

# Career Care Institute

## 2020 ADN Program Guidelines



Dear CCI Nursing Student:

On behalf of the nursing faculty and staff, I would like to welcome you to the nursing program. Nursing is an exciting career that requires critical thinking and evidence-based practice to improve patient/client outcomes. Our Associate Degree Nursing (ADN) program is a two-year program, which utilizes state of the art equipment and technology. The general education classes consist of physical and behavioral science, communication, ethics, and math. These courses will provide a rich foundation for the nursing curriculum. Successful completion of all coursework will provide you with an associate degree in science. Our esteemed and highly experienced professionals bring a wealth of knowledge to our program.

The nursing courses are centered on Quality and Safety in Education for Nurses (QSEN) knowledge, skills competencies, communication, and the nursing process. There are six QSEN competencies included in each course: Patient/Client-Centered Care, Teamwork and Collaboration, Evidence-Based Practice (EBP), Quality Improvement (QI), Safety, and Informatics. We have every confidence that this framework will facilitate the development of your professional nursing expertise.

The nursing courses are centered on the nursing process. This process teaches students to think critically, and reason clinically. Our faculty staff are committed to facilitating your learning. It is imperative that you study, ask questions, and verbalize your learning needs. We look forward to mentoring and guiding you toward your professional practice as competent nurses. Your success is our success!

Director of the ADN Program  
661-942-6204

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# Program Information

## Demographics

Career Care Institute (CCI), Inc. is offering an education in registered nursing to students residing predominantly in the greater Antelope Valley and surrounding areas. CCI recognizes that many of our students are 20-35 years of age; are working part-time; are caring for two or more children; are multicultural; and desire to build a better future. Our goal is to provide the encouragement, sensitivity to individual needs, and excellent instruction that will allow our students to reach their goals.

## Purpose of the Student Handbook

The purpose of the ADN Guidelines is to outline the program's policies and procedures, furnish general information specific to the program, and provide course description.

## Resource Information

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Financial Aid Department	120	661-942-6204 Ext. 119	lfinancialaid@ccicolleges.edu
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### Program Description

The Associate Degree Nursing (ADN) Program offered by Career Care Institute is a generic nursing program leading to an Associate of Science degree in nursing. All general education and nursing courses are offered. The ADN Program is offered in six terms of 16-weeks of instruction each for a total of 96 instructional weeks. Students will have a winter break around Christmas and New Year's and a spring break around Easter. The total program, including breaks and vacation, *is designed to be completed in two years*. Students receive a schedule of the program during orientation and again at the beginning of each term.

### Statement of Non-Discrimination

CCI's ADN Program does not discriminate on the basis of race, color, creed, religion, national origin, gender, sexual orientation, age, marital status, disability, or status as a veteran. CCI and the ADN Program comply with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act which prohibits discrimination against qualified individuals with disabilities. The ADA/Section 504 Coordinator can be contacted by submitting a written request to the School Director or by calling **(661) 942-6204**.

### Mission

The mission of the Associate Degree in Nursing Program at Career Care Institute is to cultivate a learning environment that develops a skill set for critical thinking and to educate students in the development of knowledge, skills, and attitudes needed to provide safe and competent nursing care in the communities we serve.

### Philosophy

The philosophy of Career Care Institute's Associate Degree in Nursing Program is grounded in the belief that nursing education should prepare students to function safely and effectively as professional nurses. We believe that nursing education should provide students an opportunity to progress within a progressive curriculum based on QSEN competencies in order to enhance the profession of nursing and to serve as a foundation for life-long learning. Nurses should be

prepared to provide ethical, holistic and compassionate care to diverse populations in a variety of settings. We feel that by incorporating into our curriculum the standards set forth by our governing bodies, the evidence-based research provided by our colleagues, and the values and criteria promoted by our national nursing organization, our goal can best be accomplished.

Nursing and Education are ever-evolving and modern society requires the Health Care Professional to be knowledgeable, competent, and caring, and one who will render physical, emotional, and spiritual care to individuals who are unable to care for themselves due to age, illness, or trauma. In this age of immediate access to information, Educators must be informed, innovative, sensitive, and adaptable, in order to present the Nursing Process to a multi-cultural group of individuals whose ages, gender, and personalities vary. The Educator must captivate this audience with a style that is energetic, inspiring and revelatory by first demonstrating the qualities of an ethical nurse in both the classroom and the clinical setting. It is the Educator's goal to convey the information to the students in a comprehensive way and to foster a positive learning environment.

Nursing students are adult learners with a variety of learning styles, and a background of varied life experiences. The process of education takes into account the individuality of students and seeks to incorporate their life experience as a tool for problem solving and critical thinking. Through the guidance of the Educator, the students learn to take responsibility for their own education, to be accountable for their own actions, and to set achievable goals.

The patients and clients served by the nursing student will be found in a variety of settings: hospitals, clinics, doctors' offices, extended-care facilities and other medical facilities. The basic knowledge and skills of nursing are a foundation for the students of the ADN Program, who can serve the clients in any setting. The intrinsic "caring" attitude of each student will be important to the success of his or her nursing practice. The Educators will strive to be role models in theoretical knowledge and clinical skills as well as in the caring aspects of nursing practice.

In the current climate of increasing health care costs, a decreasing number of people seek healthcare because they are unable to afford it. Therefore, our chronically ill patients and our aging population call for a group of Educators willing to take up the challenge to develop, plan, implement, evaluate, and revise a program that can prepare students to meet the health care needs of all humans in our environment. The faculty of CCI believes that we are providing this type of program to our community.

### **Program Terminal Objectives**

Upon completion of the Associate Degree Nursing Program, the graduate will upon licensure:

1. Examine professional nursing competence incorporating the student's ongoing growth and practice within legal and ethical standards, and a professional attitude including responsibility accountability, and leadership.
2. Independently perform holistic patient/client assessment and implement caring nursing interventions using documented best practices necessary to establish and effective treatment plan integrating patient/client's goals, comprehensive needs, and environmental stressors.

3. Communicate respectfully and effectively with patients/clients, significant support person(s), and members of the interdisciplinary healthcare team.
4. Formulate evidence-based clinical judgments and management decisions related to patient/client care across all areas of nursing practice using critical thinking skills and employing knowledge from the sciences, humanities and nursing science.
5. Develop and implement a teaching plan for patient/client/significant support person(s) and/or the nursing team members, incorporating teaching and learning principles.
6. Provide safe health care for the patient/client using cost effective nursing strategies, quality improvement processes, and current technologies.
7. Manage health care and collaborate respectfully and effectively with patients/clients, significant support person(s), and members of the interdisciplinary healthcare team to advocate for positive individual, group, and organizational outcomes.

### **ADN Program Benchmarks**

1. Eighty percent (80%) of students admitted will successfully complete the program.
2. Ninety percent (90%) students pass NCLEX-RN on the first attempt.
3. Eighty-five percent (85%) or more employers responding to the Employer Survey will rate CCI graduates as adequately prepared (compared) to other new graduates.
4. Eighty-five percent (85%) or more responding graduates indicate they are adequately prepared for their first nursing position out of school.

### **Organizing Framework**

The organizing framework for the ADN nursing program is based on the **nursing process** and **Quality and Safety Education for Nurses (QSEN) competencies**. Additionally, the curriculum progresses from **simple to complex** (Benner, 2001; Dreyfus, 1986, 2004) with several concepts such as **preventive, remedial, supportive, and rehabilitative nursing interventions, growth and development, nursing care through the life-span, communication, physical and social sciences, culture, caring and critical thinking** threaded throughout the curriculum. Included in, and also threaded throughout the curriculum, are the definitions of the basic concepts of person, environment, health, nursing and the nursing process, education, teaching/learning, and caring.

### **Credit for Previous Experience: Transfer or Challenge**

Prospective students with a degree or Licensed Vocational Nursing License (LVN), or related military training may apply for advanced placement in the program by requesting transfer or challenge credits. California BRN regulation CCR 1430 applies to credit for previous education and states: “An approved nursing program shall have a process for a student to obtain credit for previous education or for other acquired knowledge in the field of nursing, including military experience, through **equivalence, challenge examinations, or other methods of evaluation.**” The program maintains a process, which is to grant credits, and/or advanced placement to an individual with prior education or experience in the nursing discipline.



Human Anatomy, Human Physiology and Microbiology transfer credits earned within the previous five (5) years from an accredited college or university may be given for courses in which a grade of C or better was earned.

Other general education transfer credits from an accredited college or university may be given for courses in which a grade of C or better was earned. Applicants will meet with the Director or the Assistant Director of the Program and provide official transcripts and catalog descriptions of the course(s) they wish to transfer. The Director of the Program and/or designee will evaluate the courses for content and credits that are congruent with the school's (CCI) curriculum.

\*CLEP tests will NOT be accepted for transfer credit.

**Challenge Credits Nursing Courses:** A candidate with relevant knowledge and/or skills acquired in a practical/vocational nursing program or the military in which licensure or certification did not occur may request challenge credit(s).

Competency-based credit shall be granted for knowledge and/or skills acquired through valid documented experience and shall be determined by customized written challenge examination(s), skills assessment, and dosage calculation examination.

\*In addition to transcripts, valid documentation includes but is not limited to military documents or supervisor verification on letter-head of the particular entity or certificates indicating successful completion of a course.

The applicant must follow the admission and selection process demonstrating work experience in the particular content area. Students may challenge NS 120 Fundamentals of Nursing, NS 230 Medical-Surgical Nursing I, NS 240 Obstetrics, Neonates, & Women's Health in Nursing, and NS 244 Nursing Care of Children. A **\$500 non-refundable processing fee** is charged for each course challenged, which includes the written exam, the skills evaluation, and the dosage calculation examination to obtain credit.

Validation of competency will be assessed in Nursing Fundamentals, Medical-Surgical Nursing I, Maternal-Newborn Nursing, and Nursing Care of Children by achieving at least an ATI® Level 2 proficiency on the written challenge exam and on the skills exam in the aforementioned content areas. The dosage calculation exam must be passed with a score of 100%. If the performance in either of the three exam components is less than required, the student must complete the course (both theory and clinical components). The student successful in all three areas will receive the grade achieved on the exam for the course and the student is exempt from taking that course of the program. **An applicant may take each challenge exam only once.** CCI will provide the assessment exam and proctor it.

If the student does not pass the Fundamentals of Nursing challenge exam and skills evaluation, they may not challenge the remaining courses and must take **ALL** of the nursing courses. If the student does not pass the Medical-Surgical Nursing I challenge exam and skills evaluation, they must take Medical-Surgical Nursing I and may not challenge the Obstetrics, Neonates, and Women's Health in Nursing or Nursing Care of Children courses.

\*ALL challenge exams will be administered after the enrollment cut-off date, but before the start of nursing classes, usually during Term 1.

### **LVN Advanced Placement and Course Sequence**

An applicant may achieve advanced placement if space becomes available. Requirements in addition to the application requirements are as follows:

- An active application to the nursing program on file at the nursing office.
- A copy of an active unencumbered California LVN license and IV and blood withdrawal certification.
- Evidence of at least one year of paid direct patient contact experience as an LVN within the past 5 years.
- Completion of **ALL program general education coursework** with a grade of C or better as evidenced on required transcripts (an applicant may transfer general education courses).
- \*Successful completion of **all four (4)** challenge exams once the first four (4) criteria above have been met.

\*Only students who successfully complete **all four (4)** challenge exams will be considered as Advanced Placement; however, **all** students who pass challenge exams (and are thus exempt from one or more nursing classes) must take **NS 200 Transition to Registered Nursing**.

Under this option, students must wait until the required courses are offered but if admitted are assured a place in the program when the required courses occur.

The following is the order of curriculum for **LVN advanced placement**:

#### **Term 1**

- No classes if all challenge exams passed.

#### **Term 2**

- NS 120 Nursing Fundamentals (3 Theory Units); (3 Clinical Units) (if challenge is unsuccessful).
- NS 130 Pharmacology ( 2 Theory Units)
- NS 200 Transitions (0.5 Theory Units); (0.5 Clinical Credit/Unit)

#### **Term 3**

- No classes if all challenge exams passed.
- NS 230 Medical-Surgical Nursing I (3 Theory Units); (3 Clinical Units) (if challenge is unsuccessful).

#### **Term 4**

- No classes if all challenge exams passed.

- NS 240 Obstetrics, Neonates, and Women’s Health in Nursing (2 Theory Units); (2 Clinical Units) (if challenge is unsuccessful).
- NS 244 Nursing Care of Children (2 Theory Units); (2 Clinical Units) (if challenge is unsuccessful).

#### **Term 5**

- NS 250 Introduction to Community-Based Nursing (2 Theory Units); (1 Clinical Units)
- NS 252 Geriatric Nursing (2 Theory Units); (1 Clinical Units)
- NS 254 Psychiatric-Mental Health Nursing (2 Theory Units); (1 Clinical Unit)

#### **Term 6**

- NS 260 Medical-Surgical Nursing II (3 Theory Units); (4 Clinical Units)
- NS 262 Nursing Roles & Leadership (3 Theory Units); (2 Clinical Units)

A score of 75% or above must be achieved in **all** nursing course work to remain in the program. A student not meeting the 75% benchmark in any course at any time will collaborate with faculty to design a student remedial development plan. ***If a cumulative score of 75% has not been achieved in each course at the completion of said course, the student is no longer allowed to continue in the program.***

\*Students are required to pass Dosage Calculation Quizzes with a score of 95% or better at the beginning of each term beginning with Term 2. Students identified as having difficulty with mathematical calculations will be referred for a student development plan. Students are allowed to retake a calculations quiz **three** (3) times. Remediation (student development) must occur before each retake. If a score of 95% is not achieved by the third attempt at the end of the semester, the student will not be allowed to continue in the ADN program.

### **Military Personnel and Veterans**

California BRN regulation CCR 1418 applies to military applicants and states: “An applicant who presents with relevant military education and experience, and who presents documentation from a board-approved registered pre-licensure nursing program of equivalency credit evaluation that provides evidence of meeting, in whole or in part, the minimum standards for competency set forth in Section 1443.5 and minimum education requirements of licensure listed pursuant to Sections 1426 (c)(1) to (3), utilizing challenge examination or other evaluative methods, will be considered to meet, in whole or in part, the education requirements for licensure.”

Students for whom this regulation applies will be allowed to challenge all applicable nursing courses following the requirements for passage above.

Military Personnel and Veterans may be eligible for enrollment into the ADN Program based on the following requirements:

1. Recent education and experience within the last five years prior to application is recommended. However, competency will be verified for each course per program policy.
2. Education and experience meet the basic requirements per individual college guidelines.

3. Honorable discharge (DD-214) or current active honorable service required (letter from supervisor).

CCI's policy is to assess each Military/Veteran/Medical Tech on an individual case-by-case basis and determine where they will fit within the curriculum of the ADN program. The following pathways have been established to assist with obtaining nursing credit for previous education and experience:

**Pathway I-** Including but not limited to Basic Medical Technician (Navy Hospital Corpsman), or USAF Basic Medical Service Technician, or Army Medical Specialist. Credit may be earned by challenge exam per college policy for ADN program nursing courses. The protocol is as follows:

1. All nursing courses may be challenged. (See requirements for challenging courses above).
2. The course(s) challenged are based on the needs and prior experience of the individual requesting credit.
3. Candidates must meet the same eligibility requirements for admission into the ADN program as other applicants, including completion of prerequisites.

**Pathway II-** Including but not limited to Basic Medical Technician (Navy Hospital Corpsman), or USAF Basic Medical Service Technician, or Army Medical Specialist with an active California LVN license (Licensed Vocational Nurse) either through challenge (BVNPT Method 4) or successful completion of an LVN program. Admissions credit is given to applicants as LVN to RN candidates per school admission policies as follows:

- a) An LVN to RN transition course is required and must be completed with a passing grade of 75% or higher.
- b) See the text above, ***LVN Advanced Placement*** for required courses.
- c) Admission to the program is on a space available basis as any LVN to RN student.
- d) Applicants must demonstrate theory and clinical competency in all nursing courses for which they seek credit. Criteria for determining competency are described in the ADN Guidelines under ***Challenge Credits Nursing Courses***. Credit for these specialties is posted on the official transcript if the applicant successfully demonstrates competency.
- e) **All** ADN prerequisites must be completed prior to the LVN to RN transition course.

Military records and transcripts must be reviewed by the ADN Program Director or designee; the applicant must present a DD-214 documenting discharge under honorable conditions or applicable service records if still active in the military.

### **LVN Non-degree Option and Course Sequence**

California LVNs holding a current unencumbered California Vocational Nursing License may choose the 30 Unit Non-Degree Option. **The LVN 30-Unit Option Non-Degree Program does not lead to an Associate Degree in Nursing.** This non-graduate status entitles the candidate to take the NCLEX-RN® for licensure as a registered nurse only in the state of California. This permanent non-graduate status may hinder employment and further educational opportunities

(hospitals are currently showing preference to RNs with BSNs) and may prohibit endorsement as registered nurse in other states.

