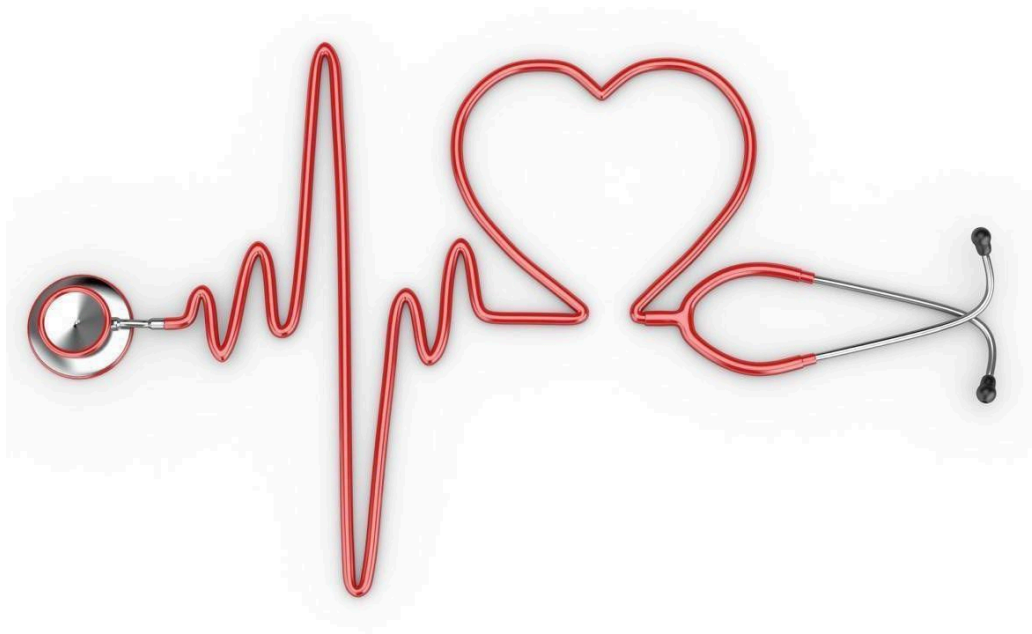# SANTA BARBARA CITY COLLEGE

Associate Degree in Nursing

2025-2026 Student Handbook

Purpose of Student Handbook

The purpose of this handbook is to serve as an informational guide to assist in the orientation of new students and to provide a resource with information, expectations, policies, and procedures of the Santa Barbara City College (SBCC) Associate Degree in Nursing (ADN) program. This handbook is also available in an electronic version, located on the School of Nursing webpage.

Registered Nursing Students at SBCC are held responsible for reading, understanding, and adhering to the information outlined in this handbook. Failure to read this ADN Student Handbook does not excuse students from the requirements and regulations described herein. The ADN Program's policies and procedures are in accordance with the policies of Santa Barbara City College.

There may be times when it is necessary to change or update information in the ADN Student Handbook during the academic year. If this occurs, students will receive a written notification informing them of the specific changes/updates.

We look forward to supporting you as you embark on this exciting academic and professional journey!

Table of Contents

WELCOME TO THE ASSOCIATE DEGREE IN NURSING PROGRAM!

Welcome to the Santa Barbara City College Associate Degree in Nursing (ADN) Program! You are about to begin a program of study leading to an Associate Degree in Nursing. Upon completion of this program, you will be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to obtain licensure as a Registered Nurse.

A variety of resources are available to assist you in learning the material necessary to complete this program and includes classes, textbook and multimedia assignments, hospital equipment, and human simulators for practicing and learning nursing skills on campus. The ADN faculty, including your Nursing Advisor, will assist and help guide you through this program.

The faculty has found that students who work closely with their Advisor, use available resources, and work with other students in small groups learn quickly and are successful in this program. It is important to remember that nurses are required to be self-motivated, to set priorities, and to be responsible for their own actions. This program will help you learn these skills.

Please read this handbook before your initial meeting with your Nursing Advisor. You will meet your Nursing Advisor at new-student orientation then you will be responsible for contacting your advisor for a one-on-one meeting throughout your time in the program.

SBCC ADN MISSION STATEMENT

As a public community college dedicated to the success of each student . . .

Santa Barbara City College welcomes all students. The College provides a diverse learning environment and opportunities for students to enrich their lives, advance their careers, complete certificates, earn associate degrees, and transfer to four-year institutions.

The College is committed to fostering an equitable, inclusive, respectful, participatory, and supportive community dedicated to the success of every student.

The mission of the SBCC ADN Program is to prepare compassionate and competent registered nurses who provide care consistent with our nursing concepts and organizational values. It supports the tenets of the American Nurses Association, the

National League for Nursing, the California State Board of Registered Nursing, and *Quality, Safety, and Education in Nursing* (QSEN) standards and The Massachusetts Nurse of the Future.

The primary aim of the program is to prepare entry-level registered nurses as providers of care across the health/illness continuum and as members of the profession. The program is responsive to the changing healthcare needs of the community, state and nation.

The curriculum provides a positive, innovative learning framework that fosters the development of critical thinking/clinical reasoning and problem solving skills so that graduate nurses are equipped to deliver care to a culturally diverse population in a variety of healthcare settings.

Philosophy

The philosophy of the Associate Degree Nursing (ADN) Program supports and implements the vision and mission of Santa Barbara City College and is based on the paradigm of **Nursing and Professional Practice**, **Education,** and **Caring**. The purpose of the program is to provide a high-quality education that empowers students with the knowledge, skills and caring attitudes to become competent entry-level professional registered nurses, lifelong learners, and active community members.

