



Associate Degree Nursing Program

Student Handbook

2025-2026 (revised 08/2025)

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Non-Discrimination Policy

All persons, who are able to perform satisfactorily the responsibilities and tasks required in an educational and training program, should be provided an opportunity to succeed. The non-discrimination policy of the Los Angeles Community College District requires all programs and activities of the Los Angeles Community College District be operated in a manner which is free of "Prohibited Discrimination" defined as discrimination or harassment in violation of state or federal law on the basis of actual or perceived ethnic group identification, race, color, national origin, ancestry, religion, creed, sex (including gender based sexual harassment), pregnancy, marital status, sexual orientation, age, physical or mental disability, or veteran status.

Accreditation Information

Los Angeles Harbor College is accredited by:

Accrediting Commission for Community and Junior Colleges (ACCJC) of the
Western Association of Schools and Colleges (WASC)
10 Commercial Boulevard, suite 204
Novato, California 94949
(415) 506-0234 | www.accjc.org

The Los Angeles Harbor College Associate Degree Nursing Program is approved by:

California Board of Registered Nursing
1747 North Market Blvd., Suite 150, Sacramento, CA 95834
(916) 322-3350 | www.rn.ca.gov

The associate degree nursing program at Los Angeles Harbor College located in Wilmington, California is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000

The most recent accreditation decision made by the ACEN Board of Commissioners for the associate degree nursing program is Continuing Accreditation.

View the public information disclosed by the ACEN regarding this program at:

<https://www.acenursing.org/acen-programs-05202024/los-angeles-harbor-college>

Upon completion of the nursing sequence, the student is qualified to take the National Council Licensure Examination (NCLEX-RN).

Mission of the Los Angeles Harbor College Nursing Program

"To educate and prepare a diverse body of students to obtain the necessary knowledge, skills, and attitudes to continuously improve the safety and quality of their individual performance and of the healthcare system. The nursing program values accountability, commitment, student diversity, personal and program integrity, life-long learning, professionalism, and high academic standards with preparation for a seamless transfer into university degree programs. The nursing program fosters a supportive learning environment for student success." (Adopted by faculty-spring, 2008; revised 2015; reviewed 2017)

Dear Student,

Congratulations on your admission into the Los Angeles Harbor College Registered Nursing Program! This program has been successfully educating nurses since 1963 and has strong college and community support. The next two years of your life will be extremely busy, sometimes difficult, and always rewarding. You are entering a profession that will give you the joy and satisfaction of serving the health needs of the community at an exciting and challenging time.

As a member of the nursing program, you will be developing new friendships and support systems. The faculty also encourages you to utilize the wide array of division and campus resources available to you as a student of this program and college. We have high expectations of our students and want you to be proud to say you are a graduate of Los Angeles Harbor College.

The Student Handbook has been developed to help facilitate your entry into the nursing program by providing you with information about the program and student policies. Included are an overview of the curriculum; the policies and procedures that govern your educational experience (both in the classroom and in the clinical area); and general student information to supplement the Los Angeles Harbor College catalog. You must abide by the policies and procedures contained in this handbook. Please read the handbook carefully. If any areas are unclear to you, please seek clarification from your current course instructor or from the Director of the nursing program.

On behalf of the faculty and staff of the nursing program, I extend our warmest welcome to you. We are available to you for assistance, guidance, partnership, and consultation. We look forward to your successful completion of the nursing program and your graduation from Los Angeles Harbor College.

Sincerely,

Lynn Yamakawa, MSN, RN, CNE
Chairperson Health Sciences
Director, Associate Degree Nursing Program

PLEASE NOTE

1. The entire content of this handbook applies to all students enrolled in the nursing program.
2. Students are responsible for the understanding the contents of this handbook as well as the policies contained in the Los Angeles Harbor College Catalog and Schedule of Classes.
3. **Students are required to sign the Acknowledgement form (page 7- 8) and the Professional Behaviors/Standards of Student Conduct/Campus Etiquette (pages 27-29) statement and submit to the online compliance tracker in CastleBranch.**
4. Unless you are notified in writing or verbally of a change in policy or procedure, this is the handbook that will govern your enrollment in the nursing program.

Verification of Receipt of Nursing Program Student Handbook

I, _____ ("Student"), acknowledge that I have reviewed the LAHC Nursing Student Handbook. I understand that I am responsible for the contents and information contained in the handbook. Furthermore, I am responsible for reviewing and understanding the college policies contained in the Los Angeles Harbor College Catalog and Schedule of Classes.

1. All healthcare information acquired in the clinical area is confidential and students are prohibited from disclosing this information to any person not involved in the care and treatment of the specific patient. The student agrees to always protect the confidentiality of patient information as protected by federal law. Sources of medical information include, but are not limited to, written and electronic medical records; emergency and ambulance records; abuse reporting forms; diagnostic testing requests and results; and medication records. Any breach in confidentiality will result in dismissal from the nursing program and may result in legal action.
2. No part of a clinical agency-generated record may be removed from any facility. Faxing, copying, duplicating, emailing, photographing of any part of the patient record is strictly prohibited.
3. Students are responsible for timely registration, completion of all required program health requirements, liability (malpractice) requirements, and maintenance of program dress, attendance, and behavior standards.
4. Students must be registered for the course to ensure malpractice and liability insurance coverage.
5. Students are responsible for safe patient care and a safe environment. In the event of illness or other legitimate absence, the student is responsible for notifying both the clinical instructor and the clinical agency unit.
6. All students are required to conduct themselves in a manner that exhibits professionalism and in accordance with the American Nurses Association (ANA) Code of Ethics, the California Nurse Practice Act, and the LAHC Standards of Student Conduct.
7. Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the program or college will not be tolerated and will result in disciplinary action and possible dismissal from the nursing program.
8. All nursing courses must be taken in the required sequence and completed with a minimum grade of "C" (75%). Students not meeting this requirement will not be allowed to progress to the next sequenced course.
9. Students who withdraw from the nursing program MUST first notify the course instructor.
10. Students are expected to attend every lecture and clinical. Attendance of the first clinical day (orientation) and completion of the orientation requirements of the assigned agency are mandatory to continue in the nursing program. There are no unexcused absences from clinic and all absences must be made up. Students are expected to report absences in advance or as soon as possible to their lead instructor and clinical instructor as applicable.
11. Students are responsible for maintaining personal copies and also for submitting up-to-date agency required documents, malpractice, training and health records to the compliance tracker electronically. Failure to do so will jeopardize clinical placement.
12. Students are required to always follow Standard Precautions in all clinical settings.
13. Students are required to follow the nursing program's grooming, dress, and uniform policy at all times.

14. If, at any time during the program, a student's health, attitude, or conduct displays potential harm to self or others OR is suspected of being under the influence of any substance, the student will be removed from the class and clinical setting.
15. Make-up examinations, assignments and quizzes can generate a maximum score of 75%. Make-up examinations are given at the discretion of the course instructor.
16. Any concern that students may have regarding a class or clinical lab should be resolved first by seeking a conference with the respective instructor. If the problem cannot be resolved, the instructor, student, or both, may request a conference with the lead instructor. Then, if the issue cannot be resolved, the instructor, student, or both, may request a conference with the nursing program Director.
17. Students are required to attend all Student Forums. Attendance will be taken.
18. Students are expected to arrive to the clinical agency prepared for safe patient care. Specific instructions for clinical preparation will be given by your clinical instructor. Preparation may involve going to the clinical agency early or the day before and selecting patient(s), followed by research and preparation for clinical care and completion of required preparation forms. Students who come to the clinical area unprepared will be dismissed and receive an unsatisfactory clinical rating.
19. Students MAY NOT complete a clinical rotation on the unit in which they work. It is the student's responsibility to notify the lead instructor if they are assigned to a unit in which they work.
20. Students are strongly encouraged to enroll in the accompanying tutorial (if offered) for each course to further refine and apply concepts learned in theory and clinic.
21. Students who qualify to receive an LAHC nursing program pin must have satisfactorily completed all courses required in the BRN approved curriculum.
22. All students are required to take computerized standardized testing at the end of each course. Test feedback and remediation is available to students online. Students also have the opportunity to take non-proctored practice tests for content mastery and test-taking practice.
23. All students must maintain professional behavior throughout the program.
24. Students must present a clear background check and drug screening upon entry into the program.
25. **Students who are denied clinical placement due to the inability to pass a required Live Scan will NOT be permitted to continue in the nursing program unless an appropriate clinical placement can be found at an alternative agency.**
26. **Any student who has a positive result the drug screen will not be able to continue in the nursing program UNLESS a physician writes a note stating that prescription medications are causing the positive drug screen.**

I have had an opportunity to review the contents of the Student Handbook (2025-2026) and I agree, as a student enrolled in the nursing program, to adhere to the policies and guidelines set forth.

| | |
|--------------------------|-------------------------|
| Student Name | Current Semester |
| Student Signature | Date |

CURRICULUM

Los Angeles Harbor College

Associate Degree Nursing Program

Mission Statement and Philosophy of the Nursing Program

Introduction

The Associate Degree nursing program at Los Angeles Harbor College (LAHC) is part of the larger Los Angeles Community College District (LACCD), which consists of nine campuses. The nursing program offers generic and career ladder routes for Registered Nurse preparation. LAHC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). The Associate Degree Nursing Program is approved by both the California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN).

Nursing Education Mission and Philosophy Congruency Statement with LACCD and LAHC

Missions

The mission of the Los Angeles Community College District (LACCD) is to foster student success for all individuals seeking advancement, by providing equitable and supportive learning environments at our nine colleges. The District empowers students to identify and complete their goals through educational and support programs that lead to completion of two or four-year degrees, certificates, transfer, or career preparation. In doing so, the District fulfills its commitment to the community to improve the social welfare of the region, to enhance the local economy, to close persistent equity gaps, and to prepare future community leaders.

The mission of LAHC is to serve our diverse community by providing access to associate and transfer degrees, certificates, economic and workforce development, and adult and noncredit instruction. We promote equity, diversity, and student success through academic programs and support services that ensure our students become productive members of a global society.

Reflecting the mission of the LACCD and LAHC, the mission of the Associate Degree Nursing program is to educate and prepare a diverse body of students to obtain the necessary knowledge, skills, and attitudes to continuously improve the safety and quality of their individual performance and of the healthcare system. The nursing program values accountability, commitment, student diversity, personal and program integrity, life-long learning, professionalism, and high academic standards with preparation for a seamless transfer or concurrent enrollment into university degree programs. The nursing program fosters a supportive learning environment for student success.

Philosophy of Person and Environment

The Roy Adaptation Model describes a person as a bio-psycho-social integrated whole, comprised of parts, continually interacting with his/her internal and external environment, and striving to achieve adaptation and integration in four modes. The goals of the human system are survival, growth, reproduction, and mastery. The nature and degree of the person's adaptation is influenced by innate and acquired needs; the ability to cope with internal and external environmental stimuli; and the interrelationship of physiologic, sociocultural, psychological, spiritual, and developmental variables. The environment consists of all conditions, circumstances, and influences surrounding and affecting the development and behavior of persons and groups. This includes people as individuals or in groups (families, organizations, communities, nations, and society as a whole). Stage of development, family, and culture significantly influence stimuli in all human adaptation.

Philosophy of Nursing and Health

According to Roy, nurses use specialized knowledge to contribute to the needs of society for health and well-being. Nursing facilitates and expands patient adaptation and views health as a dynamic state and process in which the patient is, and is becoming, an integrated and whole person to obtain optimal well-being. Nursing acts to promote adaptation for individuals and groups in four modes—physiologic, self-concept, role function, and interdependence. In promoting adaptation, the nurse contributes to the patient's health, quality of life, or dying with dignity. This is accomplished by assessing behavior and factors that influence adaptive abilities and by intervening to expand those abilities.

Nursing is a highly specialized and evolving profession involving both art and science, a heart and a mind. It is a science founded on a professional body of knowledge. At its heart, lies a fundamental respect for human dignity and an intuition for a patient's needs. This is supported by the mind, in the form of rigorous core learning. Through the critical thinking exemplified in the nursing process, nurses use their judgment to integrate objective data with subjective experience of a patient's biological, physical, and behavioral needs. This ensures that every patient receives the best possible care regardless of who they are, or where they may be. (Adopted from ANA, 2022; <https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/>)

Philosophy of Nursing Education

The nursing program curriculum builds upon the foundational knowledge of the physical, behavioral, and social sciences and continues with focused study in the art and science of nursing. Nursing education is a dynamic process taking place in a culture of excellence, respect, and support. The educational theories of behaviorism, cognitivism, adult-learning, and novice to expert theory allows the faculty to plan for an effective learning environment for students. Nursing education has as its goal the acquisition of the necessary knowledge, skills, and attitudes to enable the nurse to be a qualified, safe, and competent professional in implementing the nursing process and promoting adaptation in a patient. Graduates of Associate Degree Nursing programs are prepared to successfully take the NCLEX-RN and function as entry-level nurses in diverse health care settings which are rapidly and constantly changing. Graduates are flexible, adaptable, and accountable generalists who are responsible for contributing to the safety and quality of the health care environment in which they work.

The nursing program firmly believes that graduates must be educated and prepared to value a commitment to the professional behaviors of nursing. They must always practice within the legal and ethical standards of nursing, and within the limits of their own knowledge and experience. A dedication to ongoing professional development and lifelong learning is inherent in this professional commitment. This includes pursuing a baccalaureate degree or higher in nursing.

The nursing program faculty, as a whole, are responsible for planning, revising, implementing, and evaluating all aspects of the curriculum. They facilitate learning by planning learning activities utilizing a variety of teaching methodologies; facilitate the development of the problem-solving process, critical thinking and clinical reasoning; and develop assessment methods to evaluate student learning outcomes. In order to be effective nurse educators, the faculty is responsible for maintaining scholarship in nursing theory, clinical practice, nursing education, and research. The faculty also maintains and actively participates in partnerships within the community to keep abreast of current practices and workforce needs.

Nursing students assume accountability and primary responsibility for learning, participating in and completing prescribed learning experiences. The nursing education program is designed for, and constantly adapting to, meeting the needs of our increasingly diverse student and patient populations. Students enter our nursing program with their own wealth of knowledge comprised of life experiences, age differences, gender identities, cultures, ethnicities, learning styles, generational differences, educational backgrounds, and support systems. The nursing program

strives to provide a supportive environment and services to increase awareness of diversity and build upon students' individualism to create an optimal learning environment for student success. Nursing education at LAHC incorporates the Roy Adaptation Model, the nursing process (according to Roy), the California Board of Registered Nursing (BRN) Standards of Competent Performance (CCR 1443.5, 2011), the National League for Nursing Outcomes and Competencies for Graduates of Associate Degree Programs in Nursing (2010), the Institute of Medicine Core Competencies Needed for Health Care Professionals (2003), and Quality and Safety in Nursing Education (QSEN) (2005) as the conceptual basis for curriculum development and revision. At the completion of the nursing program, end of program student learning outcomes reflect:

Patient Centered Care- the ability to recognize the patient or family as the source of control and full partner in providing compassionate, sensitive, and coordinated care based on respect for the patient's preferences, values, and needs. This includes the ability to appreciate diverse cultural, social, and ethnic backgrounds and to assess and treat pain and suffering considering the patient's values and expressed needs. The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings.

Teamwork and Collaboration- the ability to function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care. Graduates must be able to describe the scope of practice and roles of health care team members and recognize the unique contribution that team members make in assisting the patient to achieve health care goals. This requires effective communication and conflict resolution skills.

Evidence-Based Practice- the ability to integrate best current evidence with clinical expertise and patient/family preferences for optimal care. Graduates must be capable of making clinical decisions based on a thorough assessment of data to deliver patient care that moves patients towards positive outcomes.

Quality Improvement- the ability to utilize data to monitor the outcomes of health care processes and use improvement methods to design and test changes to continuously improve the safety and quality of own performance and the greater health care environment. The graduate examines evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

Safety- the ability to minimize the risk of harm to patients and families through individual and system effectiveness. Critical thinking is an essential competency that graduates must possess in order to make safe clinical decisions.

Informatics- the ability to use information and technology to communicate, manage knowledge, decrease error, and support decision making.

Professionalism- the ability to internalize one's role as a nurse in ways that reflect integrity, responsibility, compassion, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, advocacy, and safe, quality care for diverse patients.

Adopted 1980; revised 1984, 1989, 1994, 1996, 2000, 2002, 2005, 2008, 2009, 2013, 2014, August 2015; 2017, 2022, 2024

National Council of State Boards of Nursing, 2004: Article II: Scope of Nursing Practice

National League for Nursing, 1990: Educational Competencies for Graduates of ADN programs

National League for Nursing, 2000: Educational Competencies for Graduates of ADN programs.

ANA Standards of Nursing Practice for all Registered Nurses, 2001

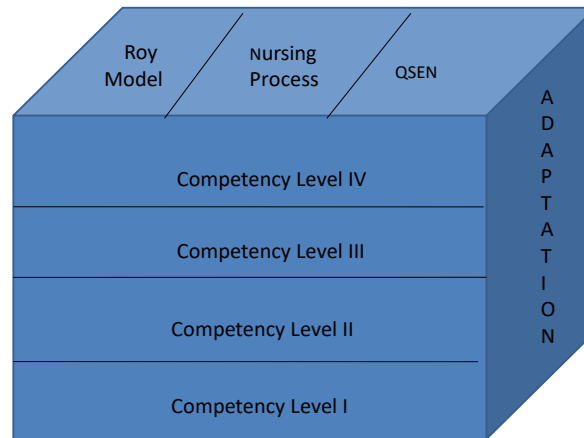
Institute of Medicine, Core Competencies Needed for Health Care Professionals, 2003

California BRN: Standards of Competent Performance (1443.5, 2011)

National League for Nursing 2010: Outcomes and Competencies for Graduates of Associate Degree Nursing Programs

Quality and Safety Education for Nurses (QSEN), 2009-2012

Organizational Conceptual Framework



The organizational framework of the nursing program curriculum is derived from the mission and philosophy of the program. Three major concepts are integrated into the conceptual framework. The first concept is the Roy Adaptation Model, which describes and gives defining characteristics to the person, environment, nursing, and health. The Roy Adaptation Model, as it is utilized by the nursing program, has been simplified to make it more appropriate for use at the Associate Degree Nursing level. The program's courses are organized into the traditional nursing areas of basic skills and fundamentals, medical-surgical, geriatric, maternal, pediatric, mental health, psychiatric, leadership and patient-care management.

