

Mt. San Antonio College

Associate Degree Nursing Program



Faculty Handbook Procedures and Policies

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Mt. San Antonio College Associate Degree Nursing Program Faculty Handbook

Welcome

Welcome to the Mt. San Antonio College Associate Degree nursing Program! Our faculty and staff will do all they can to make your experience here a great one. The Nursing Faculty Handbook is a resource with regard to college and nursing department information and serves as a reference for orientation of new faculty members.

College Information

Mission Statement

The mission of Mt. San Antonio College is to support all students in achieving their educational goals in an environment of academic excellence. Specifically, the College is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The College pledges to prepare students for lifelong learning through the mastery of basic skills, the achievement of associate degrees and certificates, and the completion of career and transfer pathways. The College will carry out this commitment by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The College is dedicated to serving our community through improving economic achievement, advancing civic engagement, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences.

Vision Statement

Mt. San Antonio College strives to be regarded as one of the premier community colleges in the nation. We will be viewed as a leader in community college teaching, programs, and services. As a premier community college, we will provide access to quality educational programs and services, focusing on student success within a climate of integrity and respect. We will earn this reputation by consistently exceeding the expectations of our students, our staff, and our community.

Core Values

- **Integrity:** We treat each other honestly, ethically, and respectfully in an atmosphere of trust.
- **Equity and Diversity:** We respect and welcome all differences, and we foster equal opportunity to succeed throughout the campus community.
- **Community Building:** We work in responsible partnerships through open communication, caring, and a cooperative spirit.
- **Student Focus:** We address the needs of students and the community both in our planning and in our actions.
- **Lifelong Learning:** We promote the continuing pursuit of high educational goals through equal access to excellence in both teaching and support services.
- **Positive Spirit:** We work harmoniously, show compassion, and take pride in our work.
- **Effective Stewardship:** We sustain and improve the institution and environment by efficiently using resources of time, talent, facilities, and funding.

Faculty Association

The Mt. San Antonio College Faculty Association, Inc., CTA/NEA is an affiliate of the California Teachers Association and the National Education Association.

The Faculty Association is the exclusive representative for the unit of employees at Mt. San Antonio College known as professors. Included in this unit are Full-Time Regular, Contract, and Temporary Instructors, Counselors, Librarians, Department Chairpersons, Instructional Specialists (Disabled Programs and Services), and other faculty on reassigned time.

Information about Faculty Association can be accessed by going to: <http://msac-fa.org>

Visit the **Documents** table (click on the link to the right) to view and download a copy of the FA Contract and the FA membership form.

Academic Senate

The Academic Senate of Mount San Antonio College (<https://www.mtsac.edu/governance/academicsenate>) is a body of faculty representatives from all departments/disciplines that is responsible for making recommendations to the administration and for communicating with the Board of Trustees on policy development and implementation with respect to academic and professional issues. In embracing shared governance, the Academic Senate of Mount San Antonio College partners with the campus as a whole to make informed recommendations that are in accordance with the College Mission Statement.

Professional and Organizational Development

Professional and Organizational Development supports Mt. SAC programs and services by providing professional learning opportunities for all employees.

Nursing faculty are encouraged to visit the website <http://www.mtsac.edu/pod/> to learn more about the many opportunities and resources POD provides.

College Catalog

The College Catalog is a compilation of courses, programs, support services, degree offerings, and transfer information to help students plan their way toward academic success. The catalog is accessed by going to: <http://www.mtsac.edu/catalog/>

Campus Information

Information about the college campus, college map, departments, library, job opportunities, college governance, and academic/course info can be obtained by going to the campus website at: <http://www.mtsac.edu/connection/forfaculty.html>

Mt. San Antonio College

You will need access to the Mt. SAC Portal (<https://inside.mtsac.edu/web/portal>) to view your course roster and enter grades. You can do this by contacting the [IT Office](#) at (909) 274-4357. They will need your ID number to get you started.

Parking Permit

Once you receive access to the portal, you will need to complete the information on your portal to obtain a parking permit.

Mt. Sac Email Address

If you plan on communicating with your students via email, you MUST obtain a Mt. SAC email address. Please complete the Email Request Form found at this link: www.mtsac.edu/employees/forms/it/email_account_request.pdf After you complete the form, please return it to the Division Office for approval.

Key Requisition

A key requisition will be created for you if necessary. If needed, please stop by the Division Office in Building 28A, Room 101 to pick it up. Normal business hours for the Division Office are Monday - Friday from 8:00 a.m. - 4:30 p.m. You can then take the requisition to the Keys Office in Building 47 in order to be issued a key to your classroom.

Syllabus

Questions regarding your syllabus should be directed to the Nursing [Department Chair](#). Please submit your syllabus to the Division Office electronically via SmartSheet using the attached instructions. The syllabi will be reviewed per college policy and **will be returned and recorded as "late" if the following items are not included:**

- ***Faculty contact information (name, phone number, Mt. SAC email address and office location, if applicable)***
- ***Course number and title***
- ***Class days/times and location***
- ***Office Hours (at least one hour per week is required)***
- ***Course description***
- ***Grading systems and rationale***
- ***Required textbooks and materials***
- ***Attendance policy***
- ***Course outlines with weekly topic and assignments***
- ***Course Student Learning Outcomes (SLOs) listed***
- ***Other special requirements and/or policies (i.e. contract for Special Project courses and verbiage for TBA hour courses)***

Absences

If for some reason you need to be absent due to illness or personal necessity, please contact the [Division Office](#) at [\(909\) 274-4750](#) as well as the Nursing Department Chair as soon as possible. The Division Office closes at 4:30 p.m. Monday through Friday.

Nursing Department Introduction

The Mt. San Antonio College (Mt. SAC) Associate Degree Nursing Program approved by the California State Board of Registered Nursing (BRN) is a two-year program designed to prepare individuals at the Associate Degree level for entry into the practice of Registered Nursing. Mt. San Antonio College graduates enjoy an excellent success rate on passing the NCLEX-RN licensing examination and are actively recruited by many health care agencies.

The program has a proud history of nursing education. In 1958, the Associate Degree Nursing Program admitted its first class of generic students and 15 students graduated in 1960. Since the mid-seventies, Licensed Vocational Nurses (LVNs) have been admitted with advanced placement into the Associate Degree Program utilizing the career mobility option, thus enabling them to obtain the education leading to licensure as Registered Nurses. In Fall of 1993, the career mobility option was expanded to include advanced placement for Licensed Psychiatric Technicians (LPTs) enabling them to obtain the education leading to licensure as Registered Nurses. In compliance with Senate Bill 466, individuals who have held Military Health Care Occupations may be eligible to obtain credit for first semester courses.

(See Military Challenge Policy page 46)

Organizational Structure

Instruction at Mt. SAC is organized under a divisional structure with departments within each division. The Nursing Department is one of many health career departments within the Technology and Health Division. This structure promotes sharing of many valuable technological and health related resources. In addition the Nursing Department functions as a self-directed team with strong faculty involvement in all management aspects of the Nursing Program (see organizational chart pg. 27). Division and Department information may be obtained via Mt. SAC's web site at www.mtsac.edu.

Non-Discrimination Policy Statement

The College is committed to equal opportunity in educational programs, employment, and all access to institutional programs and activities. The College, and each individual who represents the College, shall provide access to its services, classes, and programs without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, military or veteran status, or because he or she is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. The College President/CEO shall establish

administrative procedures that ensure all members of the College community can present complaints regarding alleged violations of this policy and have their complaints heard in accordance with the Title 5 regulations and those of other agencies that administer state and federal laws regarding nondiscrimination.

Department of Nursing Mission Statement

- The mission of the Department of Nursing is consistent with the mission and objectives of Mt. San Antonio College, which is to support all students in achieving their educational goals in an environment of academic excellence. The Department of Nursing is committed to providing quality education, services, and workforce training so that students become productive members of a diverse, sustainable, global society. The faculties of the Department of Nursing, as well as the College, prepare students for lifelong learning by providing an engaging and supportive teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. The Department of Nursing is dedicated to serving our community through improving economic achievement, advancing civic engagement, enhancing personal well-being, promoting critical thinking, and enriching aesthetic and cultural experiences.
- The educational process used in the nursing curriculum prepares adults to be responsible for personal attainment of objectives at mastery level through the use of pedagogical methods, which address a variety of learning styles. Faculty believe that given appropriate time, instruction, feedback, and practice, mastery will be achieved.
- Graduates of the Mt. San Antonio College Associate Degree Nursing Program possess the clinical knowledge, skills, and attitudes to function as Registered Nurses as well as to improve the quality and safety of the healthcare systems within which they work.

Department of Nursing Philosophy

- The philosophy of the Department of Nursing is consistent with the philosophy and objectives of Mt. San Antonio College, which is to meet the educational goals and aspirations of the communities it serves with special sensitivity to serving those who are under-represented. The faculty of the Department of Nursing, as well as the College, actively supports equal opportunity, academic freedom, open access, and high academic standards.
- The philosophic approach to the curriculum of the Department of Nursing is the Neuman Systems Model, which utilizes General Systems Theory. The model is

based upon Neuman's view that the nurse, client, or both in the holistic system are continually reacting to internal and external environmental stressor influences. The major concern for nursing is in keeping the client system stable through accuracy both in assessing the effects and possible effects of environmental stressors and in assisting client adjustments required for an optimal wellness level. Nursing actions are initiated to best retain, attain, and maintain optimal client health or wellness, using three prevention's as interventions to keep the system stable. In keeping the system stable, the nurse creates a linkage among the client, the environment, health and nursing.

- Consistent with faculty belief and basic to these concepts, the individual is a bio-psycho-social and spiritual being; an open system in constant interaction with the environment which attempts to maintain a state of equilibrium by adjusting to the environment or adjusting the environment to the individual. Through a process of interaction and adjustment, the individual maintains varying degrees of harmony and balance between the internal and external environment. Each individual maintains an internal set of resistance factors, which attempt to stabilize and return to the normal line of defense should a stressor become evident.
- The nursing faculty believes that the purpose of nursing is to assist individuals or families to achieve and maintain a state of equilibrium and a maximum level of wellness utilizing the nursing process as a problem-solving approach. The nursing profession is a health-oriented discipline which must be guided by the needs of the society it serves.
- The educational process used in the nursing curriculum prepares adults to be responsible for personal attainment of objectives at mastery level through the use of pedagogical methods, which address a variety of learning styles. Faculty believes that given appropriate time, instruction, feedback, and practice, mastery will be achieved.
- The graduates of Mt. San Antonio College's Associate Degree Nursing Program are competent nurse generalists who have a sound knowledge of the nursing process and related sciences. They have been exposed to technology and informatics and actively operate computers in the classroom to conduct information searches and research via the Internet. In the clinical setting, computers are used for data input, reports and documentation. Graduates possess the clinical skills required to function as registered nurses. As members of health care teams, Mt. SAC graduates are prepared to work with others and take responsibility for their own actions.

Program Objectives

Upon completion of the Associate in Science Degree in Nursing, the graduate will be able to:

- Demonstrate competence by consistently transferring scientific knowledge from social, biological and physical sciences to application of the nursing process.
- Demonstrate the art of nursing to facilitate health and quality of life through active listening and observation of patient behaviors with consideration to all aspects of the person.
- Act as a client advocate by initiating action permitting the client to make informed decisions about health care before any action is implemented, thus improving the quality of care delivered.
- Utilize the Neuman Systems Model, the problem-solving process and the nursing process to identify client care problems, make nursing diagnoses, formulate and implement plans of care for a variety of clients, and evaluate the effectiveness of that care.
- Utilize all levels of communication (oral, non-verbal, written, and computer) in planning and implementing the nursing care plan and in communicating with other members of the health care team.
- Act in accordance with current legal responsibilities of the registered nurse by recognizing and assuming responsibility for his/her own professional behavior.
- Function as a nurse clinician providing care to a variety of clients according to BRN Standards of Competent Performance (Section 1443.5).
- Function as a collaborative member of the health care team and as a client advocate in planning, implementing, and evaluating client care in a variety of health care settings.
- Assume management and leadership of the nursing team at a beginning level.
- Independently pursue further knowledge and skill, to promote personal and professional growth.
- Pass the National Council Licensing Examination (NCLEX) for licensure as a Registered Nurse (RN).
- Continue educational growth and transfer to a baccalaureate program in nursing.

The Betty Neuman Systems Model: A Total Person Approach

This model attempts to assist individuals, families, and groups to attain and maintain a maximum level of total wellness by purposeful interventions. These are aimed at reduction of stress factors and adverse conditions which either affect or could affect optimal functioning in a given client's situation.

This model presents a comprehensive systems-based conceptual framework for nursing. It views the individual who is subject to the impact of stressors, reaction to stress and factors of reconstitution. It is considered a wellness model and illustrates the composite of five interacting variable-physiological, psychological, sociocultural, developmental and spiritual.

The Assumptions of the Model

1. Even though each individual is viewed as unique, he/she is also a composite of common "knowns" or characteristics within a normal given range of response.
2. There are many known stressors. Each stressor is different in its potential to disturb the individual's equilibrium or *normal line of defense*. Also, the variables of physiologic, psychologic, sociocultural and developmental affect the degree to which an individual is able to use his/her **flexible line of defense** against possible reaction to a single stressor or combination of stressors.
3. Each individual, over time, has developed a normal range of resistance, which is referred to as a **normal line of defense**.
4. When the cushioning, accordion-like effect of the **flexible line defense** is no longer capable of protecting the individual against a stressor, the stressor breaks through the **normal line of defense**. The interrelationship of variables (physiologic, psychologic, sociocultural, development and spiritual) determines the degree of the organism's reaction to the stressor.
5. Each person has an internal set of resistance factors (lines of resistance), which attempt to stabilize and return him/her to their normal line of defense, should stress break through it.
6. **Environment** is broadly defined as all internal and external factors or influences surrounding the client/client system.
7. **Health** is viewed on a continuum of wellness and illness. Health is equated with optimal system stability changing within a normal range throughout the life span.

8. Nursing is seen as a unique profession in that it is concerned with all the variables affecting an individual's response to stressors. The aim of the total person approach is to provide a unifying focus for approaching varied nursing problems and for understanding the basic phenomenon: man and his environment.
9. Preventions as Interventions: Begin at any point at which a stressor is either suspected or identified. There are three levels of preventions/interventions:
 - a. **Primary Prevention** relates to general knowledge that is applied to individual patient assessment in an attempt to identify and allay the possible risk factors associated with stressors to retain wellness.
 - b. **Secondary prevention** relates to symptomatology, appropriate ranking of instruction priorities and treatment to attain wellness.
 - c. **Tertiary Prevention** relates to the adaptive process as reconstitution or return to wellness begins, and moves back in a circular manner toward primary prevention.

Explanation of the Model

The total person framework is an open systems model of 2 components-stress and reaction to it. The individual (client/client system) represented by a set of concentric circles or rings, is an open system in interaction with his/ her total interface with the environment, i.e., man is a system capable of intake of **extra-personal** and **intrapersonal** factors from the external environment. He interacts with this environment by adjusting himself to it, or adjusting the environment to himself.

By a process of interaction and adjustment, the individual maintains varying degrees of harmony and balance between his **internal** and **external** environment.

Stressors are tension - producing with the potential of causing disequilibrium, situational and maturational crises, or the experience of stress within an individual's life.

The above interaction – adjustment process contains the variables that make up the flexible line of defense that defends against these stressors. Influencing factors would include an individual's basic physiologic structure or condition, sociocultural background, developmental state, spiritual dimension, cognitive skills, mental processes and relationships, age and sex.

Stressors, reactions and reconstitution factors can be viewed as intra-, inter-, or extra-personal in nature, i.e.

1. Intrapersonal-forces occurring within the individual, e.g. conditioned responses.

2. Interpersonal-forces occurring between one or more individual. e.g. role expectations.
3. Extra personal-forces occurring outside the individual, e.g. financial circumstances.

What might be classified as a noxious stressor for one individual might not be for another. Time of occurrence, the individual's past and present conditions, nature and intensity of the stressor, amount of energy required for the organism to adapt are all variables.

However, one might be able to predict positive adjustment based on past healthy coping behavior in a similar situation, all factors being equal.

Graphically, the model is depicted by a series of concentric rings surrounding a central core. The series of concentric rings surrounding the core structure vary in size and distance from the center. The further away the rings are the more protection is provided.

The **flexible line of defense** is shown by the outer, broken circle. It is accordion-like and acts like a buffer system for the client's normal or stable state thus keeping the client system free from stressor reactions. The more it expands away from the normal line of defense, the greater the protection and as it draws closer, less protection is provided.

The **normal line of defense** is depicted as solid line or circle. It is essentially what the individual has become over time, or the "normal" or usual, steady state. When the normal line of defense has been penetrated, symptoms of instability or illness occur, caused by one or more impacting stressors.

The **lines of resistance** are flexible and made internal factors that help to defend against a stressor, e.g., the body's mobilization of WBC's or immune response mechanisms when needed.

The **central core** consists of basic survival factors common to all members of the species. Examples are the mechanism for maintenance of a normal temperature range, a genetic response pattern, the strengths and weaknesses of the various body parts and organs. However, each person has certain unique or baseline characteristics within the species range of commonalities.

All client systems have five variable areas with varying degrees of development and a wide range of interactive styles and potential. The first four are commonly understood and the fifth dimension was added to the model in 1989 and still requires description:

- Physiological – refers to the bodily structure and function
- Psychological – refers to the mental processes and relationships
- Sociocultural – refers to the combined social and cultural functions
- Developmental – refers to life developmental processes

- Spiritual – refers to spiritual belief system influences

The author of this model believes the spirit controls the mind, the mind controls the body; the spiritual variable positively or negatively effects of is affected by other variables such as grief or loss (psychological), affects the will to live and as an energy source in change and optimal system stability.