Nursing and professional practice is an art and applied science based on a unique body of knowledge derived from the biological, psychological, sociological, and spiritual sciences.. As an art, nursing embodies learned therapeutic and caring behaviors and the creative use of skills and expertise essential to promote, maintain, and restore the person to an optimal level of health; as well as supporting a peaceful, dignified death. As a science, nursing integrates concepts from the humanities, natural, and behavioral sciences to develop a body of knowledge that supports the delivery of evidence-based care, involving utilization of the nursing process, application of critical thinking and the transfer of theoretical knowledge into clinical practice. Registered nurses are members of the collaborative health care team and as such, care for diverse individuals and families across the lifespan in a variety of inpatient and community-based settings by providing culturally sensitive, individualized, patient centered care. Professional values guide interactions with individuals, families, and the health care team. RNs demonstrate professional conduct by exhibiting accountability for their actions, practicing within their scope of practice, and assuming legal responsibility for the care they provide. RNs uphold their commitment to the public by adhering to an established code of ethics, which provides a context for making judgments and offers guidelines for maintaining professionalism.

Education of the nurse at the Associate Degree level prepares the individual as an entry level nurse in the profession of nursing. The nurse is educated to provide safe, competent, caring interventions, and patient care management through sound clinical

decision making. Integrity, respect for the individual, ethical behavior, accountability, and lifelong learning are attributes of the art and science of nursing care. Faculty are committed to supporting students in the successful achievement of their goals through a curriculum designed for the adult learner. Faculty incorporate the individual learning styles of each student by offering instructional materials that address the auditory, visual, and kinesthetic learner. The concept of lifelong learning is emphasized throughout the Associate Degree in Nursing Program as a pathway to higher education.

Caring involves learning and understanding human needs, understanding and valuing individuality, and diversity. Caring also involves learning and understanding human needs and responses in varying states of health, and valuing individuality and diversity. By extending a caring presence, nurses promote dignity, reinforce self-esteem, enhance spirituality, nurture strengths, and facilitate healing. By extending a caring presence, nurses promote dignity, reinforce self-esteem, enhance spirituality, nurture strengths, and facilitate healing.

CURRICULUM

Academic Integrity
Students should follow policies of academic integrity at SBCC: policy BP5550 and AP 5550

AI Statement:
- Students can use AI tools to augment their understanding and generate ideas. The expectation is that the final work reflects their own analysis, synthesis, and originality.

- Students must not use AI tools to generate or modify content which would lead to violating academic integrity BP5550 and AP 5550.

- All sources, including AI tools, must be properly cited within the text and included in the bibliography and/or reference page.

- Students must critically evaluate the output of AI tools, considering potential biases and limitations, and corroborate information obtained from AI tools with other credible sources.

Organizing Framework

The goal of the ADN program is to prepare registered nurses who are both compassionate and competent. Thus, the conceptual framework that provides structure for the curriculum is based on the following Concepts:

- Patient-centered Care
- Teamwork and Collaboration
- Evidence based practice
- Quality improvement

- Safety
- Informatics
- Professionalism
- Leadership
- Communication

Professional nursing practice is grounded in the biological, psychological, sociological, and spiritual sciences. It is devoted to promoting, maintaining, and restoring the health of individuals, families, and selected groups as well as supporting a peaceful, dignified death. Registered nurses are members of the health care team and as such, care for diverse individuals and families across the lifespan in a variety of inpatient and community-based settings by providing culturally sensitive, individualized, **patient centered care.**

Registered nurses recognize that **teamwork and collaboration** among health care professionals is critical to delivering safe, quality client care. Ongoing **quality improvement** activities are performed in concert with other members of the healthcare team. Application of **evidence based practice**, skills in **informatics**, and client care technology is essential to the delivery of quality care while ensuring **safety**.

Professional values guide interactions with individuals, families, and the health care team. RNs demonstrate professional conduct by exhibiting accountability for their actions, practicing within their scope of practice, and assuming legal responsibility for the care they provide. RNs uphold their commitment to the public by adhering to an established code of ethics, which provides a context for making judgments and offers guidelines for maintaining **professionalism**.

The major roles of the RN include provider of nursing care, coordinator of client care, and member of the nursing profession. As providers of care, RNs promote wellness, identify current and emerging client problems, and function as advocates for individuals, families, and selected groups. In addition, RNs manage client care using clinical judgment, incorporating the nursing process and caring as essential tools. As coordinators of care, RNs communicate, collaborate, and provide **leadership** within the interdisciplinary health care team to promote and maintain client health and ensure continuity of care. They provide patient education through **communication** to achieve positive clinical outcomes.

As members of the profession, RNs are accountable for maintaining professionally established standards of nursing practice, adhering to practice regulations specified by each respective state, as well as adhering to established legal and ethical directives. Lifelong learning is a means of assuring that practice is continually based on current knowledge. In addition, continued formal education provides an opportunity for personal advancement within the profession.

End of Program Student Learning Outcomes (Terminal Objectives)

1. Evaluate nursing care provided to patients, families, groups, populations, and communities from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on patient's preferences, values, and needs.
2. Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups.
3. Demonstrate use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered care.
4. Utilize evidence-based quality improvement processes to effect change in the delivery of patient-centered care.
5. Demonstrate the effective use of strategies to mitigate errors and reduce the risk of harm to patients, self, and others in healthcare, home, and community settings.
6. Utilize evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.
7. Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.
8. Utilize leadership, management and priority-setting skills in the provision and management of safe, quality patient-centered care.
9. Utilize verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds that promote an effective exchange of information and the development of therapeutic relationships.

ADN Program Student Learning Outcomes (PSLOs)

PSLO 1: The student will demonstrate through clinical observation the establishment of a therapeutic environment and appropriate communication with patients, family members, and team members.