The second concept is the nursing process, relating the five-part problem solving process, assessment, analysis (Nursing Diagnosis), planning, implementation, and evaluation. The nursing process concept is expanded to include a sixth step as defined by the Roy Adaptation Model—the identification of stimuli. The nursing process is integrated into every nursing course, focusing on patient behaviors and responses and nursing actions and care rather than the medical diagnoses and treatments.

Quality and Safety in Nursing Education (QSEN) is the third major concept that organizes the theoretical framework. The QSEN competencies are used as one of the frameworks for course outcomes and it is also as the framework for evaluation of student progress and performance (see table 2). BRN threads (personal hygiene, human sexuality, patient abuse, cultural diversity, nutrition (including therapeutic aspects) pharmacology, legal, social, and ethical aspects of nursing, nursing leadership and management) are also integrated throughout the curriculum. Student proficiency and behavior levels are identified throughout the nursing curriculum and are based on Patricia Benner's work on novice to expert (see table 1).

Table 1

| | |
|--|---|
| First Learner Level Nursing 313, 315 | At this level, which comprises courses in the first semester of the nursing program, students are expected to integrate and synthesize knowledge obtained in prerequisite courses. Generally, they are beginners with no experience. Students are introduced to nursing concepts and professional behaviors that they are to adhere to, and practice under the guidance of experts in the clinical setting. Students are taught general rules to perform tasks. They are expected to utilize the nursing process, perform basic nursing skills, and complete patients' plan of care utilizing a set of rules and resources in their decision making. |
| Second Learner Level Nursing 323, 325 | At this level, which comprises courses in the second semester of the nursing program, students are expected to apply nursing concepts and recognize abnormal physical attributes in adult patients, develop plans of care, make decisions based on general guidelines or principles derived from previous experiences, and use appropriate resources to assist in solving patient problems and making clinical judgments. Students can perform basic skills and apply guidelines that are based on cues from experts. With continued experience, they are beginning to apply theory with practice. |
| Third Learner Level Nursing 333, 335, 339, 343, 345 | At this level, which comprised courses in the third semester and two courses in the fourth semester of the nursing program, students are expected to continue to apply and adapt medical surgical nursing concepts to patients across the life span in a variety of community based health care settings; modify plans of care; and make clinical judgments in a variety of developmental stages on the basis of general guidelines or principles derived from previous experiences; organize and prioritize nursing interventions with supervision; and utilize appropriate resources to assist in solving patient problems and making clinical judgements. Students can adapt basic skills to different age groups and develop new skills applying guidelines that are based on cues from experts. They correlate and build on medical surgical theory and practice. They have developed conscious and analytical thinking. |
| Fourth Learner Level Nursing 347 | At this level, which comprises the clinical preceptorship taken in the final four weeks of the nursing program, students demonstrate mastery of the end-of-program student learning outcomes/role-specific competencies. They have a background of experience and performance is flexible and competent. |

Learner proficiency levels were adapted from Brenner, P., Novice to Expert: Excellence and Power in Clinical Nursing Practice, (1984) and, Ford, C.W., Clinical Teaching in Allied Health Professions

I. The Roy Adaptation Model

The Roy Adaptation Model is a systems model utilizing external and internal stimuli and the patient's adaptation level to maximize health status. The behaviors or responses of the person are manifested in four modes: physiologic-physical, self-concept-group identity, role function, and interdependence. Behaviors may be adaptive or ineffective. Although assessed by mode, behaviors are interrelated, the modes overlap, complex relationships exist, and the holistic nature of the person is greater than the sum of the modes. The goal of nursing is to promote adaptation in each of the modes, thereby contributing to the person's health, quality of life, and/or dying with dignity.

II. Nursing Process (According to Roy)

A problem-solving approach for gathering data, identifying the capacities and needs of the human adaptive system, selecting and implementing approaches for nursing care, and evaluation of the outcome of care provided:

1. Assessment of Behavior: the first step of the nursing process which involves gathering data about the behavior of the person as an adaptive system in each of the adaptive modes physiologic-physical, self-concept-group identity, role function, and interdependence.
2. Assessment of Stimuli: the second step of the nursing process which involves the identification of internal and external stimuli that are influencing the person's adaptive behaviors.
3. Nursing Diagnosis: step three of the nursing process which involves the formulation of statements that interpret data about the adaptation status of the person, including the behavior and most relevant stimuli
4. Goal Setting: the fourth step of the nursing process which involves the establishment of clear statements of the behavioral outcomes for nursing care.
5. Intervention: the fifth step of the nursing process which involves the determination of how best to assist the person in attaining the established goals
6. Evaluation: the sixth and final step of the nursing process which involves judging the effectiveness of the nursing intervention in relation to the behavior after the nursing intervention in comparison with the goal established.

Sr. Callista Roy 1997

III. QUALITY AND SAFETY EDUCATION IN NURSING (QSEN)

The QSEN competencies are embedded throughout the nursing curriculum. Proficiency level of each competency progresses as the student progresses in the nursing program.

Table 2: Leveling of Student Learning Outcomes

| 1st Semester Level I | 2nd Semester Level II | 3rd & 4th Semesters Level III | 4th Semester Preceptorship |
|--|---|---|---|
| <u>Relate</u> the components of the nursing process using the Roy Adaptation Model. | <u>Utilize</u> the nursing process and Roy Adaptation Model in caring for adult medical-surgical patients. | <u>Apply</u> the nursing process using the Roy Adaptation Model in caring for individuals and groups across the lifespan and developmental stages. | <u>Integrate</u> the nursing process using the Roy Adaptation Model to promote adaptation of individuals, families, and the community. |
| <u>Develop</u> professional behaviors for nursing practice. | <u>Display</u> professional behaviors for nursing practice. | <u>Practice</u> professional behaviors. | <u>Internalize</u> professional standards of nursing practice. |
| <u>Identify</u> assessment data with which to formulate clinical decisions. | <u>Interpret</u> rationales for clinical decisions. | <u>Demonstrate</u> clinical decision making that is accurate and safe. | <u>Formulate</u> clinical judgments in practice that promote the health of patients. |
| <u>Provide</u> safe, patient-centered care. | <u>Provide</u> safe, patient-centered care. | <u>Provide</u> safe, patient-centered care. | <u>Provide</u> safe, patient-centered care. |
| <u>Describe</u> roles of health care team members and develop effective strategies for communication. | <u>Practice</u> as a member of the nursing team utilizing effective communication strategies. | <u>Function</u> effectively within nursing and inter-professional teams utilizing effective communication strategies. | <u>Assimilate</u> effectively within nursing and inter-professional teams fostering effective communication to achieve quality patient care. |
| <u>Identify</u> evidence-based practices to support clinical reasoning. | <u>Implement</u> evidence-based practices which support clinical reasoning. | <u>Incorporate</u> evidence-based practices which support clinical reasoning. | <u>Integrate</u> best current evidence with clinical expertise for optimal health care. |
| <u>Implement</u> a personal quality improvement project. | <u>Utilize</u> a variety of sources to review outcomes of care. | <u>Identify</u> areas for improvement in quality and safety of health care systems. | <u>Describe</u> strategies for improving outcomes of care in clinical practice. |
| <u>Identify</u> the impact of information technology in the clinical setting and guidelines for protected health information. | <u>Utilize</u> technology to research patient information and communicate with inter-professional teams. | <u>Implement</u> technology to research patient information and communicate with inter-professional teams. | <u>Incorporate</u> information and technology to communicate, manage knowledge, mitigate error, and support decision making. |

Adapted from,

Coxwell, G. and Gillerman, H. (Eds.). 2000. Educational Competencies for Associate Degree Nursing Programs: Council of associate degree nursing competencies task force. Sudbury MA: Jones and Bartlett. "ANA Standards of Professional Practice for All Registered Nurses, 2001. Poster, Adams, Clay, Garcia, Hallman, Jackson, Dlot, Lumkins, Reid, Sanford, Slatton, Yuill, "The Texas Model of Differentiated Entry-Level Competencies of Graduates of Nursing Program," Nursing Education Perspectives, NLN, January/February 2005, Vol.26, No.1. Ford, C.W., Clinical Teaching in Allied Health Professions. QSEN Competencies 2010-2012

Approved by Faculty 1989, revised 1994, 1996, 2000, 2005, revised 2008, 2009, 2013, 2014; reviewed 2017, 2022, 2024

End-of-Program Student Learning Outcomes

Utilizing a body of scientific knowledge that incorporates the Roy Adaptation Model, the nursing process, and Quality and Safety in Nursing Education (QSEN), the graduate nurse will demonstrate competence in caring for patients and in participating with patients, families, significant others, and members of the health care team to deliver patient-centered care and develop, implement, and evaluate plans of care directed towards promoting and restoring the patient's optimal level of functioning.

Upon graduation from the A.D.N. Program, the graduate nurse, guided directly or indirectly by an experienced Registered Nurse, in a variety of health care settings, will demonstrate the following competencies:

1. Integrate the nursing process using the Roy Adaptation Model to promote adaptation of individuals, families, and the community.
2. Internalize professional behaviors in the practice of nursing.
3. Formulate clinical judgments that promote the health of patients and families
4. Provide safe, patient-centered care.
5. Assimilate effectively within nursing and inter-professional teams fostering effective communication to achieve quality patient care.
6. Integrate best current evidence with clinical expertise for optimal health care
7. Describe strategies for improving outcomes of care in clinical practice.
8. Incorporate information and technology to communicate, manage knowledge, mitigate error, and support decision making.

2008: Approved and adopted by LAHC Nursing Program faculty

Adapted from "ANA Standards of Professional Practice for all Registered Nurses (2001) and NLN "Educational Competencies for Graduates of Associate Degree Programs" (2000).

Previous versions:

2004- Approved and adopted by LAHC Nursing Program faculty, June, 2004. Adapted from the "National League for Nursing Core Competencies", <http://www.nlnlac.org>, 5/20/02.

Original adaptation from the "Competencies of Associate Degree Nurse Into Practice", developed in 1977 and 1978 by the Council of Associate Degree Programs, National League for Nursing, published in Nursing Outlook, July, 1978.

Originally approved by LAHC Nursing Program faculty, June, 1984.

Revised 1985, 1986, 1994, 1996, 2000, 2001, 2005.

May, 2014: Curriculum Committee (faculty as a whole) updated/revised End of Program Student Learning Outcomes and leveled objectives; Minor Curriculum Revision approved by the California Board of Registered Nursing.

Reviewed 2017, 2024

Program Outcomes

1. 50% of students will complete the program on time (begins with calculating enrollment on the first day of the first nursing course and ends with completion of course required for conferral of a degree).
2. NCLEX-RN Pass rates will be 80% or greater for all first-time test-takers; or 80% or greater for all first-time test-takers and repeaters; or at or above the national/territorial mean based on the nursing program type.
3. 80% of graduates, within one (1) year of graduation will be employed in a position for which the nursing program prepared them.
4. 95% of current graduates and alumni (6-12 months after graduation) will rate program satisfaction as "Satisfactory" or better.
5. 90% of employers will rate satisfaction with program graduates (within 1 year of graduation) as "satisfactory" or better.

Reviewed/revised/approved by faculty- 04/2008 in Evaluation Committee

Reviewed/revised/approved by faculty- 04/28/2014 in Evaluation Committee; 2017,2022

Reviewed/revised/approved by faculty- 2017,2022, 2024

Program Routes

Applicants may enter the nursing program by one of the following routes:

Route 1 (Generic)

The applicant may choose to enroll in the entire nursing program as outlined in the college course catalog. The program leads to the Associate of Science, Professional (RN) degree.

Route 2 (Prior health care experience)

The applicant with other verified health care experience may enter this route. The applicant must challenge nursing classes by taking written examinations and practicums reflecting content and competencies of the courses for which he/she has verified previous education and/or experience, at a level of 75% or higher. Program prerequisites must be completed and classes in the first semester must be in progress to establish eligibility to take the challenge examinations. The maximum number of units for which a student may petition for credit by examination in the college shall be no more than fifteen (15) units. **

Route 3 (LVN-30 Unit Option)

The LVN with a current California license and one year patient care experience may establish eligibility to take the state licensing examination to become a Registered Nurse in California ONLY, by completing a specific sequence of courses that are approved by the Board of Registered Nursing. Enrollment is granted after completing an application and meeting the program requirements for Human Physiology; Microbiology 1 or 20; Nursing 329A and B; and Nursing 311 and 321. Psychology 41 is a recommended prerequisite course. A Nursing Assessment/Readiness test must be passed at or above the cut score. The student must then successfully complete Nursing Courses 333, 335, 339, 343, 345, and 347. This route DOES NOT meet the requirements for graduation from the program or the college. Admission by this route is on a space-available basis. **

Route 4 (LVN Advanced Placement Route/Career Ladder)

This route leads to graduation from the nursing program with an Associate of Science Degree in Nursing, Professional (LVN to RN). The LVN with a current California license and one year patient care experience may be granted advanced placement after completing the program and general education prerequisites; the Nursing Assessment/Readiness test at or above the required cut score; the non-nursing courses required in, or prior to, the first semester of the program; and the transition semester courses consisting of N311, 321, 329 A and B with a grade of "C" or better. Route 4 leads to graduation after all program and college requirements are met. Admission by this route is on a space-available basis. **

Note: LVN applicants are expected to demonstrate general education, mathematical and nursing theoretical and clinical competencies equivalent to the beginning second semester generic nursing student or equivalent.

**** Applicants considering these routes are required to meet with the Chairperson (or designee) of the nursing program prior to enrollment in the program. These alternate routes are for persons with previous health care experience and/or education. See the College Catalog and the Student Handbook appendix for detailed information.**

Sequence of Courses

The nursing portion of the curriculum is composed of twelve (12) core courses except for the LVN Options: Route 3 and Route 4. Course length ranges from six (6) to eight (8) weeks, except for Nursing 347. Courses are to be taken sequentially as outlined in the College Catalog and in the BRN-approved Curriculum.

Units

Within each course, learning is enhanced by the organization of content into discrete units. A unit is self-contained instruction and learning activities (readings, audiovisuals, group activities, online resources, laboratory practice) needed to master the unit and course student learning outcomes. Units may vary in length from one (1) to four (4) weeks. The learning of unit specific student learning outcomes may take place in the clinical setting, simulation or practice laboratory, classroom, during independent study, and in observational experiences. Unit student learning outcomes are evaluated with examinations, written assignments, group presentations, skills practicums, and other methodologies. Students are encouraged to prepare for the scheduled unit outcomes prior to lecture and discussion.

Core Nursing Courses

| 1 st Semester | | Units |
|--------------------------|---|-----------|
| Nursing 313 | Introduction to Nursing Process & Practice | 4 |
| Nursing 321 | Nursing Process | 1 |
| Nursing 315 | Fundamentals of Nursing Process & Practice | 4 |
| Nursing 311 | Communication in Nursing | 1 |
| 2 nd Semester | | |
| Nursing 323 | Nursing Process & Practice in the Care of the Adult Patient I | 5 |
| Nursing 325 | Nursing Process & Practice in the Care of the Adult Patient II | 5 |
| 3 rd Semester | | |
| Nursing 333 | Nursing Process & Practice in the Health Care of Women and Families | 3 |
| Nursing 335 | Nursing Process & Practice in the Care of Children | 3 |
| Nursing 339 | Nursing Process & Practice in the Care of the Geriatric Patient | 2 |
| 4 th Semester | | |
| Nursing 343 | Nursing Process & Practice in the Psycho-Social Adaptation of the Patient | 3 |
| Nursing 345 | Nursing Process & Practice in the Care of the Adult Patient III | 3 |
| Nursing 347 | Leadership & Management, Preceptorship | 3 |
| | TOTAL NURSING UNITS | 37 |

Special Notes REGARDING All Nursing Curricula

1. All nursing classes at LAHC are short term, ranging from six (6) weeks to eight (8) weeks in length except for Nursing 347. Nursing courses are scheduled sequentially in the LAHC Nursing Curriculum. Each course/semester must be completed before progressing to the next semester.
2. Students graduate under LACCD GE Plan
 - a. Nursing program and college general education course requirements must be completed to qualify for graduation. All prerequisites must be completed prior to admission to the program. Students must also meet the college mathematics competency requirement prior to being admitted to the nursing program. Co-requisites for graduation include: COMM C1000, Sociology 001 or Anthropology 102, one course from Ethnic Studies, and one course from the Humanities. Students are encouraged to complete the majority of the G.E. requirements prior to enrollment in the program. Please see the College Catalog and/or the Appendix for a listing of Nursing Program and G.E. requirements.
3. Refer to the College Catalog for the transfer status of the general education courses under the LACCD GE Plan. Completion of the Los Angeles Harbor College Nursing Program is transferable to the CSU system.
4. Refer to the College Catalog for more information under LACCD GE Plan, Professional Nursing (RN) requirements, and Challenge and Transfer.
5. Scholastic Requirement
 - a. A minimum grade of "C" (75%) in all nursing courses and in the required general education courses is required. An overall GPA of 2.0 must be maintained to remain in "good standing" in the college.
6. The LVN to RN student enrolled in Route 4 must complete all the general education requirements for graduation as listed in # 2.
7. The LVN to RN student enrolling in Route 3 (BRN "30-unit" option) must complete Physiology 1 and Microbiology 1 or 20 prior to enrollment in Nursing.

Nursing Course Descriptions

First Semester

Nursing 321: Nursing Process

This course introduces the concepts and provides practice experiences to understand and use the nursing process and the Roy Adaptation Model for planning, implementing, and evaluating patient care. The course is divided into four units: nursing process; Roy Adaptation Model; use of the nursing process with the physiological mode; and use of the nursing process with the psychosocial modes.

Nursing 311: Communication in Nursing

This course provides theoretical knowledge and practical application and experience of interpersonal communication skills needed to interact therapeutically, institute a teaching-learning plan, and communicate with individuals and groups. The course is divided into four units: Therapeutic Communication/Developmental Theories, Cultural Competence, Patient Education, and Group Process.