The following courses are required:

Term 1	Term 2	Term 5	Term 6
BIO 112 Human Physiology (3 Theory Units); (1 Lab Unit)	BIO 120 Microbiology (4 Theory Units); (1 Lab Unit)  NS 200 Transition to Registered Nursing (0.5 Theory Units); (0.5 Clinical Units)	*NS 252 Geriatric Nursing (2 Theory Units); (2 Clinical Units)  *NS 254 Psychiatric-Mental Health Nursing (2 Theory Units); (1 Clinical Units)	NS 260 Medical-Surgical Nursing II (3 Theory Units); (4 Clinical Units)  NS 262 Nursing Roles & Leadership (3 Theory Units); (1 Clinical Units)

Individuals seeking the non-degree option are required to take **NS 200 Transition to Registered Nursing**. An individual must have taken Human Anatomy, Physiology and Microbiology within the last five (5) years and achieved a grade of C (2.5) or higher in both courses in order to transfer credits.

**\*Applicants for advanced placement LVNs or non-degree option are admitted ONLY if space is available.**

### Application and Admission Process

1. All applicants must be at least 17 years of age and have a high school diploma, GED or its equivalent. The admissions representative may refer applicants who have not attained a high school diploma, GED or its equivalent to an agency where they may obtain one.
  - High School graduation, GED, high school and postsecondary GPAs must be substantiated by official transcripts and original diploma.
  - High School graduation must be from an accredited high school. Foreign transcripts must be translated, evaluated and certified equivalent to a 12<sup>th</sup> grade US education.
  - An applicant from CCI (student/alumni of other CCI programs) and/or an applicant reapplying to the nursing program must have met all financial obligations to CCI to be eligible for readmission. Readmission to the registered nursing program is limited to one time. Student may not exceed two (2) enrollments into CCI.
  - The individual must resubmit an application, transcripts of past and additional college courses as well as a plan for success.
2. The first phase of the application includes:
  - Completion of the registered nursing program application.
  - **\$30.00** processing fee.
  - Submission of the following documents:
    - **Transcripts:** initially, unofficial college transcripts to verify general education courses, vocational nursing courses or previous degree courses; if admitted into the program, official transcripts must be submitted **four weeks prior to the start date**.

- **Essay:** an essay that clearly communicates 3 reasons the candidate believes he or she can make a difference as a registered nurse (RN). Include an introduction, 3 examples, and a conclusion.
  - The essay must:
    - Be typed and double spaced
    - Contain 250 to 300 words
    - Be in the candidate's own words and in the first person
    - Be free of typographical/spelling errors and use proper grammar
    - **Plagiarized essays will result in immediate disqualification and CCI will not consider the applicant for admission at any time in the future.**
  - Submission of the following documents as applicable (boosts achievable points):
    - **Verification of work experience:** documentation from an employer(s) that includes applicant name and contact information. The documentation should include the place, type of work (direct patient care), dates employed, and supervisor signature. An applicant with no health care work experience will receive no points for this criterion in the point system.
    - **Verification of volunteer experience:** a certificate or letter from a supervisor in a **healthcare** facility or entity on official letterhead of the facility or entity; include dates, hours, and volunteer duties. An applicant with less than 50 hours of volunteer work will receive no points for this criterion in the point system.
    - License: LVNs applying for advanced placement must submit a copy of his or her current license (with no restrictions); and documentation of at least 1 year paid experience as an LVN (e.g. official letterhead and supervisor signature).
    - **Verification of paid experience other than LVN/LPN including but not limited to** certified nursing assistant (CNA), home health aide (HHA), medical assistant (MA), or military experience. At the discretion of the ADN Director and/or faculty, the applicant may be required to demonstrate skill competency.
- 3. If the applicant is accepted to the program and accepts his/her slot by the announced deadline, he/she will be directed to **obtain a background check and drug screen per CCI process at the applicant's expense.**
- 4. **IMPORTANT Facts regarding the Background Check and Drug Screen:**
  - **The applicant pays for the Background Check and Drug Screen.**
  - Applicants must have and maintain clear criminal history to be officially admitted to and continue in the program.
  - Background checks minimally include but are not necessarily limited to:
    - Seven years history
    - Address verification
    - Sex offender database search
    - Two names (current legal and one other name, e.g. **maiden name**)
    - Three counties
    - Office of Inspector General (OIG) search
    - Social Security Number verification

- The following convictions **disqualify an applicant from admission and/or readmission and are grounds for immediate dismissal from the program.**
    - Murder
    - Felony assault
    - Felony possession and furnishing (without proof of rehabilitation)
    - Drug and alcohol offenses (without proof of rehabilitation)
    - Other felonies involving weapons and/or violent crimes
    - Class B and Class A misdemeanor theft
    - Felony theft
    - Fraud
    - A conviction of any kind from the above list will disqualify the applicant/student immediately.
    - **Applicants with misdemeanors not specifically listed will be advised that the California Board of Registered Nursing (BRN) may deny licensure based upon the applicant’s infractions and that admission and continuation in the program is at the applicant’s own risk.**
  - The application from an individual with a positive drug screen will be removed from consideration. CCI tests for **amphetamines, benzodiazepines, THC, cocaine, methamphetamines, morphine/opiates, methadone, PCP, and barbiturates.**
  - **Prior** to the drug test, the applicant must make the tester and/or Program Director aware of any prescribed medications as noted by his/her provider so that impairment and safety at clinicals can be determined and/or false positive results can be identified. The applicant must understand that even though a bona fide prescription from a provider exists, impairment and safety can still be compromised and the applicant may be disqualified. Patient safety is paramount.
5. The school reserves the right to reject applications if **all** required documents are not properly completed and submitted **by the due date(s)**.
  6. Applicants not admitted may submit another application during the next open application time period. CCI does not “hold” applications or save spaces with a waiting list. CCI does have an alternate list that is active until the end of the second week of the first term.

	0	1	2	3	4	5	Points
GPA	<2.5	2.51-2.89	2.9 – 3.19	3.2-3.49	3.5-3.79	3.8 and above	
Healthcare related training: volunteer	0-49 volunteer hours	50-100 volunteer hours	101-175 volunteer hours	176-200 volunteer hours	201-300 volunteer hours	>300 volunteer hours	
Healthcare related paid/military work experience	0-5 related work exp.	6-11 months CNA, HHA Acute NA,	12 to 18 months CNA, HHA Acute NA,	19 – 36 months CNA, HHA Acute	37 – 48 months CNA, HHA Acute NA,	>48 months CNA, HHA Acute NA, MA; medic or corpsman	

		MA; medic or corpsman	MA; medic or corpsman	NA, MA; medic or corpsman	MA; medic or corpsman		
College units (with a grade of C or higher)	<6	6-9	10 - 30	30 - 60	AA; AS	BA; BS	
Admission Essay	NA	1-2 of the 3 examples covered; >15 grammatical errors	1-2 of the 3 examples covered; 10-15 typos or grammatical errors	2 or 3 of the 3 examples covered; 7-10 typos or grammatical errors	3 of the 3 examples covered; 5-6 typos or grammatical errors	3 of the 3 examples covered; <5 typos or grammatical errors	
						<b>Subtotal points</b>	
TEAS – ATI	0-62	63-67	68-72	72-75	76-80	81 and above	
						<b>Subtotal points</b>	
Admission Interview	NA	Less than 13 points average (among interviewers)	13-14 points average (among interviewers)	15-16 points average (among interviewers)	17-18 points average (among interviewers)	19-20 points average (among interviewers)	
Comments:						<b>Total points</b>	<b>50</b>

### Admission to the Program:

1. Once admitted to the program or on the alternate list, students must attend school orientation. **A student or alternate who fails to attend any orientation will forfeit his/her place in the program.**

**2. A payment of a nonrefundable \$80.00 registration fee is due upon enrollment.**

**3. All students accepted to the ADN program are required to have the following Health documents and immunizations prior to the conclusion of the second week of Term 1.**

Failure to provide all documents before that time will result in the student’s dismissal from the program.

- o **Health Assessment:** A current Health Assessment completed by a primary care provider. This document is due prior to orientation and is needed yearly until the end of the program.
- o **Hepatitis B:** Hepatitis B titer indicating immunity OR documented dates of 3 Hepatitis B vaccinations according to CDC guidelines OR documented dates of start of Hepatitis B vaccination OR formal refusal because of allergy. Hepatitis B Vaccine Refusal and Acknowledgement of Risk and Release (waiver obtainable at Admission of Nursing Department).



- **Mumps\***: IGG titer indicating immunity **OR** documented dates of 2 Mumps vaccinations according to CDC guidelines.
- **Rubella\***: IGG titer indicating immunity **OR** documented dates of 2 Rubella vaccinations according to CDC guidelines.
- **Rubeola\***: IGG titer indicating immunity **OR** documented dates of 2 Rubella vaccinations according to CDC guidelines.
- **Varicella\***: IGG titer indicating immunity **OR** documented dates of 2 Rubella vaccinations according to CDC guidelines.
- **TB**: Current annual two-step PPD test indicating date **and** results/measurement **OR** the QuantiFERON-TB test, depending on the student's provider preference **OR** negative chest x-ray valid for 2 years of date of examination. If at any point a student tests positive, the student must obtain a chest x-ray. The order for a chest x-ray must come from the student's health care provider. The student will not be allowed in class or clinical until a chest x-ray indicating no infection is provided to the Clinical Coordinator. Days missed must be made up and/or will negatively affect grade.
- **Tetanus**: Documentation of injection (expires after 10 years.)
- **Pertussis\***: Documentation of injection (expires after 10 years)
- **Tdap\***: Tdap is valid as proof for Tetanus and Pertussis
- **Flu\***: Annual Flu vaccination is **MANDATORY!**

\* History of Disease is not proof of immunity.

***\*\*Declination of Hepatitis B may prevent placement at clinical sites. This will prohibit completion of the ADN Program.***

\*The computer generated laboratory report must accompany the Student Health Record. If the results show the student is non-immune or equivocal, the student must receive appropriate booster and the titer must be repeated per health care provider order. In the event the student does not convert, a signed and stamped (original copy) note must be provided by the student's health care provider.

***\*\*Failure to comply with submission of health documents and/or immunizations will result in the student losing their spot in the ADN nursing program.\*\****

All health documents will be stored in a student file in a locked cabinet in the Clinical Coordinator's office. \*\*\*

**4.** Prior to enrollment, drug screening will be required per the school's designated facility and at the applicant's expense. Positive tests for illicit drug use, including marijuana and alcohol, prohibit enrollment. See Drug Policy.

**5.** Prior to enrollment, a background check will be performed. The background must be free of violations that may prohibit placement at a clinical site. Candidates will be advised to seek advice from the Board of Registered Nursing regarding problematic backgrounds.

**\*\*Should a student with a problematic background choose to continue with the ADN program, they do so with the understanding that the Board of Registered Nursing may refuse to grant them a registered nursing license. In that event CCI is not liable to refund any fees and tuition the student paid.\*\***

## Generic ADN Curriculum

The curriculum is based on the statewide curriculum model for Associate Degree Nursing (RN) programs that include five content areas: medical-surgical; psychiatric-mental health; pediatrics; geriatrics; and maternal-newborn. The following indicates the order of courses:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
BIO 110 Anatomy (3 Theory Units); (1 Lab Units)	BIO 120 Microbiology (4 Theory Units); (1 Lab Units)	NS 230 Medical- Surgical Nursing 1 (3 Theory Units; 3 Clinical Units)	NS 200 Transitions (0.5 Theory Units); (0.5 Clinical Credit/Unit)— Advanced Placement or Non-degree Option	NS 250 Introduction to Community- Based Nursing (2 Theory Units); (1 Clinical Unit)	NS 260 Medical- Surgical Nursing II (3 Theory Units); (4 Clinical Units)
BIO 112 Physiology (3 Theory Units); (1 Lab Unit)	NS 120 Fundamentals (3 Theory Units); (3 Units)	SOC 100 Introduction to Sociology (3 Theory Units )	NS 240 Obstetrics, Neonates, & Women’s Health in Nursing (2 Theory Units); (2 Clinical Units)	NS 252 Geriatric Nursing (2 Theory Units); (2 Clinical Units)	NS 262 Nursing Roles & Leadership (3 Theory Units); (1 Clinical Unit)
MATH 110 Intermediate Algebra (3 Theory Units)	NS 130 Pharmacology (2 Theory Units)	ENG 110 Written Communication (3 Theory Units)	NS 244 Nursing Care of Children and Families (2 Theory Units); (2 Clinical Units)	NS 254 Psychiatric- Mental Health Nursing (2 Theory Units); (2 Clinical Unit)	
HUM 130 Contemporary Ethics and Morals Issues (3 Theory Units)			ENG 120 Oral Communication (3 Theory Units)	PSY 130 General Psychology (3 Theory Units)	

## COURSE DESCRIPTIONS AND TEXTBOOKS

**TERM 1 BIO 110 Human Anatomy:** The course provides an introduction to the structure of human anatomy with emphasis on the organ and systems levels. The study of anatomy is presented with lecture and laboratory component that emphasizes the concepts presented during class lecture.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>Hole's Essentials of Human Anatomy &amp; Physiology</i> (package including textbook, lab manual and Connect)	Shier, Butler, & Lewis	15 <sup>th</sup>	McGraw Hill	13: 978-1264138142
<i>Hole's Essentials of Human Anatomy &amp; Physiology Lab Manual</i>	Terry Martin	15th	McGraw Hill	

**TERM 1 BIO 112 Human Physiology:** This course is an overview of human physiology. The foundations of physiology are explored utilizing the basic principles of physics, chemistry, cell biology and biochemistry. The laboratory component of the course emphasizes the concepts presented during class lecture.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>Hole's Essentials of Human Anatomy &amp; Physiology</i> (package including textbook, lab manual and Connect)	Shier, Butler, & Lewis	15 <sup>th</sup>	McGraw Hill	13: 978-1264138142
<i>Hole's Essentials of Human Anatomy &amp; Physiology Lab Manual</i>	Terry Martin	15 <sup>th</sup>	McGraw Hill	

**TERM 1 MATH 110 Intermediate Algebra:** This course is designed for students needing to improve algebra skills. Topics include linear and quadratic functions and their graphs, polynomial and rational functions and their graphs, exponential and logarithmic functions and their graphs, conic sections, sequence and series, solving system equations, matrices and determinants, counting and probability.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>Intermediate Algebra</i>	Hyde, O'Neill, & Miller	5 <sup>th</sup>	McGraw Hill	13:978-1259610233

**TERM 1 HUM 130 Contemporary Ethics & Moral Issues:** This course introduces students to the nature of ethics and to the questions of what determines right and wrong. Traditional approaches to ethical questions and the possible application of these approaches to current ethical conflicts in contemporary society will be investigated. Emphasis will be placed upon the analysis of moral issues related to violence, capital punishment, abortion, euthanasia, privacy, education and technology.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>Doing Ethics: Moral Reasoning and Contemporary Issues</i>	Vaughn, L.	4 <sup>th</sup>	Norton & Company	13:978-0393265415

***TERM 2 BIO 120 Microbiology:*** This course is an overview of microbiology. Microbiology– BIO 120- will address the relationship of microbes as it relates to daily life through the progression of pathologic disease processes. The environmental and industrial applications of microbiology will be used to explore aseptic technique to mitigate the spread of pathogens in the clinical setting. The laboratory component will emphasize aforementioned concepts presented during lecture and will provide hands on training for students as a practicum.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>Fundamentals of Microbiology bundled with Laboratory Fundamentals of Microbiology</i>	Jeffrey Pommerville	11 <sup>th</sup>	Jones & Bartlett Learning	13:978-128414396-6

***TERM 2 NS 120 Fundamentals:*** This course introduces the fundamental nursing principles of patient care. The course integrates the nursing process; basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing; knowledge and skills required to develop collegial relationships among health care teams. Content includes a brief history of nursing and exploration of current trends in the nursing profession. Course content also includes information about the CA Nursing Practice and standards of the nursing profession based on legal and ethical principles. Current healthcare models and settings are also included as well as the registered nurse’s role in various health care settings. Students will also explore the continuum of health, wellness, and illness and the identification of appropriate nursing interventions needed for patient safety and continuity of care. The nursing process and necessary components and assessments for the provision of safe and effective nursing care are also introduced. Students will be introduced therapeutic communication and pre-licensure Quality Safety Education for Nurses and Knowledge Skills and Attitudes (QSEN-KSAs). The course is designed to assist the student to begin the development of critical thinking, clinical judgement, and psychomotor skills to deliver patient-care in a safe and competent manner. Content will also include the importance of self-reflection and life-long learning.