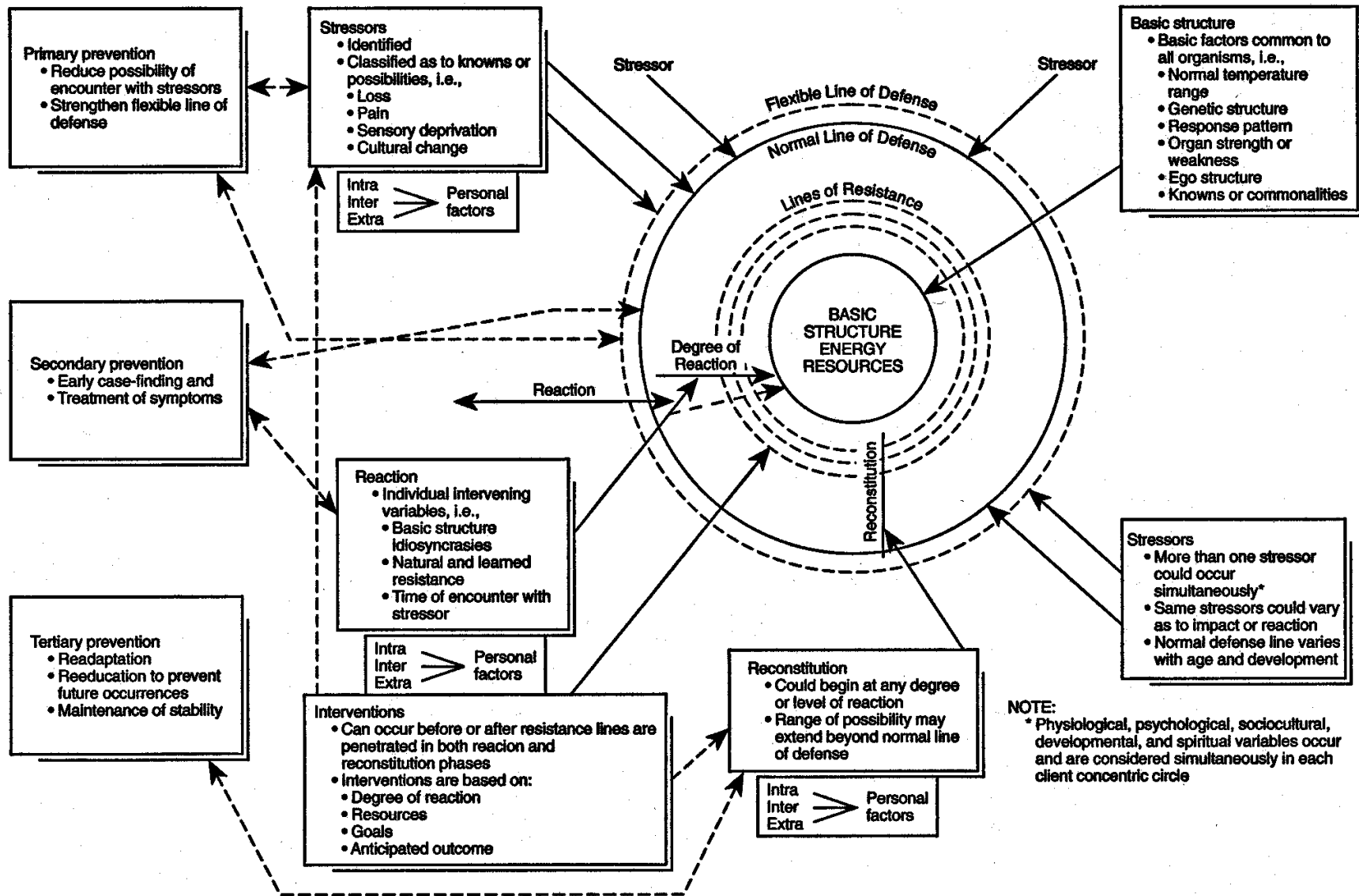


Figure 16-1. The Neuman Systems Model. (From Neuman, B. (1995). *The Neuman Systems Model (3rd ed)* (p. 17). Norwalk, CT: Appleton & Lange.)

Model of Instruction

The educational process used in the nursing curriculum prepared adults to be responsible for their own learning through a variety of learning styles. To guide both teaching and learning, the faculty utilizes an eclectic model of instruction which has been developed by combining elements from four educational models/theories of teaching and learning. Student awareness of the model of instruction will assist the learner in expanding their knowledgebase and understanding the importance of their role in collaborating learning.

This basic teaching model divides the process of teaching into four components or elements:

1. Instruction objectives
2. Entering behaviors
3. Instructional procedures
4. Evaluation

The components of the model are a combination of the following:

- A. GLASSER'S BASIC TEACHING MODEL
... provides the overall framework for instruction
- B. GAGNE'S MODEL OF INSTRUCTION
... enables structuring of course content into hierarchies of knowledge
- C. CARROLL'S AND BLOOM'S MASTERY LEARNING STRATEGY
... provides a means of operationalizing of instruction
- D. KNOWLE'S CONCEPT OF SELF-DIRECTED LEARNING WITH ADULT LEARNERS
... performance by adult learners

The Mt. San Antonio College Nursing Department Educational Model can be illustrated as follows:

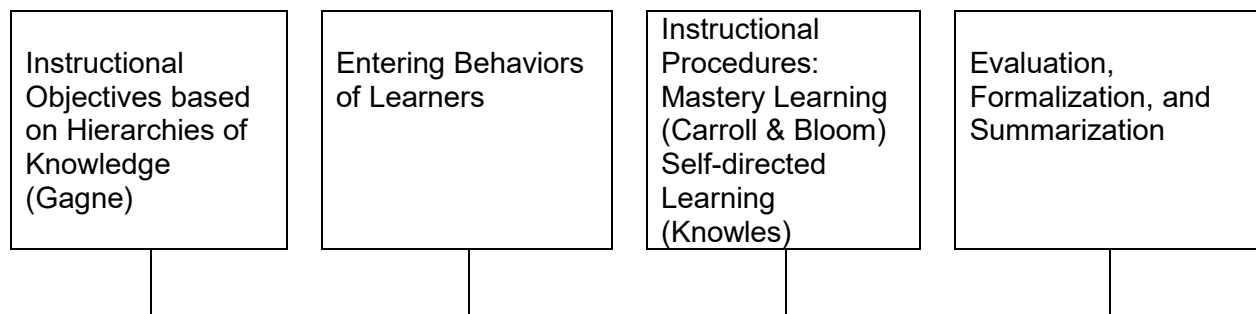


Figure 1: Basic Teaching Model

In viewing the model, the connection lines indicates the major sequence of events in the instructional process. The feedback loop is a means of providing feedback from the evaluation or performance assessment to each the components of the mode.

Model Components

First Component

Glasser's Model of Instruction

The first component of the model of instruction is the setting of instructional objectives. Instructional objectives are observable and/or measurable behaviors or performance that the learners should attain upon completion of instruction. Objectives serve as the criteria set up prior to instruction against which performance is assessed.

Gagne's Theory of Learning and Instruction

Gagne's Theory is incorporated because it provides a sound basis for developing objectives, designing instruction and producing productive learning. The degree of productive learning is dependent on two important variables (1) knowledge; and (2) instruction. Gagne defines knowledge as that inferred capability which makes possible the successful performance of a class of tasks that could not have been performed before learning was undertaken. He defines instruction as the content prescribed within the framework of a learning program.

Gagne has proposed two major hypotheses which are important in the setting up of objectives and plans of instruction:

1. No one is able to perform the final task without being able to perform the relevant subordinate tasks.
2. Any subordinate task (category of knowledge) can be performed by the learner provided suitable instruction is given and provided the learner has acquired and can recall the relevant subordinate categories of knowledge base.

Through systematic knowledge of hierarchies of knowledge, Gagne has formulated his concept of "transfer of learning". The subordinate categories of knowledge are the mediators for positive transfer to the next level up.

Therefore, in setting of behavioral objectives, it is important that the teacher knows the Subordinate categories of knowledge for each objective and sequences them in as hierarchical manner.

To be effective behavioral objectives should clearly specify:

1. The behavior expected of the learner.

2. The content area where that behavior is to be exhibited
3. The learner.
4. The conditions under which the behavior is to be exhibited.
5. Criteria of acceptable performance

Second Component

Assessment of the Entering Behavior of the Learner

This refers to the behaviors the learner must have acquired before he/she can learn and achieve a new terminal performance. It includes:

1. The present level of knowledge that the learner possesses prior to instruction.
2. His/her intellectual ability and development.
3. His/her motivational level.
4. Certain social and cultural determinations of his/her learning ability

The level of entering behavior is the point where instruction begins. The terminal behavior is the target point where instruction ends. "Teaching", therefore, is the act of bring the learner from the level of entering behavior to the level of terminal behavior. Assessing the entering behavior helps in the planning of instruction.

There are three important factors that need to be taken into consideration:

1. Determining what entering behavior is necessary to accomplish the terminal objectives, Gagne's concept of subordinate categories of knowledge can be used to identify the necessary entering behavior.
2. Assessing the entering behavior of the student.
3. Making decision based on the results of assessment.

Third Component

Implementation of Instructional Procedures

Carroll's and Bloom's Mastery Learning Strategy is applies here. Since the students enrolled in the nursing curriculum are adults, Knowle's Concept of Self-Directed Learning with the adult learner is also integrated

The basic assumption of mastery learning strategy is that given enough time and appropriate methods of instruction, most, if not all, students can achieve mastery if they devote the amount of time needed to learn. An important formula for mastery learning follows:

$$\begin{array}{l} \text{Degree} \\ \text{learning} \end{array} \text{ of } = \frac{\text{Time spent in learning}}{\text{Time needed for learning}} = \frac{\text{Opportunity, perseverance}}{\text{Aptitude, quality of instruction} \\ \text{Ability to understand instruction}}$$

Factors that determine time spent in learning are opportunity and perseverance. Factors that determine time needed for learning are aptitude/ability to understand instruction, and quality of instruction.

Opportunity refers to the time allowed for learning. The amount of time students need for a particular kind of learning has not been studied directly. However, the international Study of Educational Achievement conducted by Husen found that the ratio between the slowest and fastest learners within normal I.Q. range is 6 to 1. That is, some students spent 6 times as much time on the learning task as compared to the fast learners.

Perseverance refers to the time the learner is willing to spend in learning. It is related to attitudes toward an interest in learning, motivation and willingness to tolerate frustration. As the learner finds the effort invested in learning rewarding, he/she is likely to spend more time on a particular learning task. When instructional resources are most appropriate for the learner, and when frequent feedback of performance accompanies by specific help in instruction and material as needed, the time required for learning is reduced.

Aptitude is the amount of time required by the learner to attain mastery of a learning task. Implicit in this statement is the assumption that, given enough time, all students can conceivably attain mastery of a learning task. Factors that affect aptitude are (1) amount of previous learning the student has and (2) traits or characteristics of the learner, such as, genetically determined characteristics.

Ability to understand instruction refers to the learner's ability to understand the learning of the task. Ability to understand instruction is primarily determined by verbal ability and reading comprehension. These two variables significantly related to achievement in the majority of the subjects and are highly related (+ .50, + .60) to grade point averages at the college level (Bloom, 1968, p.5). Should the learner lack or have difficulty in understanding instruction, other resources can be individually adapted, such as tutorial help, group study procedures, different or alternate textbooks, workbooks and programmed instruction, audiovisual methods and academic games.

Quality of instruction refers to the degree to which the presentation, explanation, and ordering of elements of the task to be learned, approaches the optimum for a given learner, The quality of instruction depends upon:

1. The statement of objectives. That is, the learner must be told, in words that he/she can understand, what it is that he/she has to learn and how.
2. The learner must be put into adequate sensory contact with learning tasks.
3. The content to be learned must be sequenced properly.

4. Instruction must be adapted to learner characteristics. The main point to be stressed is that the quality of instruction is to be considered in terms of its effects on individual learners rather than on random groups of learners.

Operationalization of the Mastery Learning Model (as described by Carroll and Bloom)

The specifications of the preconditions necessary are the first step. This entails specifications of the objectives and the center of instruction is important both for the learner and the teacher. Objectives dictate the expectations of the student upon completion of instruction.

The operating procedures are the means of providing detailed feedback to the teacher and student and to provide specific supplementary instructional resources as needed. These procedures are devised to ensure mastery of each learning unit in such a way as to reduce the time required while directly affecting both quality of instruction and the ability of the student to understand the instruction.

One useful operating procedure is the implementation of “formative evaluation” They are small diagnostic tests given at the end of each unity of instruction to ensure that unit is mastered before going to the next subordinate category of knowledge. Formative evaluation also serve the function of identifying the learner’s strengths and weaknesses in the learning task, help pace the learning, and provide positive reinforcement to know that learner has achieved the set objectives. It is also predicts the final outcome.

Cognitive outcomes deal with the amount of knowledge the learner has mastered. The affective consequence of mastery learning is the positive feeling the learner has about the learning task. This is exhibited by the learner valuing what he/she is learning, developing interest in the learning task and feeling good about her/himself and her/his accomplishments. The latter is a positive source for improving the self-concept and mental health of the learner.

Therefore, since all of the students in the nursing program are adult learners, mastery learning strategy can be implemented in self-directed learning with the use of alternative learning resources.

Final Component

Evaluation

The final step of the teaching model, as presented in Figure 1, is evaluation or performance assessment. This entails both formative evaluation and summative evaluation.

Formative evaluations are initiated during the implementation phase.

The **summative evaluation** that is done at the conclusion of instruction is for grading purposes and to make judgments about learning and the instructional method.

Evaluation is done to determine the extent to which the instructional objectives have been achieved. Based upon the state of evaluation, the recommended changes are fed back into the system, through the feedback loop.

Application of the Model of Instruction to the Nursing Curriculum

The Mt. San Antonio College Nursing Faculty has worked diligently to select an educational model that supports its philosophy. The educational model and the selected nursing model, serve as a conceptual framework for the curriculum. Students are introduced to the model's concepts in NURSING 1B or NURSING 70 and build upon these concepts as they progress through the program.

The Nursing Faculty is dedicated to serving and is proactive in responding to the educational needs of the diversified population of the student body. To this end, the standardized HESI Assessment Test (A2) assists students to identify and maximize their individual learning style. Students are encouraged to form Study Groups and/or align themselves with study buddies during the first week of the program. We communicate the availability of all resources on campus and encourage students to utilize these services to enhance their learning. We also have a designated Special Project Coordinator who acts as a retention specialist to help students and refer students to different resources to enhance their success.

Area of content for each didactic course is preceded by a non-graded pretest, which is used by the student and instructor to evaluate the entering behaviors of the student and gauge areas of essential content where learning and instruction are required. Non-graded pretest also helps to identify high-risk students for which the remediation plan can be established to promote their success in the program.

The faculty believe that given appropriate time and instruction, students will attain the instructional objectives at mastery level. To assist students in this process, faculty act as instructors, facilitators, resources persons and role models who encourage adult learning theories through self-directed and/or collaborative learning, utilizing a variety of educational techniques/technologies. Content is presented using various teaching methodologies and learning experiences are provided, which may include, but are not limited to:

Lecture	Demonstration	Power Point Presentations
Discussions	Oral Presentations	Videos/DVD's
Problem-Solving Activities	Guest Speakers	Independent Study Assignment
Lab/Clinical Assignments	Collaborative Exercises	Human Patient Simulation
Role Playing	Computer Assisted Programs	Active Learning

Reports

Internet Research

Additionally, faculty believes that there are levels of learning. The curriculum permits the student to build upon prior learning, progressing from simple to complex, and utilizing increasingly complex technical and psychological skills. These principles are apparent as threads in the curriculum, based upon: (1) complexity of stressors; (2) complexity of environmental influences, and (3) independence in use of the nursing process. Utilizing these principles of learning, students are able build upon and supplement their existing knowledge and integrate new knowledge.

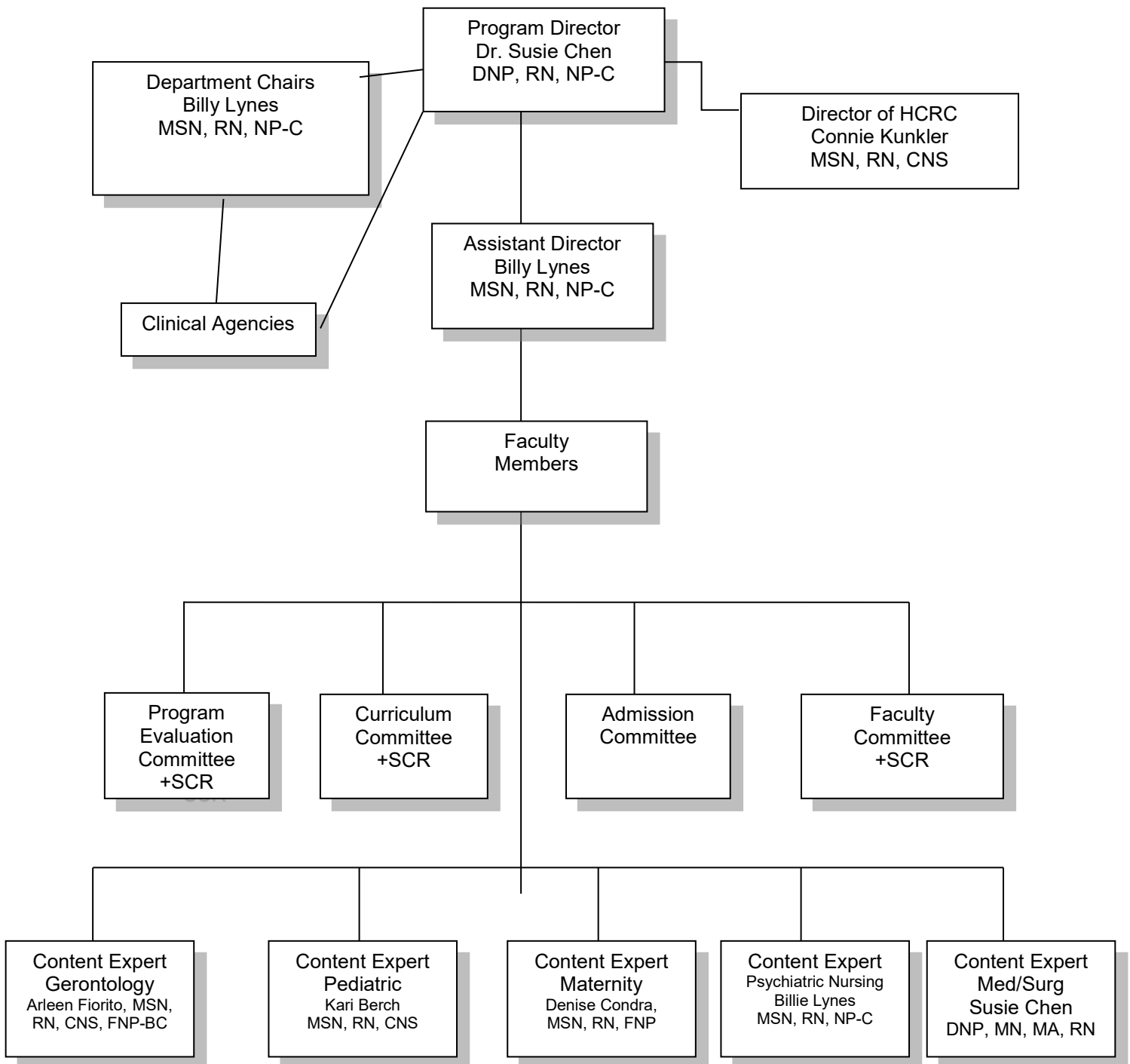
Non-graded formative evaluations are offered to students throughout the course, and each student will receive from the instructor, individual evaluation and guidance for study in areas where learning has not taken place. Grading is accomplished on the basis of summative evaluation, in the form of tests or other required assignments, given to students with prior notification.