Nursing 313 & 315: Introduction to Nursing Process and Practice/Fundamentals of Nursing Process and Practice

Nursing 313 is an introduction to nursing and prepares the student to give care to the hospitalized patient, with focus on the mature adult. It includes introduction to the clinical agency environment and universal standards, basic nursing procedures, and utilization of the nursing process. After satisfactory completion of this course, the student can function at the beginning Nurse Aide level. Nursing 315 uses the nursing process to assess adult and older adult needs, plan and implement nursing interventions, and evaluate their effectiveness. Calculation and administration of medication, intravenous flow rate determination, asepsis and sterile technique, pre/peri/post-operative care, nutrition, and advanced skills are developed. Principles and practice of therapeutic communication and teaching are utilized. Documentation and legal standards are incorporated. There may be a practicum included in this course. After successful completion of this course, the student is eligible to complete examination for Certified Nursing Assistant.

Second Semester

Nursing 323 & 325: Nursing Process and Practice in the Care of the Adult Patient I & II

Nursing 323 encompasses care of the adult medical-surgical patient addressing the healthcare of the cardiovascular, peripheral vascular, endocrine, immune, and hematologic systems; oncological issues are included. The nursing process based on the Roy Adaptation Model, communication, and teaching are continued.

Nursing 325 encompasses care of the adult medical-surgical patient addressing the healthcare of the gastro-intestinal, genitourinary, orthopedic, and neurological systems. The nursing process based on the Roy Adaptation Model, communication, and teaching are continued. This course may contain a clinical practicum.

Third Semester

Nursing 333, Nursing 335, and Nursing 339: Nursing Process and Practice in Health Care of Women and Families; in the Care of Children; and in the Care of the Geriatric Patient

Nursing 333 includes both theory and practice in meeting the health care needs of women and families during childbearing. Psychosocial as well as physiological nursing concepts, including cultural, emotional, developmental, and environmental factors are emphasized. Settings include acute care facilities, clinics, and parent education classes. The nursing skill of peripheral intravenous (IV) line placement is introduced in this course.

Nursing 335, developmental theories (primarily Erikson) and the Roy Adaptation Model are utilized to focus on the assessment, analysis, planning, intervention, and evaluation of the bio-psycho-social problems of children and families. Integration of growth and development principles direct the care of the child related to position on the health-illness continuum.

Nursing 339 focuses on the geriatric patient, integrating content of the Roy Adaptation Model and nursing process. Clinical experiences include long-term care and community health. A more advanced role of the nurse is emphasized.

Fourth Semester

Nursing 343 and 345: Nursing Process and Practice in the Psycho-Social Adaptation of the Patient and Care of the Adult Patient III

Nursing 343 provides theoretical knowledge correlated with clinical experience in planning and administering care to the psychiatric patient in the acute care setting. This course emphasizes the care of the patient with mental health conditions, problems of daily living, and substance use disorders. The Roy Adaptation Model and nursing process are the framework for providing care.

Nursing 345 provides theoretical knowledge correlated with clinical experience in the care of the complex adult medical-surgical patient with cardiopulmonary and multisystem insufficiencies. The Roy Adaptation Model and nursing process are used to plan, implement, and evaluate care. Clinical experiences utilize critical care and step-down units. Theory content from previous nursing courses and required cognates are synthesized.

Nursing 347: Leadership and Management in Nursing

Nursing 347 includes historical perspectives, current issues, and legal, ethical, professional, and practice factors important to nursing. Leadership, management, and communication factors pertinent to patient care are discussed. A four-week full-time clinical preceptorship utilizing selected RN preceptors is performed in acute care settings for a total of 136 hours.

Transition Semester (LVN to RN)

Nursing 329A & B: Role Transition to Registered Nurse and From LVN to RN

Nursing 329A assists the Licensed Vocational Nurse (LVN) and other 'alternate route' students to make a successful transition to the RN nursing student role. Lecture content focuses on resources, role development, change theory, learning styles, LVN and RN scope of practice and roles, and medication calculations.

Nursing 329B content focuses on professional communication, legal and ethical issues, nursing process, physical assessment, critical thinking, and calculation and administration of medications by intravenous piggyback.

PROGRAM POLICIES

Admission Policy and Guidelines for Implementation of the Nursing Assessment/Readiness Test

1. Refer to LAHC catalog for general admission information for LAHC.
2. Refer to LACCD Administrative Regulation AP 4106 for policy related to admission into the Registered Nursing program.
3. Information sessions, application periods, and the application to the nursing program can be obtained on the nursing website. **NOTE: It is a requirement that potential applicants attend an information session hosted by the Health Sciences division and highly recommended that applicants schedule an appointment with a college counselor to develop an educational plan.**
4. Applicants that meet all properly established prerequisites and selection criteria for enrollment. Applicants who rank highest in the applicant pool, as well as a randomly selected group of additional candidates, will be invited to take the TEAS examination
 - If selected to take the Assessment/Readiness test, the applicant will be notified in writing of the testing date, time, and location of the examination by the Health Sciences office. The student is responsible for contacting the test vendor and following instructions for receiving a test ID number prior to the examination.
 - If the Assessment/Readiness test has previously been taken at another institution, the applicant, upon request from the Admission Committee, must electronically forward the results to the LAHC Health Sciences division. Unofficial copies of test results from students or other colleges will not be accepted. **NOTE: If the applicant presents with multiple test scores/results, only the first/earliest score will be accepted.**
 - Applicants must meet or exceed the minimum composite score to be further considered for enrollment in the nursing program and to proceed to the second random selection process.
 - Applicants who were invited to take the TEAS test and who do not meet the minimum composite score on test will be referred to designated personnel in the Health Sciences division to develop an appropriate remediation plan. This plan may include formal coursework or independent study for each area that the applicant did not pass. **Note- To qualify for individualized remediation, the student must have taken the Assessment/Readiness test at LAHC. The student must contact the designated personnel within the specified time frame.**
 - a. Students will have twelve (12) months to remediate and demonstrate readiness to retake the Assessment/Readiness test. The period of remediation shall commence on the date the student signs the remediation plan.
 - b. Demonstration of readiness to retake the Assessment/ Readiness test includes: 1) successful completion of the remediation plan; and/or 2) demonstration of passing grade in college remediation coursework.
 - c. **The student must meet or exceed minimum scores on all sections of the Assessment/Readiness test as well as meet or exceed the minimum composite score.**
 - d. If the student does not successfully pass the Assessment/Readiness test on the second attempt, he/she will not be eligible to retake the test at LAHC nor will the student be considered for future admission into the Nursing program.

Professional Behaviors

The college believes that the development of professional behaviors is paramount in the education of all students. Professional behaviors are integrated throughout the college Institutional Student Learning Outcomes (ISLOs), and the nursing program End of Program Student Learning Outcomes (SLOs), most specifically SLO #2, which states that the student will “internalize professional standards within the nursing practice”. To establish public trust, professional nurses must be responsible, accountable, self-directed, competent, compassionate, ethical, and honest. To this end, expected professional behaviors of nursing students are outlined in each course syllabus and clinical evaluation tool. In addition to course professional guidelines, the following apply to all nursing students:

- Students are required to comply with professional standards for ethical and professional behavior (ANA Code of Ethics, ANA Standards of Nursing Practice)
- Students are required to demonstrate courtesy and consideration and respect for others' beliefs and values.
- Communication should always be civil and respectful. Profanity will not be tolerated.
- Confidentiality of patient information and individual rights to privacy and safe care are also included under the subject of this code, as well as in the federal Health Insurance Portability and Accountability (HIPPA).
- Students must purchase course syllabi and other required materials for nursing courses. The minimum passing standard for the nursing program is 75%.
- The student is expected to always adhere to the dress and grooming policies of the nursing program.
- Students must wear picture ID badge and agency-appropriate badge in assigned clinical agencies.
- Students must utilize the department's established chain of command to communicate issues and concerns.
- Students are expected to be truthful at all times (see Standards of Student Conduct). Plagiarism, cheating, stealing, copying another's work, falsification of patient records or course work/assignments or academic record will be subject to disciplinary action and/or dismissal from the nursing program.
- Any student whose behavior puts a patient in jeopardy or is life-threatening will be subject to disciplinary action and/or dismissal from the nursing program.

Adopted 9/2011

Standards of Student Conduct

In order to provide an environment where all students can learn, infractions stated in Board Policies 5500 1 through 23 are subject to disciplinary action and potential dismissal from the nursing program and College:

1. Willful disobedience to directions of college officials acting in the performance of their duties.
2. Violation of college rules and regulations, including those concerning student organizations, the use of college facilities, or the time, place and manner of public expression or distribution of materials.
3. Dishonesty, such as cheating or knowingly furnishing false information to the colleges.
4. Unauthorized entry to or use of the college facilities.
5. Forgery, alteration or misuse of college documents, records or identification.
6. Obstruction or disruption of classes, administration, disciplinary procedures or authorized college activities.
7. Theft of or damage to property belonging to the college, a member of the college community or a campus visitor.
8. The malicious or willful disturbance of the peace or quiet of any of the Los Angeles Community Colleges by loud or unusual noise or any threat, challenge to fight, fight, or violation of any rules of conduct as set forth in this Article. Any person whose conduct violates this section shall be considered to have interfered with the peaceful conduct of the activities of the college where such acts are committed.
9. Assault or battery, abuse or any threat of force or violence directed toward any member of the college community or campus visitor engaged in authorized activities.
10. Any possession of controlled substances which would constitute a violation of Health and Safety Code section 11350 or Business and Professions Code section 4230, any use of controlled substances the possession of which are prohibited by the same, or any possession or use of alcoholic beverages while on any property owned or used by the District or colleges of the District or while participating in any District or college-sponsored function or field trip. "Controlled substances," as used in this section, include but are not limited to the following drugs and narcotics:
 1. opiates, opium and opium derivatives
 2. mescaline
 3. hallucinogenic substances
 4. peyote
 5. marijuana
 6. stimulants and depressants
 7. cocaine
11. Possession, while on a college campus or at a college-sponsored function, of any object that might be used as a lethal weapon is forbidden all persons except sworn peace officers, police officers and other governmental employees charged with policing responsibilities.
12. Behavior while on a college campus or at a college-sponsored function, inconsistent with the District's Non-discrimination Policy, which requires that all programs and activities of the Los Angeles Community College District be operated in a manner which is free of "Prohibited Discrimination," defined as discrimination or harassment in violation of state or federal law on the basis of actual or perceived ethnic group identification, race, color, national origin, ancestry, religion, creed, sex (including gender-based sexual harassment), pregnancy, marital status, cancer-related medical condition of an employee, sexual orientation, age, physical or mental disability, or veteran status.
13. Any assemblage of two or more persons to 1) do an unlawful act, or 2) do a lawful act in a violent, boisterous or tumultuous manner.
14. Any agreement between two or more persons to perform illegal acts.
15. A direct or implied expression of intent to inflict physical or mental/emotional harm and/or actions, such as stalking, which a reasonable person would perceive as a threat to personal safety or property. Threats may include verbal statement, written statements, telephone threats or physical threats.
16. Conduct which may be considered disorderly includes; lewd or indecent attire or behavior that disrupts classes or college activities; breach of the peace of the college; aiding, or inciting another person to breach the peace of college premises or functions.
17. Theft or abuse of computer resources including but not limited to:
 1. Unauthorized entry into a file to use, read, or change the contents, or for any other purpose.
 2. Unauthorized transfer of a file.
 3. Unauthorized use of another individual's identification and password.
 4. Use of computing facilities to interfere with the work of a student faculty member or college official, or to alter college or district records.
 5. Use of unlicensed software.
 6. Unauthorized copying of software.

7. Use of computing facilities to access, send or engage in messages which are obscene, threatening, defamatory, present a clear and present danger, violate a lawful regulation and/or substantially disrupt the orderly operation of a college campus.
8. Use of computing facilities to interfere with the regular operation of the college or district computing system.
18. Conduct while present on a college campus or at a location operated and/or controlled by the District or at a District-sponsored event, which is prohibited by local, State, or federal law.
19. Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade.
20. Every person who, by physical force, willfully obstructs, or attempts to obstruct, any student or teacher seeking to attend or instruct classes at any of the campuses or facilities owned, controlled or administered by the Board of Trustees of the Los Angeles Community College District, is punishable by a fine not exceeding five hundred dollars (\$500) or imprisonment in a county jail not exceed one year, or by both such fine and imprisonment. As used in this section, "physical force" includes, but is not limited to, use of one's person, individually or in concert with others, to impede access to or movement within or otherwise to obstruct the students or teachers of the classes to which the premises are devoted.
21. Every person who attempts to cause, or causes, any officer or employee of any of the Los Angeles Community Colleges or any public officer or employee to do or refrain from doing, any act in the performance of his/her duties, by means of a threat to inflict any injury upon any person or property, is guilty of a public offense.
22. Every parent, guardian, or other person who assaults or abuses any instructor employed by the District in the presence or hearing of a community college student or in the presence of other community college personnel or students and at a place which is on District premises or public sidewalks, streets, or other public ways adjacent to school premises, or at some other place where the instructor is required to be in connection with assigned college activities is guilty of a misdemeanor.
23. Conduct which poses a threat of harm to the individual and/or to others. This includes, but is not limited to, the following types of conduct:
 1. Unsafe conduct in connection with a Health Services Program (e.g., Nursing, Dental Hygiene, etc.);
 2. Failure to follow safety directions of District and/or College staff;
 3. Willful disregard of safety rules as adopted by the District and/or College; and/or
 4. Negligent behavior which creates an unsafe environment.

Classroom Etiquette

A student enrolling in the nursing program may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn. This requires that there be appropriate conditions and opportunities in the classroom.

1. No texting and cell phone use during class time.
2. No electronic devices with tones that may cause class disruption.
3. No children, friends, or guests in the classroom, simulation lab, study area, and clinical settings.
4. No food/drinks in the classroom at any time (water is permitted).
5. Any excessive talking will result in dismissal of the student from class.
6. Seats may be assigned at the discretion of the instructor.
7. No taping, recording, photography, or computer recording of the class without permission.
8. Bring your textbook to class as it will be referred to often.
9. Demonstrate professional behaviors in class, including but not limited to: prompt and timely arrival to class, using a respectful tone, language, and attitude. No falling asleep in class.
10. Academic integrity is expected by the college and the instructor will uphold these expectations. Any violation will result in zero points for the exam/assignment and a possible 1–2-day suspension from class. Be aware this may result in failure of the course.
11. The instructor may dismiss student(s) from class if they are being disruptive in any way.
12. DO NOT seek information about this course from inappropriate sources. If you have a question about the class, ask the instructor(s) of the course or clinic.
13. During testing, no caps, hats, or large sweatshirts are to be worn. No beverage containers are allowed on desks. All belongings are to be placed in a designated area of the classroom.
14. The test policy is included in the syllabus and will be followed without exception.
15. Any talking after the instructor has announced that the test has officially begun will result in zero points for the test.

Adopted from Dr. Frances Eason, EdD, MSN, CNE, ANEF
East Carolina University School of Nursing
Adopted/revised by LAHC nursing faculty 6/2015

I have read and acknowledge understanding of “Professional Behaviors”, “Standards of Student Conduct”, and “Campus Etiquette”.

Printed Name: _____ Signature: _____ Date: _____

Social Media Policy

The purpose of this policy is to assist faculty, staff, and nursing students to maintain appropriate professional communication boundaries on social media. Future employers often review social networking sites when considering potential candidates for employment. No privatization measure is perfect. Information can "live on" beyond its removal from the original website and continue to circulate in other venues.

- The student is held accountable for maintaining the privacy of any information obtained, seen, or that is given during classroom and clinical rotations.
- The student should make every effort to present himself/herself in a mature, responsible, and professional manner. Discourse should always be civil and respectful.
- Confidential information of patients, patient family members, visitors, physicians, nursing staff, faculty, college staff, fellow students, and class or clinical situations should never be discussed in any form. The Health Insurance Portability and Accountability Act (HIPAA) guidelines are to be always upheld. A student is subject to dismissal from the nursing program for any violation of HIPAA.
- Photos with students, faculty, and/or staff, may only be posted with written permission from all individuals involved. While in clinic, photos or videos of patients, unit, or clinical agency staff is prohibited. Pictures are prohibited even if the student feels the picture is of something unidentifiable to a specific patient (e.g., items in room, IV machines)
- The posting of unauthorized pictures, videos, course materials, quizzes/tests or plagiarizing online information is prohibited.
- Harassing, threatening, belittling photos, e-mails, or videos that are demeaning, insulting, or discriminating against anyone are not to be posted.
- Presentation of information that may be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity is prohibited.
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual identity is prohibited.
- Texting, e-mail, and social networking are not to be performed during class or clinical hours.
- On-campus computers may not be used for illegal purposes (see Board Rule 9803.26)
- It is strongly suggested that students adjust privacy settings for personal accounts to limit public access.
- Students may not use social media to communicate information to faculty. To contact faculty member, student MUST use communication method specified by faculty member.
- Maintain professional boundaries in the use of electronic media.
- Promptly report a breach of confidentiality or privacy to a nursing instructor.

Note: breach of this policy may be grounds for dismissal from the nursing program.

Cell Phone Policy

The purpose of this policy is to assure a classroom and clinical environment conducive to learning.

1. Cell phones/electronic devices volume are to be set to vibrate or turned off while in the nursing building or at clinical agency.
2. Cell phones/electronic devices are to be kept out of sight in the classroom. Laptop computers may be used appropriately and without disruption to learning environment.
3. Cell phones are strictly prohibited during quizzes or tests. Students with cell phones during testing sessions or test reviews will receive a zero (0) on quiz/test. Cell phones are to be in backpack or purse at the front of the classroom for quiz/test duration and silent.
4. Texting or emailing is not allowed in the classroom.
5. Instructor has the right to request turning off of cell phones in the classroom to use internet site for instructional purposes should cell phones absorb all of available wireless access.
6. Students expecting an emergency call are to position themselves near an exit and quietly go outside the classroom to accept call and proceed to outside of the nursing building. If testing is in process, student is to inform instructor before the beginning of testing and instructor to select location of phone during testing. Cell phone conversations are not allowed in the nursing building or patient care areas, including hallways and lobbies.
7. Any use of cell phones in the clinical area is limited to non-direct patient care areas as permitted by instructor and individual clinical agency policy. If permitted, general rules regarding cell phone use in the clinical area is limited to the following situations:
 - To contact clinical instructor by texting or calling. (When other people are present, only texting is permitted, no audible calls. Audible calls must be made in private areas out of the hearing range of others)
 - To utilize the calculator application
 - To utilize patient related medical applications such as drug guide
8. Pictures are not to be taken without prior permission of all individuals involved in the nursing building and pictures may never be taken in clinical agencies.
9. Students are not permitted to access any internet social media (such as Facebook or Instagram), initiate personal calls, texts, or tweets during class or clinical hours.
10. At all times, guidelines of the individual clinical agency must be followed.
11. HIPAA and confidentiality guidelines always apply.
12. In emergency situations, cell phone use is allowed.