PSLO 2: The student will employ evidence based practice by utilizing information technology to implement a plan of care and document patient outcomes.

PSLO 3: The student will verbalize and demonstrate elements of critical thinking by prioritizing patient care to maintain SBCC ADN Basic Standards of Practice.

PSLO 4: The student will demonstrate integrity, accountability, and respect for diverse populations in both theory and clinical.

Assessment of ADN Program Outcomes

Assessment is an on-going cycle of goal setting, measurement of outcomes, and interpretation of results, with subsequent improvement of the program, student learning outcomes, curriculum, and instructional activities. Student learning and program outcomes are assessed by:

• Comprehensive Predictor Exam results

• National Council Licensure Exam (NCLEX-RN) performance

• Student Program Satisfaction

• Program Completion Rates – Attrition

• Employer Satisfaction

Role of the Student

The SBCC ADN program is designed to prepare students to transition from student to entry-level Registered Nurse, safely and competently, as defined by these roles: Provider of Care, Manager of Care, and Member of the Profession. Upon completion of the program, the graduate shall be able to function as a:

Provider of Care-The student will provide safe nursing care through therapeutic nursing interventions to patients with critical and complex disease states. The care is characterized by consistent critical thinking and problem-solving skills, clinical competence, accountability, effective communication skills, respect for diverse cultures, with an emphasis on health education and a commitment to the value of caring.

Manager of Care-The student will provide safe nursing care consistently utilizing critical thinking skills for patients who have critical and complex disease states. The care is characterized by the ability to assess and establish priority of care for a group of patients. The manager of care collaborates with other members of the health care team, including organizational and community resources, using effective oral and written communication skills. The manager of care recognizes roles and responsibilities within the levels of the career ladder and is competent in using technology to provide evidence-based nursing care.

Members of the Profession-The student will consistently demonstrate accountability, advocacy, legal/ethical behavior, and caring. The student will demonstrate responsibility for one's own professional growth, behavior, and education. The SBCC student nurse routinely participates in self-evaluation and makes changes to improve the practice of nursing, with the ultimate goal of making positive contributions to the nursing profession.

Student Role by Level

PSLO 1: The student will demonstrate through clinical observation the establishment of a therapeutic environment and appropriate communication with patients, family members, and team members.

Level 1	Level 2
Establish therapeutic nurse/patient/family relationships, demonstrate respect for diverse cultures, and describe the nurse's role as health educator and patient advocate to address basic needs. Demonstrate effective communication skills during unexpected situations. Demonstrate respect for diverse cultures, as well as, anticipate and implement the nurse's role as health educator and patient advocate.	Utilize effective communication skills, demonstrate respect for diverse cultures, educate clients regarding health needs, and promote client advocacy with increasing independence. Utilize effective communication skills, respect for diverse cultures, with an emphasis on health education and a commitment to the value of caring.

PSLO 2: The student will employ evidence-based practice by utilizing information technology to implement a plan of care and document patient outcomes.

Level 1	Level 2
Completes basic required documentation in an accurate and timely manner. Identifies the role of other healthcare team members, including organizational and community resources. Identifies effective oral and written communication skills. Demonstrates a beginning understanding of using technology to provide evidence-based nursing care. Demonstrates appropriate required documentation in an accurate and timely manner for clients with anticipated and unexpected outcomes. Cooperates with other healthcare team members, including organizational and community resources, and uses effective oral and written communication skills. Demonstrates increasing competence in using technology to provide evidence-based nursing care.	Demonstrates appropriate required documentation in an accurate and timely manner for clients with increasing complex outcomes. Collaborates with other healthcare team members, including organizational and community resources, and uses effective oral and written communication skills. Demonstrates competence in using technology to provide evidence-based nursing care. Independently demonstrates and evaluates the appropriateness of required documentation in a timely manner. Collaborates with other healthcare team members, including organizational and community resources, and uses effective oral and written communication skills. Demonstrates competence in using technology to provide evidence-based nursing care.
PSLO 3: The student will verbalize and demonstrate elements of critical thinking by prioritizing patient care to maintain SBCC ADN Basic Standards of Practice.	

Level 1	Level 2
The student will provide safe nursing care through therapeutic nursing interventions and utilize basic critical thinking skills with patients that have predictable outcomes. The care is characterized by the ability to prioritize aspects of basic care, utilize routine types of equipment during care delivery, and demonstrate beginning teamwork. The student will provide safe nursing care through therapeutic nursing interventions and utilizing critical thinking skills with patients that have anticipated and unexpected outcomes. The care is characterized by the mastery of basic care skills, as well as the ability to modify care when unexpected events occur, operate area specific equipment, maintain cost effectiveness by utilizing supplies appropriately and minimizing waste, and demonstrate team-leading skills under the guidance of an instructor.	The student will provide safe nursing care through therapeutic nursing interventions and utilizing critical thinking skills with patients that have increasingly complex outcomes. The care is characterized by the ability to anticipate complications, analyze and utilize the data gained from specialized equipment, plan and evaluate utilization of appropriate resources for cost effective delivery of care, and facilitation of communication among the health care team. The student will provide safe nursing care through therapeutic nursing interventions and utilizing critical thinking skills to clients with critical and complex disease states. The care is characterized by the ability to assess and establish priority of care for a group of patients and delegation of appropriate aspects of nursing care to licensed and unlicensed personnel.

PSLO 4: The student will demonstrate integrity, accountability, and respect for diverse populations in both theory and clinical.