Courses are structured so that each student will, within the limits of the course time frame, be able to proceed at her/his own pace (with perseverance) to acquire the course content at a minimum of 75% level of mastery. Students are evaluated on the basis of established criteria for acceptable performance, not on the basis of the normal curve.

Care Plan – Tool for Leveling of Nursing Course Process Emphasis for Each Semester

Nursing Course/Semester	Care Plan Leveling – Nursing Process Emphasis
N1A, N1B/ First Semester	Assessment, Nursing Diagnosis
N3, N4, N6/Second semester	Analysis, Planning
N7, N5/Third Semester	Implementation
N8, N10/Fourth semester	Evaluation

**Mt. San Antonio College
Associate Degree Nursing Program
Organization Chart
Self-Directed Team**



The college organizational chart can be accessed by going to the college website:

<http://www.mtsac.edu/governance/orgcharts/>

Faculty Self-Directed Team

The Self-Directed Team Coach (Program Director) provides facilitation between the team as a whole, as well between committees and the team. In addition, the Program Director provides for the articulation with the College management structure. The Program Director is also a member of the team and participates in decision-making processes as a team player.

Self-Directed Team Concepts

1. Internalizing Commitments

Internalizing commitments (Achievement of purpose). Commitment means that each team member is willing to give 100% to the team and its purpose. Commitment is hard to measure because people cannot see it but people can see its effects. Team members support one another, even if the idea might not be exactly how they would do it.

2. Customer/Student Integration

Customer/Student Integration Involvement ensures that all team members participate and work strategically with each other and their internal partners. It builds commitment and gives members opportunity to benefits from knowledge, skills, and talents of all and other to which the organization is indebted.

3. Communication and Cooperation

Communication is more than just talking. It is the timely exchange of ideas, information, and feeling in a way that respects others.

4. Consensus Building

Consensus building uses interpersonal and technical skills for goal setting and problem solving (Refer to Goal Setting and Problem Solving)

5. Productivity = quality & Quantity

Productivity utilizes and capitalizes on forces that have a positive influence on performance.

6. Team Goal Setting /Team Problem solving

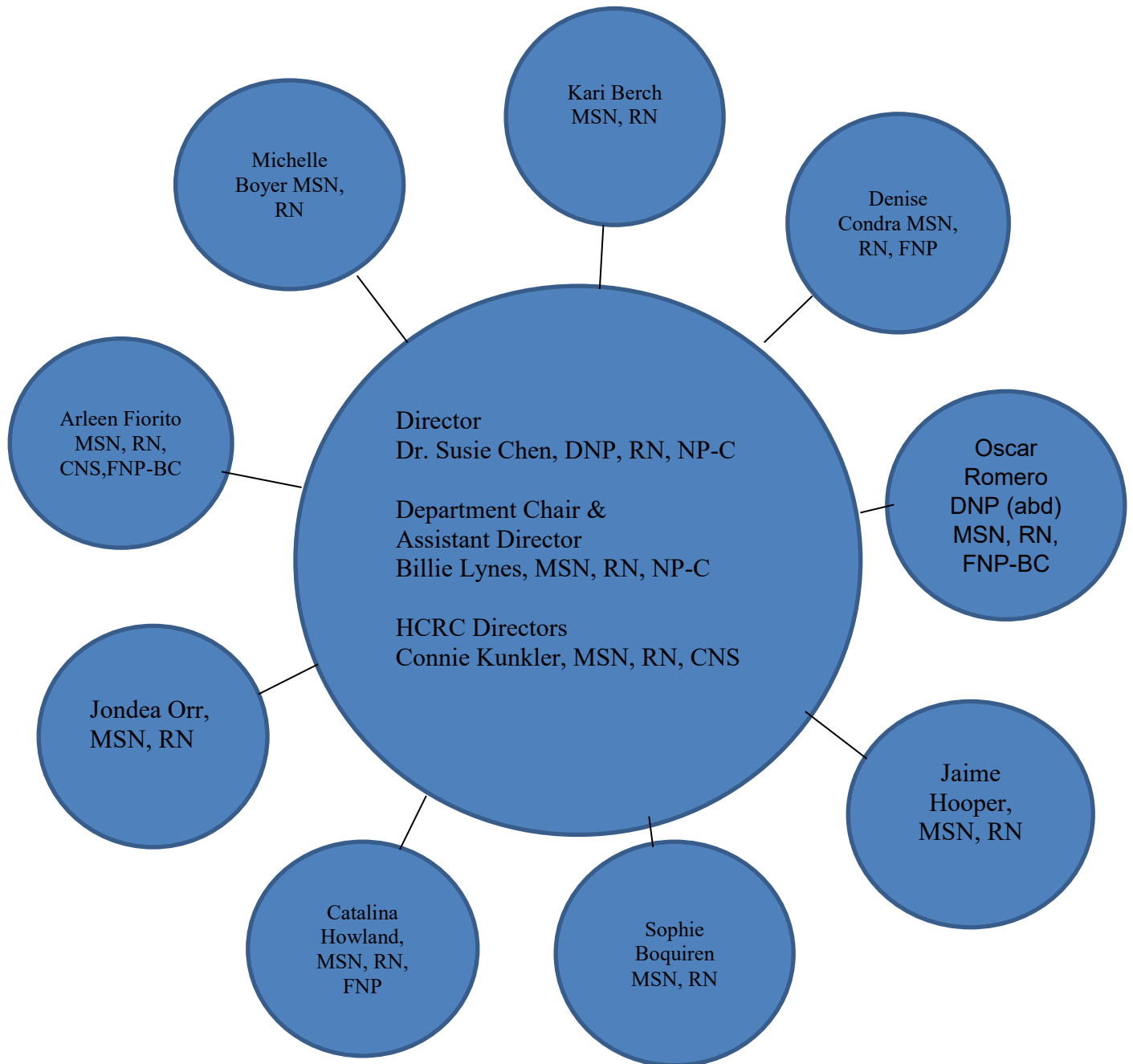
Goal setting – Having goals helps the team build confidence, provide direction, identity and focus – Efforts directed toward high-impact activities.

Problem solving – the process/established methods, systems, and procedures used to accomplish tasks, identify problem, analyze data, develop solutions and reach agreement.

7. Skills building

8. A self-directed team is collaborative, involves teamwork, problem-solves, and is accountable, with goals of improved faculty satisfaction, productivity, client outcomes, and to improve nursing education and practice.

Self-Directed Team



Job Descriptions

Director, Associate Degree Nursing Program

(BRN: Section 1425a)

Under the direct supervision of the Dean of Technology and Health Division, the Director of the Registered Nursing Program is responsible for the continued development, implementation, promotion and daily operation of the Registered Nursing Program. The director is a 100% dedicated faculty position with full responsibility to administer the program. The college has provided 100% reassigned time to this position. This position does not include the supervision of any other Allied Health programs.

Duties and Responsibilities

1. Coordinates, directs and participates in all activities involved in planning, developing, organizing, implementing, evaluating and managing the Registered Nursing Program and special department projects.
2. Serves as the Registered Nursing Program liaison, maintains compliance with accreditation and legal standards to the Board of Registered Nursing.
3. Directs the collection and analysis of data for annual reports, self-study reports and site visits required by the Board of Registered Nursing and California Community College Chancellor's Office.
4. Maintains ongoing communication with Division, Registered Nursing Program Faculty and Classified Employees/Front Office Staff.
5. Assists in the development of program goals, program policies, new programs and objectives based on industry, community and college inputs.
6. Coordinates recruitments, admission and ongoing advisement of generic, advance placement, transfer and foreign Registered Nursing students.
7. Conducts ongoing systematic program planning, evaluating, organizing and implementing assessment of student success.
8. Assists with curriculum development, planning, and implementation
9. Assists with the development of the schedule of classes and faculty teaching assignments for the Registered Nursing Program and other assigned courses.
10. Assists in the development and management of program budget.
11. Coordinates Faculty enrollment and compliance with BRN regulations, orient new faculty.
12. Participates in the recruitment, selection, orientation, supervision and evaluation of faculty for the Registered Nursing Program in accordance with the requirements of the accreditation agencies and college.
13. Plans and conducts RN Director Meetings and other meetings in accordance with accreditation guidelines.

14. Plans, schedules and coordinates Student Orientation each semester including but not limited to:
 - a. New Student Orientation
 - b. Study Skills Workshop
 - c. Welcome Back Reception
15. Coordinates training and instruction of Background Check Policy and Procedures
16. Schedules time to meet with students for evaluation and counseling purposes. Acts as a student advocate.
17. Coordinates formulation of a letter each semester to each faculty staff educator as regards to clinical rotation, physical/immunization/drug screen/ background clearance data
18. Assists in the facilitation and coordinates the ongoing maintenance of Affiliation agreements
19. Oversees, monitors, and develops updated reports on various nursing grants
20. Obtains BRN approval for new hired Instructor, Assistant Instructor, and Clinical Teaching Assistants
21. Facilitates weekly meetings to coordinate program operations and performs other duties assigned by the direction of the Division Dean

Minimum Qualifications

1. A Master's degree or higher from an accredited college or university which includes course work in nursing education or administration (Section 1425 (a), Title 16 Regulations).
2. One (1) years' experience as an administrator with validated performance of administrative responsibilities.
3. Two (2) years' experience teaching in pre- or post- licensure registered nursing programs; and
4. One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or
5. Equivalent experience and/or education as determined by the board.

Assistant Director of Nursing

(BRN: Section 1425b)

Under the direct supervision of the Division Dean, and in collaboration with the Associate Degree Nursing Program Director, the Assistant Director will assist in the supervision of the ADN Program and serve as the clinical coordinator to schedule clinical sites rotation and staffing. Assistant Director also serves the role of the Department Chairperson receiving 47% reassigned time to complete these activities. The assistant director shall function under the supervision of the director. (BRN Section 1424(j))

Duties and Responsibilities

1. In the absence of the ADN Program Director, assumes Director Responsibilities of the ADN Program.
2. Together with the ADN Director, serves as the liaison between Mt. SAC ADN Program, college curriculum and other committees, local colleges, healthcare facilities, professional organizations and community.
3. Assists in preparing reports and site visits required by the Board of Registered Nursing (BRN)
4. Participates in the self-study and re-accreditation process to maintain continued state, regional and college accreditation status
5. Advocates and communicates clinical placement needs for the ADN Program
6. Maintains and manages all clinical placements
7. Maintains ongoing communication with all Lead Faculty, Full-time faculty, Adjunct Faculty, and Classified Office Staff
8. Attends college meetings on behalf of the ADN Program Director as assigned
9. Participates in state, local and professional ADN meetings (COADN)
10. Together with the ADN Program Director assists with the continued development, implementation, coordination and reporting to the Board of Registered Nursing.
11. Assists the ADN Program Director in the recruitment, selection, orientation and evaluation of faculty and adjunct faculty for the ADN Program in accordance with requirements of college policy and procedures
12. Assists the ADN Program Director with preparation and review of budgetary expenditures
13. Assists the ADN Program Director with program and college curriculum planning and program review
14. Assists with the development of the classes and faculty teaching assignments for the ADN Program.
15. Participates in student orientation.
16. Assists clinical Site scheduling and faculty orientation
17. Notifies clinical sites for the results of the background checks
18. Actively participates in mandated committees including Admission Committee, Curriculum Committee, Program Evaluation Committee, and Faculty Committee
19. Mentors new Full-time and Adjunct Faculty
20. Assists the ADN Program Director in preparing and facilitating the annual ADN Program Advisory Meeting. Other duties as assigned
21. Collaborates with Director and faculty to monitor student learning outcomes and provide annual reports to the college for program outcomes assessment through Planning for Institutional Effectiveness.

Minimum Qualifications

The Assistant Director of a Registered Nursing Program shall meet the education and experience requirements of (BRN: CCR section 1425b):

1. A Master's degree or higher from an accredited college or university which includes course work in nursing education or administration (Section 1425 (a), Title 16 Regulations).
2. Two (2) year's experience teaching in pre- or post- licensure registered nursing programs; and
3. One (1) year's continuous, full-time or its equivalent experience in direct patient care as a registered nurse; or
4. Equivalent experience and/or education as determined by the board

Instructor

(BRN: Section 1425c)

The Instructor is a full-time, tenure track, contract faculty position with the following qualifications identified by the Board of Registered Nursing. Instructors shall function under the supervision of the director or the assistant director. (BRN: Section 1424j)

The theory Instructor serves as the lead instructor for the course.

Duties and Responsibilities

1. Instruction

- a. Function as a didactic and clinical instructor in the Nursing Department. Area of assignment will be based on program and clinical expertise, and BRN approval.
- b. Prepare appropriate course outlines and syllabi to department and college standards
- c. Arrange classroom and clinical learning experiences consistent with course objectives and instructional methodologies that address student diversity and promote student success in the nursing program.
- d. Utilize current teaching and learning methodologies to make effective instructional presentations
- e. Prepare and administer appropriate assessments designed to evaluate learning
- f. Maintains currency in subject area and promote critical thinking in classroom and clinical arenas
- g. Guide students in clinical area to safeguard client welfare and promote student learning
- h. Submit the syllabus to the Division. Distribute copies to team members including adjunct faculty, nursing office, department chairperson and director
- i. Coordinate campus skills lab activities and order any necessary supplies
- j. Submit Evaluations/Date to appropriate committee

- k. Schedule and prepare the agenda for team meeting
 - l. Schedule wrap up meeting at end of course with all clinical instructors
 - m. Mentor adjunct and new faculty
2. Students
- a. Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession
 - b. Establish open line of communication to inform students of their progress according to established department policy
 - c. Direct, guide, assess and evaluate students' performances in the classroom, laboratory and clinical settings
 - d. Maintain accurate records of students' grades and attendance in accordance with department and college policy
 - e. Inform students of their progress according to established department policy
 - f. Develop a remediation plan for students with identified weakness in clinical and/or academic performance
 - g. Refer students to the appropriate department for assistance when needed
 - h. Participate in academic guidance counseling of students
 - i. Provide individual assistance or advice to students who are not making satisfactory progress toward meeting course or program objectives
 - j. Identify and meet with "At Risk" students
3. Curriculum (BRN 1425.1(a))
- a. Assist with the development, organization, implementation, and evaluation of the nursing curriculum
4. Nursing Department
- a. Report to the Dean/Associate Dean/Director of the Nursing Department
 - b. Attend department faculty meetings
 - c. Attend Nursing Department Advisory Board meetings
 - d. Serve on different nursing program committees concerned with development of policies and administrative functions
 - e. Assist in the selection of instructional supplies, textbooks, and capital equipment
 - f. Serve on a voluntary basis as faculty advisor to nursing students' organizations
 - g. Maintain open communication with other nursing faculty and other assistance as needed
 - h. Mentor new faculty
5. College
- a. May serve on college wide committees concerned with development of policies and administrative functions

6. Professional Development
 - a. Maintain currency in subject area related to specific assignment
 - b. Maintain currency in techniques of effective instruction
 - c. Participate in continuing education to update and augment knowledge
 - d. Participate in professional organizations
7. Community
 - a. Interpret the philosophy and objectives of the Associate Degree Nursing Program to the community within and outside of the college.
 - b. Act as liaison between the nursing department and clinical agencies to interpret course and program objectives, and to plan for effective clinical experiences.

Minimum Qualifications

The Instructor shall have:

1. A Master's degree or higher from an accredited college or university which includes course work in nursing education or administration (Section 1425 (a), Title 16 Regulations).
2. Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by:
 - A. One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or
 - B. One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrate clinical competency; and
3. Completion of at least one year's experience teaching courses related to registered nursing or completion of a post-baccalaureate course which includes practice in teaching registered nursing;

Assistant Instructor

The Assistant Instructor can be a full time instructor with a clinical assignment or an adjunct faculty position with the following qualifications identified by the Board of Registered Nursing. (BRN: Section 1425(d) Assistant instructors shall function under the supervision of an instructor.
(BRN Section 1424(j))

Duties and Responsibilities

1. Instruction
 - a. Function as a clinical instructor in the Nursing Department. Area of assignment will be based on program and clinical expertise, and BRN approval

- b. Arrange clinical learning experiences consistent with course objectives and instructional methodologies that address student diversity and promote student success in the nursing program
 - c. Maintain currency in subject area and promote critical thinking in clinical area
 - d. Guide students in clinical area to safeguard client welfare and promote student learning
2. Students
- a. Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession
 - b. Establish open line of communication to inform students of their progress according to established department policy
 - c. Direct, guide, assess and evaluate students' performances in the laboratory and clinical settings
 - d. Maintain accurate records of students' grades and attendance in accordance with administrative and department policy
 - e. Inform students of their progress according to established department policy
 - f. Develop a remediation plan for students with identified weakness in clinical performance
 - g. Refer student to the appropriate department for assistance when needed
 - h. Provide individual assistance or advice to students who are not making satisfactory progress toward meeting clinical objectives
3. Nursing Department
- a. Report to the Dean/Associate Dean/Director of the Nursing Department
 - b. Maintain open communication with other nursing faculty, especially the course lead instructor and offer assistance as needed
 - c. Mentor new adjunct faculty
4. Professional Development
- a. Maintain currency in subject area related to specific assignment
 - b. Maintain currency in techniques of effective instruction
 - c. Participate in continuing education to update and augment knowledge
 - d. Participate in professional organizations
5. Community
- a. Interpret the philosophy and objectives of the Associate Degree Nursing Program to the community within and outside of the college.
 - b. Act as liaison between the nursing department and clinical agencies to interpret course and program objectives, and to plan for effective clinical experiences.