Health Requirements and Documents

Students must be free from communicable diseases, infection, psychological disorders, and other conditions that would present a threat to, or negatively impact the well-being of faculty, students, or consumers, or would prevent the successful performance of the responsibilities and tasks required in the education and training program of the college. Any condition, described above which is developed by the student after admission to the program, may be considered sufficient cause for suspension from the program (LACCD, Administration Regulation, AP 4106).

Students accepted in the nursing program will be admitted to the clinical component of their classes only after all health requirements have been completed and results have been submitted and verified by the nursing program. These requirements are mandated by the affiliating clinical agencies to protect both the patient and the student nurse. Health requirements are reviewed prior to each clinical course in the program to assure they are current. Failure to maintain required health status will result in ineligibility to participate in the clinical experience.

The following health requirements must be completed prior to the start of clinic and documented on the appropriate form (see appendix):

1. Complete physical examination prior to entering program. Laboratory tests- CBC, VDRL or RPR (or equivalent), and urinalysis are required with initial physical examination.
2. Initial 2-step TB skin test (2nd step testing in 1-3 weeks) **OR** QuantiFERON Gold blood test showing negative results. If TB skin test is positive, copy of chest x-ray report per clinical agency requirements **OR** a negative QuantiFERON Gold blood test. The TB skin test or QuantiFERON Gold blood test must be repeated annually. If a chest x-ray report is submitted, an annual notice from the student's health care provider is required stating that the student does not have an active case of tuberculosis. In some cases, the clinical agency may require an annual chest x-ray.
3. Rubella vaccine/titer *
4. Rubeola vaccine/titer *
5. Mumps vaccine/titer *
6. Varicella vaccine/titer *
7. Hepatitis B vaccine series/titer (if vaccination series incomplete, must submit Hepatitis waiver [see appendix]) *
8. Current Diphtheria/Tetanus/Pertussis (TDaP) vaccination.
9. Influenza vaccine *
10. COVID vaccine per agency policy *

****Proof of vaccination or antibody titer levels with accompanying laboratory reports are required. If vaccine received, follow-up with health care provider to repeat titer to verify immunity.***

****A repeat complete physical exam may be required under certain circumstances.***

Any changes in a student's health status require immediate notification to the course and clinical instructor. In addition, periodic written physician statements of physical fitness and ability to participate in classroom and clinical activities will be required for any student who has been recently seriously ill, chronically ill, or hospitalized.

A student with a cast, crutch, cane, splint, sling, or other conditions/devices that limit mobility, will not be permitted in the clinical area. Written medical clearance is required before returning to the clinical area.

Pregnant students are required to notify their theory and clinical instructor as soon as confirmed with an estimated date of delivery. Students may continue in the nursing program with a written medical approval/release from their attending physician specifying the ability to participate in all classroom and clinical activities without limitations. These approvals must be presented at the end of the first

trimester, at the end of the second trimester, and each month during the third trimester. Postpartum students may return to the nursing program at the discretion of the student's physician; a written release is required.

Students who are ill during the clinical day will be sent home at the discretion of the clinical instructor. The student must be emotionally and physically able to meet the objectives of the nursing course in any instructional setting.

Additional Clinical Requirements

1. **BLS:** All students must provide proof of current and valid American Heart Association - Basic Life Support (BLS) training for "Health Care Providers".
2. **Professional liability/malpractice Insurance:** All students must possess current professional liability or malpractice insurance for an RN student. Information and enrollment forms are available from the Health Sciences office. A copy of the policy cover sheet listing the terms of coverage is required. LVN's should add RN student liability coverage to their current policy.
3. **Criminal Background Clearance and Urine Drug Screen:** All students must have completed a criminal background clearance/urine drug test and have proof of clearance prior to entering any nursing course with a clinical component. This includes local clinical and health care agencies, including the county, community, and private facilities. **Students who cannot present a clear background check will not be permitted to enter the nursing program. Students who test positive on a drug screen will not be able to continue in the nursing program UNLESS a physician writes a note stating that prescription medications are causing the positive drug screen.**
4. **If student progression through the nursing program is interrupted for more than six months, the criminal background check and drug screen must be repeated prior to re-entry.**
5. **Multimedia First Aid Certificate** for first semester students only, through American Red Cross. (Not required of students who are LVNs or EMTs).
6. **OSHA/HIPAA certification**, issued upon completion of program required curriculum tests. (Note- for students whose educational process is interrupted during the first semester of the program, the OSHA tests and certification must be repeated upon readmission).
7. **N95 mask FIT test** (to be performed by staff at LAHC).
8. **Clinical agency required tests or trainings:** Completed before each clinical rotation.

*Students are not allowed to care for any patients on airborne precautions during clinical rotation.

Clinical Health Requirement Policy

To ensure that all the requirements of clinical facilities are met, the following Clinical Health Requirement form (CHRF) must be completed and verified by all clinical faculty or secured electronic platform.

All enrolled students must register with Castle Branch and CB Bridges, a third-party vendor that tracks compliance with all students' health requirements and any criminal record activity. Access to student virtual health records on compliance trackers is limited to nursing faculty and clinical partners (required orientation materials only). Each student must maintain and manage their record to ensure compliance and to be eligible to participate in clinical experiences.

Responsibilities of Clinical Instructors

It is the responsibility of the student's (generic or advanced entry student) first clinical instructor to verify that the student's compliance tracker health records are complete and correct and cleared for clinical requirements. The clinical instructor will be responsible for verification of student compliance for uploading all necessary documents to the electronic platform to be cleared for the upcoming clinical rotation.

It is the responsibility of **ALL** subsequent clinical instructors to verify that the compliance tracker health records are complete and current for students prior to the start of their clinical rotation. All the required information shall be available on the compliance tracker. The clinical instructor will be responsible for verification of student compliance for uploading all necessary documents to the electronic platform to be cleared for the upcoming clinical rotation.

Responsibilities of Nursing Students

Each student is responsible and accountable to maintain current clinical requirements and to upload necessary documents to the compliance tracker to be cleared for the upcoming clinical rotation. The student is responsible for checking their email and uploading all requested documents to the electronic health record platform provider in a timely manner. Failure to do so will lead to suspension from the clinical portion of the course in which the student is enrolled, and therefore, the student will be not able to achieve clinical objectives to successfully complete the course.

Statement on Background Checks/Drug Screens

To comply with the Joint Commission Organization and state and local regulations regarding background checks for healthcare providers, the following policy is hereby implemented by the Associate Degree Registered Nursing Directors of the Los Angeles Community Colleges: Each student enrolled in a nursing program in the Los Angeles Community College District must complete, and have on file with the nursing program office, a **clear** criminal background check in order to participate in placement(s) in clinical facilities. The background check must be completed prior to enrollment in the first nursing course. Failure to provide a clear background check will result in the student's inability to enter (or re-enter) the nursing program. Students who do not complete a background check/drug screen by the deadline date will not be allowed to register for classes. The initial background check satisfies this requirement during continuous enrollment in the program. Should a student's educational progress be interrupted for six (6) months or greater, a new background check and urine drug screen is required upon readmission to the program.

Each background check will minimally include the following:

- Seven-year student history
- Address verification
- Sex offender database search
- Two names (current legal and one other name)
- All counties
- OIG search
- Social Security Number verification
- Criminal record

Students convicted of the following offenses may be unable to attend clinical facilities:

- Murder
- Felony assault
- Sexual offense/sexual assault
- Felony possession and furnishing (without certificate of rehabilitation)
- Felony Drug and alcohol offenses (without certificate of rehabilitation)
- Certain other felonies involving weapons and/or violent crimes
- Class B and Class A misdemeanor theft
- Felony theft
- Fraud
- Child abuse, elder abuse

There are no exceptions to this requirement.

****Some clinical agencies require Live Scan prior to clinical rotations. Students who are denied placement due to the inability to pass a required Live Scan will NOT be permitted to continue in the nursing program, unless an appropriate clinical placement can be found at an alternative agency. **For clinical agencies for which a drug screen is required: students who test positive on a drug screen will not be able to continue in the nursing program UNLESS a physician writes a note stating that prescription medications are causing the positive drug screen.**

****If you have an Individual Taxpayer Identification Number (ITIN), you are eligible to apply to the nursing program. However, please note that some of the clinical facilities utilized by the nursing program currently require students to have a Social Security Number (SSN). Students who are unable to provide an SSN may be denied placement and, consequently, will not be able to continue in the nursing program unless an alternative clinical placement can be found.**

Student Instructions to obtain Background Check and Urine Drug Testing

The nursing program has chosen CastleBranch as the approved source for background checks. Students are responsible for purchasing their own background check. The results are posted to the CastleBranch website in a secure, tamper-proof environment.

1. Go to <https://www.castlebranch.com/> and click "Place Order"
2. In the package code box, enter the following:
 - Package Code for background check/urine drug screen: LO12
3. You will then be directed to set up your CastleBranch account where your results will be posted.
4. Select method of payment: credit card or money order. Please note that there may be a fee for money orders and there will be an additional turnaround time.
5. Follow prompts to complete order.
6. Once order is submitted, each student will receive a password via e-mail to view the results of their background check and an Electronic Chain of Custody Form (echain) will be placed directly into your CastleBranch account. This echain will explain where you need to go to complete your drug test. The results of the background check and drug test will be available in approximately 48-72 hours after activation. Your order will show as "In Process" until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password.
7. If you have any additional questions, please contact Student Support at (888) 723-4263 Ext. 7196. An information sheet will also be provided by the Health Sciences division.
8. The results must be printed out and submitted prior to entry into the nursing program. You will receive specific instructions on when/how to submit.

Uniform Regulations/Clinical Dress Standards and Grooming

All students are to conform to the uniform policies of the Nursing Division and the affiliating health care agencies. Failure to meet the standards will involve a less than satisfactory rating on the weekly clinical evaluation. Gross disregard for the standards will indicate unwillingness to participate in the planned program. The standards are designed to make the student aware of his/her appearance as a health care professional through the eyes of the patient.

Students are expected to purchase a minimum of two uniforms from the approved uniform vendor which must be worn clean and wrinkle-free. Any need for variation from the regulation uniform must be discussed with and approved of by the Lead Instructor of the course.

Personal Hygiene

1. Teeth: Clean, no unpleasant odors. No gum chewing in uniform or while in any clinical facility.
2. Skin: Clean with no unpleasant odors. Bathe and use effective deodorant daily. Avoid strong perfumes, colognes, after-shave lotions. Many patients are allergic to these scents. Smoking odor will not be tolerated.
3. Hair: Natural color and clean and odor free. Shampoo as needed to keep clean. No extreme styles; keep off the collar and neatly arranged. No ponytails capable of falling forward are acceptable. Accessories will be plain and small, no fancy clips or combs.
4. Nails: Manicured, length not to exceed length of fingers when palm turned upward. Cut hangnails. Use hand lotion to prevent roughness. Students may use colorless shade of polish only. No artificial nails permitted.
5. Makeup: Keep moderate, use muted colors.
6. Men must be clean shaven without facial hair.
7. Tattoos must be covered and concealed.

Dress Standards

1. Clean, unwrinkled uniform, LAHC Nursing patch sewn on.
2. Underclothing must be clean, inconspicuous, and not visually apparent.
3. LAHC picture identification and clinical agency- issued identification badge must be worn at all times in the clinical area.
4. Shoes worn with uniforms are to consist of all-white leather upper shoes (no logos) with effective arch support and non-skid soles. Open-toed shoes, backless shoes, sandals, and clogs are not acceptable footwear. Shoelaces must be white. Plain white socks may be worn with pants.
5. The only acceptable outer garment to be worn with the uniform is the LAHC lab coat (optional purchase). Sweat jackets and sweaters are prohibited.
6. Jewelry
 - a. No jewelry is permitted except watch, plain wedding band.
 - b. No visible body or facial piercing or jewelry, including tongue, is allowed.
 - c. No false eyelashes are allowed.
7. When standard LAHC uniform is not required, students in clinical agencies are expected to wear professional clothing and shoes with a lab coat as outlined in course syllabus. Blue jeans, shorts, slippers, and casual sandals are prohibited. LAHC picture identification and clinical agency- issued identification badge must be worn at all times.
8. Students selecting/researching patients in a clinical facility are required to be in full LAHC uniform.

Equipment

1. Stethoscope
2. Watch with a legible second hand
3. Bandage scissors, pen light
4. Black pen, pencil, and notebook.
5. No purses allowed on units

Non-Adherence

1. First time –Less than satisfactory clinical rating in professional appearance standard.
Student may be sent home.
2. Second time – May constitute failure of the course.

Simulation Experience Policy

Patient simulation is an exciting strategy that allows nursing students to develop, refine, and apply their knowledge and skills in a realistic clinical situation. Simulation is an interactive learning experience designed specifically to meet a student's educational needs. Students participate in simulated patient care scenarios based on specific clinical situations to gain experience and refine competencies without fear that harm may come to a live patient.

Simulation involves the use of live actors or Human Patient Simulators (HPS) which are realistic manikins that have computer programmable pathophysiological clinical presentation, and corresponding responses to medications, tasks, interventions and communication. Scenarios are approximately 20-minute vignettes of a planned and structured patient presentation with the opportunity for students to practice direct interactions and clinical interventions.

Simulation activities are often digitally recorded for use during guided debriefing with participants immediately afterwards. Recordings of scenarios are erased after the debriefing, unless there is written permission by all participants to save the recording for a specific training or viewing purpose. Scenario work may occur with the group divided into participants and observers.

Simulation activities are part of the student's clinical learning experience and are subject to clinical standards. Most of the time, scenario information will be sent to students ahead of the simulation day. Unprofessional behaviors will be reported to clinical instructors and will affect a student's weekly clinical grade.

Students are required to:

- Complete the pre-briefing activities prior to simulation
- Arrive on time to simulation sessions fully prepared based on assigned scenario. Students who come to the simulation experience unprepared will be dismissed and receive an unsatisfactory clinical rating and the clinical instructor notified.
- Wear uniform and ID badge; adhere to all other LAHC nursing student dress and grooming policies.
- Bring equipment typically brought to a clinical day (e.g., stethoscope, drug handbook).
- Engage fully in the simulation learning process and debriefing either as a scenario participant or as an observer. Participate as a healthcare professional and treat the HPS as a real patient.
- Follow cell phone classroom and clinical facility policy.
- Communicate respectfully with peers and simulation staff.
- Support and guide peers in a positive, professional manner. No demeaning, mocking or negative verbal, written, or body language about any scenario participants' actions, thoughts, or behaviors before, during, or after the scenario.
- Observe strict patient and peer confidentiality about the scenario, team member actions, and debriefing discussions at all times.
- Attend all assigned simulation experiences. If absent, must be made up by arrangement with the clinical instructor.

Students will have met the simulation requirements if they engage and actively participate in the simulation activities.

Dosage Calculation/Math Test Policy

Dosage calculation tests are given throughout the program at designated times. Each test reflects course and clinical objectives and must be passed at 90%. The student must pass the dosage calculation test in two (2) attempts. It is the student's responsibility to review calculation errors and seek appropriate assistance and resources to meet their learning needs. Calculators will be provided to the student. No private devices including cell phones, calculator watches, tablets, etc. are to be used during the test.

If the dosage calculation test is not passed within the maximum of two (2) attempts per one course, the student will not be permitted to continue in the course for that semester.

If a student does not pass the dosage calculation test per the course policy for two (2) successive semesters, the student will not be able to continue in the nursing program.

| First Year | |
|---------------------|--|
| <i>Semester</i> | <i>Frequency of Test</i> |
| First (N315) | Each course with a clinical component |
| Second (N323, N325) | Each course with a clinical component* |
| Second Year | |
| <i>Semester</i> | <i>Frequency of Test</i> |
| Third (N333, N335) | Each course with a clinical component as well as usual testing. No calculation test for Nursing 339. |
| Fourth (N345) | Once per semester in the initial course with a medical-surgical clinical component. |

Advanced Placement LVNs

N329B requires demonstration of math competency as a requirement for successful completion of course and for entry into 2nd semester of the nursing program.

Exception: Students enrolled in the 30-unit option program, challenge/transfer students, and all other students who may be out of the usual sequence of courses as outlined in the basic RN Curriculum, may be tested in every nursing course taken.

* Note: No conversion charts are to be used during the second year

Student Attendance

Attendance and punctuality are expected behaviors of a professional nurse. The student is expected to attend every meeting of all classes for which he/she is registered. Regular and timely attendance is necessary to successfully meet the objectives of each course. See individual course outlines for specific absence policies for the course.

- Students who do not attend the first-class meeting and do not call to notify instructor may be dropped from the course.
- Reasons for excused absences are limited to personal illness, death of an immediate family member, or personal emergency. At the instructor's request, official documentation for the absence may be required.
- Unexcused absences and tardies are not acceptable.
- A student absent from the classroom must notify the instructor; if absent from clinic, both the instructor and clinical agency unit must be notified prior to the start of clinic.
- A student may be dismissed from class for excessive absences. Due to the short-term nature of all nursing courses, only one (1) excused absence is allowed for theory courses.
- All clinical absences must be made up.
- Students will be dismissed from the course for failing to attend any clinical agency mandated class, including clinical orientation, required clinical agency tests, or electronic medical record training.
- Any theory absence may require, at the instructor's discretion, a make-up assignment.
- Three tardies (late entrances) will be considered the equivalent of one absence.
- Students who are late to the classroom or clinic may or may not be allowed to stay at the discretion of the instructor.
- The student is responsible for the completion of all work assigned in class, whether present or not. It is the instructor's discretion to allow full credit, partial credit, or no credit for work which is turned in late, depending on the course policy.
- Students are required to attend field trips, workshops, institutes, and other activities related to their nursing education as a part of their class requirements.
- As with any college-level course, students should expect that several hours may be needed to prepare in advance for any class or clinical nursing assignment.
- Students who do not adhere to this policy are subject to disciplinary action and dismissal from the course.
- Students who test positive for COVID must report the occurrence to the college administration and can miss a total of 5 consecutive school days. In order to return to class or clinic, the student must test negative for COVID and be cleared by the college.