Level 1	Level 2
The student will assume basic responsibility and accountability in providing quality care within the legal and ethical boundaries of nursing. The student will demonstrate a beginning recognition of self-limitations and identification of caring behaviors. The student will assume increasing responsibility and accountability in providing quality care within the legal and ethical boundaries of nursing. The student will consistently acknowledge self-limitations and seek out appropriate assistance, as well as, employ caring behaviors.	The student will assume responsibility and accountability, with minimal supervision, for the legal and ethical boundaries of nursing. The student consistently recognizes self-limitations and begins to independently utilize various resources to improve abilities, including evaluate caring behaviors. The student will consistently demonstrate accountability, advocacy, legal/ethical boundaries of nursing and responsibility for one's own professional growth. The student nurse routinely participates in self-evaluation and makes changes to improve the practice of nursing.

ADN Course Information

Generic ADN Pathway

Semester I

NURS 161 Pharmacology (1.5 Units)

This course provides an introduction to the principles of pharmacology, including: pharmacokinetics, pharmacodynamics, medication interactions and potential adverse medication reactions. Content includes general principles of pharmacology, legal, ethical, and safety aspects of medication administration as well as nursing care related to the safe administration of medication to patients across the life span. Emphasis is placed on nursing responsibilities such as maximizing therapeutic effects of drug therapy and minimizing adverse effects, appropriate patient and family teaching, and ongoing patient assessment.

NURS 162 M/S 1 (8 Units)

This course provides an introduction to nursing and roles of the nurse, and profession related and patient care concepts. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for basic assessment and nursing skills is presented, and the student is given an opportunity to demonstrate these skills in a clinical laboratory setting and in a variety of health care settings. An introduction to the nursing process provides a decision-making framework to assist students in developing effective clinical judgment skills.

Semester II

NURS 163 M/S 2 (6 units)

The first-year nursing student's second semester develops knowledge and skills as they relate to adult non-critical, moderately complex medical-surgical patients. This course focuses on the care of adult clients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of clients with alterations in selected body functions. Through the nursing process the student recognizes alterations in status and formulates age-appropriate care. Concepts of client centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical

concepts and implement safe client care to adults in a variety of settings. Psychomotor skills include medication administration, sterile procedures, isolation procedures, and intravenous therapy.

NURS 165 Mental Health (2.5 Units)

This course focuses on the care of patients across the lifespan experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of patients facing emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to patients in selected mental health settings.

Semester III

NURS 166 M/S 3 (5.5 Units)

This course focuses on the care of adult clients with complex medical/surgical health problems. Emphasis is placed on helping clients and their families cope with alterations in body functions. Concepts of pharmacology, health promotion and education, evidence-based practice, and interdisciplinary collaboration will be integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to clients and selected groups in a variety of settings.

NURS 167 Maternal Newborn/Pediatrics (4 Units)

This course provides an integrative, family-centered approach to the care of mothers, newborns, and children. Emphasis is placed on normal and high- risk pregnancies, normal growth and development, family dynamics, common pediatric disorders and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to mothers, newborns, and children in selected settings.

NURS 168 M/S 4 (5 Units)

This course focuses on advanced concepts of nursing care as they relate to adult and older adult patients with complex and/or acute multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, priority setting, clinical judgment, tenets of legal and ethical practice, and leadership principles are emphasized. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients in a variety of settings.

NURS 169 Gerontology/Community Health (1.5 Units)

This course builds on previous medical-surgical knowledge and skills in applying the nursing process to the care of older adults while focusing on their unique physiological and psychosocial needs. Concepts of community-based nursing practice including the role of the nurse in the community, health promotion and disease prevention, and Healthy People 2020 will be emphasized. A holistic approach will be applied to the assessment and care of the older adult living in the community including strategies that promote independent living and enhanced quality of life as well as principles of end-of-life care. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to older adults in selected community settings.

NURS 172 Transition to Professional Nurse Practice (2 Units)

This course facilitates the transition of the student to the role of a professional nurse in the microsystem of a work unit. Emphasis is placed on the role transition from student nurse to new graduate RN, management concepts, as well as developing the skills of delegation, conflict management, and leadership. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Clinical experiences provide the student the opportunity to apply theoretical concepts while functioning in a leadership role during direct patient care and non-direct care.

LVN-RN Bridge Pathway

SEMESTER I

NURS 119 — Introduction to RN for the LVN (3) Limitation on Enrollment: Admission to the ADN Program; LVN license Hours: 126 (18 lecture, 108 lab)

Provides a basic orientation to the Santa Barbara City College Associate Degree Nursing Program for the LVN to ADN student. Ethical and legal responsibilities and the changing role of the RN are included.

NURS 165 Mental Health Nursing (2.5 Units)

Introduction to mental health psychiatric nursing, using the nursing process to promote psychosocial integrity within the health illness continuum across the life span. Emphasis on therapeutic interactions and communications, bio-psychosocial rehabilitation and therapeutic use of self. Clinical experiences provide opportunities for students to participate in therapeutic activities in a variety of mental health settings.

SEMESTER II VN (3RD SEMESTER FOR ADN)

NURS 166 M/S 3

This course focuses on the care of adult clients with complex medical/surgical health problems. Emphasis is placed on helping clients and their families cope with alterations in body functions. Concepts of pharmacology, health promotion and education, evidence-based practice, and interdisciplinary collaboration will be integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to clients and selected groups in a variety of settings.

NURS 167 Maternal Newborn/Pediatrics

This course provides an integrative, family-centered approach to the care of mothers, newborns, and children. Emphasis is placed on normal and high- risk pregnancies, normal growth and development, family dynamics, common pediatric disorders and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to mothers, newborns, and children in selected settings.

Semester III (4th Semester ADN)

NURS 168 M/S 4

This course focuses on advanced concepts of nursing care as they relate to adult and older adult patients with complex and/or acute multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, priority setting, clinical judgment, tenets of legal and ethical practice, and leadership principles are emphasized. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients in a variety of settings.

