



Allied Health Instruction

Vision/Narrative

The philosophy of the Gavilan College Nursing Program is based up 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: 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 alterations in the client's 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 optimal health.

The Gavilan College Allied Health Program includes Certified Nursing Assistant, Home Health Aide, Clinical Medical Assisting, Person in the Life Span, Nutrition, Licensed Vocational Nursing, Registered Nursing, general education and transfer courses and continuing education for health professionals. The Allied Health staff are committed to the goal of providing every student with the opportunity to become prepared for the world of work with the acquisition of marketable skills necessary for suitable employment and life-long learning leading to career advancement.

There is no longer a waiting list for either the LVN or RN programs. Students can progress seamlessly from the LVN to RN program (with no wait) as long as they have maintained the minimum 2.5 GPA requirement. Additional openings in the RN class are backfilled by outside applicants. The application process for outside applicants has been revised to assure that all applicants are treated equitably. A full time Career-Technical Educational counselor was hired who assists students with counseling and application needs.

A nursing skills lab staffed by RN instructors is open three days a week for open skills lab practice, and remediation that may be required because of deficits noted in either the skills competency testing or during clinical at the hospital sites. In addition, the skills lab is used the other two days for clinical groups to rotate through to learn new skills and competency test on already learned skills.

A college fair is held during the spring semester each year to encourage students to apply to BSN or BSN/MSN programs immediately upon RN graduation. We continue to have a Memorandum of Understanding (MOU) with California State University, Monterey Bay so that students can either be concurrently enrolled in both programs or proceed directly into their BSN program immediately after graduation. We continue to receive more qualified applicants than we can accept in both the LVN and RN programs.

Students have continued to complain of difficulty in registering for pre-requisite courses for our nursing programs. Additional sections of Person & & & the Life Cycle (AH3) and Nutrition (AH11) have been made available online in order to help with this concern. A Spanish for the Healthcare Professional (non-credit) course will tentatively begin in Spring 2018 to meet the community's request for improving nurse's Spanish skills.

Certified Nursing Assistant and Home Health Aide courses continue to fill quickly, but we are not able to find enough qualified faculty to open additional sections. The Medical Assisting curriculum is going to be revised to meet



Certificate of Proficiency requirements.

Feedback from Supervisor / Dean

There is very little narrative to explain what the overall goals of the program are, and what these activities intend to meet those goals. For example, "improve students' hospital skills." What does the data say that indicates this is a need? How much of an improvement is intended as a goal? What are the specific methods or tools needed to improve these skills and what are the current barriers keeping them from having these skills? What is the need for professional development specifically? How has the department determined there are gaps and what strategies are going to be used to correct this? In the area of the admissions process, how many applicants are there each year? What would be the target improvements in efficiencies and turn around time when purchasing such a database, etc.

KMoberg

In addition to Kathleen's comments, this program appears to have not submitted any new objectives for the current year. What progress has been made on previous goals? General statements on progress do not provide much guidance/evidence. How does that progress measure up to the most recent program review? SWP? Others? Where does this program envision itself being in a year, and what activities will it take to meet those objectives? -Wruck