Grading Standards

In order to progress through the program curriculum, a minimum grade of "C" must be obtained in all nursing courses. To pass all nursing courses, theory test scores must average 75% or better (see grading scale below). Students are required to take all scheduled theory examinations. Students may not retake any unit or final examinations. Make-up exams may be allowed for special conditions with format and scheduling at the discretion of the course instructor.

Students are expected to act in an ethical manner in taking tests as well as reporting any witnessed academic dishonesty to the course instructor. Reporting will be kept anonymous at the student's request. Any dishonesty, such as cheating or knowingly furnishing false information is subject to disciplinary action. Students are expected to adhere to an individual instructor's requests before and during test taking, as well as the nursing program policies related to examinations.

Course-specific standardized examinations must be taken before progressing to the next course. Due dates for standardized testing examination fees will be announced at the beginning of the semester by the course instructor. Failure to submit payment by due date will result in the inability to take the course-specific examination and inability to progress to the next course. Progression and readmission policies then apply to the student.

In the clinical setting, Pass/Fail grades are determined using the criteria outlined on the Weekly Clinical Evaluation (WCET) tool which is completed each week by the student and clinical Instructor. The student must perform at a "Satisfactory" level in the clinical setting. In each clinical rotation there is formative and summative evaluation of student performance. Should a student's clinical performance be less than "Satisfactory", the instructor will counsel the student and he/she will be placed on warning status in writing, and may be dropped if clinical performance does not improve. Unsafe practice (physical or emotional jeopardy) will result in an immediate student conference and may lead to student dismissal from the course and/or nursing program.

Certain courses may have a practicum as a part of the clinical component. Such practicums are given in the Nursing Skills Laboratory and are mandatory.

To pass a nursing course, the student must achieve a passing level in both the theory/classroom component and in the clinical component of the course. A non-passing grade in either area is a non-passing grade for the total course.

Grading Scale

| | |
|---------------|---|
| 90 - 100% | A |
| 81 - 89% | B |
| 75 - 80% | C |
| 60 - 74% | D |
| Less than 60% | F |

Note: Please see individual course outlines for the grading criteria for a specific nursing course.

Note: For the Los Angeles Harbor College general Academic Standards please see the College Catalog.

Policy for Taking Course Examinations

1. Students may not leave the room once the test has been distributed.
2. Cell phones/electronic devices are not allowed during an examination. They should be secured in backpack or purse and turned off or on silent.
3. All personal belongings will be placed in the front of the classroom.
4. If space allows, students should be seated in every other seat and every other row.
5. Hats, bulky clothing, and hooded sweatshirts will not be permitted during examinations.
6. No food or containers allowed during examinations.
7. Examinations will be given with the college system lockdown browser.
8. The nursing faculty will adhere to the Academic Dishonesty Policy in this handbook.
9. If a calculator is allowed on the examination, it will be provided by the course instructor.
10. Students may not use any other paper during an examination except paper provided by the course instructor.
11. At the conclusion of an examination, the student must turn in any given materials including scratch-paper (if applicable). The student MAY NOT retain a copy of the scratch-paper.
12. Once a student completes the examination, they are to exit the room (quietly) and not return until class resumes.
13. Examination grades may not be available until the course instructor has the opportunity to do an item analysis.
14. It is the discretion of the instructor to provide group reviews of examinations.
15. Students may not use any writing, recording, or communication devices during an exam review.
16. There are no scheduled make-up examinations. Students must contact the course instructor if major illness/emergency requires missing an examination PRIOR to the scheduled examination time. It is the discretion of the course instructor to administer a make-up examination in this case. The maximum obtainable score for any make-up examination is 75%. See individual course syllabi for specific information on course policies.
17. If a student is absent for an examination and does not notify the instructor before the examination begins, a 0% grade will be issued.
18. If it is apparent to the instructor that cheating has occurred, the student will receive a grade of zero for the examination.
19. Sharing of examination information is prohibited.

Academic Dishonesty

The District Academic Dishonesty Board Policy 5500 describes academic dishonesty violations as follows: “Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume ones identity for the purpose of enhancing ones grade.”

Academic dishonesty will not be tolerated in the nursing program. For further clarification, the nursing faculty has addressed definitions for major forms of academic dishonesty:

- Plagiarism- presenting the work of another as if it were student’s own work. Each time a source is paraphrased, a citation for the source must be included in the text of the paper.
- Cheating- engaging in an act of deception whenever by misrepresenting mastery of information on an academic exercise that has not been mastered.
- Fabrication- falsifying research or invents information with the intent to deceive.
- Academic misconduct- violation of college policies, tampering with grades, or distribution of any part of a pre-administered test.
- Knowingly procuring, providing, or accepting unauthorized examination materials or study aids.

The following policy will apply to all nursing students:

1. The first-time academic dishonesty is documented, it will result in a grade of zero (0) for the assignment and entered as part of the student’s record. In addition, the student will be suspended for up to two (2) class periods. This may result in a failure of the course.
2. Any subsequent incident of academic dishonesty will be referred to the Vice President of Student Services and the student may be expelled from the nursing program and the college. The student may not be readmitted to any nursing program in the LACCD.
3. Documentation of Academic Dishonesty will be documented and placed in the student’s file.
4. Falsification on college/nursing program applications and other required forms: the student is not to withhold any facts or circumstances and all answers given are subject to verification. Any falsification, misrepresentation, or omission of facts are sufficient reason for dismissal upon discovery at any time during enrollment in the nursing program.

Reference: Board Policy 5500, Student Discipline Guidelines, LAHC Student Services

Artificial Intelligence (AI) Policy

The purpose of this policy is to ensure the academic integrity and originality of writing assignments, while also allowing students to use AI tools to enhance the learning experience.

Faculty will set expectations for the use of AI in their specific assignments including explicit direction as to when students cannot use AI. In general, students may utilize generative AI as a tool, resource, or consultant and not as a replacement for their own knowledge synthesis, reasoning, or self-reflection.

Students are expected to adhere to the following:

- If generative AI is used for an assignment, it must be appropriately cited.
- Students are responsible for any inaccurate, biased, offensive, or otherwise unethical content they submit regardless of whether they personally authored it or used AI software to generate the content.
- Students may not create H&Ps or patient care documentation within the authentic clinical environment using artificial intelligence applications outside of those supported by the EHR (e.g., dot phrases, smart phrases, other system-generated text). Protected health information should never otherwise be used within a generative AI tool.
- Students may not copy and paste system or course session materials, presentation slides, or exam questions into AI systems consistent with copyright and intellectual property rights.
- When submitting scholarly work for publication or presentation, students must adhere to generative AI policies set forth by journals and organizations and disclose when and how these tools have been used.
- If a student is found to have inappropriately utilized generative AI, the student will be subject to the nursing program Academic Dishonesty Policy.

Adopted 06/2024

Retention of Students

Policy

Both Los Angeles Harbor College and the nursing program encourage retention of students by offering a wide range of instructional assistance programs and services.

Procedure

Upon receiving a less than satisfactory grade in either the clinical or theory area, the student will be counseled by the individual instructor who will identify the areas of less than satisfactory performance, assist the student to develop a plan to improve performance, and set a specific date for reevaluation of performance. The instructor may also refer the student to applicable learning assistance services offered by the college or the nursing division.

College Services Offered

1. Classes to aid students who need to build their basic learning skills are available at the Learning Resource Center. These classes assist students in developing proficiency in reading, writing, listening, speaking, mathematics, study skills and habits.
2. Special Programs and Services
3. Financial Aid
4. Foreign student counseling
5. Occupational counseling and testing centers
6. Learning Resource Center provides free tutors; specially designed educational materials; open entry, self-paced, individualized classes and labs in reading, study skills, mathematics and English; computer assisted laboratory. (See College Catalog).
7. Life Skills Center provides brief treatment for stress reduction and test anxiety. They also provide referral services to support groups, counseling sessions and crisis intervention.
8. Maslow Basic Needs Center
9. Special Programs and Services

Nursing Services Offered

1. Nursing Success Advisor
2. Early Alert Program
3. Enrollment in individually structured tutorial classes (if offered)
4. Learning laboratory with RN Instructional Assistant available to assist students with clinical skills, procedures, computerized learning and reference materials.
5. Individual appointments with faculty during office hours.
6. Tutoring by a nursing faculty
7. Emergency funds from donor
8. Individual counseling by faculty for students experiencing difficulties in a specific course.
9. Referral to nursing skills tutor for specific remediation on skills and procedures (made possible with funds from the Tutoring and Mentoring Program- Department of Health Services).
10. Nursing food pantry

Withdrawal

A student may drop/withdraw from a class up until 75% of the period of time that the class will meet has been reached. It is the student's responsibility to verify that specific date in the Schedule of Classes. Withdrawal shall be authorized after the student has notified the instructor of the course. The student must complete the process as outlined by college policy. All withdrawing students are expected to:

1. Schedule a counseling appointment with the course instructor to receive:
 - a. A completed, written counseling form signed by both the student and the instructor at the end of the meeting
 - b. Individual Remediation Plan (IRP) signed by student and instructor, if withdrawal is after the first semester (if applicable)
 - c. A completed Exit Interview form signed by both the student and the instructor at the end of the meeting.
2. The student should then make an appointment with the Nursing Success Advisor, if applicable

The student is responsible for contents of "Progression" policy as included in this handbook before making the decision to withdraw from a course and for the process of applying for readmission to the nursing program.

Note: Failure to comply with the above will inactivate status in the nursing program. Students breaking matriculation will follow the current rules and regulations in effect at the time of readmission.

Progression

Note: The following regulations are found under LACCD AP 4106 (see Appendix).

First Semester

- Any student who withdraws from, or receives a substandard grade (“D”, “F”) in any LACCD nursing course during the first semester of the nursing program, will be dismissed from the program and disqualified from re-entry into all LACCD nursing programs.
- Withdrawals made on the following basis shall not count against the student:
 - Extenuating circumstances including but not limited to, verified cases of accidents, illnesses, or other circumstances beyond the control of the student.

Second, Third, and Fourth Semesters

- A student in the second, third, and fourth semester of the nursing program who withdraws from, or receives one substandard grade (“D”, “F”) in any nursing course, will not be permitted to progress in the program, unless the student successfully completes an “Individual Remediation Plan” provided by the nursing program. Once the student has completed the “Individualized Remediation Plan”, he/she will be permitted to repeat the course, pending application for readmission and space availability.
- A student in the second, third, or fourth semester of the nursing program who receives a second substandard grade (“D”, “F”) will be dismissed from the program and disqualified from re-entry into all LACCD nursing programs.

Leave of Absence

- A currently enrolled student in **good standing (must be passing nursing course)** may request a leave of absence for a maximum of two consecutive semesters (including the semester the granted requested).
- Criteria for leave of absence may include, but are not limited to, verified cases of accident, illnesses, or other circumstances beyond the control of the student
- To be considered for a leave of absence, the student must inform their current instructor of their intent to apply for a leave of absence. Then, the student needs to submit a letter requesting a leave of absence, including appropriate verifying documents to the Chairperson of the Nursing Readmission and Retention committee. The letter must clearly state the reason for the leave of absence and how the circumstance was beyond their control. This letter is to be submitted within seven (7) days after the student notifies their current instructor of their intent to request the leave.
- The student is encouraged to continue in classes and clinical work until the leave is granted.
- If the leave of absence is granted, the student must complete and Exit Form with their current instructor.
- Requests for a leave of absence shall be reviewed by the Nursing Readmission and Retention Committee of the nursing program. The student will be notified in writing of the decision of the committee within seven (7) days of receipt.
- To re-enter the nursing program, the student must submit an application for readmission with documentation to support that circumstances which lead to leave of absence have resolved. This is to be submitted the semester PRIOR to requested re-entry.
- Withdrawals for approved extenuating circumstances shall not count against the student if the withdrawal is made prior to the official drop date of the course.
- A student is allowed one leave of absence request in the nursing program.

Dismissal

- Students may be dismissed from the nursing program for failing to meet academic requirements, health requirements, unsafe behavior, and program progression standards.
- Students may appeal their dismissal as follows:
 - The student must file a written petition to appeal the dismissal within 15 calendar days after they received the notification of dismissal. The petition shall clearly state the grounds on which continued enrollment should be granted and shall provide supporting evidence. This letter is to be submitted to the Appeals Committee.
 - Petitions will be reviewed by an Appeals Committee consisting of a minimum, the Director of the nursing program, a minimum of three (3) faculty members, and a student services administrator. The student shall be provided the opportunity to address the Committee.
 - The decision of the Appeals Committee shall be communicated to the student, in writing, no later than 10 business days after the Committee meets.
 - Students may file a formal student grievance, pursuant to Administrative Regulation E-55 after the above process has been followed.

Violations of Code of Conduct

Students may be disciplined for violations of Code of Conduct (LACCD Board Rules, Chapter IX, Article VIII), including but not limited to “unsafe conduct”, which as defined by Board Rule 9806(a), includes “unsafe conduct in connection with a Health Services Program”. Disciplinary measures may include but are not limited to suspensions and/or expulsions from the nursing program and or the LACCD altogether.

Remediation Policy

Remediation policies for each nursing course are found in each course syllabus. The course instructor(s) have the right to require additional remediation activities based on individual student needs. Should the instructor require additional remediation activities to those listed in this policy, those additional activities will be identified during a counseling meeting with the student, instructor(s), program Director (if appropriate), and the Success Advisor and given to the student in writing. It is the responsibility of the nursing student to provide evidence of completion of remediation to the Nursing Readmission and Retention Committee prior to final action on the request for readmission. Any student in any nursing course having a clinical component who does not pass the dosage calculation qualifying exam must complete specific dosage-related remediation activities prior to being readmitted into the Nursing Program. Each student applying for readmission to the nursing program must complete the specified activities outlined on his or her Individual Remediation Plan (IRP) as well as completing the following:

Nursing 323

Students requesting readmission to Nursing 323 must remediate by taking non-proctored standardized tests as assigned, achieving a score of 90% or more. They must also complete the textbook electronic resource questions relating to course content in N323 or other assigned activities prior to requesting readmission to the nursing program.

Nursing 325

Students requesting readmission to Nursing 325 must remediate by taking non-proctored standardized tests as assigned, achieving a score of 90% or more. They must also complete the textbook electronic resource questions relating to course content in N325 or other assigned activities prior to requesting readmission to the nursing program.

Nursing 333

Students requesting readmission to Nursing 333 must remediate by taking non-proctored standardized tests as assigned, achieving a score of 90% or more, and completing other assigned activities

Nursing 335

Students requesting readmission to Nursing 335 must remediate by taking non-proctored standardized tests as assigned, achieving a score of 90% or more, and completing other assigned activities.

Nursing 339 - Theory Component

Students who have taken the Nursing 339 final examination and who have not successfully completed the theory portion of the course must complete instructor recommendations for remediation prior to being readmitted to the program.

Nursing 339 - Clinical Component

Students who have not successfully completed the clinical portion of the N339 course must complete instructor recommendations for remediation prior to being readmitted to the program.

Nursing 343

Students requesting readmission to Nursing 343 must remediate by taking non-proctored standardized tests as assigned, achieving a score of 90% or more and completing other assigned activities.

Nursing 345

Students requesting readmission to Nursing 345 must remediate by taking non-proctored standardized tests as assigned, achieving a score of 90% or more and completing other assigned activities.

Nursing 347 - Theory Component

Students who have taken the Nursing 347 final examination and who have not successfully completed the theory portion of the course must complete instructor recommendations for remediation prior to being readmitted to the program.

Nursing 347 - Clinical Component

Students who have taken the Nursing 347 final examination and who have not successfully completed the clinical portion of the course must complete instructor recommendations for remediation prior to being readmitted to the program.

Note: Readmission is on a space-available basis.

Note: In any course with a clinical component, a student who is determined to be clinically unsafe may not be readmitted to the program.

Standardized Testing Policy

The purpose of the standardized testing policy is to describe the use of the ATI practice and proctored assessments and the necessary remediation process. The purpose of utilizing ATI is to provide students with learning resources and assessments to enhance learning, determine NCLEX readiness, guide necessary remediation, and enhance NCLEX success of all students. Evaluation of the ATI exam results is also directly linked to the program evaluation improvement process for the curriculum.

The nursing program utilizes integrated testing as a resource for students to help them achieve content mastery through standardized testing. Formative testing occurs at prescribed intervals throughout the nursing program.

ATI incorporates content mastery exams and content area review through on-line modules, that are used throughout the program. These assignments and proctored assessments are directed by course instructor and syllabus. The program reserves the right to add new assessments when available and to require remediation assignments when needed for identified student learning needs. Students should strive to meet or exceed the established benchmark for each integrated test.

Students receive an e-mail directly from the vendor to enroll in the supplemental learning/integrated testing program in Nursing 313. Students will be given instructions during the course on how to access the system and set up individual accounts. Students will be held accountable for prompt payment of supplemental learning/standardized testing fees and completing tests that are scheduled throughout the program. Since 2011, the nursing program has been fortunate to receive funds from the Department of Health Services, which funds the NCLEX-RN live review for graduates, which greatly reduces the fees for students for testing.

Guidelines:

1. An Assessment Technologies Institute (ATI) exam is required in the following courses:

| Student Level | Test Name | Course | Purpose |
|--------------------------|---------------------------------|--------------------|----------------------|
| 1 st semester | Fundamentals | Nursing 315 | Summative Evaluation |
| 2 nd semester | Adult Medical Surgical | Nursing 325 | Summative Evaluation |
| 3 rd semester | Maternal Newborn | Nursing 333 | Summative Evaluation |
| 3 rd semester | Pediatric Nursing | Nursing 335 | Summative Evaluation |
| 4 th semester | Mental Health | Nursing 343 | Summative Evaluation |
| 4 th semester | Adult Medical Surgical Retake 1 | Nursing 345 | Summative Evaluation |
| 4 th semester | Leadership | Nursing 347 | Summative Evaluation |
| Graduate | RN Comprehensive Predictor | Before live review | NCLEX-RN preparation |

2. Course faculty will coordinate the scheduling of computer-administered proctored assessments. Typically, content mastery examinations and the comprehensive predictor are given toward the end of the semester.