Minimum Qualifications

The Assistant Instructor shall have:

1. A baccalaureate degree from an accredited college which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice
2. Direct patient care experience within the previous five (5) years in the content area to which he or she will be assigned, which can be met by:
 - a. One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or
 - b. One (1) academic year or of registered nurse level clinical teaching experience in the designated nursing area of its equivalent that demonstrate clinical competency.

Clinical Teaching Assistant

The Clinical Teaching Assistant is a Professional Expert II position with the following qualifications identified by the Board of Registered Nursing. (BRN: Section 1425(e))
Clinical teaching assistants shall function under the supervision of an instructor. (BRN Section 1424(j))

Duties and Responsibilities

1. Instruction: Under the supervision of the Course Instructor or Content Expert, the Clinical Teaching Assistant shall:
 - a. Function as a clinical instructor in the Nursing Department. Area of assignment will be based on program and clinical expertise, and BRN Approval
 - b. Arrange clinical learning experiences consistent with course objectives and instructional methodologies that address student diversity and promote student success in the nursing program.
 - c. Maintain currency in subject area and promote critical thinking in clinical arena
 - d. Guide students in clinical area to safeguard client welfare and promote student learning
2. Students
 - a. Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession
 - b. Establish open line of communication to inform students of their progress according to established department policy

- c. Direct, guide, assess and evaluate students' performances in the laboratory and clinical settings
 - d. Maintain accurate records of students' grades and attendance in accordance with administrative and department policy
 - e. Inform students of their progress according to established department policy
 - f. Develop a remediation plan for students with identified weaknesses in clinical performance
 - g. Refer students to the appropriate department for assistance when needed
 - h. Provide individual assistance or advice to students who are not making satisfactory progress toward meeting clinical objectives
3. Nursing Department
- a. Report to the Dean/Associate Dean/Director of the Nursing Department
 - b. Maintain open communication with other nursing faculty and other assistance as needed
 - c. Mentor new clinical teaching assistant
4. Professional Development
- a. Maintain currency in subject area related to specific assignment
 - b. Maintain currency in techniques of effective instruction
 - c. Participate in continuing education to update and augment knowledge
 - d. Participate in professional organizations
5. Community
- a. Interpret the philosophy and objectives of the Associate Degree Nursing Program to the community within and outside of the college.
 - b. Act as liaison between the nursing department and clinical agencies to interpret course and program objectives, and to plan for effective clinical experiences.

Minimum Qualifications

The Clinical Teaching Assistant shall have:

1. An Associate Degree in Nursing (ADN) or higher degree from an accredited nursing education program;
2. At least one (1) year continuous, full-time or its equivalent, experience in the designated nursing area within the previous five years (5) as a registered nurse providing direct patient care.

Context Expert

(BRN Section 1425f)

A content expert is an instructor who has the responsibility to review and monitor the program's entire curricular content for a designated nursing area of geriatrics, medical-surgical, mental health/psychiatric, obstetrics, or pediatric nursing.

Minimum Qualifications

1. A master's degree in the designated nursing area or
2. A master's degree that is not in the designated nursing area and shall:
 - a. Have completed thirty (30) hours of continuing education or two (2) semester units or three (3) quarter units of nursing education related to the designated nursing area; or have national certification in the designated nursing area from an accrediting organization, such as the American Nurses Credentialing Center (ANCC); and
 - b. Have a minimum of two hundred forty (240) hours of clinical experience within the previous three (3) years in the designated nursing area; or have a minimum of (1) academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five (5) years.

Curriculum Tracks/Options

The Mt. San Antonio College Nursing Department offers several tracks or options to reach the goal of qualifying to take the National Council Licensing Examination (NCLEX) for licensure as a Registered Nurse in California. Course descriptions are listed in the college catalog and the Mt. SAC Nursing Website <http://www.mtsac.edu/nursing/>

1. The **Associate Degree in Nursing Program** (Generic Track) requires no previous licensure or nursing education and culminates in the awarding of an Associate in Science Degree in Nursing.

Curriculum for the Generic Associate Degree Nursing Program

Upon completion of prerequisite courses, Human Anatomy, Human Physiology, Microbiology, and Freshman Composition or equivalent course(s) for each, students are eligible for admission to the program:

Pre-requisites Semesters			
English 1A or 1AH	Freshman Composition or Honors English	3 units	Communication
Anatomy 10A or 35	Human Anatomy	4 or 5 units	Basic Sciences
Anatomy 10B or 36	Human Physiology	4 or 5 Units	Basic Sciences
Microbiology 1 or 22	Introduction to Microbiology, Microbiology	4 or 5 units	Basic Sciences
First Semester			
NURS 1A	The Nursing Process I	5.0 units	Concurrent nursing theory and clinical
NURS 1B	The Nursing Process II	5.0 units	Concurrent nursing theory and clinical
NURS 2	Pharmacology	2.0 units	Nursing Theory
Second Semester			
NURS 3	Medical-Surgical Nursing: Locomotion, Sensation, Integument, Oncology, Immunology	3.5 units	Concurrent nursing theory and clinical
NURS 4	Maternity Nursing	3.0 units	Concurrent nursing theory and clinical
NURS 6	Pediatric Nursing	3.0 units	Concurrent nursing theory and clinical
Third Semester			
NURS 7	Medical-Surgical Nursing: Nutrition, Elimination, Surgical Asepsis	7.0 units	Concurrent nursing theory and clinical
NURS 5	Psychiatric Nursing	3.0 units	Concurrent nursing theory and clinical
Fourth Semester			
NURS 8	NURS 8 – Medical-Surgical Nursing: Circulation and Oxygenation	5.0 units	Concurrent nursing theory and clinical
NURS 9	NURS 9 – Leadership in Nursing	1.0 unit	Nursing theory
NURS 10	NURS 10 – Medical-Surgical Nursing: Integration, Regulation	4.0 units	Concurrent nursing theory and clinical
NURS 11	NURS 11 – Preceptorship in Nursing	2.0 units	Nursing clinical

Requirements for the Major

Child 10 or 10H (Honors) or Psyc 14 or Psyc 14H (Honors)	Child Growth and Development, or Child Growth and Development (Honors) Developmental Psych Developmental Psych(Honors)	3 units	Basic Sciences
Psychology 1A or 1AH (Honors)	Introduction to Psychology or Introduction to Psychology (Honors)	3 units	Basic Sciences
Speech 1A or 1AH or SPCH2 or SPCH8 or SPCH 8 H	Public Speaking or Public Speaking (Honors) or Fundamentals of Communication or Professional Speaking	4 units	Communication

And “General education courses in each area required for the AS Degree”

- The **LVN to RN Degree Option** provides advanced placement for the student with licensure as an LVN. An Associate in Science Degree in Nursing is awarded upon completion of this program option.

Curriculum for the LVN to RN Degree Program

Upon completion of prerequisite courses, Human Anatomy, Human Physiology, Microbiology, Freshman Composition, Child Growth and Development, General Psychology or equivalent of each and NURS 70: Role Transition, the licensed vocational nurse is eligible for advanced placement in the nursing program.

Pre-requisites Semesters			
English 1A or 1AH	Freshman Composition or Honors English	3 units	Communication
Anatomy 10A or 35	Human Anatomy	4 or 5 units	Basic Sciences
Anatomy 10B or 36	Human Physiology	4 or 5 Units	Basic Sciences
Microbiology 1 or 22	Introduction to Microbiology, Microbiology	4 or 5 units	Basic Sciences
Child 10 or 10H (Honors) Or	Child Growth and Development, or Child Growth and Development (Honors) Developmental Psych	3 units	Basic Sciences

Psyc 14 or Psyc 14H (Honors)	Developmental Psych(Honors)		
Psychology 1A or 1AH (Honors)	Introduction to Psychology or Introduction to Psychology (Honors)	3 units	Basic Sciences
NURS 70	Role Transition	3 units	Role transition

First Semester

NURS 4	Maternity Nursing	3.0 units	Concurrent nursing theory and clinical
NURS 6	Pediatric Nursing	3.0 units	Concurrent nursing theory and clinical

Second Semester

NURS 7	Medical-Surgical Nursing: Nutrition, Elimination, Surgical Asepsis	7.0 units	Concurrent nursing theory and clinical
NURS 5	Psychiatric Nursing	3.0 units	Concurrent nursing theory and clinical

Third Semester

NURS 8	NURS 8 – Medical-Surgical Nursing: Circulation and Oxygenation	5.0 units	Concurrent nursing theory and clinical
NURS 9	NURS 9 – Leadership in Nursing	1.0 unit	Nursing theory
NURS 10	NURS 10 – Medical-Surgical Nursing: Integration, Regulation	4.0 units	Concurrent nursing theory and clinical
NURS 11	NURS 11 – Preceptorship in Nursing	2.0 units	Nursing clinical

Requirements for the Major

Child 10 or 10H (Honors) or Psyc 14 or Psyc 14H (Honors)	Child Growth and Development, or Child Growth and Development (Honors) Developmental Psych Developmental Psych(Honors)	3 units	Basic Sciences
Psychology 1A or 1AH (Honors)	Introduction to Psychology or Introduction to Psychology (Honors)	3 units	Basic Sciences

Speech 1A or 1AH or SPCH2 or SPCH8 or SPCH 8H	Public Speaking or Public Speaking (Honors) or Fundamentals of Communication or Professional Speaking	4 units	Communication
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And “General education courses in each area required for the AS Degree

- The LVN who completes the **LVN 30 Unit Option Track** qualifies to take the National Council Licensing Examination (NCLEX) leading to licensure as a Registered Nurse. Completion of this track **does not** provide for the awarding of any degree.

Curriculum for the LVN 30 Unit Option

Upon completion of Human Physiology, Microbiology or the equivalent of each course with the option of NURS 70: Role Transition, the licensed vocational nurse is eligible for advanced placement in the nursing program.

Pre-requisites Semesters			
Anatomy 10B or 36	Human Physiology	4 or 5 Units	Basic Sciences
Microbiology 1 or 22	Introduction to Microbiology, Microbiology	4 or 5 units	Basic Sciences
NURS 70	Role Transition	3 units	Role transition
First Semester			
NURS 5	Psychiatric Nursing	3.0 units	Concurrent nursing theory and clinical
Second Semester			
NURS 8	NURS 8 – Medical-Surgical Nursing: Circulation and Oxygenation	5.0 units	Concurrent nursing theory and clinical
NURS 9	NURS 9 – Leadership in Nursing	1.0 unit	Nursing theory
NURS 10	NURS 10 – Medical-Surgical Nursing: Integration, Regulation	4.0 units	Concurrent nursing theory and clinical
NURS 11	NURS 11 – Preceptorship in Nursing	2.0 units	Nursing clinical

- The **Psychiatric Technician to RN Degree Option** provides advanced placement for the student with licensure as a Psychiatric Technician. An Associate in Science Degree in Nursing is awarded upon completion of the program.

Curriculum for the Psychiatric Technician to RN Program

Upon completion of prerequisite courses Human Anatomy, Human Physiology, Microbiology, Freshman Composition, Growth and Development, General Psychology or equivalent of each and NURS 70: Role Transition, the licensed psychiatric technician is eligible for advanced placement in the nursing program.

Pre-requisites Semesters			
Anatomy 10A or 35	Human Anatomy	4 or 5 units	Basic Sciences
Anatomy 10B or 36	Human Physiology	4 or 5 Units	Basic Sciences
Microbiology 1 or 22	Introduction to Microbiology, Microbiology	4 or 5 units	Basic Sciences
Child 10 or 10H (Honors) Or Psyc 14 or Psyc 14H (Honors)	Child Growth and Development, or Child Growth and Development (Honors) Developmental Psych Developmental Psych(Honors)	3 units	Basic Sciences
Psychology 1A or 1AH (Honors)	Introduction to Psychology or Introduction to Psychology (Honors)	3 units	Basic Sciences
NURS 70	Role Transition	3 units	Role transition
English 1A or 1AH	Freshman Composition or Honors English	3 units	Communication

First Semester			
NURS 3	Medical-Surgical Nursing: Locomotion, Sensation, Integument, Oncology, Immunology	3.5 units	Concurrent nursing theory and clinical
NURS 4	Maternity Nursing	3.0 units	Concurrent nursing theory and clinical
NURS 6	Pediatric Nursing	3.0 units	Concurrent nursing theory and clinical
Second Semester			
NURS 7	Medical-Surgical Nursing: Nutrition, Elimination, Surgical Asepsis	7.0 units	Concurrent nursing theory and clinical

Third Semester			
NURS 8	NURS 8 – Medical-Surgical Nursing: Circulation and Oxygenation	5.0 units	Concurrent nursing theory and clinical
NURS 9	NURS 9 – Leadership in Nursing	1.0 unit	Nursing theory
NURS 10	NURS 10 – Medical-Surgical Nursing: Integration, Regulation	4.0 units	Concurrent nursing theory and clinical
NURS 11	NURS 11 – Preceptorship in Nursing	2.0 units	Nursing clinical

Requirements for the Major

Child 10 or 10H (Honors) or Psyc 14 or Psyc 14H (Honors)	Child Growth and Development, or Child Growth and Development (Honors) Developmental Psych Developmental Psych(Honors)	3 units	Basic Sciences
Psychology 1A or 1AH (Honors)	Introduction to Psychology or Introduction to Psychology (Honors)	3 units	Basic Sciences
Speech 1A or 1AH or SPCH2 or SPCH8	Public Speaking or Public Speaking (Honors) or Fundamentals of Communication or Professional Speaking	4 units	Communication

And “General education courses in each area required for the AS Degree”

Student Progress in the Program

College Requirements

Students are subject to all of the rules and regulations of the college. Students are referred to the College Catalog, Associated Students Handbook, and Schedule of Classes for specific policies.

Course Requirements

In order to progress in the program, a grade of "C" (75%) or better must be maintained in all academic/theory courses as well as a grade of "satisfactory" in all clinical courses. Each course provides a basis for all subsequent course work even in the event of concurrent courses. Failure in any course demonstrates a learning deficit and necessity for remediation. The professor and student will mutually develop a **“remediation contract”**. This remediation contract must be completed and approved by the professor. A readmission application is then submitted. The completed remediation plan and readmission application is reviewed by the Nursing Department Admission Committee prior to re-entry into the course and continuation in the program. Students who do not complete a course or fail a course must return to successfully complete that course before progressing to the next course. Any reason for not completing a course, whether a failure or withdrawal, is considered a program entry. **Students are allowed to repeat “One Course Only”**. Remediation contract completion must be completed within one year from the time the plan is written. Failure to complete this plan in the time frame of one year or less will necessitate review by the Nursing Department Admissions Committee.

Medication Calculation Competency

Students will be required to demonstrate proficiency in medication calculations. Each student must achieve a grade of 85% or higher in order to pass the exam. Anyone unsuccessful on the first attempt will take a second exam per faculty recommendation which must include remediation. Failure to pass the second calculation exam will not meet course objectives and critical elements of the course. This will prevent the student from achieving a passing grade in the course.

Transfer/Advanced Placement Students

Credit Granting Policy

Please refer to the Mt. SAC Nursing Program Website for additional information.

<http://www.mtsac.edu/nursing/>

Challenge/ Advanced Placement Into the Nursing Education Program for Military Personnel
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Effective: January 1, 2017

Reviewed: April 30, 2018

Revised: May 10, 2019

Challenge/Advanced Placement for Military Trained Healthcare Personnel Policy:

Individuals who present with relevant military education and experience equal but not limited to: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4N0X1C) may be eligible for advanced placement in the nursing program. Military Healthcare Personnel must complete the following to establish equivalency or gain credit for courses in the nursing program:

1. Meet all general entrance requirements of the Associate Degree Nursing Program, including completion of designated prerequisites and the Assessment Test.
2. Have an honorable discharge from the military.
3. Successfully pass the challenge examination or other evaluative methods for each nursing course prior to the requested level of entry, which may include:
 - a. Skills competency evaluation (clinical courses)
 - b. 75% or above on the written challenge exam(s)
 - c. 85% on dosage calculation exam

Military students who successfully complete the challenge procedure will be accepted into the Associate Degree Nursing Program based upon space availability. Military challenge students who were not successful in a previous nursing program are not eligible to apply for admission to the nursing program as an advanced placement student.

Procedure:

1. Military Healthcare Personnel:
 - a. Must request an appointment with the Nursing Program Director to discuss eligibility requirements for the Associate Degree Nursing Program.

- b. Who present with relevant military education and experience within the last two years may be eligible for advanced placement through the challenge procedure.
- c. Challenging nursing courses must submit the following verifying education and experience:
 1. Official transcripts from appropriate education program(s) and syllabi, demonstrating satisfactory completion of coursework and clinical experience.
 2. Documentation of work experience
2. Once relevant military education and experience are validated and nursing program admission requirements are completed, the student will be notified by the Nursing Program that they qualify to begin the challenge procedure.
3. The following materials for the challenged course will be made available to the student:
 - a. Course syllabus, including course objectives
 - b. Content outline
 - c. Bibliography and textbook lists
 - d. Example of style and format of examination
 - e. Critical Elements
4. Written and skills competency examinations for advanced placement must be completed *eight weeks* prior to the beginning of the challenged course.
5. Advanced Placement will be granted when the challenge procedure is completed successfully.
6. Final approval for admission to the nursing program will be completed by the Nursing Program Admission Committee.