Theory and clinical and lab experiences are required and must be taken concurrently.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>2020 Nurse’s Drug Handbook (ATI®)</i>	Jones & Bartlett Learning	19 <sup>th</sup>	Jones & Bartlett	
<i>Taylor’s Clinical Nursing Skills: A Nursing Process Approach.</i>	Lynn, P.	4 <sup>th</sup> ed.	Wolters Kluwer	13:978-1-4511-9271-1
<i>Fundamentals of Nursing: The Art and Science of Person-Centered Nursing Care</i>	Taylor,C. Lillis,C.,& Lynn, P.	8 <sup>th</sup>	Wolters Kluwer	13:978-1-4511-8561-4
<i>Think Like a Nurse: A Handbook</i>	Caputi, Linda		Windy City	13:978-1-941478-48-3
<i>Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning</i>	Ackley, Ladwig, Flynn, Makic, & Kratz	12th	Elsevier	978-0-323-55112-0

Care				
ATI® Modules	<a href="http://www.atitesting.com/home.aspx">www.atitesting.com/home.aspx</a>			

**TERM 2 NS 130 Pharmacology:** This course focuses on medication classifications, actions, and interactions. The course also focuses on the safe administration of medications, the nursing process, and the integration of QSEN competencies as they relate to pharmacotherapy. Specific medications and prototypes for various disease processes are discussed.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>Pharmacology for Nurses: A Pathophysiologic Approach</i>	Adams, Holland, & Urban	6th	Pearson	13:978-0135218334
<i>2020 Nurse's Drug Handbook (ATI®)</i>	Jones & Bartlett Learning	19 <sup>th</sup>	Jones & Bartlett	
ATI® Modules	<a href="http://www.atitesting.com/home.aspx">www.atitesting.com/home.aspx</a>			

**TERM 2 NS 200 Transition to Registered Nursing:** This course provides the LVN to RN student with an introduction to the role of a registered nurse and the nursing process and its application in the clinical setting. Developing nursing care plans at the level of manager of care is introduced. Dosage calculation is reviewed with specific instruction and practice in the administration of intravenous medications. Students will be introduced to QSEN-KSAS for pre-licensure nurses. Study skills for nursing success in the ADN program are threaded throughout the course. This course is open only to LVNs who have been accepted into the nursing program with all that implies, have a current, unencumbered CA license and at least one year of VN clinical experience within the last five years. Students must have demonstrated competency in Nursing Fundamentals, Medical-Surgical Nursing I, Maternal-Newborn Nursing, and Nursing Care of Children.

Theory and clinical and lab experiences are required and must be taken concurrently.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>LPN to RN Transitions: Achieving Success in Your New Role</i>	Harrington & Terry	5 <sup>th</sup>	Lippincott Wolters Kluwer	13:978-149638273-3
<i>2020 Nurse's Drug Handbook (ATI®)</i>	Bartlett & Jones Learning	19 <sup>th</sup>	Bartlett & Jones	
ATI® Modules	<a href="http://www.atitesting.com/home.aspx">www.atitesting.com/home.aspx</a>			

**TERM 3 NS 230 Medical-Surgical I:** This course is based on the nursing process as applied to the care of clients with chronic illness and builds upon the theoretical knowledge gained in previous semesters. The course includes the definition of chronic illness and the student will explore implications of chronic illness on the client and family. This course allows the student to build on knowledge of the nursing process and clinical thinking as the foundation to nursing

practice. The course provides theory and clinical practice to develop an understanding of the pathophysiology of various chronic diseases as well as skills to administer treatments and medications related to chronic health alterations. Students will begin to understand and develop QSEN-KSA competencies which include client-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics in clients with chronic disorders/illnesses.

Theory and clinical and lab experiences are required and must be taken concurrently.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>2020 Nurse's Drug Handbook (ATI®)</i>	Jones & Bartlett Learning	19 <sup>th</sup>	Jones & Bartlett	
<i>Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing (Note: will be used again in MSII)</i>	Hinkle, J. L. & Cheever, K. H.	14 <sup>th</sup>	Lippincott Wolters Kluwer (LWW)	13:978-1-4963-4799-2
<i>Taylor's Clinical Nursing Skills: A Nursing Process Approach.</i>	Lynn, P.	4 <sup>th</sup> ed.	Wolters Kluwer	13:978-1-4511-9271-1
<i>Think Like a Nurse: A Handbook</i>	Caputi, Linda		Windy City	13:978-1-941478-48-3
ATI® Modules	<a href="http://www.atitesting.com/home.aspx">www.atitesting.com/home.aspx</a>			

**TERM 3 SOC 100 Introduction to Sociology:** This course introduces contemporary sociology and explores the relationships between individuals and recognized institutions; it seeks to employ a scientific approach in studying the dynamics between individuals and the social context to which they ascribe. This course seeks to help students study and understand the pre-modern world, and the post-modern world while assisting the student with identifying and understanding the constructs and experiences which shape their lives. Research methodology is explored as well as established scientific methods. Globalizations and multiculturalism are introduced as newer perspectives.

Required Text	Author(s)	Year	Edition	Publisher	ISBN
<i>Sociology: A Brief Introduction</i>	Schafer, R.T.	2017	12 <sup>th</sup>	McGraw-Hill Education	13:978-125942588-5

**TERM 3 ENG 110 Written Communication:** This course includes composition and revision of essays, critical thinking, critical reading, and documentation. Proper spelling, grammar, and form will be emphasized. Research methods and library skills are introduced and a research paper using the APA format is required.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>The Bedford Guide for College Writers with</i>	Kennedy, X.J., Kennedy,	11 <sup>th</sup>	Befrord/St Martin's –	13:978-1-319-03959-2

<i>Reader, Research manual, and Handbook</i>	Dorothy M., Muth, Marcia F.		MacMillan Learning	
<i>Publication Manual of the American Psychological Association</i>	American Psychological Association	6 <sup>th</sup>	APA	13:978-1-4338-0561-5
Other Resources:	<a href="http://macmillanhigher.ed.com/bedguide">macmillanhigher.ed.com/bedguide</a>			

***TERM 4 NS 240 Obstetrics, Neonates, & Women’s Health in Nursing:*** This course is based on nursing process as applied to the care of women from the age of menarche throughout the life span and the newborn infant. This course provides theory and concurrent clinical practice to assist the student in meeting the short-term self-care needs of the woman and newborn Infant. Theory addresses the normal and pathophysiological processes in relation to women and their health, self-care practices that support a developmental environment for the growing fetus and newborn and the supportive-educative role of the nurse. Students learn QSEN – KSAS related to patient centered care, teamwork and collaboration, quality improvement, safety, and evidence-based practice, and informatics in order to collaborate with patients and other members of the health care team to deliver compassionate and optimal care.

Theory and clinical and lab experiences are required and must be taken concurrently.

<b>Required Text</b>	<b>Author(s)</b>	<b>Edition</b>	<b>Publisher</b>	<b>ISBN</b>
<i>2020 Nurse’s Drug Handbook (ATI®)</i>	Jones & Bartlett Learning	19 <sup>th</sup>	Jones & Bartlett	
<i>Maternal/Child Nursing Care: Optimizing Outcomes for Mothers, Children, and Families (Note will be used in OB &amp; Peds)</i>	Ward & Hisley	2 <sup>nd</sup>	F.A. Davis	13: 978-080363665-1
<i>Women’s Health Companion (Workbook)</i>	Shelton Hisley	2 <sup>nd</sup>	F.A. Davis	13: 978-080365704-5
<i>Taylor’s Clinical Nursing Skills: A Nursing Process Approach.</i>	Lynn, P.	4 <sup>th</sup> ed.	Wolters Kluwer	13: 978-1-4511-9271-1
ATI® Modules	<a href="http://www.atitesting.com/home.aspx">www.atitesting.com/home.aspx</a>			

***TERM 4 ENG 130 Oral Communication:*** Oral Communication is a skill-based course designed to introduce students to the theory and practice of public speaking including training in thought processes necessary to organize speech content and analyze components of effective delivery and language. In this course students will compose, present, and evaluate original speeches. Emphasis is placed on topic selection, research, evidence, organization, delivery, audience analysis, and critical analysis of informative and persuasive communication. The course combines theoretical approaches with applied activities to enable students to practice effective



oral and written communication to develop skills that are required in the current job market. Active participation in class discussions, group and individual activities, and oral presentations are required for successful completion of the course. Offered once a year.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>Public Speaking for College and Career</i>	Vaughn, H.	10 <sup>th</sup>	Mc-Graw Hill	13: 978-0078036828

**TERM 4 NS 244 Nursing Care of Children and Families:** This course is based on the nursing process as applied to the care of children and their families. The concept presented is that the pediatric client and his/her family should be involved as much as possible in the decisions and activities connected with their own health maintenance, restoration and prevention of complications. The course provides theory and clinical practice to develop an understanding of the pathophysiology of pediatric illnesses as well as skills to administer treatments and medications related to health alterations. Emphasis is placed on developing the role of the nurse, nursing process, teaching/learning process, the six QSEN-KSAs competencies, and pediatric growth and development.

Theory and clinical and lab experiences are required and must be taken concurrently.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>Maternal/Child Nursing Care: Optimizing Outcomes for Mothers, Children, &amp; Families</i> (Note will be used in OB & Peds)	Ward & Hisley	2 <sup>nd</sup>	F.A. Davis	13: 978-080363665-1
<i>Wong's Nursing Care of Infants and Children</i>	Hockenberry	10 <sup>th</sup>	Elsevier Science	13: 978-0323222419
<i>Wong and Whaley's Clinical Manual of Pediatric Nursing</i>	Wong	8 <sup>th</sup>	C.V. Mosby Co.	13: 978-0323077811
<i>2020 Nurse's Drug Handbook (ATI®)</i>	Jones & Bartlett Learning	19 <sup>th</sup>	Jones & Bartlett	
<i>Taylor's Clinical Nursing Skills: A Nursing Process Approach.</i>	Lynn, P.	4 <sup>th</sup> ed.	Wolters Kluwer	13: 978-1-4511-9271-1
<i>Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care</i>	Ackley, Ladwig, Flynn, Makic, & Kratz	12 <sup>th</sup>	Elsevier	13: 978-323-55112-0
ATI® Modules	<a href="http://www.atitesting.com/home.aspx">www.atitesting.com/home.aspx</a>			



**TERM 5 NS 250 Introduction to Community-Based Nursing:** This course introduces students to the application of the nursing process as it relates to the practice of community health nursing. The focus is on fundamental knowledge required to practice in community settings, including communication, teaching and learning, health promotion and disease prevention and disease prevention for clients throughout the lifespan and the health care continuum. Pre-licensure QSEN-KSAs will be discussed as applicable in a community setting. Management and use of power, politics, and public policy will be explored in creating and maintaining the health care delivery systems in the community.

The clinical portion of NS 250 Introduction to Community Health Nursing facilitates the theoretical application of knowledge and builds upon the knowledge and skill acquisition from previous general education and nursing courses. Students will have clinical assignments in a variety of outpatient care settings. Experiences are observational and in select clinical sites, the student will provide direct patient care. Students will learn to perform a community assessment and utilizing the nursing process, plan nursing care for a variety of diverse individuals in the community setting.

Theory and clinical and lab experiences are required and must be taken concurrently.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>2020 Nurse's Drug Handbook (ATI®)</i>	Jones & Bartlett Learning	19 <sup>th</sup>	Jones & Bartlett	
<i>Community Public Health Nursing</i>	Nies & McEwen	6 <sup>th</sup>	Elsevier	13: 978-003218819-7
<i>Taylor's Clinical Nursing Skills: A Nursing Process Approach.</i>	Lynn, P.	4 <sup>th</sup> ed.	Wolters Kluwer	13: 978-1-4511-9271-1
<i>Think Like A Nurse: A Handbook</i>	Caputi, Linda		Windy City	13: 978-1-941478-48-3
<i>Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care</i>	Ackley, Ladwig, Flynn, Makic, & Kratz	12 <sup>th</sup>	Elsevier	13: 978-323-55112-0
ATI® Modules	<a href="http://www.atitesting.com/home.aspx">www.atitesting.com/home.aspx</a>			

**TERM 5 NS 252 Geriatric Nursing:** This course is based on the nursing process and its application according to registered nursing scope of practice and as applied to the care of patients with chronic illness. Students will continue to apply QSEN-KSA competencies which include patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. Students will develop an understanding of expected age-related changes as compared to various disease processes. The course provides theory and clinical practice to develop an understanding of the pathophysiology of various diseases as well as skills to administer treatments and medications related to age-related health alterations and end-of-life care.

Theory and clinical and lab experiences are required and must be taken concurrently.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>2020 Nurse's Drug</i>	Jones & Bartlett	19 <sup>th</sup>	Jones &	

<i>Handbook (ATI®)</i>	Learning		Bartlett	
<i>Gerontological Nursing &amp; Healthy Aging</i>	Touhy & Jett	15 <sup>th</sup>	Elsevier	13: 978-032340167-8
<i>Taylor's Clinical Nursing Skills: A Nursing Process Approach.</i>	Lynn, P.	4 <sup>th</sup> ed.	Wolters Kluwer	13: 978-1-4511-9271-1
<i>Think Like A Nurse: A Handbook</i>	Caputi, Linda		Windy City	13: 978-1-941478-48-3
<i>Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care</i>	Ackley, Ladwig, Flynn, Makic, & Kratz	12 <sup>th</sup>	Elsevier	13: 978-323-55112-0
ATI® Modules	<a href="http://www.atitesting.com/home.aspx">www.atitesting.com/home.aspx</a>			

**TERM 5 NS 254 Psychiatric-Mental Health Nursing:** This course introduces the basic concepts of psychiatric-mental health nursing. Therapeutic communication and milieu helps the student to understand the therapeutic use of self. Content includes the nursing process as applied to the care of patients with psychiatric-mental illness. The supportive/educative role of the nurse, patient's rights; the nurse practice act, legal and ethical of mental health nursing and the development of critical thinking skills are addressed. Emphasis is placed on developing the role of the nurse, nursing process, teaching/learning process, the six QSEN-KSAs competencies, and adult growth and development.

Theory and clinical and lab experiences are required and must be taken concurrently.

Required Text	Author(s)	Edition	Publisher	ISBN
<i>2020 Nurse's Drug Handbook</i>	Jones & Bartlett Learning	19 <sup>th</sup>	Jones & Bartlett	
<i>Psychiatric Mental Health Nursing: Concepts of Care in Evidence-Based Practice</i>	Townsend & Morgan	9 <sup>th</sup>	Elsevier	13: 978-0-80366054-0
<i>Think Like A Nurse: A Handbook</i>	Caputi, Linda		Windy City	13: 978-1-941478-48-3
<i>Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care</i>	Ackley, Ladwig, Flynn, Makic, & Kratz	12 <sup>th</sup>	Elsevier	13: 978-323-55112-0
ATI® Modules	<a href="http://www.atitesting.com/home.aspx">www.atitesting.com/home.aspx</a>			

**TERM 5 PSY 130 General Psychology:** This course provides the student with a general overview of the field of psychology including the scientific approach to basic principles of human behavior. Emphasis is placed on such topics as learning motivation, perception, feeling and emotion, intelligence, and personality.

Required Text	Author(s)	Edition	Publisher	ISBN
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<i>Introduction to Psychology</i>	Plotnik, R. & Kouyoumidjan, H.	10 <sup>th</sup>	Cengage	13: 978-1133939535
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**TERM 6 NS 250 Medical-Surgical II:** This course is based on the nursing process as applied to the care of patients with acute and complex illness and builds upon the theoretical knowledge gained in previous semesters. The course includes the definition and characteristics of acute/complex illness and the student will explore implications of acute and complex illness on the client and family. This course allows the student to build on knowledge of the nursing process and clinical thinking as the foundation to nursing practice. The course provides theory and clinical practice to apply understanding of the pathophysiology of various acute disease processes as well as perform skills to administer treatments and medications related to acute health alterations. Students will apply developing QSEN-KSA competencies which include patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics in patients with chronic disorders/illnesses. Emphasis is placed on developing the role of the nurse, nursing process, teaching/learning process, and adult growth and development.

Theory and clinical and lab experiences are required and must be taken concurrently.

<b>Required Text</b>	<b>Author(s)</b>	<b>Edition</b>	<b>Publisher</b>	<b>ISBN</b>
<i>2020 Nurse's Drug Handbook (ATI®)</i>	Jones & Bartlett Learning	19 <sup>th</sup>	Jones & Bartlett	13: 978-1-284-09933-1
<i>Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing</i>	Hinkle, J. L. & Cheever, K. H.	14 <sup>th</sup>	Lippincott Wolters Kluwer (LWW)	13: 978-1-49634799-2
<i>Taylor's Clinical Nursing Skills: A Nursing Process Approach.</i>	Lynn, P.	4 <sup>th</sup> ed.	Wolters Kluwer	13: 978-1-4511-9271-1
<i>Think Like A Nurse: A Handbook</i>	Caputi, Linda		Windy City	13: 978-1-941478-48-3
<i>Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care</i>	Ackley, Ladwig, Flynn, Makic, & Kratz	12 <sup>th</sup>	Elsevier	13: 978-323-55112-0
ATI® Modules	<a href="http://www.atitesting.com/home.aspx">www.atitesting.com/home.aspx</a>			

**TERM 6 NS 264 Nursing Roles & Leadership:** This is the capstone course of the program. Students proficiently integrate QSEN – KSAS as they transition to professional nursing practice and leadership. The importance of informatics will be addressed in relationship to electronic medical records, telecare and cutting edge interventions made possible by advances with informatics. Advanced nursing roles and current trends in nursing are explored. The need for awareness of economic, political and regulatory forces that impact the delivery of care will be considered in light of the nursing role in patient management, decision making, setting priorities, delegating responsibilities, and collaborating with other health care professionals. Ethical and legal issues that confront nurses will be discussed. Students will complete a capstone project on

Quality Safety Education for Nurses and Knowledge Skills and Attitudes related to one or more of the competencies required as a graduate of a pre-licensure program. An NCLEX-RN assessment readiness is given into the course.

Theory and clinical and lab experiences are required and must be taken concurrently.