3. Practice Assessment and Required Remediation
 - a. Before taking the proctored ATI exam in class, students must complete the online Practice Assessment A during the designated time frame. Limiting the availability of the non-proctored exam encourages timely completion and maximizes the time available for remediation.
 - i. Students will take the non-proctored version of Practice Assessment A once Students will complete a focused review based on the 1st attempt at the assessment. Following the review of all content missed, students are required to submit a deliverable or assignment to demonstrate their required remediation.
 - ii. The purpose of remediation is to promote the opportunity for optimal performance and demonstrate personal responsibility for learning.
 - iii. Students who achieve a proficiency level of 3 will not need to submit a remediation assignment.
 - iv. As an option, after faculty have verified the focused review remediation is completed, the faculty can allow students to take the practice assessment B.
 - v. The practice assessment and remediation will be worth approximately 2% of the overall course grade.
 - b. Submission of the focused review remediation is mandatory to take the proctored assessment.
4. Proctored Assessment
 - a. The proctored exam in class will be placed prior to the end of the course to allow time for students to complete the practice assessment and required remediation.
 - b. The proctored assessment will be worth approximately 3% of the overall course grade.
5. Completion of the required content mastery examination is a course requirement. If the student does not comply with the requirement and/or fails to complete all the required criteria by the end of the rotation/semester, the instructor will submit an incomplete grade.
6. The ATI exam point distribution is equivalent to approximately 5% of the course grade.

Impaired Nurse Policy

A student enrolling in the nursing program may rightfully expect that the faculty and administrators will maintain an environment in which there is freedom to learn. Student conduct in all the Los Angeles Community Colleges must conform to District and college rules and regulations, for which students are subject to disciplinary action. These Standards of Student Conduct are delineated in Board Rule 9803 (see College Catalog). Students are expected to adhere to these standards at all times.

Any possession of controlled substances, any use of controlled substances, or any possession or use of alcoholic beverages while on any property owned or used by the District or colleges of the District or while participating in any District or college-sponsored function is prohibited. "Controlled substances" include, but are not limited to, the following drugs and narcotics: opiates, opium and opium derivatives, mescaline, hallucinogenic substances, peyote, marijuana, stimulants, depressants, and cocaine.

In addition, conduct which may be considered disorderly while on campus or in a clinical facility or which poses a threat of harm to the individual and/or to others is subject to disciplinary action. This includes, but is not limited to, unsafe conduct in connection with the nursing program; failure to follow safety rules as adopted by the District and/or college; and negligent behavior.

If there is reasonable suspicion of impaired performance (reasonable suspicion will include but are not limited to, the observation of behavior such as: staggering walk, poor physical coordination, blank stare, smell of substance on breath, body, or clothes, extreme hyperactivity, tremors, paranoia, slurred speech), the following actions will occur:

1. The student will be immediately dismissed from the classroom or clinical setting.
2. The student's emergency contact will be notified to come and pick up the student. Until such time, the student will be required to remain on site, but away from patient contact until the emergency contact arrives.
3. The involved instructor will document behaviors of student which led to reasonable suspicion of impaired performance.
4. The instructor will report infraction of policy to the program Director (or designee).
5. The Director (or designee) will notify the Dean of Academic Affairs. A copy of documentation will be given to student, Director, and Vice-President of Student Services.
6. The student will not be permitted back into the course until the following have been met:
 - a. The student will meet with the program Director (or designee) and semester team. The Director and involved faculty reserve the right to require assessments as appropriate and/or verification of ongoing treatment. This shall be provided by the student's health care provider at the student's expense
 - b. The student will be referred to appropriate support services (Life-Skills Center, personal health care providers)
7. Documentation of the impaired student behavior and subsequent follow-up will be filed in the student's folder, with a copy given to the student.

Any student who violates this policy may be required to participate satisfactorily in a substance abuse rehabilitation program, and/or may be subject to disciplinary action, up to and including dismissal, or exclusion under applicable District policies.

Immediate action is required in situations where a student is threatening or physically violent to others or self or abusing alcohol or other controlled substances. The Sheriff's Department should be immediately notified at 310-233-4600 or appropriate resources if at clinical agency.

References: LACCD Board Rule 9803,
Schedule of Classes
Student Discipline Guidelines, LAHC

Mental Health Policy

AP 4106 stipulates that each college may “establish health and safety prerequisites for courses in the Registered Nursing program in order to protect the health and safety of the students, consumers, and/or others”. AP 4106 further stipulates that a student must be free from communicable diseases, infection, psychological disorder, and other conditions that would present a threat to, or negatively impact the well-being of faculty, students, or consumer, or would prevent the successful performance of the responsibilities and tasks required in the education and training program of the college. Any condition which is developed or exhibited by the student after admission to the nursing program may be considered sufficient cause for suspension from the program.

The nursing program at Los Angeles Harbor College recognizes that mental illness is a disease process which can be successfully managed into a state of recovery and mental health. The program also recognizes that there may be times when mental health issues or mental illness may affect a student’s ability to be successful in the nursing program. It is the responsibility of the student to develop and maintain a program of recovery for mental health.

When mental health issues become apparent to the student and/or faculty, the student will be referred to the appropriate resources based on the nature of mental health problems identified, including, but not limited to, the Life Skills Center or a private health care provider. The Life Skills Center can be reached at (310) 233-4586 or more information can be accessed via their website: [Life Skills Center](#). In addition, walk in hours (no appointment necessary) are available.

In the case of a crisis or when a student may be a danger to themselves or others, immediate action will be taken. The following behaviors that may indicate a student is experiencing mental distress include but are not limited to the following:

- Angry outbursts, threatening gestures or verbalizations
- Severe anxiety manifested by inability to concentrate, focus, follow instruction or perform clinically
- Depressive symptoms such as psychomotor retardation, confusion, poor hygiene, excessive tearfulness, frequent tardiness or absences
- Suicidal ideation or gestures
- Agitation, excessive motor activity, extreme talkativeness, suggestive dress, flight of ideas, grandiosity, loose association, or extremely poor judgment
- Extreme distrust or suspiciousness
- Impulsive behaviors that have the potential to injure self or others
- Auditory or visual hallucinations
- Delusional thinking or disorganized thought process

In the event that immediate action is required when a student on campus is exhibiting behaviors implying the intent to harm others or self, the sheriff’s department should be immediately notified (ext. 4600). In addition, the Life Skills Center should be notified (ext. 4586). If immediate action is required in the clinical setting, the clinical agency staff and Security department should be immediately notified.

Subsequent to notifying the above, the following actions include but are not limited to:

1. The student will be immediately dismissed from the classroom or clinical setting.
2. The student's emergency contact will be notified to come and pick up the student. Until such time, the student will be required to remain on site, but away from patients until the emergency contact arrives. The instructor (or designee) will remain with the student.
3. The involved Instructor will document behaviors of student.
4. The Instructor will report incident to the program Director (or designee).
5. The Director (or designee) will notify the Dean of Academic Affairs. A copy of the documentation will be given to student, Director, and Vice-President of Student Services.
6. The Director (or designee) and instructor will meet with the student and provide referral in writing for evaluation by the appropriate resources.
7. The student will not be allowed to return to the specified course or courses without clearance from the appropriate resource. Clearance must be provided in writing from the referral and must state that the student is able to return to class and can safely perform clinical activities without restrictions.
8. The absence policy of classroom and clinical courses and the progression policy of the nursing program will be followed.
9. Readmission into the nursing program is on a space-available basis.

Nursing Students with Disabilities

Qualified students with disabilities who are admitted to the program may request academic accommodations and/or auxiliary aides under Section 504 of the Rehabilitation Act. Reasonable academic accommodations will be made and/or auxiliary aides will be given unless academic requirements are demonstrated to be essential to the program of instruction or are directly related to licensing requirements. However, academic requirements that the college can demonstrate are essential to the program of instruction being pursued by such student, or to any directly related licensing requirement, will not be regarded as discriminatory, even if they have an adverse effect on persons with disabilities.

The LACCD adheres to the Special Programs and Services (SP&S), implementing guidelines as specified in Title V of the California Code of Regulations, the mandates of Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, all of which prohibit discrimination on the basis of disability.

The campus Special Programs and Services (SP&S) has been established to assist persons with physical, psychological, and learning difficulties who may require special assistance in the pursuit of an education (see the current College Catalogue). Individuals with mobility, visual, hearing, speech, learning, psychological, or other health impairments may benefit from available services.

In order to receive support services and academic accommodations, a student with a disability must meet eligibility requirements as outlined in LACCD Administrative Regulation E-100. Students should contact SP&S in a timely manner to make requests for support services and/or academic accommodations.

Students with disabilities seeking academic accommodations must present instructors, at or before the beginning of each course, the SP&S recommendation for academic accommodations, so that the accommodations can be provided in a timely manner. A copy of the SP&S recommendations is to be placed in the student file.

NCLEX Accommodations

Any student requiring special assistance for physical or other disability when taking the NCLEX must contact the Director of the nursing program, complete the appropriate forms, and submit with application for testing.

Reference: LACCD, Office of the Chancellor, Administrative Regulation E-100

Student Input into the Nursing Program

Students have the opportunity and are encouraged to offer input into the nursing program through the following:

- Student Forums involve the entire student body, faculty, and staff of the nursing program. Forums are held twice a semester (on a Monday) and attendance is mandatory. Important announcements and updates are given during Student Forums. At the end of the Forum, the 4th semester class cabinet assumes leadership and faculty/staff are excused so that the student body can meet as a whole to discuss concerns and issues.
- Each class shall appoint at least two representatives to Student Council. Student Council meetings follow Forum meetings. Student representatives have the opportunity to meet with the Assistant Director and act as a liaison for the class they are representing. The goal is open dialogue, communication, and problem solving. All student concerns and follow-up action plans are documented and posted for student review in a student communication folder in the student nursing lounge.
- Students have the opportunity to participate in the Evaluation and Curriculum Committees of the nursing division. There shall be at least two student representatives at each meeting who will be asked to offer input in these areas.
- Any concern that a student may have regarding a class or clinical lab should be resolved by **first** seeking a conference with the respective instructor. If the problem is not resolved, the student, the instructor, or both may request a conference with the nursing program Director or designee. (See grievance policy)
- Students have the opportunity to complete a course evaluation at the end of every course in the nursing program. This evaluation is anonymous and reviewed after students receive their grades. Students are asked to give input into the course organization, teaching strategies, textbooks and study aids, course and clinical instructors, clinical facilities, and evaluation methods.
- Students are asked to complete an Exit survey ten days before program completion. Questions on the exit survey pertain to program curriculum, achievement of program SLOs, campus and program resources, and simulation experiences.
- At approximately 6 to 12 months after graduation, students are sent a New Graduate survey. The purpose of this survey is to assess program preparation to enter the RN workforce.

Student Records Policy

The Los Angeles Community College District, in compliance with Federal and State law, has established policies and procedures governing student records and the control of personally identifiable information. The LACCD recognizes that student records are a confidential matter between the individual student and the college.

- Students receive a district-wide identification number, which is not their social security number. The student identification number will be used in all registration and to identify all records pertaining to the student.
- At time of admission into the nursing program, a student file is started and maintained in the nursing office. All files are locked, protected, and confidential.
- No student records will be released without the written consent of the student concerned except as authorized by law.
- All inquiries regarding student records, directory information, and policies for record access, release, and challenge should be directed to the Records Officer, via the Office of Admissions.
- Students have the right to file a complaint with the United States Department of Education concerning alleged violations of Federal and State laws governing student records

Reference: College Catalog

Letters of Recommendation

Throughout the nursing program, it may be necessary to seek letters of recommendation from faculty, especially in the fourth semester. The following guidelines apply:

- All student requests for letters of recommendation should be in writing on the appropriate form, “Request for Letter of Reference/Recommendation by Faculty Member” (See appendix)
- Letters of recommendation should be requested from course and clinical faculty who would be familiar with the student’s performance in the clinical setting.
- The faculty does not write “To Whom it May Concern” letters. The name/title of the person you want to receive the letter must be specified in your request.
- Students should request letter of recommendation at least two weeks before needed.
- A copy of the letter of recommendation will be placed in the student’s file.
- The required form is included in the appendix of the Student Handbook.

Student Nurse Injuries

The Los Angeles Community College District provides workers' compensation benefits for injuries sustained by students enrolled in nursing and other allied health programs while they are participating in related clinical training at contracting facilities.

In the event of an injury during clinical training, workers' compensation benefits will be provided by the college's claims' administrator.

The procedure for reporting and receiving benefits in the event of an injury is as follows:

1. The injured student should report any injury to the course or clinical instructor immediately.
2. First aid or other appropriate medical attention should be immediately rendered. When seeking treatment, the student should inform the agency that it is a work-related injury.
3. The instructor and student must complete all agency-required reporting forms regarding the injury.
4. Report the injury to the college's Workman's Comp Carrier: 855-602-6264
5. Complete forms required to report injury- see Sr. Office Assistant for forms
6. Submit forms to Tiffany Min in Administrative Services (mint@lahc.edu)
7. All medical bills for treatment of injuries should be submitted to Tiffany Min
8. Depending on the circumstances, a student may be required to submit a medical release form from a licensed health care provider which stipulates that the student may return to class/clinic without limitations or restrictions.

Student Grievance Procedures

Every effort will be made to resolve problems within the structure of the nursing program.

Basic Steps for Grievance

1. The student will make an appointment with the involved faculty to discuss his/her problem.
↓ *if unresolved*
2. A conference with the student, involved faculty and lead instructor will take place.
↓ *if unresolved*
3. A conference with student, involved faculty, lead instructor, and Director will take place.
↓ *if unresolved*
4. A conference with the student, involved faculty, lead instructor, Director, and appropriate college administrator
↓ *if unresolved*
5. Meeting with the college ombudsperson for assistance. In this case, the student shall provide a written statement of grievance and may provide other information and documentation in support of the grievance. Upon review, the ombudsperson shall inform the student of the student's rights and responsibilities and assist in mediation.

Students unable to resolve their potential grievance through the informal process outlined above, may file a "Grievance Hearing Request Form" with the college ombudsperson. The College ombudsperson will provide students with information about the formal grievance hearing process and their rights and responsibilities in this process. The student may also request, through the Ombudsperson, that any relevant information and documentation be made available at a hearing, as long as this information does not violate the privacy rights of others. Students have the right to be represented by him/herself, a student advocate, or a person of his/her choice.

Grievances pertaining to grades are subject to the California Education Code Section 7622(a) which states: "When grades are given for any course of instruction taught in a community college district, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." Faculty are required by Board Rule to keep all student papers relating to the students' grades for a period of one year.

Detailed information and/or other assistance with student grievance pertain to [Board Policy AP 5530](#).

Credit by Examination Policy

A student admitted to the nursing program who has documented education, through official college transcripts, other required knowledge or work experience in health-related fields (documented on official letterhead from officials in these fields) may challenge up to 15 nursing units.

- The student must satisfy the LAHC requirements for receiving credit by examination:
 1. Currently registered at LAHC and have a minimum cumulative GPA of 2.5
 2. Completion of 12 units within LAHC
 3. Has not completed, nor is in the process of completing a course which is more advanced than the course for which credit is requested.
 4. Has not previously attempted to petition for credit by examination for the same course
 5. Is not requesting credit by examination for courses completed in high school
- Nursing students who qualify under these LAHC requirements must present evidence to the nursing Program Director.
- The Readmission and Retention Committee and nursing program will make the final determination for credit by examination petitions.
- Petitions for credit by examination shall be processed, and examinations administered, only when a regular semester is in session. The date and time of the examination are determined by the nursing program Director and involved instructor.
- The priority system established by the AP 4106 guidelines shall be observed. If more requests for challenge are received than places available, a lottery of these students will be held. There must be available space before a student is allowed to challenge a course.

Reference: College Catalog

Credit by Examination Procedure

1. The student must complete all prerequisite requirements and be admitted to the nursing program.
2. Credit by Examination is done on a space-available basis.
3. The student must obtain a petition for challenge from the Admissions Office.
4. The student must submit official transcripts and official documentation for previous education and experience.
5. The petition and documentation of previous education and experience must be submitted to the nursing office.
6. The student must meet with the nursing program Director after all necessary documents have been received.
7. The Retention and Readmission Committee and nursing Director will determine if the candidate has appropriate education and/or experience.
8. The student will be notified of the committee's decision in writing.
9. The course outline, module and/or list of procedures and the criteria for evaluation for each of the courses may be purchased in the college bookstore or obtained on the nursing website.
10. Students who meet all the challenge criteria will meet with the challenge course instructors for an examination date and time.
11. A student must pass the challenge examination(s) with a score of 75% or better. The clinical component evaluation will be arranged by the instructor and follow the procedures used for testing generic students in the clinical setting.
12. A student who requests to challenge more than one course must pass on challenge examination before taking the next examination according to the curriculum plan. I.e., sequence of nursing courses.
13. Course-specific information for challenge by examination can be found in course syllabi.