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Student Support Courses

NURS 290 — Work Experience in Associate Degree

Nursing (1-4) Corequisites: Any ADN course. Hours: 60-300 lab

Provides a Nursing student the opportunity to explore various career opportunities in the nursing field through employment or volunteering. One unit of credit is earned for each 75 hours of supervised on-the-job experience in the health care setting. Students must accomplish specific, previously approved course objectives. Class meetings on campus scheduled each semester.

ASSESSMENT TECHNOLOGIES INSTITUTE **(ATI)**

ATI provides the RN Comprehensive Assessment and Review Program (CARP) designed to increase student pass rates on the nursing licensing exam and lower program attrition. Used as a comprehensive program alongside the ADN curriculum, the CARP tools can help students prepare more efficiently, as well as increase confidence and familiarity with content.

In addition to CARP online access, each student will be provided a package of books prior to the start of the program. **These materials do not replace your textbooks, but will help you prepare for ATI Assessment testing and the licensing (NCLEX) exam.** This complete package of student assessment and review materials is required and the student is responsible for the cost.

Non-proctored Practice Exams: For each content area, CARP provides a non-proctored, Internet-based exam reflecting the NCLEX test plan. In addition to the reference materials, the student will be provided unlimited online access to practice assessment tests as additional resources for study. Assessment ID numbers and passwords are unique to each entering group. These exams identify any remaining areas of content weakness for directed study. The interactive style provides the student with immediate feedback on all response options. A performance report summarizes the student's knowledge of content areas and use of the critical thinking phases, nursing process, and cognitive levels.

Proctored Content Mastery and Review

The heart of ATI's CARP is the Content Mastery Series. This program aids students in the review and remediation process for the state licensing exam in nursing. Each student will be required to complete ATI- proctored assessment tests throughout the program. The specific tests and test schedule will be outlined in each course syllabus.

Student ATI Assessment and Review Policy

The comprehensive ATI review program offers the following to students:
- An assessment-driven comprehensive review program designed to enhance student NCLEX® success.
- Multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources, such as the ATI Plan that can be accessed from "My ATI" tab. **It is highly recommended that you spend time navigating through this orientation module.**

REVIEW MODULES/EBOOKS
ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

TUTORIALS
ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses think and make decisions. **Learning System** offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

ASSESSMENTS
There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.

FOCUSED REVIEWS/ACTIVE LEARNING/REMEDIATION
Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student's individual assessment report will contain a listing of the Topics to Review. It's highly recommended to remediate using the Focused

Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates.
The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work was completed using the "My Transcript" feature under "My Results" of the ATI Student Home Page or by submitting written Remediation Templates as required.

Points for ATI Proctored Assessments will be allotted as follows. Students must successfully and fully complete each section of the chart in order to receive points. Instructors will assign point values based upon each course.

RUBRIC FOR ATI PROCTORED EXAMS

Semester 1	Nutrition
Semester 2	Foundations, Mental Health
LVN Bridge	Foundations, Pharmacology
Semester 3	Pharmacology, Pediatrics, Maternal Newborn
Semester 4	Adult Med/Surg, Community Health, Comprehensive Predictor

PRACTICE ASSESSMENT			
Complete Practice Assessment A. Pre-Remediation: • Minimum 1 hour Focused Review on initial attempt • For each topic missed, complete an active learning template and/or identify three critical points to remember. **		Complete Practice Assessment B. Suggested, NOT Required Pre-Remediation: • Minimum 1 hour Focused Review on initial attempt • For each topic missed, complete an active learning template and/or identify three critical points to remember. **	
STANDARDIZED PROCTORED ASSESSMENT			
Level 3 = 15/15 points Exceeds expectations for performance in this content area	**Level 2 = 12.75/15 points** Exceeds minimum expectations for performance in this content area.	**Level 1 = 7.5/15 points** Meets absolute minimum expectations for performance in this content area.	**Below Level 1=0/15 points** Does not meet absolute minimum expectations for performance in this content area.
No Focused Review Required	**Focused Review Required**	**Focused Review Required**	**Focused Review Required**
No proctored assessment retake required	**No proctored assessment retake required – _optional retake_**	**Proctored assessment retake required**	**Proctored assessment retake required**
	Retake score will be the score posted on the gradebook if higher than 1st attempted score Level 3 = 15 points Level 2= 12.75 points Level 1= 7.5 points	Retake score will be the score posted on the gradebook if higher than 1st attempted score Level 3 = 15 points Level 2= 12.75 points Level 1= 7.5 points	Retake score will be the score posted on the gradebook if higher than 1st attempted score Level 3 = 15 points Level 2= 12.75 points Level 1= 7.5 points

In summary:
- PRIOR TO TAKING PROCTORED ASSESSMENT: Student completes 1 practice assessment (suggested 2, but not required) and does a review/remediation
  - When review completed, receives points
- Student takes proctored assessment
  - Level 3 receives ___points, Level 2 receives ___points, etc
- Student completes review/remediation and receives ___additional points
- All points are assigned as 1 grade
- If the instructor requires a retake, student may receive additional points at the instructor's discretion.

ADN Program Benchmarks

1. Ninety percent (90%) of graduating students responding to the Program Survey and Evaluation Form will report the SBCC ADN Program as satisfactory in all of the following areas:
   a. *adequacy of curriculum to meet community needs*
   b. *quality of instruction*
   c. *learning environment*
   d. *learning resources*
   e. *college support systems*
2. Eighty-five percent (85%) of students entering will successfully complete the program.
3. Ninety percent (90%) of graduates will pass NCLEX on the first attempt.
4. Eighty-five percent (85%) of responding graduates will be employed within 6 months of taking the NCLEX-RN exam, as measured by the Graduate Questionnaire.
5. Eighty percent (80%) of graduates responding to the Graduate Questionnaire will evaluate themselves as average or above average as Providers of Care, Managers of Care and Members of the Profession.
6. Employers responding to the Employer Evaluation of ADN Graduates will rate 90% of SBCC graduates as satisfactory or better, overall.