<b>Required Text</b>	<b>Author(s)</b>	<b>Edition</b>	<b>Publisher</b>	<b>ISBN</b>
<i>2020 Nurse's Drug Handbook (ATI®)</i>	Jones & Bartlett Learning	19 <sup>th</sup>	Jones & Bartlett	
<i>Taylor's Clinical Nursing Skills: A Nursing Process Approach.</i>	Lynn, P.	4 <sup>th</sup> ed.	Wolters Kluwer	13: 978-1-4511-9271-1
<i>Leadership Roles and Management Functions in Nursing</i>	Marquis & Huston	9 <sup>th</sup>	Wolters Kluwer	13: 9781- 49634979-8
ATI® Modules	<a href="http://www.atitesting.com/home.aspx">www.atitesting.com/home.aspx</a>			

### **Software and Hardware Requirements**

At Career Care Institute, computer software and hardware along with electronic devices such as tablets and smart phones allow you to communicate clearly and effectively with faculty, staff, and other students. Students have access to a number of electronic study resources and may be required to complete assignments using a computer with Internet connection.

CCI has a computer lab that is available for student's use during the posted hours. Students are not required to have a computer and Internet access at home, but due to the amount of work required, it is recommended students obtain a computer and Internet access at home.

All courses in the ADN program require assignments to be submitted using Microsoft Office. Assignments created using other applications, such as Microsoft Works or WordPerfect are not acceptable. Macintosh files created using applications other than the MS Office suite are not satisfactory and will not be accepted by the instructor.

### **Incomplete and Withdrawal**

A grade of "I" (Incomplete) may be assigned by the instructor when a student is unable to complete a course due to extenuating circumstances (unforeseeable, medical emergency or death in the immediate family), and when all requirements can be completed in a short time following the end of the term. It is not an alternative to a grade of F, and no student may be failing a course at the time an "I" grade is granted. The student must provide verifiable documentation of extenuating circumstances to the Student Services Director.

The student is responsible to arrange with the instructor the completion of the requirements of the course. Incomplete course work must be completed within two weeks of the last day of the term of the course. If the work is not completed within the two weeks, the instructor will assign

zeros to the unfinished work, compute the student's course average, and assign the appropriate grade.

Students considering withdrawing from CCI's ADN program should first meet with the instructor and Director of the Program. If after consulting the instructor and Director the student still decides to withdraw, the student will schedule an interview with Student Services and the Financial Aid Department to explore any financial aid obligations, ramifications or considerations. Students who withdraw by the deadline to drop will receive the notation "W" on their transcripts. A "W" on the student's transcript will not affect the student's grade point average because the student does not receive credit for the course.

### **Opportunity for Student Leadership**

To afford the students the opportunity to participate in the development of policy and procedures that directly apply to them, CCI's ADN Program has Student Representatives. The Student Representatives are elected within the first four weeks of the course. The following guidelines, responsibilities, and duties apply to the ADN Student Representatives.

The Student Representatives:

- Serve on the ADN Nursing Advisory Board and Curriculum Committee by providing anecdotal information and/or cohort feedback and concerns regarding planning, initiatives, program design, and curricular implementation strategies.
- Host open student forums in classrooms (before or after classes per instructor approval).
- Keep minutes of the open student forums for submission to the Program Director.
- Encourage students to participate in end-of-course surveys and provide candid, open feedback.
- Represent the ADN Program at events and other necessary meetings when invited.

### ***Term of Office***

- Student representative(s) will attend required meetings for a term of one academic year. A student could be reelected if the cohort so desires and has Program Director approval.
- Student candidates wishing to be nominated must have satisfactory academic, attendance, and conduct (professional) record.
- Student candidates must not be or have had previous academic, attendance, or conduct advisements or probations.
- Student candidates must have integrity, peer support, and demonstrate a supportive attitude towards all aspects of the school and the ADN Program.
- Each student is elected by nomination and majority votes of the student's cohort.
- The Program Director may at his or her discretion overturn the votes of the student body, if the elected student(s):
  1. Do not serve the best interest of the students.
  2. Lack diplomacy *or*
  3. Fail to adhere to the school and ADN program guidelines.

# Theory and Clinical Policy

## Professionalism

*National Student Nurses' Association, Inc., Code of Academic and Clinical Conduct* -Students of nursing have a responsibility to society to learn the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

*The Code of Academic and Clinical Conduct* is based on an understanding that to practice nursing as a student is an agreement to uphold the trust which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

*A Code for Nursing Students:* As students involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

- Advocate for the rights of clients.
- Maintain client confidentiality.
- Take appropriate action to ensure the safety of clients, self, and others.
- Provide care for the client in a timely, compassionate, and professional manner.
- Communicate client care in a truthful, timely, and accurate manner.
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
- Promote excellence in nursing by encouraging life-long learning and professional development.
- Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
- Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
- Encourage faculty, clinical staff, and peers to mentor nursing students.
- Refrain from performing any technique or procedure for which the student has not been adequately trained.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
- Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorization(s) are obtained from clients regarding any form of treatment.
- Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
- Strive to achieve and maintain an optimal level of personal health.

- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

(Adopted by NSNA Board of Directors October 27, 2009 in Phoenix AZ)

### Professional Behaviors vs. Non-Professional Behaviors

<b>Professional Behaviors</b>	<b>Non-Professional Behaviors</b>
Accepts responsibility for one's own actions and attitudes.	Blames others for own shortcomings. Lies or fabricates data when needed to cover up mistakes and oversights.
Demonstrates the ability to develop and maintain therapeutic relationships and appropriate personal boundaries.	Uncommunicative. Interruptions or inappropriate conversation. Intimidation behaviors (angry, hostile).
Demonstrates a respectful, sensitive, and non-judgmental manner when communicating with others. Others are defined as: peers, faculty, clients, staff, families, community, and staff.	Disrespectful and rude to faculty, staff, peers, and patients. Chronic malcontent and complainer. Judgmental.
Demonstrates personal and professional ethics, honesty, and integrity.	Fails to use safe techniques when not being supervised. Provides data without appropriate checks for accuracy.
Completes assignments as required and scheduled.	Is unreliable when completing tasks. Skips the clinical experience or other obligations if not supervised.
Provides prior notification to appropriate faculty when he or she is unable to meet commitments, or requirements.	Fails to make appropriate arrangement if unable to be on time or present for the academic or clinical experience.
Participates in academic and clinical activities as scheduled, arriving on time and prepared for the daily assignment throughout the length of the nursing program.	Chronically tardy or absent. Sneaks away or does not show up if unsupervised.
Demonstrates professional appearance and professional presentation in clinical settings and CCI sponsored activities.	Sloppy. Inappropriate or provocative dress or appearance. Use of vulgar, obscene, or inappropriate language.
Demonstrates the ability to use good judgment in all decision making and provide sound rationale for actions.	Represents the work of others as being original. Justifies doing things "just for the experience."
Respects others during academic and clinical activities (i.e., not talking while others are talking, cell phones are silenced, and no inappropriate use of computers).	Interruptions or inappropriate talking during class. Use of cell phones during class time. Sleeping in class.
Demonstrates respect and politeness to all individuals regardless of culture, ethnicity, religion, work experience, gender, age and sexual orientation.	Sexual harassment or inappropriate sexual comments. Displays hostility toward diverse patients, faculty/staff, or classmates.
Communicates with others with respect,	Displays hostility toward demanding patients,

sensitivity, and politeness in all forms (verbal, nonverbal, written, and electronic; includes listening and caring behaviors)	peers, staff, or faculty; Argumentative; sullen or arrogant; Disrespectful and rude to faculty, staff, peers, and patients
Maintains confidentiality of all client information in conversation, electronic and written means	Inappropriate conversations in patient and non-patient areas; Inappropriate discussion of clinical experience on social media
Actively participates as a patient advocate	Elicits hostility from patients; Displays an attitude of “who’s right” rather than “what’s right”

*Professionalism Regarding Social Networks and the Internet* provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people, but this exchange does not come without risk. Nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior have the potential to enhance or undermine not only the individual nurse’s career, but also the nursing profession.

*American Nurses Association (ANA) Principles for Social Networking*

- Do not transmit or place online individually identifiable client information.
- Observe ethically prescribed professional patient-nurse boundaries.
- Understand that clients, colleagues, institutions, and employers may view postings.
- Take advantage of privacy settings and seek to separate personal and professional information online.
- Bring content that could harm a client’s privacy, rights, or welfare to the attention of appropriate authorities.
- Participate in developing institutional policies governing online conduct.

*6 Tips to Avoid Problems*

- Remember that standards of professionalism are the same online as in any other circumstance.
- Do not share or post information or photos gained through the nurse-client relationship.
- Maintain professional boundaries in the use of electronic media. Online contact with clients blurs this boundary.
- Do not make disparaging remarks about clients, employers or co-workers, even if they are not identified.
- Do not take photos or videos of clients on personal devices, including cell phones.
- Promptly report a breach of confidentiality or privacy.

(ANA, 2015)



## **Student Rights**

### Academic Freedom:

- Students have the right to free inquiry, expression, and peaceful assembly within CCI facilities according to program policies.
- Students have the right to a learning environment that is free of unlawful discrimination and sexual harassment.
- Students are protected from academic evaluation that is arbitrary, prejudiced or capricious, and are responsible for meeting the standard of academic performance established by the nursing program faculty.
- Students have the right to be treated with respect and dignity as a unique human person.
- Students have the right to make mistakes and be responsible for them.
- Students have the right to privacy of personal information.
- Students have the right to be free of discrimination on the basis of age, color, creed, disability, gender, marital status, national origin or ancestry, race, religion, sexual orientation, or veteran status.
- Students have the right to participate in nursing program planning.

### Information and feedback:

- Students have the right to receive timely feedback about their progress in the program.
- Students have the right to clear directions about assignments and expectations.
- Students have the right to have paperwork graded and returned promptly (within 7 days).
- Students have the right to review exams after grading.

### Due process:

- Students have the right of due process. No disciplinary action may be imposed without written documentation of the nature of the charges. If at clinical a student does something egregious (e.g. harms a client; violates HIPAA), the student is sent home immediately and documentation of the incident(s) must be submitted to the Program Director and Assistant Director within 24 hours.
- Students have the right to be informed of the due process procedures of the nursing program.
- Students have the right to read documentation kept in their program files (clinical evaluation tools, memos regarding concerns, quality assurance memos, etc.).

## **Faculty Rights**

The ADN nursing faculty at CCI has the right to maintain a high standard of nursing practice. They have the right to dismiss from class, clinical site, or skills lab, provide a written warning,

place on probation, or suspend any student nurse who exhibits unsafe practice, unethical behavior, dishonesty, student misconduct, or performs below the standard of client care in the skills lab or clinical practice area. The faculty has the right and responsibility for input and participation in discipline and termination policy development dealing with student concerns and and/or academic and clinical performance.

## **Grievance Policy**

First and foremost, students are encouraged to follow the chain of command/communication for resolution of a grievance which mirrors a standard of professional nursing.

See CCI's entire policy and procedure found in the CCI Student Handbook:

“In the event the student has an initial concern, complaint or experiences an unresolved matter with students, staff, or faculty, the student is encouraged to visit the student services office to obtain and complete a Student Complaint Form and address it to the appropriate CCI staff member.

Initial complaints may be additionally addressed to the Student Services Director who will assist in facilitating final resolution of the student's complaint or concern. The student should receive confirmation of receipt of the form for the request for a conference within 7 working days.

For emergencies or otherwise important educational issues that cannot wait to be addressed, the student may request to meet with the Student Service Director. All student concerns and complaints are kept confidential and following these guidelines will help keep student concerns and complaints private. As student complaints and concerns are reviewed and considered on an individual basis, a student **may not** represent another student or group of students in regard to student complaints or concerns.

### **\*CCI does not acknowledge anonymous complaints\***

Each student must follow the appropriate steps to get assistance with their complaint or concern. Students claiming to represent another student or group of students in regard to student complaints or concerns will be in direct violation of the student conduct guidelines and may be subject to disciplinary action including program exclusion.

These guidelines are designed to bring a quick and appropriate resolution to student's concerns/complaints and keep to a minimum any disruption to the student's training which the concern/complaint may present during the resolution process. Should the student need to have the concern or complaint reviewed and considered, please refer to the contact information below.

Academic Concerns/Complaints for all campuses may be addressed to the Program Directors; all other Concerns/Complaints may be addressed to the Student Services Director.”

The student may phone or write the concern to the California Board of Registered Nursing (CA-BRN) for resolution of **UNRESOLVED** grievances at:

California BRN Website <a href="http://www.rn.ca.gov/">http://www.rn.ca.gov/</a> Board of Registered Nursing P.O. Box 944210 Sacramento, CA 94244-2100 (916) 322-3350	Bureau for Private Postsecondary Education (BPPE) Website <a href="http://www.bppe.ca.gov/">www.bppe.ca.gov/</a> 2535 Capitol Oaks Drive, Suite 400 Sacramento, CA 95833 Telephone: (916)	Council on Occupational Education (COE) Website <a href="http://www.council.org/">http://www.council.org/</a> 7840 Roswell Road Building 300, Suite 325 Atlanta, GA 30350 Telephone (Toll-Free): 800- 917-2801 Fax: 770-396-3790
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### Academic Standard and Evaluation

The faculty of the ADN Program has the right and the responsibility for evaluating the quality of the student's achievement, both in the mastery of theoretical content and safe clinical performance. There is no rounding up of the percentage to the next grade.

Satisfactory standing in the ADN Program requires a grade of "C" or better in all courses.

The following is the grade schematic:

- A=90-100%
- B=80-89%
- C=75-79%
- D=66%-74% (***not passing***)
- F=65% and below (***not passing***)

A variety of methods are used to evaluate students' performance in the nursing program. At least two examinations are administered during the term: one at mid-term and one final during the 15<sup>th</sup> or 16<sup>th</sup> week. The instructor informs students of other exams, including specific standardized assessments, planned for a particular course. Quizzes are administered daily or weekly at the discretion of the instructor. Written papers, oral presentations, case studies, medication cards/templates, etc. are required course work at the discretion of the instructor.

Exams		
Mid-term (week 7 or 8)		25%
Final (week 15 or 16)		30%
Weekly quizzes		20%
ATI®		10%
Participation/Key Assignments		15%
Total		100%

A scoring rubric is provided for each assignment in each course syllabus. A general rubric is included in the forms section of this handbook so that students understand the general criteria required to successfully complete the assignment(s). The instructor supplies the specific criteria.

The student must achieve the specified score, on specified skills and clinical performance by the end of a given term. Skills will be scored as follows: 4 = Above Standard; 3 = Meets Standard; 2 = Needs Improvement; 1 = Unsatisfactory. Students must maintain a score of 75% or higher on written assignments, i.e. self-reflection journals; medication cards; case study; teaching plan; care plans; and other assignments as assigned and achieve an ATI® Level 2 proficiency on the skills check. Achievement of 75% indicates a passing score and successful completion of the clinical component of any given course with a clinical component.

Because clinical and theory are concurrent and combined in the same course, a student not achieving the specified benchmark at the end of the course ***will not*** successfully pass that course and ***will not*** be allowed to continue in the program. Even if the theory grade is passing, the student needs 75% or higher in theory ***AND*** achievement of the ATI® Level 2 proficiency in clinical to successfully pass the course. Students who do not achieve a passing score in nursing courses may apply for the re-entry process ***one*** time (if space is available in the next cohort). **Students may not exceed two (2) enrollments into Career Care Institute.**

Students not achieving benchmark and 75% or higher at any point during the term will be subject to student advisement and student remedial development plan. The student, instructor(s), and Program Director or designee collaborate and develop a student development/remedial plan of action. Any student not achieving benchmark of 75% or higher at the end of the semester will be terminated from the program.

#### *Continuing in the ADN Program after Unsuccessful Completion of a General Education Course*

Students who fail to achieve a grade of 75% in general education courses may retake the failed courses at another institution at their own expense and transfer the credits to CCI. It is the responsibility of the student to select courses that equate with CCI's ADN courses. Retaken general education courses must be completed by the end of Term 5 and transcripts submitted to the Program Director for credit granting; in order for the credits to transfer, a grade of "C" or higher must be achieved. Retaking a course elsewhere does not absolve the student of their financial responsibility to CCI for the failed course.

#### *ATI® Practice and Proctored Assessment*

In accordance with our mission "to provide each student with an educational environment which meets the needs of the student with varied learning skills," Career Care Institute has contracted with ATI® to provide **supplemental assessment** throughout the program in preparation for taking and successfully passing the NCLEX-RN® exam.

As part of the evaluation process and in an effort to assist students' success on NCLEX-RN®, CCI nursing faculty have partnered with ATI® and integrated the Comprehensive Assessment and Remediation Program (CARP) in all nursing courses. Research has demonstrated a strong

correlation between successful completion of standardized (ATI®) assessments and subsequent remediation and successful first-time pass rates on the NCLEX-RN® (McCarthy, Harris, & Tracz, 2014; Alameida, Davis, Landry, Renwanz-Boyle, & Dunham, 2011; Davenport, 2007).

