.). All missed days in theory and clinical, will need to be made up.
 - e. All medical releases must be on the health care provider's official letterhead and/or contain the health care provider's stamp with his or her address and phone number. All medical releases must confirm that the student is able to meet the Gavilan College Nursing Program ADA (American Disabilities Act) Compliance Statement as outlined in the RN Student Handbook.
 - f. Pregnancy policies of any clinical facility to which the student is assigned will take precedence over the above, in the event that the facility's policies are more stringent.

2. Illness

Students may not come to a clinical assignment with symptoms of illness (nausea, vomiting, fever, etc.).

- a. Students with casts, splints, illnesses or injuries that inhibit the safe performance of the student's duties, or interfere with patient safety will not be allowed in the clinical setting. This does not apply to students with disabilities for whom a reasonable accommodation is available.
- b. If a student knows or believes that they have a health

condition which might require altering the clinical assignment, it is the student's responsibility to notify the instructor of such condition before the assignment is made.

- c. A health care provider's signed written release to return is required for students absent for more than two days. The student must provide a letter from their treating doctor clearing them to return to the classroom, laboratory and clinical settings and state that they have the ability to continue in all aspects of the nursing student role (theory and clinical). A release is also required for any student the faculty and/or Director reasonably believes may be a risk to the safety of others. The release must confirm the student's ability to return to the classroom, laboratory and clinical settings, and state that the student is able to meet the Gavilan College Nursing Program ADA (American Disabilities Act) Compliance Statement requirements as outlined in the RN Student Handbook. All missed days in theory and clinical, will need to be made up.
- d. All medical releases must be on the health care provider's official letterhead and/or contain the health care provider's stamp with his or her address and phone number.

3. Procedure for Student Illness or Injury in Classroom and Clinical

Injury in the classroom or clinical setting must be reported immediately to the instructor.

- a. Instructor assesses student to determine if he/she needs to go to the emergency room:
 - If the student **does not** have an emergent injury: instructor and injured student must complete an "Accident/Injury/Incident Report" and forward to HR once complete.
 - If the student **does** have an emergent injury that requires an emergency room visit: the student must seek medical attention immediately. Once medical attention has been rendered, student must file a workers compensation claim by contacting the Gavilan College Human Resources Department at (408) 846-4964.

Human Resources will follow up with the injured student if any further medical care is required.

The student must provide a letter from their treating doctor clearing them to return to the classroom, laboratory and clinical settings and state that they have the ability to continue in all aspects of the nursing student role (theory and clinical).

Medical Leave of Absence

A student may have an unexpected medical situation beyond their control. In such an event, the student may request a medical leave of absence from the nursing program.

- a. The student must request to the Director in writing the basis for the requested leave and the duration of the leave.
- b. A medical leave must be supported by a certification from a health care provider stating that the student is unable to participate in the program because of a serious health condition or disability for which there is no accommodation without creating risk to the safety of the student, staff, or patients. The certification must also provide an anticipated date of the ability to return. Documentation of the need for a medical leave does not need to include diagnostic or other private medical information.
- c. Leave may be granted for one year. However, in some circumstances, enrollment in the program may be full and there may not be a space available in the course the student wishes to return to.
- d. The nursing program will provide written notification to the student whether their request for medical leave is granted, the length of the leave (e.g., when the leave expires), and the time line for reapplication to the program.
- e. Students ready to return to the nursing program must follow the readmission policy (see Students Requesting to Return to the RN program).

Readmission to the RN Program

Students may request to be readmitted to the nursing program only one (1) time following program separation due to a course failure, course withdrawal or medical leave of absence from any nursing course. All students seeking readmission must do so within one year of leaving the program. Readmission is dependent on space availability. Students who do not return to the program within one year will have to reapply for admission.

Exceptions: Students who leave the program because of being called to active military duty are able to return to the program without the leave being identified as a separation.

Procedure

1. Students eligible to return to the program must submit in writing to the Director of Allied Health their intent to return to the program.
2. Requests must be submitted and received, by April 1st if student wants to be readmitted in the following Fall semester or by November 1st if the student wants to be readmitted in the following Spring semester.
3. Students eligible to return must submit written documentation evidencing their compliance with the Collaborative Plan for Success. The faculty and the Director will evaluate each student's request to return on an individual basis. Lack of compliance or incomplete compliance with the Collaborative Plan for Success will deem the student ineligible for readmission.

4. Students eligible for readmission will be selected on a space available basis according to the following priority:
 - a. Students returning from active military duty.
 - b. Students granted a medical leave of absence if the reasons for their leave have been resolved.
 - c. Students who failed a course and have presented completion of the requirements of the Collaborative Plan for Success will be readmitted using the following priority:
 1. Student who failed theory
 2. Student who failed the Math Test
 3. Student who failed the Skills Test

Student Code of Conduct and General Complaints and Grievance Process

Gavilan College is dedicated to promoting a harmonious learning environment characterized by civility and mutual respect for all students, staff and community. The Gavilan College Student Rights, Responsibilities and Academic Standards Handbook details the Student Rights as a Gavilan student, Standards as a Gavilan College Student, Academic Integrity policy, and Student's Problem/Grievance Resolution Process. A copy of the student handbook can be obtained from Student Services Division or online at <http://www.gavilan.edu/student/handbook/>