Basic Standards for Safe Nursing Practice: Critical Elements

It is expected that each patient cared for by a nursing student, has the right to receive safe nursing care per California Nurse Practice Act BRN California Nursing Practice Act, Business and Professions Code 2725; Scope of Regulation and California Code of

Regulation 1443.5 Standards of Competent Practices. It is essential to avoid a break in asepsis, or cause emotional jeopardy and/or physical jeopardy. It is also understood the nursing student will provide a caring nurse-patient interaction. As a nursing student, it is expected that performance will demonstrate a consistent integration of previously learned Knowledge, Skills, and Attitudes (KSA's) and adhere to QSEN standards demonstrating a caring nurse-patient interaction, and an environment promoting emotional and physical safety.

Concepts within each of these categories may overlap.

Any violations or deviations from these Basic Standards can result in disciplinary actions including but not limited to: probation or withdrawal from the ADN Program. This includes behaviors in lab, clinical, classroom, or at any time the student is representing the SBCC ADN Program.

1. Patient centered care: Evaluate nursing care provided to patients, families, groups, populations, and communities from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.

A. Identify the developmental level and utilizes developmental theory and concepts of diversity in planning, implementing, and evaluating care for patients

B. Develop and utilize a time grid for medications, IVs, treatments, patient care

C. Notify clinical instructor in a timely manner if unable to manage patient care responsibilities

D. Apply principles of time management, organization, delegation, and priority setting in providing nursing care

E. Prioritize nursing actions to coincide with changing patient conditions, cultural variants, and multiple patient assignments

F. Provide safe nursing care, meets overriding critical elements (clinical competencies)

G. Utilize the nursing process creating a plan of care for patients

H. Prepare satisfactorily for patient care and develop an appropriate plan of care

I. Utilizes procedure and/or policy manual or other written materials to answer questions prior to consulting with other staff members (IV push list, Policies and Procedures, IV compatibility list, etc)

J. Verify physician's orders for procedures and medications

K. Verify patient identity according to SBCC guidelines and prior to all invasive procedures

L. Conduct self in a manner that fosters confidence and acknowledges patient, family, and significant others' fears

M. Provide privacy when assessing and/or providing patient care

N. Encourage patient to express feelings and provides appropriate support

O. Responds appropriately to patients' reports of pain

2. **Teamwork and Collaboration:** Collaborate with members of the interprofessional healthcare team to manage and coordinate the provision of safe, quality care for patients, families and groups.

A. Work effectively in a group

B. Fosters professional and respectful interactions with members of the healthcare team

C. Coordinate care with members of the interprofessional healthcare team.

D. Be honest, sincere, kind and considerate

E. Create and promotes a calm environment

F. Demonstrate caring behaviors to patient, healthcare team, family, and significant others

3. **Evidence based practice:** Demonstrate the use of best current evidence and clinical expertise when making clinical decisions in the provision of patient-centered

care.

    A. Integration of available research

    B. Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice

    C. Utilize best current evidence for its application to practice when providing and managing patient-centered care.

    D. Follow guidelines of Standard Precautions and use PPE properly

    E. Follow principles of surgical asepsis

    F. Follow principles of medical asepsis

    G. Adhere to OSHA Guidelines

    H. Perform proper hand hygiene

    I. Avoid contaminating clean areas with dirty materials

4. **Quality Improvement:** Utilize evidence-based improvement processes to effect change in the delivery of patient-centered care.

    A. Correlate theoretical concepts and clinical practice to identify the complex needs of patients in multiple settings

    B. Gather data and recognize the gap between current and desired patient outcomes.

    C. Use recognized nursing standards to improve and advance the quality of health care services.

    D. Identify patient care issues that can impact quality of care.

5. **Safety:** Demonstrate effective use of strategies to mitigate errors and reduce the risk of harm to patients, self, and others in the healthcare, home, and community settings.

    A. [Adheres to National Patient Safety Goals](#)

    B. Identify patient by name band with each encounter

    C. Keep call light within reach at all times, responds to call lights and alarms in a timely manner

    D. Use effective body mechanics

    E. Maintain side rails in up position on all physically or mentally compromised patients

    F. Keep bed in lowest position except when providing care

G.   Utilize appropriate safety equipment to prevent falls

H.   Use lift equipment appropriately

I.   Provide supervision and/or assistance to patients in distress

J.   Assess patient and provides care at appropriate level

K.   Ensure safety for self and others

L.   Maintain a clean and healing environment

M.   Promote psychological safety for patients and family.

N.   Dons appropriate PPE and adheres to isolation precautions

O.   Dons appropriate PPE for and adheres to precautions for hazardous medication administration

P.   Medications

1. Discuss medications with CI prior to administering
2. Validates MAR
3. Administers medications correctly and safely
4. Observe 10 rights of med administrations
5. Recognizes and reports and medication errors
6. Completes medication grid
7. Verifies Compatibility
8. Administers and monitors IV therapy correctly
9. Ensures correct IV fluid
10. Ensures correct IV fluid rate
11. Ensures correct IV tubing
12. Follows hospital policy for IV therapy
13. Uses IV pump correctly

6.   **Informatics:** Utilize evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.