Faculty believe that utilization of ATI® practice and proctored assessments successfully identify students’ strengths and weaknesses. Student development/remediation can assist students to strengthen identified weaknesses. For this reason, the use of ATI® practice and proctored assessments (Fundamentals, Pharmacology, Maternal-Newborn, Nutrition, Mental Health, Community Nursing, Nursing Care of Children, Adult Med-Surg, Leadership) is integrated into selected courses (NS 120 Fundamentals, NS 122 Pharmacology, NS 240 Obstetrics, Neonates, & Women’s Health, NS 242 Psychiatric-Mental Health, NS 244 Nursing Care of Children and Families, NS 250 Introduction to Community Nursing, NS 262 Nursing Role Transition and Leadership).

As part of the ATI® process, students are **required** to complete practice and proctored assessments as a course requirement. To assist students in preparation for the proctored assessment, faculty will assign reading and assignments from the AT® review module and various assignments from ATI® Tutorials such as **ATI® Plan - Getting Started with ATI®, and Learning Systems**. It is recommended that the student completes the application exercises and practice assessments, and creates a ***focused review*** to address the areas needing improvement. Instructors and/or delegated ATI® coordinator assist students with the process as needed. Students are provided with ATI®’s tech support contact process.

Students are expected to complete all preparation and required remediation, but partial points can be earned. Partial preparation or remediation results in **the loss of maximal points** as well as missing the opportunity to prepare and remediate adequately for the particular Proctored Assessment.

To create a **Focused Review**: go to the ATI® website [www.atitesting.com](http://www.atitesting.com), log in and the instructions are located under Orientation Materials > How to Access My Results and Remediation

**Proctored assessments are required. The RN Proctored Assessment is taken at the end of all core courses. Students are expected to achieve a Level 2 proficiency on all proctored exams. If unsuccessful, remediation is mandatory according to ATI® policy and students may retake each proctored exam once. While the proctored exams are mandatory, passing the proctored exams is NOT required to pass the nursing courses.**

The terms and descriptions of the **RN Proctored Assessments** are as follows: (\*subject to change if deemed necessary; students will be notified accordingly). The descriptions, length, and benchmarks of the assessments are based on ATI®—not CCI. If ATI® changes their terminology, content, length, benchmarks, etc. CCI will abide by ATI®’s most recent criteria.

Term 1	Term 2		
Critical Thinking Entrance Assessment	Learning Strategies		

Achieve A & P	Self-Assessment Inventory  Nurse Logic		
Term 3	Term 4	Term 5	Term 6
<p><b>Fundamentals</b> This 65-item test offers an assessment of the student's basic comprehension and mastery of the fundamental principles for nursing practice. Concepts assessed include: 1) foundations of practice (health care delivery, thinking strategies for nursing practice, communication, professional standards, nursing through the lifespan, health assessment); 2) basic nursing care (admission, transfer and discharge processes, medication administration and error prevention, safety, infection control, comfort and basic needs and care of wounds); 3) support of psychosocial needs (psychosocial, family, cultural and spiritual health, end-of-life); 4) support of physiologic needs (oxygenation, circulatory, fluid, electrolyte and acid-base balance,</p>	<p><b>Maternal Newborn</b> This 65-item test offers an assessment of the student's basic comprehension and mastery of maternal newborn nursing principles. Assessed concepts include: normal and high risk antepartum, intrapartum, postpartum and newborn care. Assessed principles include: the effective use of appropriate pharmacologic and nutritional interventions and awareness and sensitivity to cultural considerations. The student has 65 minutes to complete this assessment.</p> <p><b>Nutrition</b> This 65-item test offers an assessment of the student's basic comprehension and mastery of nutrition for</p>	<p><b>Mental Health</b> This 65-item test offers an assessment of the student's basic comprehension and mastery of mental health nursing principles. Assessed concepts include: 1) basic concepts in mental health nursing (assessment, legal/ethical principles, therapeutic communication, therapeutic nurse-client relationship, anxiety and defense mechanisms, mental health nursing in diverse populations); 2) non-pharmacologic therapy of mental health disorders; 3) pharmacologic therapy of mental health disorders; and 4) nursing care of clients with various mental health disorders. The student has 65 minutes to complete this assessment.</p>	<p><b>Leadership</b> This 65-item test offers an assessment of the student's basic comprehension and mastery of leadership and management principles. Assessed concepts include: 1) client and staff advocacy (advance directives, client rights, information technology, ethical practice, informed consent, legal rights/responsibilities); 2) provider of client care (resource management, safe use of equipment, handling infectious and hazardous materials, injury prevention, security plans, reporting incidents, priority setting); 3) supervisor of client care (assigning, delegating and supervising, conflict resolution, staff development and performance improvement, time management); and 4) collaborator/planner of client care (disaster and emergency management, collaboration with interdisciplinary team, continuity of care, case management and</p>

<p>gastrointestinal, elimination, neurosensory); and 5) health assessment (e.g., assessment of vital signs and general and system specific assessments). The student has 65 minutes to complete this assessment.</p> <p><b>Pharmacology</b> This 65-item test offers an assessment of the student's basic comprehension and mastery of pharmacologic principles and knowledge of prototype drugs. Concepts assessed include: basic pharmacologic principles (pharmacodynamics, pharmacokinetics, safe medication administration, medication error prevention, age specific considerations) and knowledge related to the safe administration and monitoring of prototype drugs that are used to treat infections, pain and inflammation; as well as those that affect the immune, nervous, cardiovascular, respiratory, renal, digestive, endocrine, reproduction systems and the blood. The</p>	<p>nursing principles. Assessed concepts include: 1) principles of nutrition (nutritional assessment, sources of nutrition, metabolism factors, health promotion, cultural awareness, food safety and medication interactions); 2) nutrition across the lifespan (pregnancy, lactation, infants, children, adolescents, adults, older adults); and 3) clinical nutrition and therapeutic diets (hospital diets, enteral nutrition, parenteral nutrition, nutrition for clients with gastrointestinal, cardiovascular, diabetes, renal, cancer, HIV/AIDS, anemias). The student has 65 minutes to complete this assessment.</p>	<p><b>Community</b> This 55-item test offers an assessment of the student's basic comprehension and mastery of community health principles. Assessed concepts include: 1) foundations for community oriented health (health promotion and disease prevention, epidemiological perspective, ethical decision making, cultural awareness, community assessment and diagnosis, health program planning and evaluation); 2) community health resources; 3) roles and settings for community health nursing; 4) nursing care of aggregates in the community; and 5) special community needs; 6) community protection. The student has 55 minutes to complete this assessment.</p>	<p>discharge planning). A significant focus of this assessment is the student's decision-making skills with regard to delegation and priority setting. The student has 65 minutes to complete this assessment.</p> <p><b>Medical-Surgical</b> This 95-item test offers an assessment of the student's basic comprehension and mastery of adult medical-surgical nursing principles related to the care of clients with respiratory, cardio-vascular, hematologic, fluid and electrolyte, renal and urinary, endocrine, gastrointestinal, integumentary, neurosensory, musculoskeletal, lymph, immune, infectious and integumentary disorders. Assessed principles include: the effective use of all steps in the nursing process; therapeutic and effective communication skills; client education principles; cultural competence; related pharmacology and nutrition knowledge; and a holistic approach to health promotion and disease prevention. The student has 95 minutes to complete this assessment.</p> <p><b>Nursing Care of Children</b></p>
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<p>student has 65 minutes to complete this assessment.</p>			<p>This 65-item test offers an assessment of the student's basic comprehension and mastery of nursing care of children nursing principles. Assessed concepts include: 1) basic concepts (family-centered nursing care, cultural awareness, physical assessment, expected growth and development, nutritional needs, implications for safe administration of medications, hospitalization, pain management, death and dying); 2) care of children with system disorders; and 3) pediatric emergencies and psychosocial development disorders. The student has 65 minutes to complete this assessment.</p> <p><b>RN Predictor</b>  This 180-item test offers an assessment of the student's basic comprehension and mastery of basic principles including fundamentals of nursing; pharmacology; adult medical-surgical nursing; maternal newborn care; mental health nursing; nursing care of children; nutrition; leadership and community health nursing. The percentage of questions from all major NCLEX® client need</p>
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			<p>categories (management of care, safety and infection control, health promotion and maintenance, psychosocial integrity, basic care and comfort, pharmacological therapies and parenteral therapies, reduction of risk potential and physiological adaptation) will be similar to the percentage of questions on the NCLEX-RN®,. This test will generate the following data: Individual Score (% Correct), Predicted Probability to Pass NCLEX-RN®, National and Program Means, Individual Scores (% Correct) within Content Topic Categories, Topics to Review and Individual Scores (% Correct) within an Outcome (Thinking Skills, Nursing Process, Priority Setting, NCLEX-RN® Client Need Categories, Clinical Topics). The student has 180 min (3 hours) to complete this assessment.</p> <p><b>Critical Thinking Exit Assessment</b></p>
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### **Student Remedial Development Plan**

The goal of the pre-licensure nursing program at CCI is that all students admitted to the program complete all requirements and achieve licensure as a registered nurse. The faculty and administration are committed and available to assist students individually and in groups if they are experiencing difficulty.

It is the responsibility of each student to participate fully in the nursing program and fulfill all requirements. Faculty and staff are available to facilitate student success.

*Student Development for Retention:* Assessment Technologies Institute's (ATI®) Comprehensive Assessment and Review Program (CARP) and content from failed quizzes, exams, or clinical concepts form the basis of remediation. One-to-one or group tutoring from instructors and/or designated tutors are in place to help students succeed in the registered nursing program. Specific circumstances that result in mandatory remediation:

- Score below 75% on quizzes, exams, or assignments at midterm; before midterm if multiple scores less than 75%.
- Clinical evaluations below benchmark (biweekly).

Students meeting the criteria above are required to participate in student development/remediation.

A student should take responsibility to seek help when needed, but the faculty and Program Director or designee will ensure that the student remedial development plan is offered, encouraged, and monitored. A minimum of 4 hours per week per faculty member is available for tutoring and student development. Administration will designate the required number of hours per week for student development.

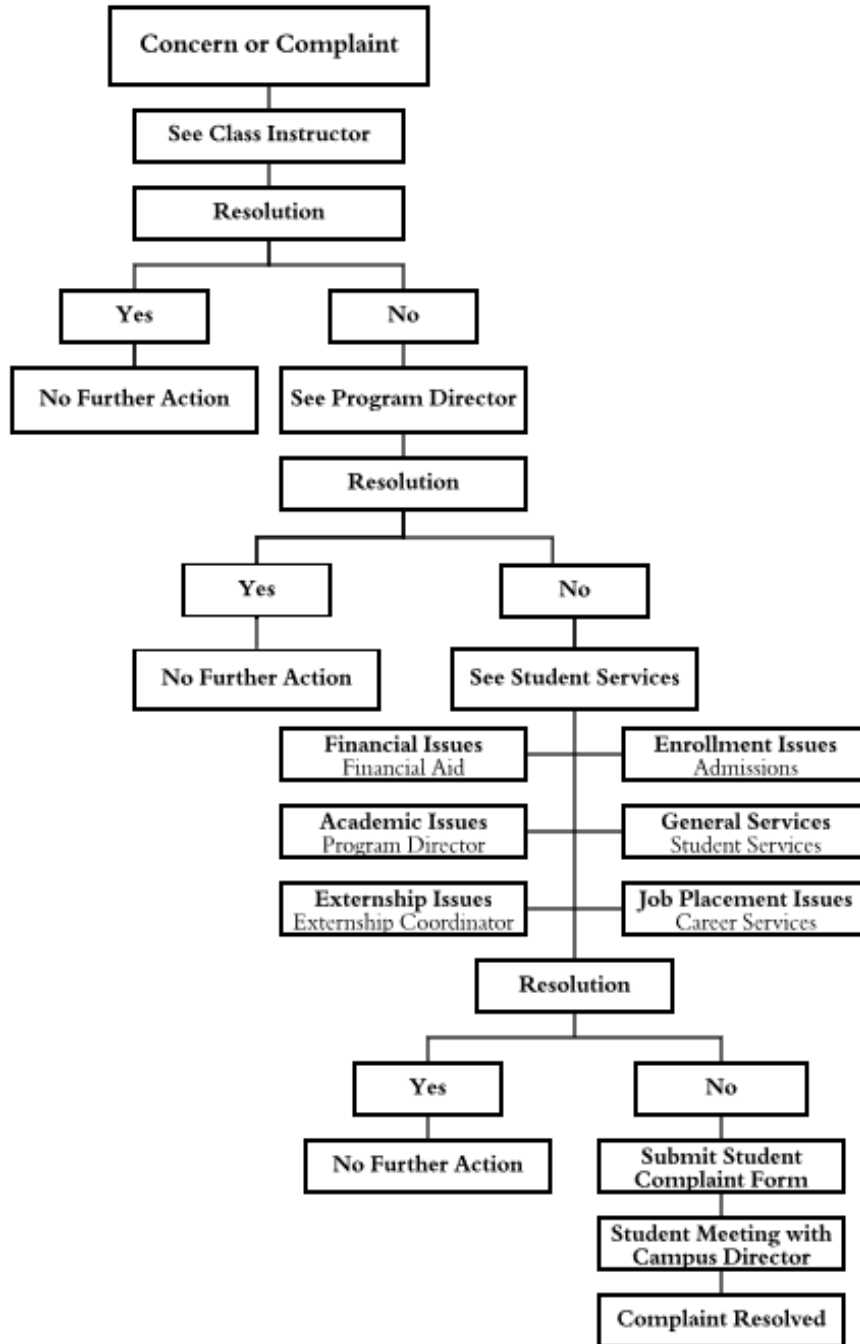
If, in spite of following the plan, the student does not achieve 75% in any course and benchmark clinical skills relevant to the particular course by the end of the term, the student will be dismissed from the program.

### **Communication Guidelines among Faculty, Students and Staff**

Students may communicate their ideas, suggestions, and/or concerns pertaining to the ADN Program by following the Chain of Communication/Command.

If a student has a concern or a problem with an instructor, the student is expected to approach the involved instructor and arrange an appointment time to discuss the issue. Matters relating to the clinical area should be discussed with that particular clinical instructor and those matters dealing with theory should be discussed with the theory instructor. If the problem cannot be resolved, the student is advised to follow the appropriate nursing department chain of command, which is illustrated below. If the problem persists, the student is advised to follow the grievance policy described in the CCI Student Handbook Student Grievance Policy.

## Complaint Resolution Process



## Dress Code

The ADN Program at CCI requires that students maintain the dress code outlined below, for each day of school, and in all settings the student may be visiting:

- Classroom
- Clinical/Facility Setting
- Clinical Conference
- Skills Lab
- Simulation Lab
- Simulation and/or Competency Testing
- Remediation
- Appeals
- Any required meetings

As representatives of CCI's ADN program, all students shall maintain a neat, clean, and professional appearance that represents a positive image of the nursing profession. Students who violate the school dress code will be subject to student advisement. A student violating the dress code for clinical, including appropriate uniform: hair, jewelry, etc., stethoscope, penlight, watch with a second hand, paper and pen/pencil will be sent home and considered absent. Students who miss more than one clinical day are at serious risk for failure and are subject to student advisement that specifies appropriate clinical make-up requirements.

### Identification:

CCI-issued photo identification badges must be worn at all times when the student is representing the school. The badge must be worn above the waist with the student's name and photo always visible. Loss of name badge is to be reported to the Assistant Director. Replacement cost is a student responsibility. Replacement badges are \$15.00 and require a 2-3-day processing time. A student is considered out of uniform and in violation of dress code if he or she is not wearing a badge.

Some clinical sites require name badges from their facility. Students are responsible for the cost of the name badge and for wearing it while in clinical at that facility.

### Personal Hygiene Requirements:

- Students should bathe daily and use deodorant.
- Oral hygiene should include brushing and flossing teeth.
- Hair must be up, off the shoulder and off the face; look neat and clean; natural in appearance; no blue, green, purple, etc. colors will be allowed.
- Only complimentary, conservative make-up should be worn. Heavy make-up, including false eyelashes or bright eye shadow, is inappropriate in the medical field as well as in the school setting.
- Nails should only be fingertip length; no acrylic nails; and no nail polish of any kind as many, if not all, healthcare facilities, both in-patient and out-patient prohibit nail polish of any kind.

- Male students must keep hair, mustaches, and beards trimmed and looking professional at all times. If hair is long see bullet 3 above. Color requirements are the same for all students.
- Extreme personal presentation of any type (e.g. body piercing, hair style, tattoos) will not be allowed.
- Visible tattoos must be covered.
- Minimal to no perfume or cologne, lotions or body sprays. Some patients are very sensitive to odors, including perfumes and colognes.