Standards of Student Conduct:

http://www.gavilan.edu/student/handbook/student_conduct.php

College Policies including American with Disabilities Act and Student Problem Resolution Process:

http://www.gavilan.edu/student/handbook/college_policies.php

Title IX Information: a federal civil rights law that prohibits discrimination on the basis of sex in education programs including athletic programs or activities receiving federal funding. Includes sexual harassment, rape or sexual assault:

<http://www.gavilan.edu/about/safety/titleIX/index.php>

Because patients in clinical settings are dependent upon their caregivers for physical well-being, emotional security, and their perception of their illness, the conduct expected of all students in the nursing program of Gavilan College exceeds that of the general college student. Failure to demonstrate behavior that conforms to these expectations will be cause for dismissal from the program.

Components of these standards include, but are not limited to, those listed below:

Professional Attitudes:

- Maturity
- Compassion and caring
- Integrity and truthfulness

Sound judgment and priority setting
Professional Appearance: (See the Personal Appearance section)
Cleanliness
Neatness
Inspires confidence of patient
Professional Behaviors
Safe clinical performance
Punctuality
Conscientiousness in carrying out duties
Maintenance of confidentiality
Ethical conduct
Adhere to Gavilan College policies and Allied Health Policies
Professional communications

Guidance for Professional Conduct

The fact that you have entered the profession of nursing intensifies the standards which you present as an individual. Your personality is the sum total of the behavior patterns by which you are known as a unique person. In taking inventory of your standards, consider the following:

Personal Appearance

Asepsis, safety, and comfort are integral parts of patient care. Student interference with these aspects of patient care due to uniform, hair, rings, tattoos, piercings, nails, jewelry, offensive odors or any other contributing factors must be corrected as determined by the instructor. Students not meeting appearance standards may be dismissed from the clinical setting.

Dress Code

1. Students must use the uniform required of all students in the program. The uniform must be clean, neat, pressed, complete and in good repair
2. The standard uniform for students includes the scrub top and pants and jacket, white socks, and white shoes constructed to insure safety and support.
3. Students may wear a white round or turtle neck collar undershirt without ornamentation under the scrub top. No waffle weave or thermal underwear that is visible. Chest hair should be covered.
4. All students are required to have as part of their uniform, a pen, watch with a second hand, or a digital watch that can track seconds, bandage scissors, black sphygmomanometer, stethoscope with diaphragm and bell capabilities and with black or royal blue tubing (matching uniform), and photo ID without ornamentation. White or black fanny packs are optional
5. Clean, white regulation nurse's shoes or solid white all leather athletic shoes are worn with the uniform. Clogs, tennis shoes, open-heeled shoes are not acceptable.
6. Hair must be neat, clean and away from the face. Ponytails must be properly secured. Clips, barrettes, or anything used to contain hair should be small,

- plain, white or the same color as hair. Students may be given the option of wearing a surgical bonnet to contain their hair at the instructor's discretion. Sideburns should be neatly trimmed and groomed (not long or bushy). If required by hospital policy, beards must be shaved off. Beards worn for religious reasons will be allowed.
7. Moderate, simple makeup is permitted. Tattoos must be covered at all times.
 8. No perfume, scented lotions, cologne or aftershave should be worn at clinical. Consideration must be given to the patient. Heavy fragrances, body or tobacco odors are often offensive and harmful to patient.
 9. Natural fingernails must be clean and short. Clear nail polish is acceptable while in clinical areas. Acrylic artificial nails are not acceptable in the clinical area or on campus clinicals.
 10. One pair of inconspicuous post pierced earrings is acceptable. No hoops or dangling earrings. Other visible pierced jewelry is not acceptable, including tongue piercings. Students may wear one ring per hand as long as it does not pose a threat to asepsis or the patients' skin integrity. A wedding set constitutes one ring.
 11. Headscarf or turban worn for religious reasons are permitted in the clinical setting.

Social Networking Policy

The purpose of this policy is to provide guidelines to students, faculty, and staff who engage in online social networking or other social media. This applies to posts and comments on any social networking site or application

As used in this policy, networking means communicating with others over the Internet for social purposes. This includes, but is not limited to, the following:

- Networking sites: *LinkedIn, Facebook, Twitter*
- File hosting/sharing sites: *DropBox, MediaFire, Wiki*
- Video/ Audio sharing sites: *YouTube, Vlogs, Podcasts*
- Photo sharing sites: *Snapfish, Flickr, Photobucket, Instagram*
- Blogs and personal websites: *Twitter, Blogspot, Wordpress*
- Media sites that are offered by television networks, newspapers, and magazines

This policy is to provide guidelines to students, faculty, and staff who engage in online social networking. Information published on social media sites must comply with *Gavilan College Nursing Program's Social Networking Policy* as well as upholding HIPAA and the policies of the clinical sites used by Gavilan College.

While this policy may need to be modified as new technologies and social networking tools emerge, the guiding principle of the policy is to ensure that the reputation of clinical sites, the Gavilan College Nursing Program, and that of individual persons is protected.