Challenge Procedures

1. A student/applicant interested in challenging a nursing course must contact the program's director. The director provides the information regarding the challenge process to the student and determines whether the student/applicant meets the criteria specified by college policy to challenge the course. The director informs the professor(s) in the specific course.
2. The professor or designee notifies the student regarding status and schedules an appointment to discuss requirements.

(* Refer to section "Credit by Examination" in the College catalog.)

Student Assistance Programs

Student Services

Student Services at Mt. San Antonio College are designed to meet the unique and varied needs of all students. There are both general and specific services and support programs available for students ranging from admissions and financial aid to counseling, transfer, career services and student health; from learning communities like Bridge to specialized support services. <https://www.mtsac.edu/student-services/>

Financial Assistance

Students may contact the Financial Aid Office for information at Ext. 4450. As scholarships become available, announcements will be made in classes and posted on the bulletin board (See Communication).

Scholarships

Several scholarships are available to nursing students. We strongly encourage student to access the information through the Financial Aid Office and the Foundation Website www.mtsac.edu/foundation/

California Nursing Student Association (CNSA) offers scholarships and can be accessed by inquiring in the Nursing Department.

Occasionally, other agencies offer scholarships and send information to the program director. **These may be e-mailed to students, announced in class, or posted on the "Nursing" bulletin board which is located on the 2nd floor of building 67A near the nursing classrooms.**

Child Care

Childcare for infants and young children is available on the campus for a fee. Contact the Child Development Center at (909)274-4920, or the Mini Mounties Academy at Ext. 4618.

Students with children are expected to make arrangements for child care prior to the beginning of the semester.

ACCESS Student Programs and Services

Access is located in Student Services Center (9B) at (909)274-4290. Students who suspect they might have a disability are welcome to apply for services at the Student Services Center. In order to receive accommodations, the Confidential Accommodations Authorization form must be presented to the lecture faculty prior to the beginning of each course. Students with documentation from ACCESS requiring accommodations for testing must notify their professors at least 2 business days prior to each exam.

Student Academic Resources

Academic Support and Achievement Center (ASAC)

www.mtsac.edu/lac/

ASAC provides various resources to help students succeed at Mt. SAC. These include tutoring and supplemental instruction, learning assistance courses, a computer lab, a testing center, student achievement workshops, and HESI test prep classes.

The Computer Lab is a computer lab in Bldg.6-120, which is located inside the ASAC and is available to all students.

Tech Ed Resource Center (TERC)

Hours: Refer to Mt. SAC Website

Location: Building 18-C, room 1105

Phone: 909-274-6118

The TERC offers math, reading, writing, research methods, and study skills to all students enrolled in Career Technical Education programs and courses. Students are encouraged to drop in and receive assistance with faculty and tutors or study independently or in groups.

Health Careers Resource Center (HCRC) **(909) 274-4788, Building 67B-250**

The HCRC supports learning in the Technology and Health Divisions, including the Associate Degree Nursing Program.

The HCRC provides a variety of learning modalities that will assist the student toward mastery of various course components. Students are encouraged to use medical equipment and training aids to practice skills in order to gain confidence. The student will gain maximum retention of concepts presented in theory or in reading of assigned material through the use of these adjuncts to learning.

A Registered Nurse is available to help maximize learning and assist the student to process and apply theoretical concepts thereby enabling reinforcement of the acquisition of psychomotor skills.

Faculty may assign completion of certain activities and/or practices in the HCRC and may require that students provide proof of completion of these assignments.

Students must register with HCRC *each* semester/intercession by completing a Continuing Ed registration card. Students present a current Mt.SAC Student ID card and sign in at each visit.

Students who utilize the equipment and laboratory areas must clean up before leaving the HCRC.

What's available in the Health Careers Resource Center (HCRC)?

For additional "hands on" practice, the Health Careers Resource Center provides:

- An extensive inventory of medical equipment and supplies for your independent clinical practice. A licensed RN is on staff during specified hours. Refer to the HCRC posted schedule. No appointment is necessary.
- Task Trainers are available for various clinical skills. You may practice using these resources independently or you may ask the nurse for any assistance or questions you have.
- Human Patient Simulators (HPS) are accessible during skills days, clinical days, and intersessions.
- Manikins with Sim Pad capabilities (heart, lung, bowel sounds)
- Workshops are offered during the summer and winter intersessions.

CPR Center

A Healthcare Provider Level C – CPR Card and renewal may be obtained. Please contact the CPR Center to determine the schedule and fees for service. (909)274-6436

Student Participation

The Associate Degree Nursing Program faculty recognizes the importance of student communication and participation in the nursing program.

Student Class Representatives (SCR)

The SCR provides a method to give students input and receive feedback from the nursing program. The SCR consists of elected student class representatives and designated faculty members who meet as needed prior to committee meetings. Additionally, the representatives are invited to attend all committee meetings with the exception of Admissions Committee. Each committee designates a specific agenda item with adequate discussion time included for the representative.

The SCR consists of:

1. 1 to 2 class representatives from each semester of the program.
2. Class representatives who are elected in the first semester of the program and follow the class until graduation supports continuity throughout the program. If the representative cannot continue a new representative will be elected.

These positions are voluntary, but may require the responsibility to attend department meetings (including the annual Advisory Meeting). Representatives must communicate the relevant information to their peers in a timely manner.

SCR Representative Qualifications:

Representatives will be in good academic standing with positive interpersonal and communication skills, and must have the ability to maintain confidentiality. In addition, a representative must be willing to commit to the time necessary for role performance. Representatives are nominated and elected at a general student meeting by a simple majority.

Responsibilities:

- Provide faculty with input and clarification of student issues and concerns including suggestions for changes, improvements, and alternatives to the program.
- Alternate representatives will attend/report to designated department meetings when attendance by the primary representative is not possible.

California Nursing Student Association (CNSA) Mt. San Antonio College Chapter

www.mtsac.edu/nursing/club.html

The Mt. San Antonio College Chapter of the California Nursing Student Association (CNSA) is one of California's largest club chapters. Membership affords Nursing Students the opportunity to become active participants in their nursing program and community. This organization provides for local, regional, state and national dialogue among nursing students via meetings, conferences and conventions. For information regarding fees required, please see the CNSA website. Malpractice insurance and a national magazine are available. The local chapter of CNSA interacts with students in the nursing program, students in the Mt. San Antonio Student Community Associated Student Body, students involved in CNSA from other nursing programs and students involved in NSNA during attendance at National Conventions.

Examples of areas of involvement are:

- Scholarship Awards
- Financial Support of Completion Ceremony when class has participated with club in fundraising activities.
- Community Service Volunteerism
- Reception for New Student Orientation
- Development of leadership skills
- Communication with Student Class representatives
- Communication with other nursing students in California and National Chapters

Student of Distinction Award

Each spring semester, Mt. San Antonio College holds the Student of Distinction Awards Program. The Mt. SAC Student Awards Committee evaluates all nominations that meet established criteria and the selection process is completed, based on a point value system.

A brunch/ceremony is held at a designated time and place, honoring recipients who have excelled in academic, service and/or personal achievement. Family members, friends, and faculty are encouraged to attend this prestigious event. The overall Mt. San Antonio College Student of Distinction recipient is announced at this ceremony.

Criteria for Nomination - Please contact the Student Life Center in Bldg. 9C

www.mtsac.edu/studentlife 909-274-4525

Other Campus Organizations

Alpha Gamma Sigma

Mt. San Antonio College sponsors the Zeta Chapter of Alpha Gamma Sigma, the statewide scholastic honorary organization for California Community Colleges. Only degree appropriate courses/units (those that grant credit for an Associate or Bachelor's degree) may be used to establish eligibility for membership. All nursing courses are approved as degree appropriate.

Part-time students are eligible for membership. Membership requires campus and community involvement (service hours) and required GPA. CNSA activities frequently involve service hours.

For further information and review of academic eligibility, students should consult an Alpha Gamma Sigma Officer or Alpha Gamma Sigma Advisor. Scholarships provided by Zeta Chapter and the State Alpha Gamma Sigma Organization are available to actively involved members.

Phi Theta Kappa

Mt. SAC sponsors the Alpha Omega Alpha Chapter of Phi Theta Kappa, an international scholastic honorary organization for America's two-year colleges, including Canada, Germany, Puerto Rico, Panama and American Samoa. See the college catalog for eligibility for membership and information.

Curriculum Guidelines

Each nursing course consists of both a theory and a concurrent clinical component. Adult learning theory, the nursing department philosophy and collaborative learning and evaluation methods, are implemented throughout the curriculum. Each student is expected to come prepared to participate in collaborative ventures as determined by the professor.

Methods of Instruction

Varieties of instructional methods are employed and may include but are not limited to:

Lecture	Demonstration	Power Point Presentations
Discussions	Oral Presentations	Videos/DVD's
Problem Solving Activities	Guest Speakers	Independent Study Assignment
Lab/Clinical Assignments	Collaborative Exercises	Human Patient Simulation
Role Playing	Computer Assisted Programs	Case Studies
Reports	Internet Research	Active Learning

The above instructional methods may also be used as tools for evaluation of the student's cognitive and/or psychomotor performance. As such, the student is **required to participate actively**, either verbally, in writing, or to demonstrate psychomotor skills, as indicated by the laboratory/clinical or classroom professor.

Please Note:

- ❑ **Audio or video recording of any lecture / presentation / discussion requires the permission of the professor.**
- ❑ **All Electronic Devices:** Although the faculty recognizes the rights of all students to access personal communications, circumstances in theory and laboratory/clinical environments prevent unlimited use of these devices. Cell phones, if carried, **Must be placed on Silent Mode or on Vibrate when in Lecture.** Cell phone use in the laboratory/clinical setting is based on hospital policy.
- ❑ **No Electronic Devices during quiz/test review or testing.**

Method of Testing/Grading/Evaluation

All tests/quizzes/exams will be graded to the hundredth place. NO rounding will be applied throughout the nursing program.

After each test/quiz/exam, faculty shall utilize item analysis to determine if adjustments to the exam are to be made. The student's raw score shall remain the same when calculating the new score.

The grade achieved in this course will be determined by satisfactory completion of course requirements in theory and laboratory/clinical settings.

A minimum average for theory grade is 75 percent in order to pass the course. ***The course grade is not rounded. Example: 74.899 is not rounded to a C.***

Consistent with Associate Degree Nursing Department policy, the following grading scale has been adopted by the Nursing Program with input from students, faculty and administration:

**A = 90-100
B = 80-89
C = 75-79
F = Below 75**

Students are advised of their grades on a continuous basis via the e-learning resources. Adult learners are responsible to ascertain their grades and take

action as indicated. Faculty are available to assist students and make suggestions to facilitate learning, but the adult learner is responsible for initiating the assistive process.

Posting Test/Quiz/Exam Grades

The usual and customary timeframe for posting grades shall be within one week of the test/quiz/exam date or at the discretion of the professor. The location of posting students' grades will be on the e-learning resource.

Review of Tests, Quizzes, and/or Final Exams

Students must make an appointment during faculty office hours to review the test/quiz/exam. **No writing instruments, cell phone and/or any other electronic devices are allowed during the test/quiz/exam reviewing process.** If writing instruments, cell phone and/or any other electronic devices is/are found during the test/quiz/exam review will be considered as cheating, which violates the Standards of Conduct policy at Mt. SAC. Students are required to demonstrate professionalism during the reviewing process.

Conditions/Requirements of the Course

1. It is expected that all required work will be neat, legible, typed and in APA format.
2. All materials submitted must be original work. Papers/reports, etc. which can be reasonably identified as plagiarized will receive "0" points or no credit. This is a form of cheating, and as such, is considered unacceptable ethical behavior for a nursing student. Under such circumstances the student will be subject to faculty review and possible program dismissal.
3. Work turned in late will receive no points or credit unless other arrangements are made with the instructor in advance by a minimum of two (2) school days.

Laboratory/Clinical Evaluation

1. In the course, laboratory/clinical requirements are based upon the student's written, verbal and/or psychomotor approach to problems, organization, and planning abilities. Confidence in decision-making, initiative, responses to increases in stress, and interpersonal relations will also be evaluated. The evaluation reflects the student's grasp of theory and his/her ability to apply concepts and principles to the clinical situation and in conferences, as well as to care plans, medication-related calculations, problem solving assignments, self-evaluations, and other written work.

2. Performance in the laboratory/clinical setting will be evaluated as “satisfactory” or “unsatisfactory”. Credit for laboratory/clinical is applied to the grade book as satisfactory (S) or unsatisfactory (U). **The laboratory/clinical section must be passed - i.e., evaluated as satisfactory - in order to receive credit for lecture; the lecture must be passed in order to receive credit for the laboratory/clinical.** Students who do not complete all assigned course work, written papers, and all other assignments, both for lecture and laboratory/clinical, will not be admitted to the final examination; thus, they will receive an **unsatisfactory** grade for the laboratory/clinical course, a "0" for the final examination, and will receive a failing grade (F).
3. **Critical Elements** have been identified and are used to guide the student and to determine performance in essential areas. The critical elements are directly related to the laboratory/clinical objectives for the course. Failure in one critical element area is cause for failure and/or dismissal from the program.
4. **The determination of Satisfactory or Unsatisfactory performance is Based Upon the Degree to Which the Student Achieves the Objectives of the Course.** The objectives have been formulated and are used to assist the student in focusing upon the learning experiences to be gained, and to evaluate the student in the actual client care setting.
5. Each student must pass, with 85 %, a medication (drug) calculation test prior to week 3 of the course. Students will be advised regarding remediation and tutorial services available. Failure to pass the second calculation test will prevent the student from achieving success (i.e., passing) in the course because the student will not meet the medication objective(s) and critical element(s).
6. Students are assisted with learning challenges through counseling and guidance by individual didactic and/or laboratory/clinical professors. Written remediation plans are implemented with individual students as indicated, in order to assist the students with progression in the program or with a specific individual course. Students may be referred to the Health Careers Resource Center as part of the remediation plan to gain additional assistance for particular knowledge and/or skills deficiencies. The Director of the program or the Assistant Director may be consulted by faculty and students to further explore ways to ensure student success.

Students may be excluded from the laboratory/clinical for failure to meet course objectives, lateness, inappropriate dress, or behavior that does not conform to professional standards. Those who are excluded from the clinical setting will be counted as "absent" for each exclusion.

Unsatisfactory Progress

A student may be counseled and/or notified in writing at any time if satisfactory performance is not being achieved/demonstrated. Notification and remediation forms are prepared with one copy given to the student, one copy placed in the student's folder, and one copy retained by the professor. These forms will identify problem areas and required expectations for meeting a satisfactory level. Plans for remediation are intended to assist and guide the student in correcting deficiencies. Consistent with the faculty's perception of their roles in the learning process as stated in the program philosophy, each remediation contract is individualized, relative to the specific deficiency or problematic area. Strategies for remediation/achieving mastery are selected and structured so that satisfactory performance may be achieved in the course. Should the student's remediation attempt fail to meet course requirements, please refer to Disciplinary Action Policy (Page 43).

Course/Program Evaluation

In accordance with BRN regulations, the student is given the opportunity to evaluate all aspects of the program. These evaluations are valuable tools in the ongoing process of curriculum refinement and facility assessment. Therefore, honesty and thoroughness are encouraged and appreciated.

Written Assignments and Test Policies

1. Late assignments will only be accepted if previous arrangements have been made with the professor.
2. In case of a **legitimate** (e.g. verified hospitalization, verified illness, verified accident) or excused absence, papers will be due on the first day the student returns to school.
3. There will be no make-up of quizzes exams in any course unless absence is legitimate or excused per College Policy. The course professor must be contacted to determine whether make-up is appropriate. If make-up is approved by the professor, a determination of the day/date, time and place will be made during the discussion. If a student is late for any test, they will be given the remainder of the testing time to complete the test. If a student is a "no show" without any prior arrangements, the student will receive a score of zero on that test.
4. Students may review papers, quizzes, tests, and exams after they have been graded. Papers and quizzes are used as counseling tools and formative evaluations. However, all papers (quizzes, exams, written assignments, etc.) must be returned immediately. **No Writing Instruments, paper, cell phone and/or any Electronic Devices** are permitted during review of papers or tests, no notes are to be taken, and

all review is to be done with a faculty member present. If paper and pencil, cell phone and/or any other electronic devices is/are found during the test/quiz/exam review will be considered as Academic Dishonesty (Refer to Student Academic Honesty Policy in the College Catalog).

5. All written work, including tests, term papers, problem-solving activities and other homework is evaluated on the basis of content, and appropriateness of response (e.g., to questions asked, or assigned activity).
6. If it is determined that an exam has been compromised (copied, removed from the classroom, photographed, etc.), the student will receive a zero for that exam per college policy.

In addition, the following criteria will be used in grading:

- a. Correct grammatical structure and format.
- b. Accuracy in spelling.
- c. Correct use of terminology.
- d. Neatness-legibility-readability.
- e. Written in black ballpoint ink, or on the computer as indicated by the professor.
- f. **All work must be cited**, using APA format. See APA format information below.

APA Style When Citing Reference for Written Report

The Publication Manual of the American Psychological Association provides a comprehensive reference guide to writing using APA style, organization, and content. To order a copy of the Publication Manual online, go to

<http://www.apastyle.org/manual/index.aspx>.

To view "PDF" documents referenced in this guide, you need Adobe Acrobat Reader.

To download the free Acrobat Reader, go to

<http://www.adobe.com/products/acrobat/readstep2.html>

Purdue OWL: APA Formatting and Style Guide

<https://owl.english.purdue.edu/owl/resource/560/01/>

General Policies Relating To Faculty in the Nursing Program

Orientation

It is the responsibility of the professor to make arrangements for their own orientation (including computer training) to the clinical agency assigned prior to the first meeting with students. New faculty should complete the “New Faculty Orientation Checklist” within two week of the hiring. All faculty are encouraged to attend monthly program meetings which are held every Monday 11:30 a.m to 12:30 p.m. to discuss program information and curriculum.