CCIADN Uniform Requirements:

- Students are required to wear a clean, wrinkle-free school uniform while on campus, in clinical, or at other functions as a representative of CCI and the nursing profession.
- The uniform consists of a gray school scrub top, pants, and white scrub jacket and badge issued by CCI. Only CCI-issued white lab coats may be worn over uniforms in clinical sites.
- Shoes must be white, clean, with rubber soles that encase the entire foot.
- White socks or hosiery must be worn.
- Undergarments should not be visible through the uniform or below the hemline of the uniform. White t-shirts or thermals may be worn. These may be long-sleeved but the student must be able to push the sleeves up to mid forearm to accommodate hand-washing.
- Some areas and/or clinical agencies may have specific dress codes such as with surgery, labor/delivery, mental health. Students are to follow the specific dress code of these areas when assigned there for clinical experiences.
- Gray tops are to be worn on theory days. White scrub zip up short sleeve tops are to be worn on clinical days over the gray scrub top. Gray scrub bottoms are to be worn both days. Scrub pants cannot extend to the ground or floor and must be hemmed, not be tattered, frayed, or torn.
- CCI specific t-shirts with gray scrub bottoms may be worn for student development or designated field trips per instructor.
- When required to dress other than in uniform, the clothing shall reflect a professional image. Business casual attire is to be worn; no torn, tight fitting, strapless, low cut, or bare midriff clothing is allowed. Shoes should encase the entire foot, no open toe or heel. Jeans are not considered business casual.
- Partial compliance with the dress code is not allowed and subjects the student to student advisement that may result in a Program Exclusion Notification (PEN).

Accessories:

1. Jewelry is not part of the professional uniform, with the exception of a small wedding, engagement or school ring and a wristwatch with a second hand.
2. Earrings: limited to 1 per ear, small studs, no hoops or ear spacers of any size are allowed.
3. A religious medal or neck chain may be worn as long as it is not visible.

4. Nose rings, tongue rings, other facial piercing, body piercings, implantable jewelry, and ear stretchers are not permitted and must be removed while in class, clinical, or other setting when representing the school.
5. Students not in compliance with the above dress code or personal hygiene requirements will be sent home. Continual or excessive non-compliance will subject the student to disciplinary action up to and including program exclusion.

**\*During the first two weeks of Term 1, students must dress in business casual attire. No heels over 1½ inch are allowed.**

## Theory Policy

### Theory Attendance

Faculty believes learning is comprehensive if the student attends all scheduled classes. It is expected that **all** students attend **all** scheduled theory classes and maintain satisfactory attendance and academic progress at all times. **Excessive absences or tardiness will negatively impact continuation in the program.**

Tardiness and Early Departure Tardiness is a disruption of the learning environment for everyone and is highly discouraged. Students arriving more than 5 minutes late either at the start of class or upon returning from break will receive a tardy on their attendance record. Every three tardies will accumulate one additional absence on the student's attendance record. Students arriving 15 minutes late will be marked absent and may be allowed to stay in class upon the instructor's discretion but will still be marked as an absence on the attendance record.

Tardiness on quiz, test, or proctor exam days will not be permitted. Students may not leave early. Students that leave early without authorization from their instructor are subject to disciplinary action. Instructor can allow a student to leave early in case of emergency but will mark the student absent for the day

1<sup>st</sup> absence in theory = warning  
2<sup>nd</sup> absence in theory = final warning  
3<sup>rd</sup> absence in theory = Program Exclusion Notification.

\*Absences that are the result of holidays, clinical site closures, instructor cancellations, etc. must be made up, but students are not penalized for the cancelled class. While students must make up the hours, these do not count as an absences in the students' records.

### Attendance: Theory Make-up

1. The Theory Instructor initiates a student advisement and assigns the make-up packet.

2. The theory make-up assignment(s) must correspond with the theory absence at instructor's discretion. (If the missed theory class was on head-to toe-assessment, the make-up assignment must be on head-to-toe assessment).

**\*Please refer to Student Catalog**

Eight (8) consecutive absences will result in immediate termination from the program.

**Attendance Probation**

Students that accumulate three (3) absences or more in a term will be subjected to Appeal (See Program Exclusion Policy). After meeting with the Appeal Committee, if the school determines that the student is permitted to remain in the program, the student will be placed on attendance probation for a minimum of 30 days. Students are notified of probationary status by the Student Services Office through the issuance of a Plan of Action which includes the terms of the probation.

While on probation the student will be required to report to weekly scheduled appointments with the Student Services staff to discuss their progress. A student on attendance probation must maintain perfect attendance for the length of the probationary period. Students failing to maintain the terms of their Plan of Action will receive a Final Warning which may result in program termination

**Extenuating Circumstances**

An extenuating circumstance is a situation that prevents a student from attending regular scheduled class for a reason that is beyond their control; the student could not have planned for it, and it is a circumstance that will not likely be repeated. The following circumstances are considered extenuating:

1. Death of immediate family member. The following are considered immediate family members: parent, child, sibling, spouse, or grandparent.
2. Medical emergency of the student or immediate family member.
3. Military duty.
4. Unexpected and severe life conditions which require a brief period of adjustment (i.e. loss of housing, loss of employment).
5. Mandatory court appearances.

Absences due to an extenuating circumstance will be considered during the appeal hearing when valid documentation has been submitted. All absences must be made up per the Attendance Make-Up Policy. Program Exclusion Notifications due to the above stated extenuating circumstances may be requested to be reviewed for dismissal. The documentation will be reviewed by the Campus Director and if found valid, the Program Exclusion Notification may be voided. See Program Exclusion Policy for more information on Voided Program Exclusion Notifications.

Following a health alteration or diagnosed infectious disease that would prevent the student from safely attending theory, the student must submit documentation signed by a physician or nurse practitioner allowing the student to return to class. A student who becomes pregnant during the

program must have signed documentation from her health care provider that it is safe for her to continue in the program, including clinicals.

Under no circumstances will any children/dependents/significant others (regardless of age) be permitted on campus.

Students will be provided with a calendar for theory at the beginning of the course.

### **Academic Honor Code**

All Career Care Institute faculty and staff strive to maintain an environment conducive to optimal learning. The faculty and staff accomplish this by strict adherence to the CCI Academic Honor Code.

Definitions and examples of the application of this code are as follow:

1. Dishonesty includes but is not limited to:

- Cheating
- Copying from another student's test paper
- Using materials not authorized by the instructor
- Substituting for another person or permitting another person to substitute for oneself to take a test
- Failing to comply with instructions given by the person administering the test
- Possessing during a test, materials which are not authorized by the person giving the test, such as class notes
- The presence of textbooks, cellphones, or calculators on the student's desk or person
- Using, buying, stealing, transporting or soliciting in whole or in part the contents of an un-administered test, test key, homework solution
- Collaborating with or seeking aid from another student without the instructor's permission during a test or other assignment
- Discussing the contents of an examination with another student who will take the examination at another time
- Divulging the contents of an examination when the instructor has designated that the examination is not to be removed from the examination room or not to be returned to the student
- Paying or offering money or other valuable things, or coercing another person to obtain an un-administered test, test key, homework solution, or information about an un-administered test, test key, homework solution or computer program
- Falsifying research data, laboratory reports and/or other academic work offered for credit
- Taking, keeping, misplacing or damaging CCI property or property of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct
- Misrepresenting facts, including providing false grades or résumés



2. *Collusion* includes but is not limited to:

- The unauthorized collaboration with another person in preparing academic assignments offered for credits or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty

3. *Plagiarism* includes but is not limited to:

- The appropriation, buying, receiving as a gift, or obtaining by any means another's work and submitting it as one's own academic work
- It also includes using someone else's words and or work in a written assignment without proper use of citation rules (CCI students are required to use APA style)

4. *Gross professional misconduct*, i.e. attending theory under the influence of drugs or alcohol

5. *Failure to meet financial obligations to CCI*

6. *Violation of local, state, or federal law*

***As it is impossible to predict every type of occurrence, disciplinary action will be determined on an individual basis.***

## **Disciplinary Action**

Disciplinary action may result from a single or persistent violation of the Academic Honor Code. The procedure for documenting a violation and initiating disciplinary action is as follows:

### *Procedure for Violation:*

1. Violation of above items requires completion of a Student Advisement form
  - a. The nature of the violation will dictate actionable items the student must complete to remediate and or rehabilitate *if possible*.
    - i. *If possible* = It is impossible to predict every type of occurrence, if a student's actions are egregious, a plan of action may not be appropriate.
      1. The school will follow its policy; however, based on the violation, disciplinary action may be based on an individual basis.

The details of the violation must be included on the Advisement Form
2. The instructor, Director or designee, and Director of Student Services or designee will investigate the alleged violation.
3. Verified cheating or colluding to cheat on an exam, quiz, or assignments, and or plagiarism will automatically result in a zero for the exam, quiz, or assignment and the student(s) will be placed on probation for the remainder of the term.
4. Violation of probation, that is, another episode of cheating, collusion, or plagiarism, etc. will result in immediate dismissal from the program.
5. A student may be placed on probation, suspension, or dismissed depending on the severity of a local, state, or federal law violation.
6. Students may appeal the probation, suspension, or dismissal according to ADN Program's and CCI's grievance process.
7. A student dismissed from the program under these identified circumstances may **apply for re-entry to the ADN program one time. Student may not exceed two (2) enrollments into CCI.** The student must provide evidence and/or a plan to demonstrate remorse and behavior change.

8. A student suspected of attending theory under the influence of drugs or alcohol is required to undergo a drug and alcohol screening test. A student who tests positive for drug or alcohol will be sent home for the day and placed on probation for the **duration of the term**.
9. He or she must submit to random drug or alcohol screening at the discretion of the Program Director. A student will be dismissed from the program for a second positive drug and/or alcohol screening test.

### **Test Security**

In the effort to maintain the reliability of testing, the faculty has developed the following rules. Violation of these rules will result in academic disciplinary action up to and including dismissal from the program.

1. All personal belongings are left in designated area- this includes cell phones, beepers, purse/ backpack.
2. No communication is permitted between examinees while taking the exam. Examinees are expected to work independently.
3. All students will begin testing at the same time. At the discretion of the instructor, a student arriving late may take the exam but will not be allowed additional time.
4. Food and drink are prohibited during the exam unless it is deemed necessary due to a prior-approved documented medical condition.
5. Students are not allowed to bring any additional materials with them to use during testing.
6. Cell phones and personal calculators are not allowed. If calculators are allowed, they will be provided.
7. Examinees are not permitted to wear “smart” watches or have any other technological device in view during testing.
8. Scratch paper may be provided by the instructor or the ATI proctor, but must be collected by the instructor upon completion of the exam.
9. Students should use the restroom prior to the start of the exam.
10. Students are not allowed to leave the room once testing begins.
11. If an examinee leaves the testing room prior to completion of the exam, the student’s test is considered complete and only answers marked will be graded.
12. If an examinee is permitted to leave the room during testing, with a chaperone, due to a medical condition and /or emergency, the examinee must hand all testing materials to the instructor or the ATI proctor. Examinees may not take their personal belongings outside of the testing room unless they have to leave the school due to the emergency. The test is considered completed.
13. Examinees may leave the room when they have completed the exam and have given all testing materials to the instructor or the ATI proctor.

### **Instructor Late for Class**

In the event that the instructor is late to a theory class, students may talk quietly while waiting. Every effort will be made to inform the students should class be cancelled because of sickness or other emergency. The student representative should check with the Assistant Director or

Program Director after 15 minutes. The Assistant Director or Program Director will direct students at that point.

## **Writing Requirements**

Professional nursing is grounded in the use of scientific evidence to inform our practice. Evidence-based practice involves both the use of scholarly writing and the dissemination of credible evidence by sharing findings with the interdisciplinary health care team. Scholarly writing involves a rigorous, systematic process of gaining knowledge.

The ability to write in a scholarly manner is essential for the professional nurse. The nursing faculty values lifelong learning and encourages students to continue their nursing education at baccalaureate and higher levels. We believe that lifelong learning is an essential component of professional development and continuing competence.

Requiring written papers provides the opportunity for students to build skills in scholarly writing in order to facilitate their transition to university nursing education where writing is required extensively and to communicate professionally in the workplace. American Psychology Association (APA) formatting is required for all formal papers and reference citations in the nursing program. Please see pages below for the “APA Checklist” and “Rubric/Criteria for Nursing Papers”. All nursing faculty use these rubrics to grade formal papers requiring full APA format.

## APA Checklist

Formatting 2 Points	Yes/Comments
One inch margins, text flush left with uneven right margin	
Double spaced throughout including reference page	
No extra spaces between paragraphs	
Heading - Full title as it appears on title page centered on first line of body of paper	
Headings to separate and classify sections of paper	
Do not use pictures, tables or bullets	
5-7 space indent at beginning of each paragraph	
Font 12 pt. Times New Roman	
Pagination –flush right as the first line of every page including the title page (place in header)	
Page Header flush left: FULL TITLE AS IT APPEARS ON TITLE PAGE, upper case; page number flush right, top of page	
Use active voice: “the nurse changed the dressing...” rather than “the dressing was changed by the nurse...”	
Use third person. “author/he/she/one/they” rather than “I, we, or you”	
Use consistent tense throughout the paper – present tense “he sings” or past tense “he sang”	
<i>Total Formatting</i>	
<b>Title Page 2 points</b>	
Title – title case/Author/ Course – title case/ instructor/ Date	
Double spaced	
Page number right margin of header	
1 inch margin	
Centered in middle of the page	
Running Head: FULL TITLE OF PAPER upper case flush left top of page	
<i>Total Title Page</i>	
<b>Text Citations 2 points</b>	
A balanced presentation of the ideas from all references is required. Citations from one source exclusively with brief mention of several others are not acceptable.	
All source material must be documented in the body of the paper by citing the author(s) and date(s) but no page number unless a direct quote. The idea is to formally acknowledge the words and ideas of others.	
Failure to include citations within the body of the text is an example of plagiarism and is unacceptable	
<i>Total Text Citations</i>	
<b>Quotations 2 points</b>	
Paraphrase ideas of authors in your own words primarily in the body of the paper.	
If you must quote the author and the quotation is less than 40 words, encase the quote in “...” followed by (Author, year, page #).	
Block quotations (quotations of 40 words or more) are not allowed.	
<i>Total Quotations</i>	
<b>References 2 points</b>	
All sources cited in the body of the paper must be listed on the reference list and all references on the reference list must be cited in the paper.	
Reference section begins on a new page	
The header (Reference) is centered on the first line of the page	
Sources meet the requirements of the assignment (number, type, publication date)	
References are from reliable sources: professional journals and books that publish articles by experts in the discipline	
Web sites are not allowed unless approved by instructor in advance. Use on-line resources to find full text articles only.	
Each reference uses a hanging indent – first line is flush with the left margin; all of lines are indented 5-7 spaces	
References are listed alphabetically by author.	
<i>Total References</i>	
<b>Total APA</b>	

### Generic Essay Rubric

Criteria and qualities	Poor (0- 4 points)	Good (5 – 8 points)	Excellent (9 - 10 points)	Points
Introducing the idea: Problem statement	No specific reference is made to the topic that is to be examined.	Readers are aware of the overall problem, challenge, or topic that is to be examined.	The topic is introduced, and groundwork is laid as to the direction of the report.	/10
Body: Flow of the paper	The paper appears to have no direction, with subtopics appearing disjointed.	There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order.	The paper goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs	/20
Coverage of content	Major sections of required content have been omitted or are scattered. The topic/discussion is of little significance to nursing.	All major sections of the required content are included, but not covered in as much depth as expected. Significance to nursing is evident.	The required content is covered in depth without being repetitious. Sources are cited when specific statements are made. Significance to nursing is very clear.	/20
Clarity of writing and writing technique	It is hard to know what the writer is trying to express. Writing is disjointed. Misspelled words, incorrect grammar, and improper punctuation are throughout the paper making it difficult to read.	Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive or not correctly structured.	Writing is crisp, clear, and succinct. The writer incorporates the active voice when appropriate. Sentences and paragraphs are correctly structured. The paper is easy to read because of clarity.	/20
Conclusion: Summary of the paper including an analysis of the criteria	There is no indication the author tried to analyze or summarize the criteria.	The author provides concluding remarks that show an analysis and summary. Some of the conclusions, however, were not supported in the body of the report.	The author was able to make succinct and precise conclusions based on the review. Insights into the criteria are appropriate. Conclusions and summary are strongly supported.	/10
Citations/References: Proper APA format	Significant problems in Format, Title Page, Text Citations, Quotations, and References (see APA checklist for specifics)	Some problems exist, or components were missing in Format, Title Page, Text Citations, Quotations and References (see APA checklist for specifics).	Format, Title Page, Text Citations, Quotations, and References met GHC Nursing Program expectations (see APA checklist for specifics).	/10
Timeliness	Paper was not submitted on time (0 Points)	Paper was submitted up to one hour late (5 Points)	Paper is submitted on time. (10 points)	/10
	<b>No late papers will be accepted unless arrangements have been made in advance and in writing with the instructor.</b>			
<b>Evidence of Plagiarism will result in a grade of “0” for the paper.</b>			<b>Total Points Earned</b>	<b>/100</b>

# Clinical Policy

## Clinical Attendance and Tardiness

Punctual attendance is required at all scheduled clinical experiences including, but not limited to:

- Clinical/Facility Setting
- Clinical Conference
- Skills Lab
- Simulation Lab
- Simulation or Competency Testing
- Field Trips

Faculty believes learning is comprehensive if the student attends all scheduled clinical rotations. It is expected that all students attend all scheduled clinical rotations and maintain satisfactory attendance and academic progress at all times. **Satisfactory attendance** is determined when a student is present at clinicals as scheduled, and has no more than one absence per course.

### Clinical Absences

1 absence = Warning

2 absences = Final Warning

3 absences = Program Exclusion Notification

Eight (8) consecutive absences will result in immediate termination from the program.