1. **Please remember that social networking sites are in fact public**

forums. This means that the information that is posted or shared can be viewed by third parties. Please keep in mind these guidelines and consider carefully when posting. Posts/comments should be respectful and in good taste. Negative or unprofessional posts/comments are unacceptable.

2. Personal posts/comments by students should not identify Gavilan College, the Nursing Program, or any Hospital in any manner. When posting on any social networking site, posts/comments should reflect the personal views of the social networking member only, and should not refer to Gavilan College, the Nursing Program or any Hospital. This includes but not limited to, tagging, check-ins or any comments reflecting Gavilan College, the Nursing Program or any Hospital.
3. Posts/comments should never directly or indirectly identify patients, diagnoses or any content related to patient care or clinical experiences.
 - a) Photos posted of the social networking member should be tasteful.
 - b) Posting photos of patients or otherwise breaching patient privacy and confidentiality are unacceptable.
 - c) Student questions/concerns are only to be addressed in proper, approved channels of communication set forth by the School (office hours, academic advisement) and never through social networking.
4. Students are prohibited from accessing personal social networking sites during clinical or classroom time/lecture.
5. **Be thoughtful about how you present yourself.** Gavilan students are preparing for a career providing services to the public. Gavilan and future employers hold you to a high standard of professionalism. By identifying yourself as a Gavilan student through postings and personal web pages, you are connected to your colleagues, clinical agencies, and even clients/patients. Ensure that content associated with you is consistent with your professional goals. If you identify yourself as a Gavilan faculty, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers.

Violation of Policy:

Gavilan College, the Nursing Program or any Hospital will not tolerate violations of the social networking policy. All reports of such violations will be investigated. If activity on a social networking site is considered an infraction of school policy, it will be handled according to the College's disciplinary process. Violation of this policy can result in disciplinary action ranging from written reprimand to dismissal from the program, and in some cases, expulsion from the District.

Academic Dishonesty Policy

The Registered Nursing Program enforces the Gavilan College Academic Dishonesty Policy

found here: http://www.gavilan.edu/student/handbook/policies_procedures.php

NURSING STUDENT INTEGRITY POLICY

It is understood that every nurse must have unquestionable integrity and honesty at both personal and professional levels. The profession and practice of nursing is dependent upon these values being demonstrated at all times by its members. Therefore, behavior demonstrating lack of integrity will not be tolerated and may lead to immediate dismissal from the program without readmission privileges.

Nursing Clinical Packets, Care Plans, Case Studies and Other Written Assignments

Nursing clinical packets, care plans and case studies are developed to ensure safe client care. They document the nursing student's understanding and application of theory to the clinical setting to include assessment, pathophysiology, nursing diagnosis with rationales, goals, interventions, and evaluation. These learning tools enhance student learning and should be utilized fully for this purpose. Behavior reflecting absolute integrity is imperative for nursing students.

All nursing clinical packets, care plans and case studies submitted by nursing students (daily working care plans, whether they are turned in for grades, or they are not graded) and all other written work must be the student's own work. Nursing care plan guides can be utilized, but must be incorporated into the care plan in the student's own words, individualized to the specific patient. No photocopies of any written work will be accepted. It is unacceptable to copy and/or cut and paste from internet documents and electronic resources and incorporate into your own work. This is a form of academic dishonesty.

Any student turning in clinical packets, care plans or other written work that is not their own work is demonstrating behavior indicative of dishonesty, cheating, and/or plagiarism, as stated in the Gavilan College RN Student Handbook. Such behavior will lead to disciplinary action and follow Gavilan College Policy. This may include a reprimand, a failure on the work, a reduced grade on the work, and/or a referral to the Vice President for Academic Affairs for disciplinary action, including expulsion, suspension, probation from the college and nursing program.

All Allied Health instructors will be monitoring for cheating on assignments and examinations throughout the semester.

Examples of cheating include but are not limited to:

1. Copying another person's homework and turning it in with your name on it
2. Copying from another student's answer sheet during a test or appearing to do so, copying from a cheat sheet, etc.

3. Changing answers on scantron after the scantron has been corrected
4. Taking a test late and soliciting other students for answers before you take it or discussing exam with other students in any way before you take it
5. Using material that was submitted in a previous assignment (unless specifically allowed)

Accountability

Accountability is a key word in the discipline of nursing. This handbook appears to spell out many policies and expectations, which the nursing student must fulfill. Therefore, the primary purpose of this handbook is to acquaint the student with the program and its expectations so that he/she will understand what is required, be responsible and accountable in fulfilling the curriculum and related requirements. This will ultimately prepare the nursing student to function as a safe, responsible, accountable graduate.

Impaired Student Policy

Patient safety is an overriding principle in the delivery of health care. For the health care professional to provide safe care, the health care professional must be able to make sound judgments. Impaired mental or physical health, or the use of drugs and alcohol can adversely affect thought processes and decision-making. Impaired by the aforementioned factors, the health care professional can easily make unsafe decisions and, therefore, jeopardize patient safety.

As health care professionals, we recognize that impaired mental or physical health, and/or the use of drugs or alcohol are conditions that can be treated by early recognition and rehabilitation. Rehabilitated students will be encouraged to re-enter the educational process for successful completion of a health care program.