A. Employ appropriate scientific resources and technology to plan and deliver patient care

B. Document patient care per facility policy

1. Documents vital signs at unit specific times at point of care and reassess as required per medication administration
2. Documents head to toe assessment within 1 hour of receiving report
3. Documents assessment and reassessment per medication administration
4. Ensures second co-signer on medication record for high-risk medications per institution policy

C. Complete all required SBCC Clinical Forms: Research and Report Sheet, Time Grid, Care Plans and Medication Report Sheet.

7. **Professionalism:** Assimilate integrity and accountability into practices that uphold established regulatory, legal, and ethical principles while providing patient-centered, standard-based nursing care.

A. Maintain Professional behavior at all times
B. Initiate self-care and stress management behaviors.
C. Schedule time for breaks and meals during clinical
D. Demonstrate individual responsibility, personal integrity, and respect for diverse persons and cultures
E. Begin the process of lifelong learning: Synthesizes the role and scope of practice of the registered nurse
F. Follow SBCC Dress Code Guidelines
G. Arrive on the nursing unit on time and stays allotted time
H. Report to supervising nurse when arriving and leaving for the day
I. Report to the clinical instructor when leaving for the day
J. Notify unit/facility assigned and advisor when absent
K. Protect patient confidentiality and follows HIPAA Guidelines
L. Report to supervising nurse and clinical instructor immediately abnormal finding/significant changes in pt status
M. Follow the ADN Policy of "When to Call the Clinical Instructor"
N. Recognize and report errors immediately to clinical instructor
O. Practice within level of knowledge and ability
P. Treats colleagues, classmates, instructors, patients and any other member of the college and healthcare team with respect and communicates with them (verbally,

written, non-verbally) in a professional manner at all times

8. **Leadership:** Utilize leadership, management and priority-setting skills in the provision and management of safe, quality patient-centered care.
- A. Demonstrate leadership qualities and serves as a role model to others
- B. Demonstrate personal integrity and professional accountability
- C. Verbalize responsibility for actions
- D. Identifies ethical-legal dilemmas and intervenes as a patient advocate

9. **Communication:** Utilize verbal and nonverbal communication strategies with patients, families, and groups from diverse backgrounds that promote an effective exchange of information and the development of therapeutic relationships.
- A. Introduce self to patient
- B. Communicate concise and thorough verbal report and any change in patient condition (ie. VS outside norms) to instructor and healthcare team in a timely manner. Temp > 100 or < 97, HR >100 or < 60, SBP >140 or <100, DBP
  >100 or < 60, RR > 20 or < 16, O2 sat < 92%
- C. Utilize appropriate communication styles and leadership skills in patient care management
- D. Use select therapeutic communication techniques to establish a therapeutic environment
- E. Listen and respond to patients' verbal and nonverbal cues appropriately
- F. Communicate using eye contact, with calm demeanor
- G. Call patient by preferred name and pronounces name correctly
- H. Responds to patients' and family concerns with empathy
- I. Explains procedures and activities to patient and family prior to intervention

PROBLEMS INTERFERING WITH STUDENT PERFORMANCE

Attendance Policy

- Consistent attendance in theory, lab, and clinical is essential for continued success throughout the ADN program. As adult learners, students' commitment to all course activities, classroom, lab, and clinical will aid in achieving maximum benefit from the various learning experiences. It is therefore expected that students attend all scheduled activities. If a student is absent for any reason, they are responsible for completing all of the course requirements. Students must inform their instructor of a planned absence from clinical and/or class prior to the expected absence; or immediately after (same calendar day) if the absence is unexpected.

- There are no scheduled make-up days for clinical or theory. Students are responsible for any assignments made or content discussed in a missed theory class. Likewise, students are required to meet clinical objectives despite an absence. Therefore, attendance is paramount to successful completion of course objectives.

- Students must attend all scheduled clinical shifts. If an absence is unavoidable, faculty will determine whether the absence(s) is interfering with the student's achievement and/or ability to meet course objectives. Faculty will communicate to the student, verbally and in writing, and will take action as deemed necessary.

- *In the event of a students' absence from the clinical area, the student must contact the clinical instructor. Do not contact the instructor between 2100 and 0530. If a student is absent from a clinical rotation where an instructor is not present, they must also notify the unit where assigned before the shift begins. If you are ill (fever, chills, nausea, vomiting, diarrhea), do not come to clinical. Notify the clinical instructor, course instructor and director of your absence. A makeup shift may be assigned.*

Personal and/or Health Problems

- Problems arising in clinical or in the classroom should be discussed first with the instructor immediately involved at the time of the incident. Each faculty member

is available by appointment to discuss student problems, including those of a personal nature. Office hours are posted and individual appointments may be scheduled. Your advisor and the Director are also available to discuss issues or concerns.

- Instructors may ask a student to go to a physician for a physical check-up or re- evaluation of health status. If a health problem (physical or mental) interferes with a student's ability to perform effectively, s/he may be asked to leave the program until the problem is resolved.

- Personal counselors are available on campus to assist with personal problems (e.g. exam anxiety, coping with stress, etc.). Make an appointment in the Student Health and Wellness Office in the Student Services Building. They are an excellent resource.

- For any student considering withdrawal from the program, it is recommended that they make an appointment to discuss this with his/her nursing advisor and/or the Program Director.

Leave of Absence (LOA)

- If a student experiences a situation which interferes with his/her successful progression through the program, it may be necessary to petition for a leave of absence. Valid reasons for requesting a leave of absence include medical emergencies and personal or family problems.

- For Medical Leaves, a letter from a health care provider supporting the medical basis of the request for the leave must be given to the Program Director with the written request for a LOA.

- Students who have been on a Medical Leave will be required to submit a release signed by their health care provider, prior to returning.