Revised 11/2001, 03/2005, 09/2014

Transfer Policy

1. Students transferring into the nursing program are required to complete at least one semester in residence (and a minimum of 12 units) to graduate from the nursing program at Los Angeles Harbor College.
2. Students must meet all requirements for admission and meet or exceed the required cut score on the Nurse Assessment/Readiness test.
3. Transfer students are accepted on a **space available basis** only.
4. If space is determined to be available, a student requesting transfer to the nursing program must make an appointment to meet with the nursing program Director and bring official transcripts and course descriptions from the program currently enrolled.
5. Students requesting transfer to the LAHC Nursing program must submit a nursing application and a letter of clinical safety signed by the Nursing program Director from the previous nursing program. The application must be received during the application period of the nursing program.
6. The Credit by Examination policy and procedure shall apply to students who enter the program after first semester.
7. Prioritization for entry of students entering after the first semester is as follows:
 - a) Re-entry students from the LAHC Nursing Program
 - b) LVN to RN students
 - c) Transfer students
 - d) International RNs

Challenge/Advanced Placement into the Nursing Education Program for Military Personnel

Challenge/Advanced Placement for Military-trained Health Care Personnel Policy

1. Individuals who have documented military education and experience in health care occupations may be eligible for advanced placement in the nursing program. Examples of military health care experience include Army Health Care Specialist, or Air Force Independent Duty Medical Technician. The veteran must have been discharged under “honorable” conditions.
2. Documentation of education and clinical experience for military health care occupations must demonstrate satisfactory completion of education and experience. Official transcript(s) **and** documentation of experience (on official letterhead) must be submitted.
3. Applicants must meet all general entrance requirements of the Associate Degree Nursing program, including completion of designated prerequisites and achievement of required cut score on nursing readiness entrance examination.
4. Acceptance of military challenge/advanced placement students into the Associate Degree Nursing program is contingent upon space availability.
5. Applicants must adhere to the challenge policy and procedure, as stated in the Student Handbook and college catalog.
6. Applicants must adhere to LACCD AP 4106 and the nursing program progression policy, as stated in the Student Handbook.

Challenge/Advanced Placement for Military-trained Health Care Personnel Procedure

1. Submit application to college.
2. Submit application for Associate Degree Nursing program. Refer to specific nursing program for admission policy, application, and required documentation.
3. The application will be reviewed for appropriate educational and experience requirements, completion of pre-requisites, and other admission requirements.
4. The applicant must take the nursing readiness entrance examination on the date specified by the nursing program.
5. The applicant must make an appointment to meet with the Director of the nursing program within one week of passing the nursing readiness entrance examination.
6. Upon recommendation from the program Director and after evaluation by the Admission and Records Office, the nursing application, official transcripts, and documentation of military health care occupation experience will be forwarded to the nursing program Admission Committee.
7. The Admission Committee will determine if the candidate meets the military education and experience requirements for challenge to advanced placement.
8. The applicant will be notified of the committee’s decision.
9. The course syllabus will be available to the student once challenge confirmation is made. The date(s) of challenge examinations and practicums will be made available to the applicant. The applicant will follow the specific Credit by Examination policy/procedure of the nursing program, as stated in the Student Handbook and college catalog.

10. A student must pass the examination(s) with a score of 75% or better. The clinical component evaluation will be arranged by the instructor and follow the procedures used for testing generic students in the clinical setting.
11. Course-specific information for challenge by examination can be found in course syllabi.
12. The Credit by Examination policy/procedure must be completed within the timeframe specified by the Nursing Admission Committee.

GENERAL INFORMATION

Instructional and Student Services

Child Development Center

The Child Development Center offers childcare services to students with preschool-aged children. The Center has an extensive parent education program. Children must qualify for the state Preschool Grant program, both by age and income. Fees for this service are based on financial need. For more information, call 310-233-4205.

Counseling Services

Information sessions are held monthly for persons interested in the nursing program and are mandatory for nursing program applicants. The sessions are conducted by the nursing program Director, or designee, and a college counselor. The Counseling department welcomes students who wish to discuss their vocational and educational plans, college study programs, and any other concerns they may have relating to their academic progress. Faculty and counselors within the nursing program and college are available to confer with the student concerning unforeseen or personal problems which may develop during his/her academic program.

Financial Aid

The goal of Financial Aid is to provide access to post-secondary education for those who otherwise would be financially unable to start or continue their schooling. The amount and type of aid offered to each student is determined by federal and state regulation and college policy. Financial Aid information is available to students at <http://www.lahc.edu/finaid> or by calling the Financial Aid Office at 310-233-4320 or visiting them in SSA 116.

Library and Learning Resource Center (LRC)

The Library at LAHC provides books, periodicals, newspapers, reference materials, and electronic and computerized databases that support the college curriculum and students' pursuit of educational goals. A Librarian is available to assist with basic research and to offer instruction in library use and literature searching. Enrolled students may access the Internet in the library computer lab and there is wireless access anywhere in the library. For additional information: [LAHC Library](#).

The LRC provides self-paced programs and tutoring services that support the regular instructional programs. Through a variety of media, students may actively participate in different learning modalities at their own pace. Programs are available in math, English, ESL, study skills, and

other subjects. The LRC also houses the Literacy Center, the Writing and Math Labs, and an open computer lab. Call 310-233-4149 for further information.

Life Skills Center

The Life Skills Center provides crisis intervention and community referrals to students who may be undergoing a personal crisis. The center also promotes positive mental health for the campus community through offering workshops, skill-building, and classroom speakers on a wide variety of topics. It is and is staffed by advanced psychology graduate students and supervised by a licensed Clinical Psychologist. For more information: 310-233-4586.

Nursing Learning Library/Skills Practice Laboratory

The Nursing Learning Laboratory (NLL) staff offers guidance and assistance in utilizing the facility. The NLL is intended to assist nursing students in learning basic and advanced nursing concepts and skills by being available for students for independent study and by providing the following materials:

1. Self-instructional materials
2. Rohde Library (funded through the Rohde Family bequest) containing textbooks, reference books and professional journals.
3. Audio-visual training materials
4. Computer laboratory with 12 desktop computers (updated in 2015)
5. Clinical agency equipment and supplies for skills practice.
6. Student study area and carrels

Nursing Success Advisor

The nursing program is designed for and constantly adapting to meeting the needs of our increasingly diverse student population. The Nursing Success Advisor assists students by identifying resources and services to address their unique learning style and offers other strategies for success.

Allied Health Counselor

Strong Workforce funds have made available an Allied Health Counselor housed in the Health Sciences division. The counselor assists students to develop an educational plan to enter into an allied health or nursing program and assists students within the nursing program to progress as seamlessly as possible into higher education. Graduation checks and petitions can be completed by the Allied Health Counselor.

Security

The Los Angeles Sheriff's Harbor College Division is located in the Kinesiology building. The telephone number is 310-233-4600. In an emergency, call 911.

Special Programs and Services (SP&S)

SP&S has been established to assist persons with physical, psychological, and learning disabilities who may require special assistance in the pursuit of an education. Students may receive services such as counseling, testing accommodations, tutoring and priority registration. Please call 310-233-4629 to schedule an appointment with a specialist.

Student Health Services

The Student Health Center provides health counseling and education, appraisal, treatment and first aid, referral to appropriate public or private agencies, and dissemination of information regarding the availability of health services. Enrolled students pay a student health services fee, unless exempt. The phone number is 310-233-4520.

The Student Health Center will provide a combination of in person and off-site medical and psychological services. Additional student health services are available through Mosaic Family Care to eligible students with free tele-health services with medical providers (consultation and prescription refills) and psychotherapists using a confidential and HIPAA compliant video or audio platform.

For appointments at the Off-Campus Clinic:

Mosaic Family Care

4857 Huntington Dr. N Los Angeles, CA 90032

<https://mfc.care/>

(323) 226-9042 or email us at info@mosaicfamily.care

Transportation and Parking

The student is responsible for his/her own transportation to the college and to clinical sites and other facilities required for educational purposes. The college assumes no responsibility for any loss, including but not limited to theft, property damage, and bodily injury. California vehicle laws and regulations, including those regarding illegal parking, are applicable on campus. Campus parking is by permit only. Students are to familiarize themselves with the parking regulations at the college and at the various off-campus clinical sites.

Tutorial Assistance

It is the responsibility of the student to keep the instructor apprised of problems encountered in attaining outcomes/completing assignments.

- The nursing program provides faculty tutoring services on designated days.
- The Learning Resource Center provides tutoring at no charge to the student.

Special Accommodations

Nursing students requiring special accommodations in a course must initiate delivery of the accommodation request through official channels specifying the types of accommodations required to the nursing faculty in each course for which they wish accommodation. Students who require accommodations for examinations are responsible for making appointments with the Testing Center.

Student ID Cards

All students are required to have a student identification card. It may be obtained in the Student Activities Office at the completion of registration.

Title IX

Title IX of the 1972 Education Amendments is a powerful tool for combating campus violence. The law requires colleges and universities receiving federal funding to combat gender-based violence and harassment and respond to survivors' needs in order to ensure that all students have equal access to education.

Any sexual violence or physical abuse, as defined by California law, whether committed by an employee, student, or member of the public, occurring on college-owned or controlled property, at college-sponsored or supervised functions, or related to or arising from college attendance or activity is a violation of District policies and regulations, and is subject to all applicable punishment, including criminal and/or civil prosecution and employee or student discipline procedures.

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Please see College Catalog and Schedule of Classes for more information on Student Services.

Responsibilities/Standards

It is assumed by the college that students in the nursing program will demonstrate professional growth and development and a high level of integrity in both professional and personal conduct and will always adhere to HIPPA requirements and to the highest program ethics.

The student

- Maintains an updated health packet as required.
- Maintains HIPAA standards at all times and protects patients' privacy and confidentiality.
- Maintains ethical, legal, and professional behaviors at all times.
- Complies with all attendance and punctuality requirements of the program and the clinical facility
- Completes assigned tasks in the clinical setting within the allotted time and reports problems to the clinical instructor in a timely manner.
- Establishes and maintains positive personal health and grooming standards, corrects own problems/habits. Protects and respects patients' and classmates' health.
- Participates in college student organizations, in nursing program committees and unrelated activities.
- Acknowledges and meets the specific requirements of clinical agencies. These include:
 - Demonstrated competency in Universal Precautions; tuberculosis transmission; blood borne pathogens, hepatitis, HIV, isolation precautions, etc.
 - Demonstrated competency in HIPAA
 - Completion of all agency specific requirements

Program Costs

For an approximate estimation of program costs, see

<https://www.lahc.edu/academics/pathways/hhsps/nursing/prospective-students>. Click on

Approximate Program Cost.

Communications

Students who wish to meet with an instructor at times other than scheduled office hours are to make appointments in advance. It is the responsibility of the student to contact the instructor if unable to keep the appointment.

Please do not contact the nursing office for:

- Home telephone numbers of faculty and/or other students.
- Information regarding grades, whether weekly or final grades.

Response to Intervention

The student:

- Seeks/implements suggestions from the instructor/health team.
- Responds to constructive criticism appropriately.
- When an error is made, identifies cause(s) of the error and makes specific, measurable plans to prevent any recurrence.

Interpersonal Relations

- Initiates and maintains adaptive working relationships with the patient, the family, and members of the health care team.
- Communicates positively with others and demonstrates awareness in interactions with others.
- Modifies behavior to promote effective interactions.
- Works with the health care team to establish a helping relationship with the patient and the family.

Stress Handling

- Performs safely and effectively in stressful and emergency situations.
- Maintains composure.
- Obtains appropriate/necessary assistance.

Responsibility for Own Learning

- Comes to class and clinic prepared and on-time
- Meets evaluative criteria within each course unit in the nursing curriculum.
- Prepares for clinical day by reviewing clinical objectives and preparing required documentation.
- Verbalizes learning needs and concerns to instructor.
- Seeks new experiences in clinic consistent with abilities.
- Maintains technical competence for all procedures taught in previous courses.
- Utilizes nursing practice lab to improve technical and theoretical skills.

Personal Grooming

The student is expected to abide by the Nursing Division dress code.

Recording Devices

State law in California prohibits the use of any electronic listening or recording device in the classroom without prior consent of the instructor or college administration. Any student who requires the use of electronic aids must provide verification of the accommodation by Special Programs and Services to the course instructor. The instructor must grant permission and the "Recording Lecture" policy signed by the student. For further information, see College Catalog.

Electronic Devices

Cellular phones, and other electronic devices will not be allowed in clinic unless turned off, out of sight, or specifically approved by the instructor. Photograph and video recording are not allowed in class or clinical.

Employment

The nursing program demands many hours of study and clinical experience. Students are strongly advised to assess demands for study time and completion of course assignments. As a general guideline, it is recommended that students work no more than 20 hours per week. However, students are responsible for assessing ability to manage commitments outside of school and making necessary adjustments if necessary.

Change of name/address/phone/Email

The student is responsible for communicating any of the above changes to the course instructor and nursing office.

Nursing Building Information

Students are expected to take an active role in the maintenance and security of the Nursing Building.

- Eating in the building is prohibited except in the student lounge and patio area. **Eating or drinking in classrooms is not permitted (except water).**
- Containers or cups used for food or drink are to be put in the trashcans located on the outside at the entrances to the building.
- Active involvement in recycling in the appropriate receptacles is much appreciated.
- Smoking/vaping is prohibited.
- Doors and windows are not to be left open after leaving the classroom. Should one be left open, please close it.

- Students are responsible for their personal property and are expected to respect the property of others. Backpacks and other belongings are not to be left unattended at any time. Security will be called to inspect any unattended belongings.
- Students are to keep the noise level down in the building and be respectful of other students who may be taking a course examination or attending to a lecture.
- Any student who willfully disobeys the nursing building policy will be asked to leave the premises.

Campus and Nursing Division Policies

LAHC is a drug and alcohol-free campus. The unlawful manufacture, dispensation, use of, and possession by students of illegal controlled substances or alcohol in all buildings, property, facilities, service areas, or on District business is strictly prohibited.

Smoking/vaping is not permitted in any classroom or clinical facility.

Each student is responsible for keeping apprised of information in the Student Handbook, college catalogue, Schedule of Classes, and all handouts given to students in class.

Within the educational environment, sexual harassment is prohibited between students, between employees and students, and between students and non-students. Copies of the District Sexual Harassment policy and procedures may be obtained from the college Compliance Officer.

The student is responsible for maintain all Standards of Student Conduct, which can be found in the LAHC Catalog.

Campus Student Activities

The Office of Student Life administers student activities and student government programs. These programs are designed to make the college experience more balanced and more meaningful, taking into consideration the whole student.

The Student Activities Office has information on campus events, clubs, activities, services, and student governance.

Associated Students Organization (ASO)

Each year, the ASO hosts a variety of activities aimed at promoting student involvement in campus activities. In addition to its work on campus, the ASO dedicates time lobbying on the local, state, and federal levels on a broad range of issues that affect students.

ASO membership costs \$10.00 per semester and is voluntary. Benefits include free admission to ASO-sponsored activities, free legal advice, photo ID and library card.

Identification/Library Services Card

All students receive a free ID card which is also their library card. The card is issued for the first semester of attendance and must be retained throughout the student's enrollment in subsequent semesters. A new sticker is provided each semester to validate current enrollment. There is a replacement fee for lost cards.

College Publications

Harbor Tides is the college newspaper published as a learning experience under the college Journalism instructional program.

Student Government

Leadership development is the foundation of the student government program. Student government of the college is patterned after the federal system. For further information, see the Student Activities Office.

Student Trustee Election Procedure

The LACCD conducts an election annually whereby each student in the District has an opportunity to be involved in the process of selecting a student representative to the LACCD Board of Trustees. The candidate must be currently enrolled in a District college with at least 5 units, plan to continue enrollment through the one-year term of office and have completed a minimum of 12 units. For further information, contact the Office of the President.

College Organizations

There are number of college organizations and activities on campus. Information is available at the Office of Student Activities.

Reference: College Catalog

Nursing Division Student Activities

Within the nursing program, students participate in a number of activities:

- **Curriculum Committee** – This committee meets monthly and has a minimum of two student representatives lend their input to formulate curriculum policy, to update curriculum and to develop course content. Student representatives are considered non-voting members.
- **Evaluation Committee** – This committee meets monthly and has a minimum of two student representatives to implement the program evaluation plan; gather and analyze data; and plan, implement, and evaluate activities in response to identified areas for improvement. Student representatives are considered non-voting members.
- **Scholarship Committee** – Faculty and student representatives work together to increase scholarship funds available and to utilize the funds for the benefit of all nursing students.
- **Student Forum** – All students, faculty, and staff are required to attend Student Forum, which is held twice during the semester. The purpose of Student Forum is to disseminate information and encourage open dialogue between faculty and students. Faculty are dismissed for the last portion of the forum and the fourth semester president/cabinet preside over the meeting. They encourage open dialogue between students without the presence of faculty.
- **Student Council** – This council follows Student Forum and is led by the Assistant Director. Students elect representatives from each semester who attend the meetings. The Assistant Director encourages active dialogue and gives students a voice in any and all matters concerning the nursing program. There is an opportunity to communicate concerns, ideas, problems, and feedback to the leadership of the program. The Assistant Director relays pertinent information to faculty at Faculty meetings and follows up on specific items as necessary.
- **National Student Nurses' Association chapter** – The National Student Nurses' Association mentors the professional development of future registered nurses and facilitates their entrance into the profession by providing educational resources, leadership opportunities, and career guidance.
- **Monthly nursing student newsletter, "The Heartbeat"** – written by faculty for the nursing students as a means of communication.
- The 4th semester Student Council members select at least one of their members to represent the Nursing Club to campus meetings.

Scholarship, Loan & Award Information

Nursing Division

Scholarships

Scholarships may be awarded to students currently enrolled in the Nursing Program funded by fund in the nursing Foundation. Students qualify based on GPA, commitment to nursing, leadership, responsibility, and dependability. These awards are presented at the annual Scholarship Ceremony in May.

Nursing Persistence Grant- funded by Vicky Chang. Students complete an application on-line.

The purpose of the Persistence Grant is to assist students to remain in school if financial difficulties arise. For further information, see Director of nursing program.

Flo's Cookie Jar

Flo's Cookie Jar provides emergency grants-in-aid to pre-licensure RN students facing a one-time need that otherwise would force them to leave school. Developed by a group of experienced nurse leaders and educators, Flo's Cookie Jar is uniquely structured to provide two types of emergency grants-in-aid, not to exceed \$2,000. For more information, see

<https://www.cnsa.org/flos-cookie-jar>.

Nursing Student Awards

Senior graduating nursing students may receive one of three awards recognizing leadership, academic achievement, or excellence in clinical care. Recipient's names are engraved on a perpetual plaque kept in the nursing building. Student awardees are nominated and selected by faculty and the awards are presented at the Pinning ceremony. The awards include the Sally Gay Professional Nurse of the Year award for academic excellence; the Wendell Black award for outstanding bedside nurse; and the Leadership award for involvement/initiative in class activities.

College Resources

The College also offers numerous scholarships, awards, and financial aid for eligible students. These have several different criteria for qualification. Please see the College Catalogue and contact the Financial Aid Office (<https://www.lahc.edu/financial-aid>) or 310-233-4320 or SSA 116 for further information.