The student whose thought processes and decision-making ability is impaired will be considered unsafe to provide health care services and will be removed from the clinical setting. The student would be subject to faculty review and possible dismissal from the program. In addition, the student will be counseled about the importance of seeking voluntary aid for such conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed to practice nursing in the State of California.

The Gavilan College nursing faculty has developed the following policy/procedure concerning impaired nursing students. This policy is consistent with the Board of Registered Nursing Guidelines of July 2007.

Policy

Students must comply with policy which may include random testing. Any student who exhibits symptoms of impairment will be removed from the classroom or clinical setting and the established procedure for assessment and rehabilitation will be followed.

Assessment

The student will be removed from the classroom or clinical setting when the student's behavior and performance pose a danger to the safety and well-being of self or others. These behaviors may include, but are not limited to:

1. Physical impairment
2. Impaired judgment
3. Mental or emotional impairment
4. Disruptive actions
5. Inconsistent behavior patterns

Procedure

When a student exhibits any of the above behaviors the following actions will take place:

1. The student will be removed from the classroom or clinical area immediately
2. The instructor will immediately report the incident to the Program Director
3. Within 24 hours, the student will make an appointment to see the Program Director. At this time the student will be referred for further professional assessment

Dismissal/Suspension

1. When an instructor identifies a student as being impaired, and is a danger to self or others and the student refuses to submit to the required assessment, the student may be dismissed from the nursing program.
2. If the student completes the required assessment and is diagnosed as being impaired, the student will be suspended from the nursing program until the next time the course is offered. At the time of suspension from the program, the Director of Nursing and Allied Health Programs will meet with the student and outline a remediation plan that outlines the requirements that need to be met in order to return to the program. Included in the remediation plan the student must provide proof of having received professional treatment and a certified release to return to nursing school.

Re-Admission

Students disqualified from the nursing program under the Impaired Student Policy may be considered for re-entry one time according to the following guidelines:

After a maximum period of one year from the time of dismissal/suspension, the student may petition for readmission. Students will be admitted on a space available basis as long as the student has met all of the requirements of their remediation plan. This petition should be submitted to the Director of Allied Health Programs.

It will be the student's responsibility to furnish evidence of rehabilitation. The student will be expected to show reasonable evidence that they would be able to function effectively in providing safe and therapeutic care of patients in the clinical setting.

Appendices

Gavilan College Allied Health Faculty Hiring Checklist

Name

Licensing Board Approvals:

- DHS (CNA)** Date submitted _____ Date approved _____
- BVN (LVN)** Date submitted _____ Date approved _____
- BRN (RN)** Date submitted _____ Date approved _____

Completed?	Hiring Process	Date
✓		
	Hiring packet submitted to HR	
	Copy of hiring packet for AH Director files	
	Resume reviewed and placed in file	
	Interviewed by Director	
	Given tour of building and skills lab	
	Employee states Live Scan completed	
	Live Scan cleared by HR? OK to hire given by HR?	
	Faculty informed of their pay rate	
	DHS / BVN / BRN approval paperwork completed and submitted	
	Any remediation required by the BVN or BRN licensing board	
	PAF and other hiring forms submitted	
	Keys ordered	

Nursing Faculty Orientation Checklist

Completed ✓	Orientation	Date
	Tour	
	MyGav	
	Email	
	Parking Permit	
	Workspace	
	Mailboxes/Folders	
	Telephone	
	Computers	
	Printers	
	Keys	
	Timesheet Procedures	
	Mileage reimbursement procedures	
	Dress Code	
	Gavilan Nursing ID	
	Canvas Course Management	
	Evolve Course Management	
	Outlook Calendar	
	Given copy of the Instructional Plan	
	Instructional Plan reviewed with new employee by the Director	
	Given course syllabus	
	Clinical teaching assignments & expectations	
	PLO's and SLO's	
	BVN & BRN regulations & approvals	
	Review of College-wide General Faculty Handbook	
	Faculty meeting dates	
	Flex requirements	
	Co-Curricular requirements (full time only)	
	College committees	
	Tenure Process (if applicable)	
	Call to clinical facility to set up orientation to clinical site	
	Student injury policy.	
	Review of problems that need referral to AH Director. Problems that should be referred to Lead Faculty	
	Faculty illness policy / pay	

	What to do in case of cancellation of class or clinical	
	Review of clinical make-up policies required by licensing boards.	
	Other:	

GAVILAN COLLEGE RN PROGRAM
ALLIED HEALTH 71-73
Clinical Evaluation

STUDENT _____
 INSTRUCTOR: _____
 HOSPITAL: _____
PASS Or FAIL

CLINICAL DATES: _____
 ABSENCES: [0] Days
 OVERALL PERFORMANCE: _____

OVERALL OBJECTIVES:

1. Demonstrate the knowledge, skills, and appropriate attitude to:
 - a. Deliver patient-centered care.
 - b. Utilize teamwork & collaboration.
 - c. Implement evidence-based practice.
 - d. Monitor outcomes of care to improve quality of care.
 - e. Minimize risk of harm to patients and care providers.
 - f. Utilize information and technology to support decision-making and minimize error.
2. Demonstrates VN level critical thinking ability and utilization of the nursing process to plan, prioritize and deliver patient care.
3. Acts as patient advocate and leader while coordinating patient care.
4. Demonstrates professional, legal, and ethical behavior in the provision of patient care.
5. Demonstrates professional, legal, and ethical behavior to Hospital Staff and Gavilan Faculty.