Background Check Requirement

All nursing students are required to obtain a national-level criminal background check and submit results to the Nursing Department. Some facilities are now requiring the Nursing Faculty to also obtain a national-level criminal background check prior to the clinical rotation. The Nursing Department will provide information to the faculty if this is required.

Attendance

When Professors are informed of student absences and tardiness, this must be reported to the theory instructor. Professor absences must be reported to the Division and the Nursing Chair. A 24-hour notice is preferred.

Dress Code

Professors must wear white lab coats or jackets or attire per agency protocol.

Requirements

It is the responsibility of the professor to submit an employee physical, current CPR, and current RN Nursing License (ACLS/ NRP/ and/or PALS when needed in specialty areas). Professors and Adjunct Faculty are responsible for submitting completed codes and codes analysis, and file them in the appropriate binder located in the Nursing Director office. The codes and codes analysis include:

1. Student/Faculty Evaluation of Clinical Agency
2. Facility evaluation of the Nursing Program
3. Code 2 and 6 (For Theory Lead Professor)

Student Evaluation of Faculty

Per the college, it is recommended that student evaluations of faculty will be conducted online unless otherwise requested by the professor. The online process is easy to use, convenient for the faculty and students, and is efficient. (Please collaborate with the theory instructor for your assigned course. Paper evaluations may be submitted if needed)

Activation of Online Student Evaluations

1. Log on to the Portal. Inside.mtsac.edu
2. Under the Faculty tab find “Activate a Student Evaluation for your class” in the far right column at the bottom and open.
3. Select Term and submit
4. Select Survey Code: “Student evaluation of faculty”
5. Select CRN #
 - **Select dates to start and end activation. (Usually 2 weeks prior to the end of the class). The evaluation should be activated at least two to three days early to allow time for an e-mail to be sent to the students.**
 - If the class is a short term class, start the activation date the week prior to the last week to give students time to complete.
 - Per contract, all evaluations must be completed by week eleven.
 - For classes that are in process, the evaluation should be completed by week eleven. (N1B, N10)
 - For classes that start after week eleven, the evaluation will need to be completed by the last day of class. (N5, N6)
6. **Add the Department Chair e-mail address so that copies of all evaluations are sent to that e-mail. blynes@mtsac.edu.**
7. Once the evaluation has been activated, an e-mail will be sent to the students with a link to evaluate the professor. Also, an e-mail will be sent to the faculty letting them know that the evaluation process has been activated.
8. A reminder will be sent every other day, during the activation period, to the student until they complete the evaluation.
9. Faculty will receive a PDF of results once completed.

End of Semester Report Checklist

At the end of the course, professors and adjunct faculty are responsible to complete the End of the Semester Checklist and submit all relevant documents to the theory professor.

Emergency Situations/ Injury Report

Emergency incidents involving students and/or professors must be reported to the Nursing Department immediately. Each semester, faculty are required to obtain a current injury packet to have on hand should an injury occur. Please note, this report must be submitted to campus within 24 hours of the incident. The professor is expected to inform the charge nurse of any emergency situation involving a faculty, student, patient, visitor, staff member, or the environment. Agency policy will be followed in a fire/disaster etc. drill.

Student Assignments

Student assignments & Clinical objectives must be posted in all clinical agency areas where specified by agency staff. Student assignment at clinical agencies will be discussed in pre-conference. Client care assignments and clinical experiences for students on the assigned unit must be discussed with the charge nurse. Problems, requests, changes in schedule and special needs must be communicated to the charge nurse. The professor will provide student supervision. Professors are expected to be available to students during all clinical hours.

Classroom and Conference Rooms

The professor assigned to the clinical agency must arrange all pre and post conference rooms. All pre-conferences and post conferences cannot be held in the public area. All classrooms at Mt SAC campus must be arranged by contacting the Division Office, Maria Torres at ext. 5136. It is the professor's responsibility to make sure the students leave the room ready for the next group. Faculty documents planning with clinical sites on the Clinical preplanning meeting form (Appendix 7).

Simulation Training

In order to be in compliance with the INACSL and NSBN Guidelines, any faculty who is conducting simulation needs to keep current on the Simulation Best Practice Standards. Contact the HCRC director for training opportunities and in-service.

Health Career Resource Center Guidelines

Please submit all Use of Lab and Supply Requests to villegas@mtsac.edu

Labs should only be reserved for **actual times** your class will be using the labs. Too often labs are being reserved for a block of time that is not being fully used.

Skills Lab Scheduling Guidelines for Lab 1, Lab 2, Lab 3, 67A-232 and 67A-238

Submit requests for Skills Labs as follows:

- January/February (or after) for upcoming fall semester and winter intersession
- July/August (or after) for upcoming spring semester and summer intersession

Labs will be scheduled by the following priorities:

- Requests for Skills will have priority over all other requests
- Followed by requests for lecturing in the skills labs
- And finally requests for meetings in the skills labs

Please have students clean up (push in chairs, pick up trash, etc.) before leaving the lab.

Simulation Lab Scheduling Guidelines for 67B-190

When submitting requests for simulation provide:

- Exact time of simulation
- Simulator you will be using (Stan, Lucina, Antonio, Birthing Sim, Noelle, Ryan, Baby, Neonate, etc.)
- Simulation Scenario
- Special Set-up Instructions

Submit requests as follows:

- January/February (or after) for upcoming fall semester
- July/August (or after) for upcoming spring semester

Labs will be scheduled by the following priorities:

- Requests for Simulations will have priority
- Followed by requests for Theory courses
- And finally requests for meetings held in labs will be given lowest priority

Student Dress Requirements:

- All students must wear required Mt. SAC clinical uniform and ID badge
- All students must complete an Evaluation to evaluate the effectiveness of their simulation experience

Please have students clean up (push in chairs, pick up trash, etc.) before leaving the lab.

Supply Order Guidelines

- Please use newly revised ***Request for Skills Lab Supplies and Equipment*** and the ***Request for Simulation and Supplies*** forms dated **9/2016** and **10/2016**
- Please submit requests no less than one (1) week prior to need to vvillegas@mtsac.edu (Order form attached)

Guidelines for Use of Skills Lab by Students and Faculty (outside of class time only)

- If your students are displaced from the clinical setting, you may contact HCRC to schedule a lab room, order supplies, and possibly conduct a simulation.
- All students must complete a Continuing Ed Registration card (white card with CRN) and submit to Building 40 prior to use of labs.
- All students must present Mt. SAC Student ID to use labs. Then student will swipe card, complete sign in sheet and hand over ID to front counter staff.

Thank you for your cooperation and understanding of these Guidelines. ~HCRC Staff

General Policies Relating to Students in the Nursing Program

The following policies are applicable to nursing students. These are in addition to all student codes, rules, and policies listed in the College Catalog that pertains to Mt. San Antonio College students.

Communication

Students are responsible for checking the "Nursing" bulletin board which is located on the 2nd floor of building 67A near the Nursing classrooms. This is the area designated for the posting of information pertinent to nursing students on items such as scholarships, jobs, review courses, clinical rotations, etc. **Students are responsible for checking their Mt.SAC email and the e-learning resource frequently for information regarding their classes.** All students are encouraged to attend monthly program meetings which are held every Monday 11:30 a.m. to 12:30 p.m. to discuss program information and curriculum.

Release of Information

Information regarding student grades and progress in the program will be released to the student only.

Change of Address

Changes in contact information **MUST** be reported to the Nursing Office and changed in the e-learning resource.

Classroom Rules

No talking/texting during class time. **Absolutely no cell phones or any other electronic devices allowed during exams and exam review (Page 27)** (Refer to Methods of Instruction regarding policy of Review of Tests/Quizzes/Exams). Cell phones must be in silent/off position during lecture. Electronic devices may be used in the classroom for educational purposes.

Confidentiality and Privacy

National Council of State Boards of Nursing (NCSBN)

Federal law reinforces "further defines privacy through the Health Insurance Portability and Accountability Act (HIPAA). HIPAA regulations are intended to protect patient privacy and confidentiality by defining individually identifiable information and establishing how this information may be used, by whom and under what circumstances. The definition of individually identifiable information includes any information that relates to the past, present, or future physical or mental health of an

individual, or provides enough information someone to believe the information could be used to identify an individual.”

Mt. San Antonio College Associate Degree Nursing Program is committed to protecting the Health Information of every client with whom a student comes in contact, as well as the Education Information of every student.

The Nursing Department at Mt. San Antonio College recognizes that social networking websites are used as a means of communication. **Future employers** often review these network 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. Administration may periodically search the internet for breaches in policy.

In your professional role as **a nursing student, you must not:**

- Present the personal health information of any individual on ANY social site. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a highly specific medical photograph may still allow the reader to recognize the identity of a specific individual.
- Post or discuss any clinical experience or information regarding experience with the clinical agency, its staff or its clients/patients on any internet social media site.
- Present yourself as an official representative or spokesperson for the Mt. San Antonio College Nursing Department.
- Utilize websites and/or applications in a manner that interferes with your clinical commitments.

Individuals should make every effort to present themselves in a mature, responsible and professional manner. Discourse should always be civil and respectful. The actions listed below are strictly forbidden.

- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity or sexual identity.
- Presentation of information that may be interpreted as condoning irresponsible use of alcohol, substance abuse or sexual promiscuity.
- Any breach of HIPAA regulations-may be grounds for dismissal from the nursing program.

Laboratory/Clinical Policies

Eligibility Verification

Students should be aware that once they have been admitted to the Nursing program—and prior to beginning the clinical portion of the program—they will need to be able to pass both a criminal background check, including a screening by the Office of Inspector General for welfare or social security fraud, as well as testing negative for drug use.

Essential Functions for Success in the Nursing Program

Students should be aware that the nursing program entails significant physical demands.

- ✓ The nursing student must be capable of performing prolonged, extensive or considerable standing/walking and lifting, positioning, pushing and/or transferring patients including 8-12 hour shifts consistent with hospital scheduling.
- ✓ Possess the ability to perform fine motor movements with hands and fingers.
- ✓ Possess the ability for extremely heavy effort; e.g., lift/carry 50 lbs. or more.
- ✓ Perform considerable reaching, stooping, bending, kneeling and crouching.

Infection Control Precautions

Each student will receive the training required by the OSHA blood-borne pathogens standard [29 CFR 1910.1030] §CCR, Section 5193. Infection control is the responsibility of each nursing student and professional nurse. Failure to comply with infection control policies and practice may result in disciplinary action, including action as cited in the Nurse Practice Act with Rules and Regulations, Section 2761 (k).

Student Health Status

Clinical agencies/hospitals require students to have a **current** physical on file. Incoming students will have a **complete physical exam processed within the designated time allowed and on file in the Nursing Department**. Clinical agencies may require that certain aspects of the physical exam be on file in their facility. Therefore, students assigned to these agencies will be advised and asked to sign a release of information. An updated physical will be required annually.

A student diagnosed with a pregnancy, illness, or injury during progression in the program **must provide a medical release from their health care practitioner**. The release must state that the pregnancy, illness, or injury will not prevent their continuance in the program and **that there are no restrictions** on activity.

Drug Testing Policy

As a part of their physical examination required by healthcare and emergency medical services agencies, students preparing for entry into the Nursing program are required to submit the results of a drug screen test to their program as a condition of participation in the program and annually thereafter. Physical examination results, including drug screening, should be submitted to the program based on procedures and timelines set forth by the program and prior to any direct clinical interaction. Drug testing is offered at the [Student Health Center](#) at Mt. SAC. Students will be given instruction on procedures upon acceptance and are responsible for the cost of the drug test.

The drug screening test must include at least a screening for amphetamines, barbiturates, benzodiazepines, cocaine, marijuana, opiates and phencyclidine and be issued by a lab approved by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) or the College of American Pathologists (CAP).

The Health Center will send all Lab Reports to the Nursing Department in an envelope marked "Confidential" and to the attention of the program in question. **STUDENTS WILL NOT BE ALLOWED TO HAND-CARRY THESE PACKETS.**

Reports containing positive drug screening results will have a note attached from the Health Center, stating either that they have verified the student's explanation for the positive screening or that they are unable to verify the explanation.

A student with a positive drug screen must submit a second drug test within 72 hours. Failure to submit a second drug test within 72 hours or a second positive test will result in the student being dismissed from the program.

Additional guidelines for Nursing Program students are as follows:

- Students believed to be under the influence of any intoxicant while attending program courses will be subject to drug testing at that time and/or at random.
- Failure to comply with a requested drug test will result in dismissal from the program.
- All drug testing will be conducted at the student's expense.
- Failure to comply with any aspect of the drug sampling or testing policy will result in program expulsion.

Background Check Requirement

All nursing students are required to obtain a national-level criminal background check and submit results to the Nursing Department. The Nursing Department will provide written verifications for all students who have been successfully cleared by a criminal background check to the clinical agency. If the student has been convicted of a felony or misdemeanor, student suitability for clinical placement will be determined by the clinical agency.

Malpractice Liability Insurance

Liability insurance is offered through a blanket college policy that provides malpractice insurance for all students enrolled in health occupations programs.

Clinical Assignments

In certain instances, there are limitations imposed by clinical/affiliating agencies. Under these circumstances, adjustments need to be made in clinical assignments. Students must be prepared to accept an assignment to any facility being utilized by the program. **Since hospital clearance is needed prior to the beginning of the rotation, once a student has registered for a specific course reference number, the student may not switch or change to another section without prior approval from the Director or Department Chair of Nursing.**

Placement determinations are made at registration time but may need to be altered for varying reasons. Reasons range from a conflict in the clinical agency to equalization of clinical sections. To provide a wider range of experiences, clinical sites and professors are alternated during student progression throughout the program. Students may be assigned clinical experiences on evenings, nights and/or weekends. Every effort will be made to provide advance notice of schedule changes so that students are able to make changes in child care, planning work, etc.

Care to Family Members or Relatives

Students are not permitted to give care during any regularly scheduled laboratory/clinical affiliation to members of their family or relatives who are hospitalized

Student Injury Policy

Injuries sustained by nursing students on the extended campus are to be reported to the faculty member immediately. The faculty member will complete the required documentation, advise the student regarding treatment based on district and/or clinical agency policy, and will notify the appropriate person in the agency, Nursing Department and/or in the Technology and Health Division Office. Faculty and student will complete necessary forms as indicated.

Absences

Success in college depends upon regular class attendance. Poor attendance can result in a low grade in a class. Instructors may drop a student who has excessive absences. It is each student's responsibility to know the attendance policies of each of his/her instructors.

A student is responsible for all the work including tests and written work of all class meetings.

If a student is going to be absent from the assigned clinical agency or if arrival will be delayed, he/she must notify the professor no later than thirty minutes prior to the hour of the scheduled arrival time. The method of faculty contact or area to leave messages will be given by the professor during orientation to each clinical facility.

If a student is absent more than 10% of the total clinical hours or 10% of the total theory hours in any single course, there may be cause for probation and possible dismissal from the course. It is imperative that punctuality and attendance be maintained in order to achieve the objectives of the course.

Tardiness

Although there are occasional times when tardiness occurs due to circumstances beyond an individual's control, repetitive tardiness is not acceptable behavior for professional nursing students. Under these circumstances, the tardiness raises questions concerning the student's role responsibility and the following procedures will be implemented:

- ✓ On the day of the third tardy, the tardy will be recorded as one absence (either lecture or laboratory/clinical).
- ✓ This absence may affect satisfactory completion of a course by preventing the student from meeting critical elements in the course.
- ✓ Excessive absences are grounds for dismissal from the program (see Dismissal Policy Page 43).

Special Circumstances

Students are not permitted to function in the laboratory/clinical agency unless a clinical faculty member from the college is present and assigned to the specific course. Exception: Preceptorship component of N11

Faculty Delay

- ✓ If the faculty member is delayed and has not contacted the students within thirty minutes of the expected time of meeting, one student is to volunteer to attempt to contact the Faculty member.
- ✓ In the event that there is no answer, the student will contact the Nursing Department Chair at extension 4560.
- ✓ If the clinical begins after 4:30 p.m., a student from the group will notify the Instruction Office, at extension 4200, and will await further direction.

Alternate Assignments

Students are occasionally assigned to areas away from the laboratory/clinical setting where the professor is located and are supervised by an authorized preceptor/designated person (i.e. Home Health Clinic, observational experiences.)

- ✓ In the event that there is any deviation from the designated clinical time frame, or a change in assignment is needed, it is the **student's responsibility** to contact the professor to report the deviation or change and ascertain directions.
- ✓ If for any reason the professor does not respond, the student should contact the Nursing Program Director.
- ✓ The student should wait for a response and further directions in the assigned laboratory/clinical area.
- ✓ Failure to adhere to this procedure constitutes abandonment of assignment and unsatisfactory performance in the critical elements of role responsibility and safety.

Clinical Dress Code Policy

All statements are subject to specific regulations in a given agency or hospital.

A professional image is an important aspect of the role of an RN. Although style and fashion trends change for non-professional activities, general principles for daily student nurse dress codes do not.

Failure to adhere to the dress code and good grooming will be interpreted as failure to adhere to practices protecting the health/safety of others and will result in dismissal from the program.

Hair

1. Must be clean, neat, and professional.
2. Must be styled so that it does not present a liability for spreading contamination of any kind.
3. Simple, unobtrusive hair accessories that are the same color of the hair or white may be worn.
4. Style must not allow for hair that swings freely.
5. Styles that involve heavy gel, spikes of any kind or length, or colors that do not reflect natural hair tones are not permitted.
6. Facial hair should be neat and professionally maintained.

Fingernails

1. Any artificial nails and material used for extensions (e.g., acrylic, wraps, etc) are proven to be sources of contamination and are not allowed in the clinical setting.
2. Nails are to be clean, neat, short in length and should not extend beyond the fingertip, natural and appropriate for daytime wear in a professional environment. Students must conform to facility guidelines/requirements.
3. Nail polish, if worn, must be a light color and in good condition (e.g., no chipped nail polish).