Attendance at scheduled assigned clinical experiences is essential to meeting course and program objectives. Students are scheduled to attend clinical rotations that may include week-end and evening timeframes. If a student is absent for whatever reason from a scheduled clinical experience, a clinical makeup will be scheduled.

Students are expected to be prompt in attendance for assigned clinical experiences. Failure to be prompt, or leaving early from scheduled assigned clinical experiences, may result in failure and dismissal from the program. Tardiness is a disruption of the learning environment for everyone, and is highly discouraged.

Students will be provided with a clinical schedule at the beginning of the course.

### Clinical Responsibilities for Absence or Tardy

1. It is the responsibility of the student to telephone in advance to inform the instructor via phone call, text message, voice mail on the faculty telephone if he/she will be absent or late. **Students missing clinical are required to contact their clinical instructor at least 2 hours in advance.**
2. If the instructor is not available, after leaving a message on the instructor's contact number, the student shall contact the Assistant Director. If the Assistant Director is unavailable, after leaving a message, the student shall email the Assistant Director.

3. Calling the instructor and clinical site does not necessarily excuse the student from being absent or late even though calling is expected.
4. Students may not leave the clinical unit early. Students who leave early without authorization from their instructor are subject to disciplinary action. The instructor may allow a student to leave early in case of an emergency but will mark the student absent for the day.
5. Any scheduled clinical experiences missed by the student will be considered a clinical absence. Clinical experiences include simulations, orientations, and field trips.
6. Leaving more than 15 minutes from the end of a clinical experience constitutes an absence.
7. Missing a simulation and/or pass-off is considered a clinical absence and the student advisement/Plan of Action process will be followed appropriately at the discretion of the Assistant Director, faculty, and/or Program Director.
8. Failure to complete the required clinical and simulation activities and/or competencies within any course will result in failure of that course.
9. All clinical absences will be noted on the clinical evaluation form.
10. Clinical tardiness is defined as arriving later than 5 minutes after the designated clinical start time or upon returning from break.
11. Tardy occurrences will be noted on the student's clinical performance evaluation and may impact successful completion of the clinical component of the course.
12. The third tardy occurrence will result in an additional absence on the student's evaluation.
13. A student arriving 15 minutes after the designated start time for any clinical experience will be marked absent and may be sent home at the discretion of the instructor.
14. Following a health alteration or diagnosed infectious disease that would prevent the student from performing his/her duties, the student must submit documentation signed by a physician or nurse practitioner allowing the student to return to full duty without accommodation in the clinical unit.
15. A student not calling in to inform of an absence or tardy is "No Call, No Show." A student having two "No Call, No Show" events throughout the course may be dismissed from the program immediately and is eligible for readmission to the ADN Program **one time (if space is available). Student may not exceed two (2) enrollments into CareerCare Institute.**
16. The student will receive a student advisement after the first "No Call, No Show" as forwarning with a plan of action (to call prior to an absence or tardy).
17. In the event an instructor must send a student off of the unit or simulation, including but not limited to illness, inappropriate dress, inappropriate behavior, lack of prep for the clinical experience, lateness, or for compliance issues, the student will be marked absent for the day.
18. In the event a student has received a subpoena to appear in court, is selected for jury duty, is on leave due to bereavement or has required military service, the student will need to meet with the Director, Assistant Director or designee to discuss the situation at hand on an individual basis. The student must be able to provide a copy of the subpoena, court documents or military orders.
19. Clinical absences must be made up before the end of the semester according to the student development plan.

20. Students persisting in absences and/or tardiness are subject to disciplinary action up to and including dismissal from the program. A student dismissed for this reason may **reapply** to the ADN Program only **one time (If space is available). Student may not exceed two (2) enrollments into Career Care Institute.**

\*Absences that are the result of holidays, clinical site closures, instructor cancellations, etc. must be made up, but students are not penalized for the cancelled class. While students must make up the hours, these do not count as an absences in the students' records.

### **Attendance: Clinical Make-up**

1. The Clinical Instructor initiates a student advisement and in collaboration with the Clinical Coordinator schedules the make-up clinical rotation(s).
2. The clinical make-up rotation(s) must correspond with the clinical absence. (If an OB rotation is missed, the make-up rotation must be in OB).

**\*Please refer to Student Catalog.**

### **Clinical Behavior/Expectations**

1. Professional language and behavior must be used at all times. This includes all areas in the clinical setting: lobby, break room, conference room, cafeteria, patio, waiting room, and all areas related to the client.
2. The discussion of explicit topics that may be offensive to other students, staff, faculty or the public in general, use of foul, disrespectful, inappropriate language and/or behavior will not be tolerated.
3. Persistent unprofessional behavior will result in disciplinary action, up to and including dismissal from the program.
4. Inappropriate conversations pertaining to the student's personal life, not related to school, are also not allowed.
5. At the nurses' station, students are to collect client data, read a chart, chart, or consult with the instructor. It is not a place to chat with each other, hospital personnel or other members of the health care team.
6. Under no circumstances will any children/dependents (regardless of age) or student visitors be permitted in the clinical setting during a clinical experience.
7. Notify the instructor prior to administration of medications, including IV medications or fluids; prior to performance of an invasive procedure; in the event of an incident with assigned client(s), i.e. fall; change in assigned patient(s) condition; you injure yourself; or anytime you are unclear of what you are to do or have questions about what you are to do.
8. Students must never begin work or work after hours when the instructor is not present.



## Communication at Clinical Facilities

Although students assume responsibility for their assigned clients while in clinical setting, the agency never relinquishes total client responsibility. In most agencies, the student is required to obtain information from the staff nurse regarding a client before giving care. Prior to leaving the agency, students are required to “report off” or participate in the shift change report which means to describe and explain his or her client care to the staff nurse who is assigned to that client and to the clinical instructor. Students must maintain confidentiality (HIPAA) of information acquired in the role of the nursing student. Students are expected to conduct themselves according to the policies of the clinical agency. All of the agency's rules and regulations apply to CCI students, i.e. where to smoke; no food or beverage at nurses’ stations, etc.

## Immediate Dismissal from the Program

Instructors have the responsibility to remove any student from the clinical setting who is unable to consistently demonstrate the critical elements on the course’s clinical evaluation tool or demonstrates serious and unsafe behavior at any point during the clinical rotation. Faculty will document the event on the Student Advisement Form.

Students **will be dismissed from the clinical area and program immediately** for any of the following:

1. **Chemical abuse** (see the Drug Free Campus Policy below and in the CCI Student Handbook for more details).
2. **Egregious unprofessional behavior.**
3. **Grossly inadequate preparation for clinical assignment.**
4. **Any action or inaction that jeopardizes the school’s relationship with the clinical facility.**
5. **Any action that causes actual or potential harm to any person.**
6. **Lack of medical clearance.**
7. **Extreme conduct violation (see CCI Student Catalog)**

A student may be dismissed from the program for any of the reasons listed above that are deemed serious enough to warrant permanent removal from the program; they will receive an unsatisfactory grade.

A student dismissed for any of the above reasons may **apply** for the re-entry process to the ADN Program only **one time (If space is available)** and after demonstration to the Admission and Selection Committee and nursing faculty remorse for the behavior(s) and plan for compliance with professional standards, i.e. documentation of rehabilitation. ***If the student’s actions are egregious (extraordinarily bad) but not listed, the school reserves the right to discipline the student up to and including termination from the program. Students may not exceed two (2) enrollments into CCI.***

## **Physical and Cognitive Demands of Nursing Practice**

Safe and effective nursing care can be strenuous and requires physical and cognitive abilities including, but not limited to:

1. Fine motor skills such as grasping or gripping.
2. Gross motor skills such as bending at the knees; squatting; ability to lift up to 50 pounds; reaching overhead; and walking and standing in place.
3. Coping skills; patience.
4. Ability to work independently and as part of a team.
5. Focused; detail-oriented.
6. Ability to think critically in stressful situations.
7. Ability to work with diverse client population without bias or prejudice.

Inability to safely perform **MAY** result in termination from the program.

## **BLS Certification**

Students are required to provide documentation of current professional level certification in Basic Life Support for adult, child, and infant. Certification can only be earned through the American Heart Association and must remain current throughout the Program.

The course meeting this requirement is The American Heart Association Basic Life Support (BLS) for Healthcare Providers. A copy of the current certification card will be kept on file electronically by the Assistant Director. Failure to comply will result in exclusion from the clinical learning experience which jeopardizes continuation in the program. The student must keep the card on his or her person at all times at a clinical site.

## **Fire Card**

Los Angeles County requires that students be trained in Hospital Fire and Life Safety. The school arranges the training and the fee is approximately \$25.00 (to be paid by the student). Acquisition of this card/training is mandatory in order for the student to attend clinical rotations.

## **Nurse Practice Act**

The California Registered Nurse Practice Act is the law which governs all registered nursing practice. It is vitally important that students and instructors become familiar with the Practice Act in order to understand a key concept called scope of practice and responsibilities. Scope of practice refers to specific functions and procedures that a registered nurse may perform. Throughout the registered nursing program, students and instructors must remain cognizant of scope of practice and responsibility since these will determine whether or not the registered nursing student is practicing within the law. A link can be found at <http://www.rn.ca.gov/practice/npa.shtml>. If students or instructors have any questions about the

RN Practice Act or scope of practice and responsibilities, they should contact the Director or the Assistant Director of the Associate Degree Nursing Program.

## **Drug Free Campus**

The summary of Career Care Institute's (CCI) ADN Program policy and penalties relative to controlled substances (illicit drugs) and alcohol, as required by the Drug Free Schools and Communities Act Amendments of 1989, is provided to each student enrolled at the institution. Students are required to be knowledgeable of and comply with CCI's Drug-Free Campus/Workplace Policy, which can be found in the Career Care Institute Student Handbook.

**CCI's ADN Program will conduct drug testing under any of the following circumstances (students pay the fees for this testing):**

1. **RANDOM TESTING:** Students may be selected at random for drug testing at any interval determined by CCI.
2. **FOR CAUSE TESTING:** CCI faculty or staff may ask a student to submit to a drug test at any time it feels that the student may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances: evidence of drugs or alcohol on or about the student's person or in the student's vicinity; unusual conduct on the student's part that suggests impairment or influence of drugs or alcohol; negative performance patterns; or excessive and unexplained absenteeism or tardiness.
3. **POST-ACCIDENT/INCIDENT TESTING:** Any student involved in an on-campus or at-clinical accident or injury under circumstances that suggest possible use or influence of drugs or alcohol in the accident or injury event may be asked to submit to a drug and/or alcohol test. "Involved in an on-campus or at-clinical injury" means not only the one who was injured, but also any student who potentially contributed to the accident or injury event in any way.

All aspects of the registered nursing program drug policy are conducted in good faith with compassion, dignity, and confidentiality to the extent allowed by state and federal law.

Students are permitted to take legally prescribed and/or over-the-counter medications consistent with appropriate medical treatment plans while in class or clinical unless the prescribed or over-the-counter medications affect the student's safety, academic performance, the safety of fellow students, faculty/staff, patients, or members of the public. The name of the prescribed medications, purposes and signature of the provider must be on file in the student's health record. The instructor(s), ADN Program Director, Assistant Program Director or Assistant Director should be consulted to determine if the student is capable of continuing to participate in academic and clinical activities and remain on campus, or if the student needs to be removed from class, clinical, or campus.

Students taking medications without prescriptions and/or street drugs, including medical marijuana, are subject to termination from the nursing program. If a student voluntarily participates in a rehabilitation program and randomly tests negative, the student may continue on

a probationary status. However, one random positive drug screen during probation/rehabilitation will result in ***immediate*** dismissal from the nursing program.

- Drugs include, but are not limited to:
  - Alcohol
  - Amphetamines
  - Benzodiazepines
  - THC
  - Cocaine
  - Methamphetamines
  - Morphine/Opiates
  - Methadone
  - PCP
  - Barbiturates

Because an impaired nursing student may have altered judgment and skills, appropriate management of abuse and addiction is critical for nursing education and practice. A field trip to a registered nursing board meeting is part of the curriculum so students may observe first-hand the consequence of disciplinary action against a nursing license and the seriousness of drug/alcohol abuse. The RN Practice Act is very specific about drug abuse (alcohol is considered a drug) and states the following:

*RN Practice Act: 2762. Drug-related transgressions*

“In addition to other acts constituting unprofessional conduct within the meaning of this chapter it is unprofessional conduct for a person licensed under this chapter to do any of the following:

- (a) Obtain or possess in violation of law, or prescribe, or except as directed by a licensed physician and surgeon, dentist, or podiatrist administer to himself or herself, or furnish or administer to another, any controlled substance as defined in Division 10 (commencing with Section 11000) of the Health and Safety Code or any dangerous drug or dangerous device as defined in Section 4022.
- (b) Use any controlled substance as defined in Division 10 (commencing with Section 11000) of the Health and Safety Code, or any dangerous drug or dangerous device as defined in Section 4022, or alcoholic beverages, to an extent or in a manner dangerous or injurious to himself or herself, any other person, or the public or to the extent that such use impairs his or her ability to conduct with safety to the public the practice authorized by his or her license.
- (c) Be convicted of a criminal offense involving the prescription, consumption, or self-administration of any of the substances described in subdivisions (a) and (b) of this section, or the possession of, or falsification of a record pertaining to, the substances described in subdivision (a) of this section, in which event the record of the conviction is conclusive evidence thereof.
- (d) Be committed or confined by a court of competent jurisdiction for intemperate use of or addiction to the use of any of the substances described in subdivisions (a) and (b) of this section,

in which event the court order of commitment or confinement is prima facie evidence of such commitment or confinement.

(e) Falsify, or make grossly incorrect, grossly inconsistent, or unintelligible entries in any hospital, patient, or other record pertaining to the substances described in subdivision (a) of this section.”

**To safeguard one’s future license and a future in nursing, nursing students involved in all activities must uphold professional nursing standards at all times.**

### **Mandate to Report**

Registered nurses and registered nursing students are considered health care providers and as such are mandated by law to report abuse, especially of the most vulnerable of populations-children, elders, and dependent adults. Clinical facilities have policy and procedure related to the mandate to report. Students must follow the agency’s policy in addition to CCI’s policy. Ask your instructor about reporting concerns and how to report.

### **Confidentiality/HIPAA**

Nursing students have access to health information of clients encountered during clinical experiences. This privilege requires that students maintain the privacy and confidentiality of all clients. The Health Insurance Portability and Accountability Act (HIPAA) mandates regulations designed to ensure client privacy that all health care providers must follow.

Students must comply with HIPAA regulations and all procedures developed for its implementation. Violation of HIPAA may result in disciplinary action up to and including dismissal from the nursing program.

Information regarding patients/residents/clients and the health care environment is to be kept confidential and is only discussed during pre-and/or post-conferences. Every effort must be made on the part of the student (and faculty) to assure the confidentiality of the client's medical record is maintained. Client information may not be removed from the clinical facility and **NONE** of the chart or medical records may be photocopied. Photos of patients, clients, or residents are prohibited.

### **Mathematical Proficiency**

The nursing faculty at CCI considers client safety to be the highest priority. Each student enrolled in the Nursing Program will be required to pass all Dosage Calculation Quizzes in selected nursing courses with 95% accuracy. Passing the Dosage Calculation Quizzes is a pre-requisite for administering medications, a requirement within most nursing courses. Students identified as having difficulty with mathematical calculations will be referred for a student development Plan of Action. Students are allowed to retake a calculations quiz **three** (3) times. Remediation (student development must occur before each retake). If 95% is not achieved by the third attempt, the student will not be allowed to continue in the ADN program.

## **Travel: Clinical and Field Trips**

Clinical instruction is provided throughout the program in conjunction with classroom theory at various locations, such as on campus (simulation); at hospitals, long-term care centers, and doctors' offices; and at other community facilities. Clinical shifts and sites are coordinated by the Clinical Coordinator and could occur at any time day or night, Sunday through Saturday.

The Clinical Coordinator arranges shifts and site assignments based on clinical objectives and site availability. Changes to the clinical schedules may unavoidably occur. Every effort will be made to notify and accommodate students equitably and still meet clinical objectives.

Students are responsible for their own transportation to and from the college and clinical facilities. Assignments to some clinical facilities may require additional travel time from home or campus. Carpooling is encouraged but not required and is at the student's risk. Instructors and students are **prohibited** from carpooling together. It is the students' responsibility to anticipate when additional travel time is needed. As needed, CCI may provide transportation to sites a great distance away at no or minimal cost to the students.

Neither CCI nor any of the clinical sites is responsible for any injury that may occur as a result of a vehicle accident or injuries sustained at or on the way to the clinical location. Students must provide their own automobile insurance and should never transport clients or their families. All expenses involved in clinicals/field trips are the student's responsibility.

Anticipated clinical sites include but are not limited to:

- Palmdale Regional Hospital
- Antelope Valley Hospital
- Antelope Valley Care Center
- High Desert Medical Group
- Mission Hospital
- Adventist Health Tehachapi Valley Healthcare District
- Mayflower Gardens Convalescent Hospital
- Others TBD

## **Use of Tobacco Products While in Uniform**

Clients who are not feeling well can be extremely sensitive to odors. Students who smoke need to take special care to minimize the odor of cigarette smoke on their uniforms. Additionally, smoking must take place in designated areas and only on assigned breaks while in theory class, at clinical sites and on any other time in uniform.