S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY	Knowledge	Skills	Attitudes	REMARKS
Patient Centered Care <i>The student recognizes that the patient (or their designee) is the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.</i> <ol style="list-style-type: none"> a. Assess and meets pain & suffering needs effectively. b. Empowers the patients to control their care. c. Respect's patient and family decisions d. Facilitates informed patient consent for care. e. Provides patient & family teaching at the bedside on a consistent basis. f. Communicates effectively with patients and their families. g. Communicates with nursing staff at all steps of care. h. Facilitates conflict resolution in coordinating care. i. Recognizes and respects varying values and beliefs. j. Respects and demonstrates sensitivity to the diverse needs of patients of various ethnic, cultural, and age groups. k. Recognizes and observes the boundaries of therapeutic relationships. l. Always maintains confidentiality. 				
Teamwork & Collaboration <i>The student can function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</i> <ol style="list-style-type: none"> a. Functions within the scope of practice b. Recognizes the roles and accountabilities of all health care team members including: the physician, charge nurse, nurse manager, case manager, staff 				

S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY	Knowledge	Skills	Attitudes	REMARKS
<p>nurse, physical therapist, occupational therapist, unit clerk, respiratory therapist, LVN, and CNA.</p> <p>c. Demonstrates effective verbal and non-verbal communications with patients, staff, peers, instructors, and other health care team members.</p> <p>d. Participates in planning for discharge and referrals.</p> <p>e. Works effectively as a team member.</p> <p>f. Has positive contributions to the resolution of conflict and disagreement.</p> <p>g. Appreciates and minimizes the risks associated with handoffs among providers and across transitions in care.</p> <p>h. Obtains report prior to giving any patient care.</p> <p>i. Provides written and verbal end of shift report.</p> <p>j. Advocates for patients, self, and others to promote optimum care.</p>				
S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY	Knowledge	Skills	Attitudes	REMARKS
Evidence Based Practice <i>The student integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</i> <p>a. Collects, analyzes, and synthesizes all required patient data.</p> <p>b. Utilizes knowledge of body structure and function in nursing care.</p> <p>c. Transfer's theory knowledge to clinical performance.</p> <p>d. Uses only professional level, evidence-based resources.</p>				
Quality Improvement <i>The student is able to use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.</i> <p>a. Uses tools effectively to evaluate and modify care based on standardized criteria.</p> <p>b. Uses SBAR effectively.</p> <p>c. Utilizes the nursing process and demonstrates the ability to assess, diagnose, plan, implement, evaluate, and modify care as needed.</p> <p>d. Anticipates and recognizes abnormal patient assessments. Promptly and accurately reports these to primary nurse or instructor. Modifies care when needed.</p> <p>e. Reflects VN level critical thinking ability in planning, prioritizing, and delivering patient care.</p>				
Safety <i>The student minimizes the risk of harm to patients and providers through both system effectiveness and individual performance.</i> <p>a. Provides safe patient care.</p> <p>b. Medications are administered utilizing the 8 "rights".</p> <p>c. Demonstrates a physical and emotional status adequate to perform safe patient care.</p> <p>d. Completes nursing care within a given time frame.</p> <p>e. Documents legibly and with accuracy. Uses correct grammar, spelling, and terminology.</p> <p>f. Functions with expanding responsibility while incorporating management skills.</p> <p>g. Delegates tasks and activities to appropriate staff.</p> <p>h. Collaborates with others including client, family, and other members of the health care team.</p>				
Informatics				

S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY	Knowledge	Skills	Attitudes	REMARKS
<p><i>The student uses information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</i></p> <ol style="list-style-type: none"> a. Electronic health record (for care plans) b. Health Connect, Meditech, Health connects c. Smartphone or PDA <ol style="list-style-type: none"> 1. Nursing Central 2. Drug Handbook / Epocrates d. Pyxis e. MAC Medication Administration Software 				
<p>Professional & Ethical Behavior</p> <ol style="list-style-type: none"> a. Punctual, notifies instructor when attendance will not be as scheduled. b. Adheres to policies of the Gavilan College Nursing Student Handbook, the Gavilan College catalog, and AH 71-73 course objectives. c. Dressed and groomed according to Gavilan policies. d. Establishes and maintains professional relationships with patients, families, the health care team, and faculty. e. Practices within the scope of practice of an VN as defined by the Nursing Practice Act. Demonstrates an understanding of professional, legal, and ethical responsibilities and recognizes the boundaries of nursing practice. f. Renders nursing care as a student nurse only under the supervision of the faculty and/or staff during scheduled clinical time. g. Completes all required assignments in a timely manner and is open for critiquing of work. h. Notifies the instructor and gives an accurate account of any error or omission regarding patient care. i. Notifies instructor immediately of self-injury. j. Demonstrates honesty and integrity. k. Responds appropriately to instructors' counseling and demonstrates positive changes in behavior. l. Evaluates own strengths and weaknesses. m. Separates personal problems from the clinical area, classroom, or group work. 				
S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY	Knowledge	Skills	Attitudes	REMARKS
<p>Program Outcomes</p> <p>Upon successful completion of AH 71 -73 the student shall demonstrate the ability to:</p> <ol style="list-style-type: none"> a. Function within the scope of practice of the licensed vocational nurse as outlined by the California Board of Vocational Nursing & Psych Techs. b. Practice within professional and legal standards expected of an LVN. c. Demonstrate honesty, integrity, and ethical behavior. d. Demonstrate sensitivity to the cultural differences of clients. e. Apply principles of oral, written, and verbal communication to convey relevant, accurate and complete information. f. Perform patient assessments, plan, implement and evaluate nursing care safely. g. Institute client teaching for the maintenance of health and prevention of disease. 				
<p>INSTRUCTOR SUMMARY OF STUDENT'S STRENGTHS AND AREAS NEEDING IMPROVEMENT</p>				