Jewelry/Tattoos

(Any opening into the body creates a portal for potential infection or carrier status for organisms)

1. Earrings: The only visible jewelry permitted, which involves piercing, is small (5mm or smaller) earrings. Earrings may not dangle from the lobe of the ear. Only 1 pair of earrings may be worn at a time. Placement of earrings is to be in the earlobe only.
2. Rings: While in the clinical setting a plain band-type ring may be worn.
3. No necklaces.
4. Body piercing ornaments/jewelry is not permitted (i.e. nose, tongue).
5. Tattoos cannot be visible

Uniforms

The uniform identifies an individual as a student in the Nursing Department of Mt. San Antonio College and reflects a positive and professional image of the individual and the College.

Each student is expected to be in a full, clean, pressed uniform when in the clinical agency/unit with Mt. SAC Nursing emblem patch and photo ID in place.

A clean Mt. SAC uniform will be worn on campus during SIM/Skills days, per instructor. If coming to campus after patient care, the uniform must be changed to normal clothing (i.e. N1A clinical skills day on campus).

Exceptions must be approved by lead instructor.

Students entering the program will order their uniforms from Meridy's Uniforms (www.meridys.com). Ordering information will be given to students when entering the program.

Student Uniform Policy

1. Uniform tops should be of sufficient length to cover the upper body torso and hips.
2. Maternity nurse's uniform are available for order from Meridy's Uniforms.
3. Upper undergarments should be all white or neutral in color.

Shoes & Hose

1. All-white leather oxford or loafer type.
2. NO canvas tennis shoes
3. NO clogs, sandals, high heels, open toes, sling or open back, high-tops, or boots are permitted.
4. White leather tennis shoes with white soles are permitted but without any colored trim or manufacturer's colored ID.
5. Shoes are to be clean, including laces, at all times.
6. Plain white socks are to be worn.
7. Pantyhose may be worn.

Cover Garments

1. White lab coat (with emblem) are allowed while working in the clinical units. These are available from Meridy's Uniforms
2. Cover jackets may be worn in accordance with hospital policy.
3. No sweaters may be worn with the uniform

Identification Requirement

All students are required to wear a Mt. SAC Photo I.D. badge at all times while in the clinical setting including hospitals, clinics and/or at any clinical-related activity (i.e. conferences). Please note some clinical agencies require their own photo I.D. badge.

In addition to a ***Photo I.D. Badge*** the student is required to have a Mt. SAC ***Photo I.D. Card***. This card is required to "clock in" at the Health Careers Resource Center.

Individuals must be a Mt. SAC student before a ***Photo I.D. Card*** can be obtained, and registered for nursing classes before a ***Photo I.D. Badge*** can be obtained. Identification badges and cards may be obtained at the Customer Service Desk in Building 9a SAC Book Rack.

Accessories

1. White fanny-packs are allowed.
2. A neutral colored watch with a sweep second hand, pair of bandage scissors, penlight and a stethoscope are **required daily**.

Disciplinary Action

Students enrolled in the Associate Degree Nursing Program are responsible for adhering to the policies and regulations established by the Board of Trustees (see College Catalog), the California Board of Registered Nursing (see Rules and Regulations), the Technology and Health Division, and the Nursing Department. Mt. SAC nursing program students provide care to clients in a variety of community clinical settings, and therefore, program policies are designed to protect the physical and emotional well-being of these clients.

Probation

A written probation notice is given to the student, by the professor when it is necessary to indicate to the student that his/her behavior in the classroom or clinical setting does not meet course and program objectives/critical elements. A student may be on probation at any point during the semester for any of the following reasons:

1. **Physical Jeopardy** - defined as any action or inaction on the part of the student that threatens clients and/or another individual's physical well-being.
2. **Emotional Jeopardy** - defined as any action or inaction on the part of the student that threatens client's and/or another individual's emotional well-being.
3. **Failure** to meet specific course objectives and/or critical elements.
4. **Failure** to meet attendance policy as specified in this handbook.
5. Demonstration of a **lack of personal or professional integrity and ethics** by repeatedly failing to accept responsibility for own actions or violating the Standards of Conduct. (Page 46)

Students placed on probation must meet their professor in conference, and a remediation plan will be developed. If a student fails to complete the remediation plan, the student may be dismissed from the program.

Indications for Dismissal

1. Non-compliance with course, school, and extended campus policies.
2. Failure to maintain a "C" or better in all required nursing classes.
3. Attendance problems: See Attendance and Absence Policies in this handbook. (Page 37)
4. Negligence or conduct contrary to accepted rules/standards of practice that might result in harm to a client.

5. Failure to comply with the policies, procedures and standards of care of the facility where the student is assigned for clinical experience.
6. Abandonment of assignment is leaving an assigned clinical area prior to the end of the “clinical day” without the permission/knowledge of the assigned clinical professor or program director.
7. Commission of medication error.
 - a. Any violation of the “Ten Rights” of Medication Administration:
 - (1) Right client.
 - (2) Right time.
 - (3) Right medication (must check medication **three** times as taught).
 - (4) Right dosage (must demonstrate the ability to calculate drug dosage correctly).
 - (5) Right route.
 - (6) Documentation (MAR).
 - (7) Teach client about the drugs they are receiving.
 - (8) Take complete client drug history.
 - (9) Find out if the client has any drug allergies.
 - (10) Be aware of potential drug/drug or drug/food interactions.
 - b. Administration of a medication which has been prepared by anyone other than the student.
 - c. Administration of a medication from a verbal order. (All medication orders **must be written by the physician or qualified person who has received the verbal order from the physician**).
 - d. Administration of any medication without first checking with the professor and/or the assigned RN.
8. At any time it is discovered that Information was falsified or omitted.

Student Academic Honesty

Honesty is primarily the responsibility of each student. The College considers cheating to be a voluntary act for which there may be reasons, but for which there is no accepted excuse.

Cheating and Plagiarism

These behaviors include, but are not limited to the following:

- Plagiarism
- Receiving or knowingly supplying unauthorized information

- Using unauthorized material or sources
- Changing an answer after work has been graded and presenting it as improperly graded
- Illegally accessing confidential information through a computer
- Taking an examination for another student or having another student take an examination for you
- Presenting another person's work as your own
- Forging or altering registration or grade documents
- Copying, removing, or photographing a test
- Submitting collectively developed work as your own, unless specifically allowed by the professor

A professor who determines that a student has cheated may give the student a failing grade for the assignment and may report the alleged academic dishonesty to the Student Life Office, which will maintain a record of the report and appropriate action under the provisions of the Administrative Procedures on Student Discipline (AP 5520)

(Refer to current College Catalog at <http://www.mtsac.edu/catalog/>).

Plagiarism

“Plagiarism is a direct violation of intellectual and academic honesty. Although it exists in many forms, all plagiarism refers to the same act: representing somebody else's words or ideas as one's own. The most extreme form of plagiarism are the use of material authored by another person or obtained from a commercial source, or the use of passages copied word for word without acknowledgment. Paraphrasing an author's idea or quoting even limited portions of his or her text without proper citation is also an act of plagiarism. Even putting someone else's ideas into one's own words without acknowledgment may be plagiarism. In none of its forms, can plagiarism be tolerated in an academic community. It may constitute grounds for failing grade, probation, suspension, or expulsion.”

(Refer to current College Catalog <http://www.mtsac.edu/catalog/>).

Standards of Conduct Permanent Dismissal from the Program

1. Students who exhibit behaviors indicative of gross negligence will be dismissed and will not be considered for readmission to the program. **Gross negligence** is defined as an extreme departure from the standard of care, which under similar circumstances, would have been exercised by a student at the same level of education/knowledge.
2. In order to maintain standards of student conduct commensurate with the academic and social level of higher education, the College shall enforce proper student behavior in the classroom, on campus grounds and during authorized activities related to the College. Upon recommendation of the President or designee, a student will be disciplined when his/her attitude, actions, or conduct are detrimental to the College. Disciplinary action will be taken in support of local, state, and federal laws.
3. Standards of Conduct are identified in the College Catalog and copies of the Standard of Conduct Policy can be obtained in Building 9C. This policy describes specific student behavior and conduct, which can result in disciplinary action, including but not limited to the removal, suspension, or expulsion of a student.
4. A partial list of conduct that constitute good cause for discipline include:
 - a. Cheating, plagiarism or engaging in other academic dishonesty
 - b. Sexual harassment
 - c. Stealing
 - d. Causing, attempting to cause, or threatening to cause physical injury to another person.
5. Review the College Catalog Standards of Conduct section for the full list.

Any instructor may order a student removed from his or her class for the day of the removal and the next class meeting. This student is then subject to suspension or expulsion from the College. Refer to Student Standards of Conduct on Student Discipline Procedures. Upon disqualification from the Nursing program, the student may appeal to be reinstated in the Nursing program through the College Grievance Process (see College Catalog).

Program Withdrawal and Readmission

Withdrawal

Students may find it necessary to withdraw from the Nursing Program for a variety of reasons. If a withdrawal is requested by the student, regardless of the reason, this will be considered an exit from the program. It is recommended that the student meet with the Nursing Program Director or Department Chair if a withdrawal is requested. When a student exits 2 or more courses, the student is no longer eligible to for re-entry to the program.

Readmission

Priority Placement in the Program for Readmission:

- Once a student becomes eligible for readmission to the program, the student will be admitted based on space availability in the initial course and each following course.
- *Career mobility students* (LVN-RN Degree, Psychiatric Technician-RN, LVN 30-Unit) and *transfer students* are accepted after *returning/readmit* generic students. Since several career tracks are involved, placement will be on space availability in the next course needed by each student.
- Students that are on the readmit waiting list may only defer one time when offered placement. If a student chooses to defer a second time, they will be removed from the readmit list. The student will then need to petition for readmission to the program. If approved to readmit by the admission committee, placement will be based on the new requested readmit date and time.
- Students must sequence through the program according to the *career track* selected (i.e., Generic, LVN - RN Degree, Psychiatric Technician - RN and LVN 30-Unit). **Each student selects one track to progress through the program.**

Placement for readmission to Nursing 1A:

1. Students who have been accepted to Nursing 1A (i.e. to a designated semester) will be accommodated before readmit students.
2. Readmit students take the place of designated admits that are unable to enter. Therefore, readmits will fill positions that become available before moving to the Alternate List.
3. If there are no readmission applications, the Alternate List will be used based on space availability.

Readmission following withdrawal due to illness:

1. A student withdrawing from the program due to illness is eligible to re-enter the program, one time, based on space availability.
2. A medical examination and/or written release from a physician indicating resolution of the illness and approval for resumption of full activity is required at the time the student completes the Readmission Application.

Readmission Procedure

The student must:

1. Meet with the professor of the course in which the student was not successful to assess the factors contributing to course failure and obtain a written remediation plan. This **must** be signed by both parties as a contract.
2. Perform activities listed in the remediation plan. (i.e. skills lab media, etc) Documentation and verification of completion **must** be provided.
3. Submit verification of remediation to the same professor for written approval of completion. The verification may be submitted to another professor teaching the same course if the original professor is not available due to sustained illness, extended leave of absence or retirement. The professor **must** sign the remediation once approved.
4. Once the remediation plan is approved and signed by the professor, it is the student's responsibility to submit it to the Nursing Office in order to obtain a Readmission Application.
5. Complete and submit the Readmission Application along with the remediation documentation to the Nursing Office. Paperwork will be dated and time-stamped to establish re-entry priority.

This packet is reviewed by the Nursing Student Admission Committee who gives final approval for readmission. This Committee meets monthly, so timely return of documents is important. The order of readmission pending approval will be based upon the re-entry priority system established above.

After the Readmission Application is reviewed and accepted by the Admission Committee, a letter will be sent from a member of the Committee advising the student of the decision.

The Nursing Department Secretary will notify students when a space for the requested class is available. Occasionally an opening becomes available just prior to the beginning of class or on the first day of class. Therefore, students should plan ahead by:

- Notifying the Nursing Office of any changes in contact information.
- Being aware of the exact start date and location of the upcoming class (available in the schedule of classes but occasionally with last minute changes; *always* verify date/location with the nursing office).
- Arranging work/family schedules to be readily available if contacted shortly before the first class meeting.

Guidelines for Assisting Nursing Students Impaired By Alcoholism, Controlled Substances and/ or Emotional Illness

The nursing faculty recognizes that alcoholism, substance abuse and emotional illness:

- Are diseases, and should be treated accordingly.
- That personal and health problems involving these conditions can affect one's academic and clinical performance, and that the impaired nursing student is a danger to self and a grave danger to the patient in his/her care.
- Those nursing students who develop these conditions can be helped to recover.
- That it is the responsibility of the impaired nursing student to voluntarily seek diagnosis and that treatment is imperative.

Therefore, nursing students impaired by these diseases will be offered appropriate assistance, either directly or by referral.

Direct Assistance - Meet with the professor and/or director of the program to discuss resolution of identified problem(s).

Referral - Students may be referred to the Student Health Services office, located on the 1st floor of building 67B. Physicians, counselors and registered nurses are available to help with these problems. Psychological services include crisis intervention and referral to outside agencies.

Mt. San Antonio College Student Complaint and Grievance Procedures

References: AP 5530 Student Rights and Grievances, Title IV, Title IX, Education Amendments of 1972; Education Code Section 76224(a)

Students are protected against capricious, arbitrary, unreasonable, unlawful, false, malicious, or professionally inappropriate evaluations or behavior by an instructor, an employee, an administrator, an official of the College or another student. Student complaints may be classified as grievances and fall into four categories: Academic, Non-Academic, Discrimination, and Financial Aid Challenge.

For information regarding Student Complaint and Grievance Procedures please refer to the following link: <http://mtsac.edu/studentlife/studentgrievances.html>

The Nursing Department's desire is to produce a fair and equitable environment that takes into account the stresses associated with a rigorous program. As such, the grievance procedure is a mechanism by which a student can resolve conflict or disagreement with faculty or staff.

Individuals accepted to the Mt. San Antonio College Nursing Program are transitioning from student to health care professional. Accordingly, the nursing Department highly encourages its students to follow the grievance procedure outlined by many of its clinical affiliates, and Mt. San Antonio College. The following is a step by step procedure the Nursing Program highly recommends:

1. Consult and attempt to resolve any conflict or disagreement with the staff or faculty member involved. The student is encouraged to clearly state his/her grievance with a suggested resolution.
2. If step one does not produce a resolution, the student will then consult and state their grievance with the Department Chair/Assistant Director or Director for mediation and resolution.
3. If step one or two does not resolve the grievance, the student must meet with the divisional Dean or Associate Dean.
4. If the student has not been able to resolve the grievance with the above steps, the student is encouraged to contact the Student Life Office, Building 9C, and follow the College Grievance Policy to file a grievance. The College Grievance Policy can be retrieved from the Student Life Office, College Catalog, and College website.

The National Council of State Boards of Nursing

The NCLEX-RN Licensure Examination

Following completion of the program, the student must pass the NCLEX-RN examination before he/she can practice as a registered nurse. The NCLEX-RN examination is given in computer adaptive testing format and the student takes the examination on an individually arranged basis. Information on the NCLEX-RN is provided during the last semester of the program prior to completion of the program. *The information provided at the time the student submits his/her application for the NCLEX-RN is the latest, current information on the examination and on graduation status when sitting for the Boards.* **The student is encouraged to read this thoroughly.**

The National Council of State Boards of Nursing, Inc. (NCSBN), is the organization through which boards of nursing act and counsel on matters of common interest and concern affecting the public health, safety and welfare, including the development of licensure examinations for nursing. The Pearson VUE is providing administration testing services for the NCSBN. For detail information regarding NCSBN and NCLEX-RN licensure examination, please log on-line at www.ncsbn.org.

Purpose of the Examination

The National Council Licensure Examination (NCLEX) is administered in each of the 50 United States, the District of Columbia, Guam, the Virgin Islands, Puerto Rico, American Samoa and the Commonwealth of Northern Mariana Islands. The examination is designed to test knowledge, skills and abilities essential to the safe and effective practice of nursing at the entry level. The use of a national examination facilitates licensure by endorsement from one state or territory to another.

Registration for the Examination

As a candidate, you must apply to the California Board of Registered Nursing for licensure. It is the Board of Nursing that authorizes your candidacy before you can take the NCLEX. The Board of Nursing will send you an NCLEX-RN Candidate Bulletin, which contains a registration form and information about the NCLEX. This is the form you must use to register for the NCLEX.

The Board of Nursing will notify you after your licensure application has been approved. You must then register for the NCLEX. After receipt of your Authorization to Test, you may call the testing center of your choice from the list of centers posted in the Nursing Office or located on the BRN website.

Administration of the Examination

Test centers are often located in retail areas with free parking and nearby public transportation. The test centers may accommodate up to fifteen candidates for testing at the same time. The facilities are small, modern and comfortable.

Special Testing Circumstances

All centers provide access and other accommodations for candidates with disabilities. Testing accommodations for candidates with disabilities will be made only with the authorization of the Board of Nursing.

Using the Computer

A computer will administer the NCLEX. However, you will not be expected to know how to use a computer before you take the examination. Only two keys--the space bar and the enter key--are used to take the NCLEX. You will be instructed how to record answers at the test center before the examination begins, and given an opportunity to practice. Even after the examination starts, you will be able to request help regarding the use of the computer.

Computerized Adaptive Testing (CAT) Methodology

As you take the examination, questions are selected for you based on your responses to previous questions. Once you have taken the minimum number of questions, testing stops when your performance is estimated to be either above or below the passing standard with a predetermined level of certainty, regardless of the number of questions answered or the amount of testing time elapsed. Thus, depending upon your patterns of correct and incorrect responses, you may answer a different number of questions, and/or use a different length of time than other candidates. The examination will also stop once you have taken the maximum number of questions, or if the five-hour time limit has been reached.