# Program Completion

## Completion Requirements

A minimum grade of C (75%) is required in every course. The grade received is a composite of student performance on exams, quizzes, and theory and clinical assignments. Professional behaviors must be demonstrated proficiently. Clinical skills and competencies must be demonstrated per designated benchmarks in each nursing course. Final grades are determined using the following percentages: A = 90-100%; B = 80-89%; C = 75-79%; D=66%-74% (**not passing**); F=65% and below (**not passing**). Final grades are not rounded. A student who has failed a course may apply for the re-entry process **one** time.

**Completion of the RN Predictor Exam in Term 6 is MANDATORY.** Students must achieve a passing score of 75 % or better. If the student does not pass the RN Predictor Exam, the student may be eligible to retake the exam (after completing the Remedial Development Plan) up to a maximum of two (2) attempts. Students can achieve no points, partial points, or the maximum 10 points. The RN Predictor Exam **MUST** be taken prior to finals in term 6.

## Pinning Ceremony

A pinning ceremony is held within two weeks of final exams in Term 6 of the program. A committee of students in the graduating class is responsible for planning the event with the assistance of a faculty advisor. In addition, the college has a graduation ceremony for students receiving their Associate Degree. All students are encouraged to participate in the ceremony in addition to the pinning celebration.

Pinning ceremonies are time-honored celebrations in nursing programs throughout our country. These ceremonies mark a milestone in the education of a student. There have been changes over the years as the culture of nursing has changed. Caps are no longer worn but pins representing one's nursing program continue to be an important part of the nurse's uniform. The nursing pin has its origins in the military, which has had a strong influence on the traditions of nursing. Each school has a specific pin worn by its graduates to reflect pride in their program. Traditional ceremonies provide recognition of significant accomplishments of the graduates. They are wonderful opportunities to share a time of celebration with family, friends, and the college and health care communities.

## RN Pledge (Nightingale rephrased by Lorita Renfro, 2012)

I pledge myself here, *before my God* and in the presence of this assembly, to practice my profession with integrity. I will endeavor to maintain and elevate the standard of nursing, both as a science and as an art. I wholeheartedly recognize the importance of high standards of care and of personal accountability. I devote myself to the healing, protection, and welfare of those committed to my care. I accept a duty to work for the improvement of health in the communities in which I live and work. I will hold in confidence all personal matters committed to my keeping, and will respect the privacy of medical information. I will act with compassion in ethical matters.

I will not knowingly administer or consume any harmful substance. I commit to interdisciplinary collaboration and lifelong learning. I fully acknowledge the seriousness of the responsibility that I accept in my calling, and the significance of this pledge that I take today.

## **NCLEX-RN Examination and Licensure**

\*Pursuant to Public Law 104-193, the Federal Personal Responsibility and Work Opportunity Reconciliation Act, Title IV Section 401, government agencies (such as the Board of Registered Nursing [BRN]) are required to eliminate “public benefits” to individuals who cannot provide proof of their legal status in the United States. Under this law, professional licenses are considered public benefits. This means that all applicants for licensure as registered nurses will be required to submit verification of citizenship or legal residence in the United States. The Boards will not issue licenses unless legal status in the United States has been confirmed by the United States Citizenship and Immigration Services (USCIS).

CCI and the student work in tandem to complete the process required for licensure. The Director of the program submits the program graduate roster required by the California Board of Registered Nursing (BRN) four weeks prior to graduation. **Two weeks prior to the end of Term 6**, students are provided with an Examination Application Requirements Checklist (see page 66) and are directed to create a profile on BreEZe at [www.breeze.ca.gov](http://www.breeze.ca.gov). The Program Director and faculty are available to help students through the process of setting up a BreEZe account and completing the application for NCLEX, ensuring that all required documents are in order and submitted properly.

### Board of Registered Nursing (BRN) Examination and NCLEX Registration Process (Checklist)

- ❖ The BRN accepts applications for examination and interim permits online.
- ❖ Apply to Board for examination
- ❖ Attach documents
  - Scan and attach the following:
    - Completed Online Examination Applicant Identification form with photo attached
    - Completed Live Scan form
    - Completed Request for Accommodation of Disabilities form, if applicable
- ❖ For students disclosing previous conviction(s) and/or discipline(s), attach:
  - Letter of explanation (signed and dated)
  - Letter(s) of recommendation/support
  - Any other rehabilitation information (See Important Notice Regarding Your Application)



- ❖ Examination requirements complete and electronic transcripts received by BRN
- ❖ BRN transmits eligibility to Pearson Vue & sends notice to applicant
- ❖ Register and pay exam fee to Pearson Vue via internet or telephone
- ❖ Receive acknowledgement of receipt of registration from Pearson VUE by email
- ❖ BRN makes you eligible in the Pearson Vue System
- ❖ Receive authorization to test (ATT) email from Pearson Vue
- ❖ Schedule NCLEX via internet or by telephone with Pearson Vue
- ❖ Take NCLEX
  - Pass – License is issued
  - Fail – Reapplication notice and results sent

## **Examination Application Requirements Checklist**

Applicants must provide the following:

- Appropriate **Fees** (see Application Fee Schedule).
- Completed **Application for Licensure by Examination**.
- Completed fingerprints using either the **Live Scan Process** or the **Applicant Fingerprint Card (Hard Card)** processing method as directed in the INSTRUCTIONS FOR SUBMITTING A FINGERPRINT CARD. Submit the appropriate non-refundable TOTAL FEE as directed on the attached Application Fee Schedule.
- One recent 2" x 2" passport-type **photograph**.
- Completed **Request for Accommodation of Disabilities** form(s), if applicable.
- Transcripts** sent directly from your school of nursing.
- If applicable, documents and/or letters explaining prior convictions or disciplinary action and attesting to your rehabilitation as directed in Section II of the General Information and Instructions.**
  
- For International Graduates only:**
  - A.) Send **Breakdown of Educational Program for International Nursing Programs** form to your school with the **Request for Transcript** form. Also, provide the **Certified English Translation** form to your certified translator if your transcript is not in English. (See Supplemental Application Instructions for International Graduates.)
  - B.) Submit a copy of your **license or diploma** that allows you to practice professional nursing in the country where you were educated. Also, provide copies of your certificates for midwifery and psychiatric nursing, if applicable.

### **Board Address & Web Site**

**Mailing** Address: Board of Registered Nursing  
P.O. Box 944210  
Sacramento, CA 94244-2100

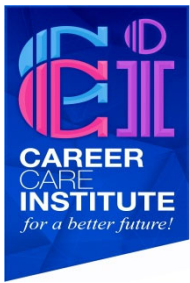
**Street** Address for overnight or in-person delivery:  
Board of Registered Nursing  
1747 North Market Blvd., Suite 150  
Sacramento, CA 95834

**Web Site:** [\*\*www.rn.ca.gov\*\*](http://www.rn.ca.gov)

The Nursing Practice Act (NPA) is available on the Board's web site.

Many licensing questions are answered on the web site. Due to the heavy volume of telephone calls to the Board, we encourage use of the web site to avoid busy signals or long waits.

# Required Forms



## ADN Guidelines Student Acknowledgement

I, \_\_\_\_\_, have received, reviewed and sought clarification of the Student Handbook and its contents. I am aware that this Handbook includes but is not limited to:

- reference to the current CCI Catalog for applicable policy and procedure
- course, text book, and grading information
- descriptions of professional and non-professional conduct
- descriptions of clinical and theory behavioral expectations

I am aware that I can find the Career Care Institute College Catalog (CCI Student Handbook) online at [www.ccicolleges.edu](http://www.ccicolleges.edu).

I have read the entire Student Handbook and understand my responsibilities as a student in the Associate Degree Nursing Program and will be accountable for the standards set forth in the Student Handbook.

I understand that departmental policies and handbook information are subject to revision throughout my program as needed and I am responsible for remaining knowledgeable and current.

This acknowledgement will be placed in my student file.

\_\_\_\_\_ Date \_\_\_\_\_

Name of Student (Printed)

\_\_\_\_\_

Name of Student (Signature)



### Confidentiality/HIPAA Compliance

Nursing students have access to health information of clients encountered during clinical experiences. This privilege requires students maintain the privacy and confidentiality of all clients. The Health Insurance Portability and Accountability Act (HIPAA) mandates regulations designed to insure client privacy that all health care providers must follow.

Students must comply with HIPAA regulations and all procedures developed for its implementation. Violation of HIPAA may result in the imposition of an academic sanction up to and including dismissal from the nursing program.

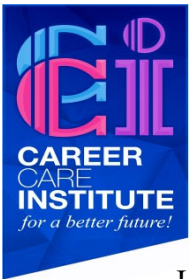
Information regarding patients/residents/clients and the health care environment is to be kept confidential and is only discussed during pre-and/or post-conferences. Every effort must be made on the part of the student to assure the confidentiality of the client's medical record is maintained. Client information may not be removed from the clinical facility and records may not be photocopied.

I have read, understand or asked questions if I did not understand, and I agree to comply with confidentiality and HIPAA regulations.

\_\_\_\_\_  
Name of Student (Printed)

Date \_\_\_\_\_

\_\_\_\_\_  
Student Signature



Travel: Release from Liability

I, \_\_\_\_\_, understand that:

\_\_\_\_\_ Some clinical and field trip experience is achieved at sites distant to the CCI campus.

\_\_\_\_\_ I am responsible for my own transportation and liability when traveling as a student.

\_\_\_\_\_ I cannot hold CCI, its employees, any contracted clinical site, or persons/agencies providing learning experiences outside the classroom responsible for consequences I may suffer as a result of a vehicle accident and resulting injuries.

\_\_\_\_\_ I must provide my own automobile/vehicle insurance.

\_\_\_\_\_ I may never transport clients or the client’s families in my vehicle.

\_\_\_\_\_  
Name of Student (Printed)

Date \_\_\_\_\_

\_\_\_\_\_  
Student Signature



## PROOF OF IMMUNIZATION AND VACCINATIONS

I acknowledge that I have been informed of the following required immunizations and/or vaccinations. The responsibility (financial and time) of obtaining these tests are solely mine and I bear the responsibility of ensuring that either the Clinical Coordinator or the Director of Nurses has received proof of immunizations and vaccinations. If I am allowed to enter the program without providing proof, I understand that I will be terminated from the Associate Degree of Nursing Program if these documents are not provided at the conclusion of the second week of Term 1. Students are not permitted class or clinical time to complete the immunization and vaccination process.

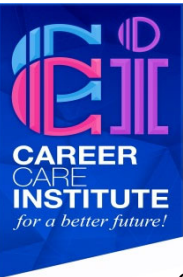
REQUIREMENT	ACCEPTABLE PROOF REQUIREMENT MET
Health Assessment	Health Assessment completed by primary care provider prior to enrollment. An additional Health Assessment may be requested following return from LOA or extended time from illness.
Hepatitis B	Hepatitis B titer indicating immunity and documented dates of 3 hepatitis B vaccinations according to CDC guidelines and documented dates of start of Hepatitis B vaccination series. Formal refusal and <u>Hepatitis B Vaccine Refusal and Acknowledgment of Risk and Release</u> (waiver obtainable at Admissions or Nursing Department. <i>See below.</i>
Mumps*	IGG titer indicating immunity and documented dates of 2 Mumps vaccinations according to CDC guidelines
Rubella*	IGG titer indicating immunity and documented dates of 2 Rubella vaccinations
Rubeola*	IGG titer indicating immunity and documented dates of 2 Rubeola vaccinations
Varicella*	IGG titer indicating immunity and documented dates of 3 Varicella vaccinations
TB	Current annual 2-step PPD test indicating date and results OR negative chest x-ray valid for 2 years of date of examination or per clinical facility policy.
Tetanus*	Documentation of injection (expires after 10 years)
Pertussis*	Documentation of injection (expires after 10 years)
Tdap*	Tdap is a valid proof for Tetanus and Pertussis
Flu*	Annual Flu vaccination: MANDATORY

\*History of disease is not proof of immunity

***\*\*Declination of Hepatitis B may prevent placement at clinical sites. This will prohibit completion of the ADN Program.***

The computer generated laboratory report must accompany the Student Health Record. If the results show the student is non-immune or equivocal, the student must receive the appropriate booster and the titer must be repeated per health care provider order. In the event that the student does not convert, a signed and stamped (original) note must be provided by the student's health care provider.

The student will be issued a Program Exclusion Notice if at the end of the second week of Term 1 all health documents are not completed.



## PATIENT ABUSE

### CHILD ABUSE

Pursuant to Penal Code Section 11166, registered nurses are mandated to report known or suspected child abuse cases to a child protective agency. Failure to make a child abuse report as required shall constitute unprofessional conduct within the meaning of the Business and Professions Code Section 2878(a).

### ELDER ABUSE

Pursuant to Welfare and Institutions Code Section 9381, registered nurses are mandated to report any know or suspected instance of elder physical abuse to an elder protective agency. Failure to make an elder physical elder abuse report as required shall constitute unprofessional conduct within the meaning of the Business and Professions Code Section 2878(a).

### DEPENDENT ADULT

Pursuant to Welfare and Institutions Code Section 15630(a), registered nurses are mandated to report any known or suspected instance of dependent adult abuse to and adult protective agency. Failure to make a dependent adult physical abuse report as required shall constitute unprofessional conduct within the meaning of the Business and Professions Code Section 2878(a).

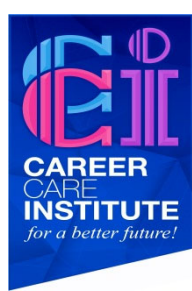
I have read the above statements and understand their content, issues, and implications in terms of my professional actions as a student in the healthcare profession.

Print: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_





## Student Advisement Form

Student Name \_\_\_\_\_ Date: \_\_\_\_\_

Advisor: \_\_\_\_\_ Program: ADN

Attendance  
  Conduct  
  Academics  
  Financial  
  Clinical  
  Other

The Following action is taken:

Encouragement  
  Advisement  
  Warning  
  Final Warning  
  Suspension  
  Remedial Develop Plan

The reason for this action is:

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---

Student Requirements: \_\_\_\_\_  No additional terms at this time.

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Expected Date of Completion: \_\_\_\_\_

### Development Plan

Area of Deficiency:	Student Initial

Student Objectives:

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Following items must be completed to achieve objectives listed above:

---

---

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Development/Remedial Re-evaluation

Date of Re-evaluation \_\_\_\_\_

Evaluation Results:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Was the Remediation Successful:  Yes  No Remediation Extension Date : \_\_\_\_\_

**Student Signature** Acknowledging Successful Remediation: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructor Signature** Acknowledging Successful Remediation: \_\_\_\_\_ Date: \_\_\_\_\_

Follow up Date: \_\_\_\_\_

New Appointment Date: \_\_\_\_\_

*Signature requirement confirms receipt of Advisement Notice.*  
Student Comment:

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No student comment.

No additional terms at this time.

I, the student mentioned above, understand that I have been advised and understand the terms and consequences of the above mentioned.

This advisement was done by direct discussion with student.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Advisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Student Injury Process

If a student sustains a life-threatening injury during a clinical process he/she must obtain immediate assistance to notify instructor and immediate intervention (i.e. call 911 or transport to ED)

If a student sustains a non-life threatening injury during a clinical rotation, he/she must immediately notify the clinical instructor for further direction.

If a student is exposed to blood-borne pathogens:

- Exposure: report the exposure immediately to the nursing instructor. If the nursing instructor cannot be reached, use the contact list and reach the Assistant Program Director or the Program Director. The student will be directed to appropriate assessment and post-exposure intervention.
- Wound Care for needle stick, laceration, or skin exposure: **immediately** cleanse the wound/area with soap and water. If a puncture wound is sustained, encourage bleeding. **Then notify** CCI faculty/staff as directed above.
- Wound care for ocular or mucous membrane exposure: **immediately** irrigate the eye or mouth with water for 5 minutes. **Then notify** CCI faculty/staff as directed above.



## Student Resource List

In addition to the contact list found at the beginning of the ADN Student Handbook, the student may find the following information needed or helpful:

CCI Tutoring	Contact course instructor first ADN Program Director: <a href="mailto:cstevens@ccicolleges.edu">cstevens@ccicolleges.edu</a>
CCI Student Services	661-942-6204 Ext. 122 <a href="mailto:nmacfarlane@ccicolleges.edu">nmacfarlane@ccicolleges.edu</a> office hours: 9:00 to 6:00
CCI Financial Aid	661-942-6204 Ext. 119 <a href="mailto:lfinancialaid@ccicolleges.edu">lfinancialaid@ccicolleges.edu</a> office hours: 9:00 to 6:00
CCI Career Services	661-942-6204 Ext. 105 <a href="mailto:mhoang@ccicolleges.edu">mhoang@ccicolleges.edu</a> office hours: 10:00 to 4:00
Computer Lab	Hours: 9 a.m. to 9 p.m. Monday through Thursday 8 a.m. to 4 every other Friday 8 a.m. to 2 every other Friday
Library	12 pm to 1 pm and 3 pm to 5 pm M-TH 8 am to 2 pm Fridays
Virtual Library	During Computer Lab hours
Care for You	Every Thursday and every other Friday
Grace Resources thrift shop; abuse prevention; food/shelter	<a href="http://graceresources.org/">http://graceresources.org/</a> 661-940-5272