S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY	Knowledge	Skills	Attitudes	REMARKS
STUDENT COMMENTS				
Student Initials _____				
I have read this evaluation and participated in an evaluation conference.				
Instructor Signature _____ Date _____				
Student Signature _____ Date _____ <small>Student signature signifies having read this evaluation, not necessarily agreement.</small>				
Three-way conference to be arranged? Yes _____ No: _____				

**GAVILAN COLLEGE RN PROGRAM
ALLIED HEALTH 55
Clinical Evaluation**

STUDENT:
DATES:
INSTRUCTOR:
AGENCY:
PERFORMANCE:

CLINICAL

ABSENCES:
OVERALL

OVERALL OBJECTIVES:

6. Enters AH55 with the appropriate knowledge, skills and attitude to competently perform all IV, venipuncture and nursing skills required of a currently practicing IV certified Licensed Vocational Nurse.
7. Demonstrates development in the ability to use RN level knowledge, skills and the appropriate attitude to:
 - a. Deliver patient-centered care
 - b. Utilize teamwork & collaboration
 - c. Implement evidence-based practice
 - d. Monitor outcomes of care to improve quality of care
 - e. Minimize risk of harm to patients and care providers
 - f. Utilize information and technology to support decision-making and minimize error.
8. Demonstrates development in the ability to use RN level critical thinking skills and utilization of the nursing process to plan, prioritize and deliver patient care.
9. Acts as patient advocate and shows the development of leadership skills while coordinating patient care.
10. Demonstrates professional, legal, and ethical behavior in the provision of patient care.

S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY	Knowledge	Skills	Attitudes	REMARKS
Competent Entry-Level Nursing Skills <i>The student enters as an advanced standing student into AH55 with IV and nursing skills that reflect the knowledge, skills and attitudes of a currently practicing IV certified Licensed Vocational Nurse.</i> a. At the beginning of AH55, the student demonstrates competency on randomly selected nursing and IV skills required of a currently practicing IV certified Licensed Vocational Nurse.				
Patient Centered Care <i>The student recognizes that the patient (or their designee) is the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs.</i> m. Assess and meets pain & suffering needs effectively n. Empowers the patients to control their care o. Respects patient and family decisions p. Facilitates informed patient consent for care q. Provides patient & family teaching at the bedside on a consistent basis. r. Communicates effectively with patients and their families s. Communicates with nursing staff at all steps of care				

S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY	Knowledge	Skills	Attitudes	REMARKS
t. Facilitates conflict resolution in coordinating care u. Recognizes and respects varying values and beliefs. v. Respects and demonstrates sensitivity to the diverse needs of patients of various ethnic, cultural, and age groups w. Recognizes and observes the boundaries of therapeutic relationships. x. Maintains confidentiality at all times.				
Teamwork & Collaboration <i>The student is able to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</i> k. Functions within the scope of practice l. Recognizes the roles and accountabilities of all health care team members including: the physician, charge nurse, nurse manager, case manager, staff nurse, physical therapist, occupational therapist, unit clerk, respiratory therapist, LVN, and CNA. m. Demonstrates effective verbal and non-verbal communications with patients, staff, peers, instructors and other health care team members. n. Participates in planning for discharge and referrals. o. Works effectively as a team member. p. Has positive contributions to the resolution of conflict and disagreement. q. Appreciates and minimizes the risks associated with handoffs among providers and across transitions in care. r. Obtains report prior to giving any patient care. s. Provides written and verbal end of shift report. t. Advocates for patients, self and others to promote optimum care.				
Evidence Based Practice <i>The student integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</i> e. Completes all pre-clinical preparation as required. f. Collects, analyzes and synthesizes all required patient data. g. Uses only professional level, evidence-based resources.				
Quality Improvement <i>The student is able to use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.</i> f. Uses tools effectively to evaluate and modify care based on standardized criteria. g. Uses SBAR effectively. h. Utilizes the nursing process and demonstrates the ability to assess, diagnose, plan, implement, evaluate and modify care as needed. i. Anticipates and recognizes abnormal patient assessments. Promptly and accurately reports these to primary nurse or instructor. Modifies care when needed. j. Reflects RN level critical thinking ability in planning, prioritizing and delivering patient care.				
Safety <i>The student minimizes the risk of harm to patients and providers through both system effectiveness and individual performance.</i> i. Provides safe patient care. j. Medications are administered utilizing the 7 "rights". k. Demonstrates a physical and emotional status adequate to perform safe patient care. l. Completes nursing care within a given time frame.				