NCLEX Test Plan

The initial step in developing the nurse licensure examination is to determine the scope of practice for the entry-level nurse. An evaluative study of nursing practice is performed every three years. The NCLEX test plan is developed based on this study, and is designed to reflect the job-related skills required for safe and effective entry-level performance.

The practice of nursing requires knowledge of the nursing process and the health needs of clients. These two components are addressed within the framework of the test plan for the NCLEX. The NCLEX-RN Test Plan is available for purchase through the National Council.

NCLEX Results

The only appropriate use of NCLEX results is for boards of nursing to make decisions about licensure. The examination is constructed to measure a candidate's competence most accurately at the passing standard. Consequently, only a pass/fail result is provided to each candidate.

California Board of Registered Nursing Understanding the Role of the Registered Nurse and Interim Permittee

Source: California Board of Registered Nursing.

<http://www.rn.ca.gov/pdfs/regulations/npr-b-53.pdf>

Mt. San Antonio College
Health Careers Resource Center
 Building 67B, Room 250, Extension 4788

Request for Skills Lab Supplies and Equipment

(Please submit request to vvillegas@mtsac.edu at least 1 week prior to skills)

Today's Date: _____
 Instructor: _____ Contact Name: _____
 Course: _____ Phone/Cell/Ext: _____
 Subject: _____ Email: _____

Please place supplies/equipment in: Lab 1 Lab 2 Lab 3

I will be using supplies in 232/238 or in classroom; therefore, I will pick up supplies from the HCRC Lobby.

Special Instructions: _____

Request Date/Time	Return Date/Time	Quantity	Description	HCRC Staff Order Filled Quantity/Initial	HCRC Staff Returned Date/Quantity

Mt. San Antonio College
Health Careers Resource Center
 Building 67B, Room 250, Extension 4788

Request for Simulation and Supplies

(Please submit request to vvillegas@mtsac.edu at least 1 week prior to simulation.)

Today's Date: _____

Instructor: _____

Course _____

Contact Name: _____

Phone/Cell/Ext/Email: _____

Please schedule the Simulation Lab on _____ (date) _____ (timeframe)

I will need a Sim Tech _____ (timeframe), if available I'd like to request _____ (name of RN)

Which **Simulator** will you be using?
 Noelle (Old Birthing) Antonio (Adult) Apollo (Adult) Stan (Adult) Lucina (Birthing)
 Bryan (Toddler) Baby1

Which **Scenario** (from guide) will you be using?

If **Moulage** is needed, please describe what you will need: _____

Special Set-Up Instructions: _____

Request Date/Time	Return Date/Time	Quantity	Description	HCRC Staff Order Filled Quantity/Initial	HCRC Staff Returned Date/Quantity

Student Notification Form

Mt. San Antonio College
Associate Degree Nursing Program
STUDENT NOTIFICATION FORM/
STUDENT REMEDIATION CONTRACT

NAME	DATE	COURSE

In accordance with Associate Degree Nursing Program and departmental policy, this notice serves to inform you of your current status in the program. (PLEASE CHECK)

- Anecdotal Note
Remediation Plan
- As of the above date, you are not meeting the following course requirements/critical elements:
As of the above date, you have failed this course.

Please List:

You have been unsuccessful in achieving 85% on the first Medication Proficiency Examination ____ (your score). Failure to achieve 85% on the second examination will prevent you from meeting the critical elements and result in a failing grade in the above course.

Maximum allowable absences for this course are ____ hours lecture and/or ____ hours of laboratory.

As of the above date, you have missed ____ hours of lecture and/or ____ hours of laboratory.
This matter is now subject to faculty review and possible failure per program policy.

As of the above date, you have been tardy ____ times in lecture and/or ____ times in laboratory.
This behavior must be corrected immediately to satisfactorily meet the critical elements of the course.

Your current progress in the lecture and/or laboratory portion of the course is below the required 75% for passing. You currently have _____. In order for you to be successful in this course, you will need to achieve ____% on the final exam, ____% on quizzes, ____ on assignments.

I have received this notification in conference in the mail and am aware of my current status.

STUDENT

PROFESSOR

Signature denotes that the notification form has been discussed and presented. It does not denote agreement and the student may feel free to make comment

Program Evaluation Forms

**Mt. San Antonio College
Technology & Health Division
Associate Degree Nursing Program
Program Evaluation**

**Program Course Evaluation Survey Code #2 and Evaluation of the Careers
Resource Center Code #6 Combined**

Term/Year: _____ Course/Instructor: _____

Code #2	A=Agree	B=Disagree	C=Not Applicable
1. The objectives and expectations of the course were made clear.			
2. The syllabus was useful in guiding learning of course content.			
3. The format of the textbook was clear and understandable.			
4. The textbook was current.			
5. The textbook complemented the course.			
6. Written information was presented in a legible manner.			
7. The human patient simulator was conducive to learning for this course.			
The following teaching methods used in presentation of the course were effective in contributing to learning course content:			
8. Lecture			
9. Small group discussions			
10. Slides/Power Points			
11. Handouts			
12. Case Study			
13. Guest Lectures			

14. Anatomical and other Models			
15. The videos, DVDs, and other medias resources (Such as T3 videos) are up-to-date and support the theory and clinical course objectives.			
Teaching Methodologies:			
16. Class usually started and ended on time.			
17. Content presented represented current evidence based practice.			
18. Questions were welcomed and answered in a timely manner.			
19. Expectations of the course were well articulated.			
CODE #6 HCRC and Simulation Lab			
20. The services (i.e. RN's, equipment, supplies) provided in the center support the theory and clinical course objectives.			
21. Skills presented by RNs were applicable to clinical practice.			
22. The sequence of skills presented by RNs provided a foundation for the development of more advanced complex skills.			
23. There was sufficient space during demonstration to permit observation of the presentation.			
24. There was space during practice sessions to provide sufficient opportunity to practice skills.			
25. The center opening hours are sufficient for provide opportunities to practice skills.			
26. The center lab hours are convenient for me.			
27. The attitude of the staff was helpful and approachable.			
28. The supplies, manikins and task trainers were available.			

THANK YOU

**Mt. San Antonio College
Technology & Health Division
Associate Degree Nursing Program
Program Evaluation**

Clinical Agency Evaluation of Nursing Program

CRN: _____

Clinical Agency: _____ Unit: _____ Floor: _____ Facility Type: _____

Date: _____ Term: _____ Year: _____ Class: _____ Instructor: _____

	A = Agree	B = Disagree	C = Not Applicable
1. Clinical objectives were posted and accessible to the staff.			
2. The staff was informed of students' level of skills and abilities.			
3. The instructor was accessible.			
4. The instructor communicated appropriately with students and staff.			
5. Students communicated appropriately with staff.			
6. Students exhibited professional behavior.			
7. Students contributed to the teamwork and quality of the patient care on the unit.			

Comments – Please address any other issues or concerns. You may use the back of the page as necessary:

Faculty: A Minimum of Two Forms Must Be Completed

**Mt. San Antonio College
Technology & Health Division
Associate Degree Nursing Program**

Program Evaluation

Faculty/Student Evaluation of Clinical Agency

CRN: _____

Clinical Agency: _____ Unit: _____ Floor: _____ Facility Type: _____

Date: _____ Term: _____ Year: _____ Class: _____ Instructor: _____

	A = Agree	B = Disagree	C = Not Applicable
1. Resources (staff and services) of the agency were available, accessible and appropriate.			
2. The clinical setting(s) facilitated the application of the clinical objectives.			
3. The clinical environment was conducive to learning.			
4. The number and types of patients were suitable for student learning needs.			
5. Principles of safe patient care practices were observed.			
6. Professional role models were present.			
7. Staff exhibited professional behavior.			
8. Staff demonstrated caring behavior towards patients.			
9. Ancillary staff were helpful to students.			
10. Staff members were willing to work collaboratively with the instructor.			

Comments – please use the back of the page as necessary:

A. Please describe an outstanding positive experience of this rotation:

B. What would you change about this experience?

C. Did you encounter any difficulties? If yes, please describe your experience(s), and how they were handled.

Program Evaluation Forms – Data Analysis

**Mt. San Antonio College
Technology & Health Division
Associate Degree Nursing Program
Program Evaluation Analysis**

Codes 2 & 6 Analysis

Term/Year: _____ Course/Instructor: _____

of students enrolled: _____ # of surveys returned: _____ Survey return rate: _____

Code #2	A=Agree	B=Disagree	C=Not Applicable
1. The objectives and expectations of the course were made clear.			
2. The syllabus was useful in guiding learning of course content.			
3. The format of the textbook was clear and understandable.			
4. The textbook was current.			
5. The textbook complemented the course.			
6. Written information was presented in a legible manner.			
7. The human patient simulator was conducive to learning for this course.			
The following teaching methods used in presentation of the course were effective in contributing to learning course content:			
8. Lecture			
9. Small group discussions			
10. Slides/Power Points			
11. Handouts			
12. Case Study			
13. Guest Lectures			

14. Anatomical and other Models			
15. The videos, DVDs, and other medias resources (Such as T3 videos) are up-to-date and support the theory and clinical course objectives.			
Teaching Methodologies:			
16. Class usually started and ended on time.			
17. Content presented represented current evidence based practice.			
18. Questions were welcomed and answered in a timely manner.			
19. Expectations of the course were well articulated.			
Code #6 HCRC and Simulation Lab			
20. The services (i.e. RN's, equipment, supplies) provided in the center support the theory and clinical course objectives.			
21. Skills presented by RNs were applicable to clinical practice.			
22. The sequence of skills presented by RNs provided a foundation for the development of more advanced complex skills.			
23. There was sufficient space during demonstration to permit observation of the presentation.			
24. There was space during practice sessions to provide sufficient opportunity to practice skills.			
25. The center opening hours are sufficient for provide opportunities to practice skills.			
26. The center lab hours are convenient for me.			
27. The attitude of the staff was helpful and approachable.			
28. The supplies, manikins and task trainers were available.			

For any area with a disagree result great than 25%, please add a comment in either the Discussion or Action area.

Discussion:

Action:

**Mt. San Antonio College
Technology & Health Division
Associate Degree Nursing Program
Program Evaluation**

Clinical Agency Evaluation Analysis of Nursing Program

Clinical Agency: _____ Unit: _____ Floor: _____ Facility Type: _____

Date: _____ Term: _____ Year: _____ Class: _____ Instructor: _____

CRN: _____ # of Surveys Returned: _____

	A Agree %	B = Disagree %	C = Not Applicable %
1. Clinical objectives were posted and accessible to the staff.			
2. The staff was informed of students' level of skills and abilities.			
3. The instructor was accessible.			
4. The instructor communicated appropriately with students and staff.			
5. Students communicated appropriately with staff.			
6. Students exhibited professional behavior.			
7. Students contributed to the teamwork and quality of the patient care on the unit.			

List comments from all surveys obtained. Please address any other issues or concerns. You may use the back of the page as necessary. (Note: **A Minimum of Two Forms Must Be Completed**)

Comments – It is necessary to add a comment in the Discussion and Action area, however; for any area with disagree results greater than 25% the specific concern **must** be addressed. You may use second page if necessary.

Discussion:

Action:

**Mt. San Antonio College
Technology & Health Division
Associate Degree Nursing Program
Program Evaluation**

Faculty/Student Evaluation Analysis of Clinical Agency

CRN: _____

Clinical Agency: _____ Unit: _____ Floor: _____ Facility Type: _____

Date: _____ Term: _____ Year: _____ Class: _____ Instructor: _____

#of Students Enrolled: _____ **# of Surveys Returned:** _____ **Survey Return Rate:** _____

	A = Agree %	B = Disagree %	C = Not Applicable %
1. Resources (staff and services) of the agency were available, accessible and appropriate.			
2. The clinical setting(s) facilitated the application of the clinical objectives.			
3. The clinical environment was conducive to learning.			
4. The number and types of patients were suitable for student learning needs.			
5. Principles of safe patient care practices were observed.			
6. Professional role models were present.			
7. Staff exhibited professional behavior.			
8. Staff demonstrated caring behavior towards patients.			
9. Ancillary staff were helpful to students.			
10. Staff members were willing to work collaboratively with the instructor.			

List all student comments – please use the back of the page as necessary:

- A. Please describe an outstanding positive experience of this rotation:
- B. What would you change about this experience?
- C. Did you encounter any difficulties? If yes, please describe your experience(s), and how they were handled.

Comments – Please add a comment in the Discussion and Action area, however; for any area with disagree results greater than 25% the specific concern must be addressed. You may use second page if necessary.

Discussion:
Action:

New Faculty Orientation Checklist

Mt. San Antonio College Associate Degree Nursing Program New Faculty Orientation Checklist

Name: _____ Course: _____ Date: _____

Key: HR MtSAC Human Resources THO Technology and Health Division Office DON Director of Nursing of Nursing Department DCN Department Chair of Nursing Department TI Theory Instructor NOS Nursing Office Secretary	Contact/Responsible Person	N/A	dated when completed	Notes
Orientation To:				
College				
Complete paperwork for HR, payroll, benefits	THO/HR			
Parking	NOS/THO			
Key	NOS/THO			
ID Badge	NOS/THO			
Library	TI			
HCRC Tour	TI			
E-Mail/ Phone/ HELP Desk	NOS/ TI			
Department				
Overview				
• Curriculum	DCN			
• Student progression	DCN			
• Philosophy	DCN			
• Department Organization	DCN			
• Student Behavior Expectations	DCN			
Dress Code				
• Students	DCN			
• Faculty	DCN			
Policies & Procedures				
• Academic Integrity	DCN			
• Unusual occurrences	DCN			
Theory Instructor				
• Theory Instructor identified and roles explained	DCN			
• Meet with Theory Instructor	DCN			
Campus Specific				
• Orientation to mail room/Mail box	NOS			
• Tour, meet & greet Staff, Faculty, Secretaries	DCN			
• Understand roles of each of the above				
• Copy Room, Office supplies	NOS			
• Lunch room, Lounge	NOS			

• Office location	NOS			
• Obtain business cards	NOS			
• Orientation to phone system	NOS			
• Telephone List	NOS			
• Student Services	TL			
Organization				
• Structure	DCN			
• Communication	DCN			
• Expectations (workload)	DCN			
Evaluation procedure				
• Review of specific individual or team responsibilities	DCN			
• Faculty by students				
• Students by faculty				
• Peer review				
Course				
Course	TI			
• Course placement within curriculum	TI			
• Requirements				
• Remediation/ Anecdotal Note	TI			
Syllabus	TI			
• Requirements	TI			
• Overview	TI			
• Course objectives	TI			
• Faculty schedule	TI			
• Books	TI			
• Roster and grade reporting system	TI			
• Posting grade	TI			
• Par Score	TI			
Evaluation (of students)				
• Clinical	TI			
o Criteria	TI			
o Forms	TI			
o Expectations	TI			
o Due date	TI			
o Communication	TI			
• Theory	TI			
o Tests	TI			
o Writing test questions	TI			
o Other	TI			
Evaluation (of faculty by students)	TI			
o Procedure	TI			
o Use of information	TI			
Evaluation of Course (Code 2 & 6)	TI			
o Procedure	TI			
o Use of information	TI			
Evaluation of clinical agency	TI			
o Procedure				
o Use of information	TI			
Concept mapping	TI			
o Expectations for course	TI			

○ Review of course example	TI			
○ Resources	TI			
Orientation to clinical agency	TI			
○ Finding sites / preceptors	TI			
○ Cooperative Clinical Site Planning	TI			
○ Attend facility orientation	TI			
Team meetings	TI			
Specialty orientation	Specialty Faculty			
○ Within course				
○ Within curriculum				
HCRC	HCRC Coordinat or			
Tour, Resources available including software	HCRC			
HCRC staff and roles	HCRC			
Policies/Procedures for reserving lab space	HCRC			
Policies/Procedures for reserving and checking out equipment/supplies	HCRC			
Policies/Procedures for use of lab, equipment, and supplies.	HCRC			
Reserve Materials	HCRC			
AV Equipment	HCRC			
Tour & Resources of Patient/Clinical Simulator/Simulation Lab	HCRC			

Employee Signature

Date

Mentor Signature

Date

Instructor to keep form for their own files.

SC-form-orientation-0307

Appendix 4– End of Semester Report Checklist

Mt. San Antonio College Associate Degree Nursing End of Semester Report Checklist

By the end of the semester, each instructor (both theory and clinical) needs to submit/file the following documents to appropriate personnel or binders.

Key: NO Nursing Office ND/DC Nursing Director/Department Chair OF Own File CC Curriculum Committee Chair TI Theory Instructor CI Clinical Instructor PEC Program Evaluation Committee	Responsible Faculty	Document to be submitted to:	Not Applicable	Initial here when completed
Documents:				
Student Grade Report	TI	Banner/NO /OF		
Student Attendance Roster	TI	Banner/OF		
Positive Attendance Record	TI	Banner/OF		
*Attrition Report	TI	ND/DC		
Team Meeting Minutes (One for beginning and one for the end)	TI	PEC		
White Drop Card (For student who failed/withdrew the course)	TI	NO		
Students Clinical Evaluation (Critical Elements + Student self-evaluation)	CI	NO		
Student Evaluation of Faculty	TI/CI	NO		
Code Analysis Report for Code 2 & 6	TI	PEC		
Code Analysis Report for Students Evaluation of Clinical Facility	CI	TL/PEC		
Code Analysis Report for Facility Evaluation of Nursing Program	CI	TL/PEC		
Individual Student Skills Checklist	CI	Student Portfolio		
Anecdotal Note, Remediation, or any other related documents	TI/CI	NO		
Adjunct Faculty Evaluation	TI	ND/DC		
Code 9 (could be sent electronically)	TI	ND/DC		
Other, please specify:	TI/CI			
* The data of attrition report should include but not limited to, # of students entering, # of students completing, # of failure with name and reason of failing. Report should be e-mailed to the Nursing Director/Department Chair.				

Please check each item by putting your initial in the appropriate box. N/A for item is not applicable. Upon completion of this checklist, please sign and submit this checklist to your lead instructor (TL).

Course Title

Date/Semester/Year

Instructor Name (Printed)

Instructor Signature