Students may also qualify for college academic honors such as President's Distinguished Honor Award, President's Award for Outstanding Student Leader, Dean's Honor List and President's Honor list. See Collage Catalog for further information.

Preparing for Completion of the Program

Petition for Graduation

Students must complete the required “graduation check” in third semester and Petition for Graduation in the fourth semester. Deadlines can be found in the Schedule of Classes.

NCLEX Applications

An application for the NCLEX-RN is to be submitted to the Board of Registered Nursing at least 2 weeks prior to expected graduation date. Forms and instructions will be distributed in the Nursing 347 course (Leadership and Management).

Pinning Ceremony

Graduating nursing students traditionally plan a Pinning Ceremony at the end of the 4th semester. The pinning ceremony is a time-honored tradition in nursing programs, and it is a ceremony to welcome graduating students into the profession of nursing. It is NOT an official graduation ceremony.

The graduating class works closely with the Assistant Director in planning this ceremony. It is suggested that representatives from the senior class contact the Assistant Director prior to the beginning of the 4th semester. The following guidelines are intended to assist the graduating class with their planning

- The previous graduating class usually leaves a portfolio detailing their pinning ceremony so that the current class can have general ideas about details and planning.
- It is suggested that committees be formed at the beginning of the semester to work on separate areas of the ceremony (e.g., decorations, invitations, programs, music, slide show, refreshments).
- The faculty and senior class will work together to coordinate the date of the Pinning ceremony which should be at or near the time of completion of Preceptorship.
- Students may select either an on-campus or off-campus site for the ceremony. The 4th semester faculty must approve the site.
- The dress code of the ceremony is white caps and gowns. There are no exceptions.
- Caps are not to be decorated.
- Invitations and programs are the responsibility of the senior class. The Health Sciences office has samples from previous classes and must approve any printed material before sending to the printer. It is the responsibility of the class to distribute the invitations.

- In addition to acknowledging nursing faculty and college administrators, the program must acknowledge the LACCD Board of Trustees. The nursing office has a current list of appropriate administration, staff, and student benefactors to include.
- The graduating class may hire a photographer for individual and group pictures.
- Graduates may order the LAHC nursing pin. Ordering information will be presented in Nursing 347, Leadership and Management.
- If a slideshow is included in the ceremony, it must be previewed and approved by the Assistant Director at least two weeks prior to the ceremony. Slideshow to be limited to 5 minutes or less in duration.
- Keep in mind that parents, grandparents, and children will be in attendance. Content of slideshow and speeches to be professional. The use of loud horns and confetti is prohibited.
- Speeches that are included in the program must be previewed and approved by the Assistant Director at least two weeks prior to the ceremony
- Fundraising activities are allowed to assist with the cost of the ceremony. Any activities must be approved by the nursing Director, or designee. It is a college policy that no alcohol be present at any event.
- It is expected that the both the class and the ceremony exhibit the professionalism of a Registered Nurse
- Please provide a group photograph (with frame) to be displayed on the wall of the department.

Sample Program

Procession of Graduates

Pledge of Allegiance

Opening Remarks

Welcoming Remarks

Faculty Speech #1

Student Representative Speech

Florence Nightingale Pledge

Pinning of Graduates

Student Achievement Awards

Slide Show (optional)

Closing Remarks

Recession of Graduates

Student

Program Director

College Administration

Students' choice

Students' choice

Student

Program Director

Assistant Director, or designee

Students

Program Director

*It is recommended that the Pinning Ceremony be limited to 1 to 1 ½ hours.

Faculty and Staff

Director

| | | |
|------------------------|--|--------------|
| LYNN YAMAKAWA, MSN, RN | yamakalm@lahc.edu | 310/233-4361 |
|------------------------|--|--------------|

Assistant Director

| | | |
|-----------------------|--|--------------|
| JENNY ARZAGA, MSN, RN | arzagajb@lahc.edu | 310/233-4384 |
|-----------------------|--|--------------|

Fulltime Faculty

| | | |
|----------------------------|--|--------------|
| JULIE AMENTA, MSN, RN | amentajd@lahc.edu | 310/233-4373 |
| CHRISTINA BRYANT, MSN, RN | bryantcp@lahc.edu | 310/233-4370 |
| JOHN PAUL JOSON, MSN, RN | josonjp@lahc.edu | 310/233-4367 |
| EDIE MOORE, MSN, RN | mooreev@laccd.edu | 310/233-4380 |
| JULIE NUNEZ, MSN, RN | nunezjd@lahc.edu | 310/233-4368 |
| NOBEYBA ORTEGA, MSN, RN | orteganj@lahc.edu | 310/233-4367 |
| ALEXANDRA ROBERTS, MSN, RN | roberta3@lahc.edu | 310/233-4371 |
| LESLIE SUN, MSN, RN | sunll@lahc.edu | 310/233-4377 |
| KATHY VO, MSN, RN | vokt@lahc.edu | 310/233-4387 |

Adjunct Faculty

| | |
|--------------------------------|------------------------------|
| SHARI BARGE, BSN, RN | |
| BEVERLY BERLIN, MSN, RN | TONNA NNABUE, BSN, RN |
| CARINA CORTEZ, BSN, RN | BERT PINEDA, BRN, RN |
| ELIZABETH FROES, MSN, RN | JUSTIN PRINCIPE, BSN, RN |
| JORGE BENJAMIN GARCIA, BSN, RN | MELISSA PUNNOOSE, MSN, RN |
| DEBRA GAINES, MSN, RN | LORA SMITH, MSN, RN |
| ADNEY GROTH, BSN, RN | KATHLEEN TUBRIDY, BSN, RN |
| KRISTEN HANSON, BSN, RN | VERONICA YANEZ-DIAZ, BSN, RN |
| JANAE HARRIS, MSN, RN | |
| ARLENE KIDAKARN, MSN, RN | |
| KRISTINE LEACH, MSN, RN | |

Division Staff

| | | |
|---|--|--------------|
| ANTHONY ZARAGOZA, BA Senior Office Assistant | zaragoa@lahc.edu | 310/233-4262 |
| SYLVIA LUNA, RN Registered Nursing Laboratory Technician | lunas4@lahc.edu | 310/233-4368 |
| KRIS BRUST, MSN, RN, Nursing Success Advisor | brustkt@lahc.edu | 310/233-4364 |
| WILLIAM CARTAGENA Patient Care Simulation Technician | cartagwa@lahc.edu | 310/233-4362 |
| Nursing Division Email Fax Number | nursinginfo@lahc.edu | 310/233-4863 |

APPENDIX

NURSING PROGRAM HEALTH ASSESSMENT

| | | | |
|--|---------------------|-----------------------|--------------------|
| Last Name | First Name | M. Initial | Student ID# |
| Address (Street, City, Zip) | | | |
| Home Phone # | Cell Phone # | E-mail Address | |
| College: | | | |
| <p>The following is to be filled out by a primary care provider (MD, NP, DO, or PA) every two (2) years. Note: Affiliated clinical agencies may require certification more frequently and may require additional health clearance processes.</p> | | | |

Primary Care Provider (PCP):

The above-named person is a nursing student at the above-named college and is required to provide this certification in order to perform clinical duties at agencies affiliated with the college. Please provide the requested information below.

| | | |
|----------------|----------------|----------------------------------|
| Height: | Weight: | Color Blindness Screening |
|----------------|----------------|----------------------------------|

COPIES OF ALL LAB REPORTS AND IMAGING STUDIES MUST BE INCLUDED WITH THIS FORM.

| Labs for Physical | Date | Results |
|---------------------------------|------|---------|
| Serology (RPR) | | |
| CBC | | |
| Urinalysis | | |
| Comprehensive Drug Panel | | |

Continued on the next page

| Student Last Name | First Name | M. Initial | Student ID# |
|-------------------|------------|------------|-------------|
|-------------------|------------|------------|-------------|

| Immunity Status* | | Date | Results |
|-------------------|--|------|---------|
| Rubeola (measles) | <i>Titer/Vaccine</i> | | |
| Mumps | <i>Titer/Vaccine</i> | | |
| Rubella | <i>Titer/Vaccine</i> | | |
| Varicella | <i>Titer/Vaccine</i> | | |
| Hepatitis B | <i>Titer/Vaccine</i> | | |
| Covid-19 | <i>Vaccine/1st dose Vendor:</i> | | |
| Covid-19 | <i>Vaccine/2nd dose (if applicable) Vendor:</i> | | |
| Covid-19 | <i>Booster Vendor:</i> | | |
| Covid-19 | <i>Add'l booster(s) (if applicable) Vendor:</i> | | |

*If titers are equivocal or negative, a vaccine will be required; and titer repeated per medical protocol.

| Immunizations | Date | Results |
|--|------|---------|
| Influenza/Flu Vaccination | | |
| Tetanus, Diphtheria, & Pertussis (Tdap) | | |

| | | | |
|--|--|----------------|-----------------|
| TB Clearance | | | |
| Quantiferon Gold | | Result: | |
| OR | | | |
| If PPD Negative, then a 2-Step PPD is Required | | | |
| | Date of 1st PPD | | Results: |
| | Date of 2nd PPD | | Results: |
| If PPD or Quantiferon Gold is Positive, then the following items are Required | | | |
| | Date of Positive Quantiferon Gold test | | |
| | Date of positive PPD: | | |
| | Date of Chest X-ray: (include X-Ray report) | | Results: |

Continued on the next page

| | | | |
|--------------------------|-------------------|-------------------|--------------------|
| Student Last Name | First Name | M. Initial | Student ID# |
|--------------------------|-------------------|-------------------|--------------------|

Primary Care Provider (PCP):

Please certify (by initialing beside each statement) that the following are true for the above-named student, based on a physical examination.

| Initial | Certification Statement |
|----------------|--|
| | The above-named student is in good physical and mental health sufficient to perform the duties as a nursing student. |
| | The above-named student does not have a health condition that would create a hazard to self or others, including employees, patients, visitors, etc. |
| | The above-named student is free from any communicable diseases. |

Name of PCP:

| | |
|---|---------------------------------|
| Address: | Credentials: MD NP DO PA |
| Telephone: | License Number: |
| Signature of PCP: | Physical Exam Date: |
| Provider Name: Office Address: | Provider Phone No.: |

Disclaimer: Nursing Program health requirements are subject to change based on requirements by affiliating clinical agency.

Revised: April 202

Los Angeles Harbor College
Associate Degree Nursing Program
Declination Form - Release of Responsibility

I understand that due to my occupational exposure to blood or other potentially infectious matter, I am at risk of acquiring and transmitting diseases including but not limited to: hepatitis B, varicella, rubeola, rubella, mumps, and polio.

I have been informed of the requirement to have the above titers and, if results are negative, to be vaccinated as soon as possible to establish immunity. I am receiving vaccinations at this time and will have the titers done no more than thirty (30) days after receiving the prescribed vaccinations.

I understand that by not having completed these vaccines, I continue to be at risk of acquiring and transmitting serious diseases, such as hepatitis B, varicella, rubeola, rubella, mumps, and polio.

I also understand that I must receive a seasonal flu vaccination, and have a current diphtheria, tetanus, and pertussis vaccination.

I agree to hold harmless Los Angeles Harbor College and the Los Angeles Community College District and its employees, all contracting agencies (clinical agencies, clinics, home health facilities, and any other outside facility utilized for required clinical experiences) and their agents and representatives from any and all liability and damage that may arise from my exposure to any and all viruses.

Check all that apply:

- ☐ I am in the process of completing hepatitis B vaccinations.
- ☐ I am in the process of completing _____ vaccination.
- ☐ I am unable to establish immunity to _____.
- ☐ I am declining to obtain required vaccination for _____ due to the following special circumstance: _____.

Medical documentation is required to show evidence of all of the above checked reasons for declination. Please attach to this form.

Name _____ Student ID number _____

Address _____

Telephone _____ Email _____

Signature _____ Date _____



Date Submitted _____

NURSING DEPARTMENT EMERGENCY INFORMATION SHEET (PLEASE TYPE OR PRINT)

| | | | | | |
|--|--|-------------------|----------------------|-----------------------|----------------|
| Full, Legal Name | <div>Last</div> <div>First</div> <div>Middle/ Maiden</div> | | | | |
| Date Entered Program | | | | | |
| Birthdate (Month Day, Year) | | | | | |
| Personal Email | | | | | |
| Student ID # | 88 | | | | |
| Address | <div>Number</div> | <div>Street</div> | <div>Apt/Unit#</div> | <div>City</div> | <div>Zip</div> |
| Cell Phone | | | | | |
| Home Phone | | | | | |
| Business Phone | | | | | |
| Emergency Contact Person (Relation) | | | | | |
| Emergency Contact Phone | | | | | |
| Emergency Contact Address | <div>Number</div> | <div>Street</div> | <div>Apt/Unit#</div> | <div>City/State</div> | <div>Zip</div> |
| Other Information | | | | | |

NOTE: YOU ARE RESPONSIBLE FOR COMPLETING A NEW INFORMATION SHEET ANY TIME ANY OF THE INFORMATION ABOVE IS CHANGED.

**REQUEST FOR A LETTER OF REFERENCE / RECOMMENDATION
FROM A NURSING FACULTY MEMBER**

Date of Request _____ Instructor _____

Student Name _____ Telephone _____

Student Address _____

Date Letter Needed _____

Letter to be mailed to student _____; picked up from Health Sciences Office _____;
mailed directly to facility _____.

Please list the semester, year, and course in which you completed the class with the above instructor.

Theory: _____

Clinical: _____

Please provide the following information concerning the letter and the person to whom the letter is to be addressed. **

Name _____

Title _____

Facility _____

Address _____

**No "To Whom it May Concern" letters are written

Purpose of the letter (employment, scholarship, etc.). _____

Specific information that needs to be included in the body of the letter.

Please be certain that you personally contact the instructor prior to submitting this form for completion.

Signature of Student Requesting _____

**Los Angeles Harbor College Registered Nursing Program
Course Challenge Petition**

| | |
|-----------------------------|--------------|
| Full Legal Name | |
| LACCD Student ID 88- | Date |
| Email | Phone |

Challenge of Nursing Course or Course Placement

I am filing this Course Challenge Petition based on my specific knowledge/ability. Because of my specific experience I am able to demonstrate my ability to successfully pass all tests, clinical experiences and practicums attached to the following course.

| | | |
|----------------------------|-----------|-------------------------|
| Course to Challenge | OR | Course Placement |
|----------------------------|-----------|-------------------------|

Please explain your request in detail. Use additional pages if necessary. If you are filing this challenge petition based on your specific knowledge or ability to succeed, you are required to submit official transcripts, official documentation of previous work/military experience as supporting documentation.

****Prior to submitting this challenge petition, you must make an appointment with Director of the nursing program. You will be required to demonstrate proficiency on all tests, clinical experiences and practicums attached to the course you are challenging.**

| | |
|------------------|-------------|
| Signature | Date |
|------------------|-------------|

FOR OFFICIAL USE ONLY:

Action Taken by Readmission Transfer and Retention Committee: Approved _____ Denied _____
Comments _____

| | |
|--------------------------------|-------------|
| Signature | Date |
| Academic Dean Signature | Date |

****See Nursing Student Handbook for complete policy and procedure.**

Recording Lectures

If the student has a verified disability and their SP&S Counselor has determined that this is a necessary accommodation to address their specific educational limitation. Federal and state mandate require that accommodation written for students with verified disability be followed. (Americans with Disabilities Act, Section 504 of the Code of Federal Regulations).

The student is responsible to provide a recorder and other necessary equipment for recording class lectures. There are some tape recorders owned by SP&S that students can check out if they don't have their own equipment.

Some classes involve discussion of confidential material which is not appropriate to be recorded. In these cases, the instructor can request that the recording equipment be turned off for the portion of the discussion that is confidential; however, covered while the recorder is off cannot be put on a test or exam.

Students must sign an agreement in order to record class lectures in which they agree not to copy or release any material from recorded class, and that the information is for their personal education needs. The Professor can request the student deliver the recorded equipment either to the Professor or to SP&S for erasure of the recorded class lecture at the end of the semester. A breach of this agreement may result in disciplinary measures, up to, and including dismissal from the nursing program.

.....

STUDENT AGREEMENT FOR RECORDING CLASS LECTURES

I, _____ (Print student's name), agree that I will not copy or release any recording of class lectures or transcriptions or otherwise hinder the ability of my professor to obtain a copyright on class material I have taped. I will use the recorded class lecture information solely for my education needs. I will erase all class material at the end of the course.

Student's Signature

Date

CC: Dean of Academic Affairs

LAHC NURSING COVID POLICY

The LAHC Nursing Department follows guidelines from the CDC and the LA Department of Health as reflected in the LACCD COVID-19 guidelines. These guidelines are subject to change and therefore checking the latest guidelines via the district website is advised.

There is no longer an indoor masking mandate at any of the colleges or at District facilities for employees, students or visitors. Effective June 12, 2022, Board Policy 2800 was rescinded. The LACCD will follow the prevailing LACDPH health orders that indoor masking is highly recommended, but not required.

Nursing Program Non-Fraternization Policy

This policy aims to prevent inappropriate relationships between faculty, staff, administrators, and students that could create a conflict of interest, misunderstandings, or other issues. This policy also helps to ensure fair and equitable supervision, evaluation, and grading. The following are examples of behaviors that are prohibited:

Dating

Students are prohibited from dating, pursuing dates, or having romantic or sexual relationships with faculty, staff, and administrators.

Socializing outside of college

Students are prohibited from socializing with faculty, staff, and administrators outside of the college environment.

Relationships with supervisors

Students are prohibited from having romantic relationships with faculty, staff, and administrators who supervise and oversee students in the classroom and clinical setting.

Disclaimers and Acknowledgement

The Nursing Student Handbook is provided as a general guide to understanding academic and conduct expectations during your enrollment in the LAHC Nursing Program. Information contained herein is not a substitute for academic advising. The college and nursing program reserves the right to change any provision or requirement stated herein to ensure patient safety and maintain an effective learning environment for all program participants. This may include curriculum and procedural changes during a student's enrollment. Students will be notified of any changes in writing and through student meetings, Canvas announcements, or email communications. All enrolled students are subject to the current Nursing Student Handbook.

ORGANIZATIONAL CHART