S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY	Knowledge	Skills	Attitudes	REMARKS
m. Documents legibly and with accuracy. Uses correct grammar, spelling, and terminology. n. Functions with expanding responsibility while incorporating management skills o. Delegates tasks and activities to appropriate staff. p. Collaborates with others including client, family, and other members of the health care team.				
Informatics <i>The student uses information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</i> <ul style="list-style-type: none"> f. Electronic health record g. Invision / Clinweb h. Smartphone or PDA <ul style="list-style-type: none"> 3. Nursing Central 4. Drug Handbook / Epocrates i. Pyxis j. MAC Medication Administration (Bar Code) Software k. Use of electronic dashboards to support Evidence Based Practice 				
Professional & Ethical Behavior <ul style="list-style-type: none"> n. Punctual, notifies instructor when attendance will not be as scheduled. o. Adheres to policies of the Gavilan College Nursing Student Handbook, the Gavilan College catalog, and AH 55 course objectives. p. Dressed and groomed according to Gavilan College policies. q. Establishes and maintains professional relationships with patients, families, the health care team and faculty. r. Practices within the scope of practice of an RN as defined by the Nursing Practice Act. Demonstrates an understanding of professional, legal, and ethical responsibilities and recognizes the boundaries of nursing practice. s. Renders nursing care as a student nurse only under the supervision of the faculty and/or staff during scheduled clinical time. t. Completes all required assignments in a timely manner. u. Notifies the instructor and gives an accurate account of any error or omission in regard to patient care. v. Notifies instructor immediately of self-injury. w. Demonstrates honesty x. Responds appropriately to instructors' counseling and demonstrates positive changes in behavior. y. Evaluates own strengths and weaknesses. z. Separates personal problems from the clinical area. 				
Course Outcomes: Upon successful completion of AH 55 the student shall demonstrate the ability to: <ul style="list-style-type: none"> h. Use beginning level RN knowledge and skills to perform assessments, plan, prioritize, perform nursing interventions and evaluate care of patients with multiple complex medical, surgical and psychiatric problems. i. Practice within professional and legal standards expected of a beginning level Registered Nurse. j. Maintain professional boundaries in patient care relationships. k. Demonstrate honesty, integrity and ethical behavior. l. Demonstrate sensitivity to the cultural differences of clients. m. Apply principles of oral, written and verbal communication to convey relevant, accurate and complete information. n. Institute client teaching for the maintenance of health and prevention of disease. o. Eligible to enroll in AH56, the capstone course which completes the RN curriculum. 				

INSTRUCTOR SUMMARY OF STUDENT'S STRENGTHS AND AREAS NEEDING IMPROVEMENT
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STUDENT COMMENTS

Student Initials _____

I have read this evaluation and participated in an evaluation conference.

Instructor Signature _____ Date: _____

Student Signature _____ Date _____

Student signature signifies having read this evaluation, not necessarily agreement

Three-way conference to be arranged? Yes _____ No _____

GAVILAN COLLEGE RN PROGRAM
ALLIED HEALTH 56
Clinical Evaluation

STUDENT: _____
 INSTRUCTOR: _____
 AGENCY: _____

CLINICAL DATES: _____
 ABSENCES: _____
 OVERALL PERFORMANCE _____

OVERALL OBJECTIVES:

11. Demonstrate the knowledge, skills and appropriate attitude to:
 - a. Deliver patient-centered care
 - b. Develop progressive ability to apply theoretical concepts to clinical practice
 - c. Develop progressive ability to make independent decisions regarding patient care
 - d. Utilize teamwork & collaboration
 - e. Implement evidence-based practice
 - f. Monitor outcomes of care to improve quality of care
 - g. Minimize risk of harm to patients and care providers
 - h. Utilize information and technology to support decision-making and minimize error.
12. Demonstrates RN level critical thinking ability and utilization of the nursing process to plan, prioritize and deliver patient care.
13. Acts as patient advocate and leader while coordinating patient care.
14. Demonstrates professional, legal, and ethical behavior in the provision of patient care.

S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY	Knowledge	Skills	Attitudes	REMARKS
<p>Patient Centered Care <i>The student recognizes that the patient (or their designee) is the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values and needs.</i></p> <ul style="list-style-type: none"> y. Assess and meets pain & suffering needs effectively z. Empowers the patients to control their care aa. Respects patient and family decisions bb. Facilitates informed patient consent for care cc. Provides patient & family teaching at the bedside on a consistent basis. dd. Communicates effectively with patients and their families ee. Communicates with nursing staff at all steps of care ff. Develops progressive ability to apply theoretical concepts to clinical practice gg. Develops progressive ability to make independent decisions regarding patient care hh. Facilitates conflict resolution in coordinating care ii. Recognizes and respects varying values and beliefs. jj. Respects and demonstrates sensitivity to the diverse needs of patients of various ethnic, cultural, and age groups kk. Recognizes and observes the boundaries of therapeutic relationships. ll. Maintains confidentiality at all times. mm. Manages all aspects of IV therapy. Initiating, discontinuing peripheral IV's, PICC line dressing & cap change, blood withdrawal, administering IV push and IV piggyback medications. 				
<p>Teamwork & Collaboration <i>The student is able to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.</i></p> <ul style="list-style-type: none"> u. Functions within the scope of practice v. Recognizes the roles and accountabilities of all health care team members including: the physician, charge nurse, nurse manager, case manager, staff nurse, physical therapist, occupational therapist, unit clerk, respiratory therapist, LVN, and CNA. 				

S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY	Knowledge	Skills	Attitudes	REMARKS
w. Demonstrates effective verbal and non-verbal communications with patients, staff, peers, instructors and other health care team members. x. Participates in planning for discharge and referrals. y. Works effectively as a team member. z. Has positive contributions to the resolution of conflict and disagreement. aa. Appreciates and minimizes the risks associated with handoffs among providers and across transitions in care. bb. Obtains report prior to giving any patient care. cc. Provides written and verbal end of shift report. dd. Advocates for patients, self and others to promote optimum care.				

S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY	Knowledge	Skills	Attitudes	REMARKS
Evidence Based Practice <i>The student integrates best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.</i> h. Completes all pre-clinical preparation as required. i. Collects, analyzes and synthesizes all required patient data. j. Uses only professional level, evidence-based resources.				
Quality Improvement <i>The student is able to use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.</i> k. Uses tools effectively to evaluate and modify care based on standardized criteria. l. Uses SBAR effectively. m. Utilizes the nursing process and demonstrates the ability to assess, diagnose, plan, implement, evaluate and modify care as needed. n. Anticipates and recognizes abnormal patient assessments. Promptly and accurately reports these to primary nurse or instructor. Modifies care when needed. o. Reflects RN level critical thinking ability in planning, prioritizing and delivering patient care.				
Safety <i>The student minimizes the risk of harm to patients and providers through both system effectiveness and individual performance.</i> q. Provides safe patient care. r. Medications are administered utilizing the 7 "rights". s. Demonstrates a physical and emotional status adequate to perform safe patient care. t. Completes nursing care within a given time frame. u. Documents legibly and with accuracy. Uses correct grammar, spelling, and terminology. v. Functions with expanding responsibility while incorporating management skills w. Delegates tasks and activities to appropriate staff. x. Collaborates with others including client, family, and other members of the health care team.				
Informatics <i>The student uses information and technology to communicate, manage knowledge, mitigate error, and support decision-making.</i> l. Electronic health record (EHR) / Healthlink m. Smartphone 5. Nursing Central 6. Drug Handbook / Epocrates n. Pyxis o. WOW - Medication Administration Software with Barcode				

<p>Professional & Ethical Behavior</p> <ul style="list-style-type: none"> aa. Punctual, notifies instructor when attendance will not be as scheduled. bb. Adheres to policies of the Gavilan College Nursing Student Handbook, the Gavilan College catalog, and AH 56 course objectives. cc. Dressed and groomed according to Gavilan policies. dd. Establishes and maintains professional relationships with patients, families, the health care team and faculty. ee. Practices within the scope of practice of an RN as defined by the Nursing Practice Act. Demonstrates an understanding of professional, legal, and ethical responsibilities and recognizes the boundaries of nursing practice. ff. Renders nursing care as a student nurse only under the supervision of the faculty and/or staff during scheduled clinical time. gg. Completes all required assignments in a timely manner. hh. Notifies the instructor and gives an accurate account of any error or omission in regard to patient care. ii. Notifies instructor immediately of self-injury. jj. Demonstrates honesty kk. Responds appropriately to instructors' counseling and demonstrates positive changes in behavior. ll. Evaluates own strengths and weaknesses. mm. Separates personal problems from the clinical area. 				
<p>S = SATISFACTORY N = NEEDS IMPROVEMENT U = UNSATISFACTORY</p>	Knowledge	Skills	Attitudes	REMARKS
<p>Program Outcomes</p> <p><i>Upon successful completion of AH 56 the student shall demonstrate the ability to:</i></p> <ul style="list-style-type: none"> p. Take the California Licensure Exam (NCLEX-RN) upon completion of the preceptorship and college graduation requirements. q. Function within the scope of practice of the registered nurse as outlined by the California Board of Registered Nursing. r. Practice within professional and legal standards expected of a Registered Nurse. s. Demonstrate honesty, integrity and ethical behavior. t. Demonstrate sensitivity to the cultural differences of clients. u. Apply principles of oral, written and verbal communication to convey relevant, accurate and complete information. v. Perform patient assessments, plan, implement and evaluate nursing care safely. w. Institute client teaching for the maintenance of health and prevention of disease. x. Able to independently manage a team of patients with <u>minimal</u> instructor or primary nurse supervision necessary. 				
<p align="center">INSTRUCTOR SUMMARY OF STUDENT'S STRENGTHS AND AREAS NEEDING IMPROVEMENT</p>				
<p>STUDENT COMMENTS</p>				
<p>Student Initials _____</p> <p>I have read this evaluation and participated in an evaluation conference.</p> <p>Instructor Signature _____ Date _____</p> <p>Student Signature _____ Date _____</p> <p align="center"><small>Student signature signifies having read this evaluation, not necessarily agreement</small></p>				

Three-way conference to be arranged? Yes _____ No _____

GILROY CAMPUS MAP