- Personal Leaves are granted one time only to students who are in "good standing." To be in "good standing," it is expected that the student:

  - Attends classes regularly and is earning a passing grade

- – Consistently attends and performs satisfactorily in clinical

- Keeps scheduled appointments in the AHNL

- The maximum length of time granted for a leave of absence for personal reasons is one semester. The length of a medical leave will be determined according to individual circumstances and generally do not exceed one semester.

- Following discussion of the situation with his/her nursing advisor, a letter stating the reason for requesting a leave and the period for which the leave is requested should be sent to the Program Director.

- The written request will be presented to the ADN faculty for review. All decisions pertaining to granting leaves of absences are up to the discretion of the ADN faculty. The student will be notified by the Program Director regarding the decision of the faculty.

- Following the leave of absence, the student will return to the ADN Program under provisions specified in the "Returning Students to the ADN Program."

CLINICAL PRACTICE DEFICIENCY POLICY

An Academic Action Plan may be developed and implemented to support student success. Students who experience difficulty demonstrating mastery of clinical objectives in the allotted time will be counseled by the individual clinical instructor (CI), Faculty Advisor or course instructor in any of the options listed below.

If at any time a student is in need of additional clinical assistance, they may be assigned a faculty or lab staff member to assist with learning needs and skill attainment/mastery. This assistance will occur during a clinical shift.

AHNL Referral (Student Learning Contract)

It is prudent for students to refer themselves informally to the lab and to practice those skills that need strengthening to avoid formal lab referral.

Students having difficulty in clinical and/or not meeting the expected outcomes on the CPET, will need extra assistance and guidance from the CI. The CI is expected to speak with the student during the shift about any clinical issues and provide specific strategies, instruction and refer to resources to improve performance. All discussions

will be documented on the CPET and the students will receive a formal lab referral called a Student Learning Contract. The CI will complete electronically; it will be placed in the student electronic file, and the student must sign when received.

The SLC requires that the clinical instructor will call and/or e-mail the AHNL and notify them on the day the student is referred. The student is also expected to call and/or e-mail the AHNL that day to make an appointment to develop a plan for practice and evaluation. It is the student's responsibility to follow through and satisfy the terms of the SLC prior to returning to the clinical setting.

If the student is unable to successfully complete the SLC to a satisfactory level, clinical objectives will not be met and the student will be dismissed from the program.

Upon returning to clinical, if the student continues to demonstrate difficulty meeting the clinical requirements, this may result in a or Student Feedback Form.

Student Feedback Form

If a student violates the SBCC Basic Standards for Safe Nursing Practice/Critical Elements, fails to demonstrate safe and satisfactory performance of a previously mastered skill, or seriously jeopardizes a patient's safety, a clinical instructor will give the student a Student Feedback Form.

The CI will complete the CN electronically; it will be placed in the student electronic file, and the student must sign when received. This form describes the incident and if an AHNL Referral is indicated.

The Director, course instructor, and advisor will be notified of the CN and may meet with the student when necessary. The ADN faculty are informed of the Student Feedback Form in order to offer support, guidance and resources to the student.

The Director will consult with the Faculty and send a letter of concern as needed.

Letter of Concern

A student may receive a letter of concern at any point in the Clinical Practice Deficiency Process when faculty deem necessary. This letter will outline behaviors that appear to be impacting or affecting clinical performance.

Probation (clinical, theoretical, and/or lab)

A student whose performance is determined to be unsafe, or who has had documented repeated deficiencies, and/or violations of Basic Standards will be presented to the ADN faculty for discussion. The faculty will decide whether or not to place a student on probation or dismiss the student from the program. If placed on probation, the student may be required to register for NURS 190. The length of time for probation will be individually determined by the faculty.

Specific requirements for probation will be outlined in a letter to the student from the Program Director and faculty. A meeting will be scheduled with the student, course instructor, Program Director and faculty to review requirements of the probationary period.

Upon satisfactory evaluation of student performance, at the completion of probation, the student will resume their progression through the ADN Program.

If at any time during the probationary period, the student's clinical practice is evaluated by the clinical instructor as not being "safe and satisfactory" (as specified in the Basic Standards for Safe Nursing Practice/Critical Elements), the student has failed probation.

The student will be withdrawn from the ADN program, will receive a grade of an "F" for the course in which they were enrolled, and per policy will not be able to repeat the course nor re-enter the program.

Unsafe Patient Care

If at any time the student's conduct or physical and/or emotional health is such that s/he is a potential threat to the well-being of patients or others, the student will be withdrawn from the nursing program.

Withdrawal from Program

Withdrawal from the ADN Program may be related to:

- Violation of Basic Standards for Safe Nursing Practice
- Failure of Semester Clinical Expectations if required during probation
- Failure of theoretical examinations or inadequate progress in theoretical course
- Failure to meet clinical objectives

- Clinical practice evaluated as "unsafe" at any time in the Program
- Any violation of the SBCC Standards of Student Conduct
- Stealing from any health care facility
- Drug or alcohol issues that interfere with the safety of patients or others
- Mental health issues that interfere with the safety of patients or others
- Personal reasons (health, family/work responsibilities etc.)
- Clinical difficulties (inadequate progress or unsafe performance)

A student who is experiencing difficulty is encouraged to meet with the Faculty Advisor to discuss the difficulty and to identify sources of assistance (AHNL, counseling, study skills, financial aid, etc.) or to explore other alternatives (LOAs, other career options, etc.).

Students who voluntarily withdraw from the ADN Program must notify the advisor and/or the Program Director in writing of their intent to withdraw. The advisor (or Program Director) will assist the student with determining student options.
When a student is withdrawn from the program for either academic failure or inadequate clinical performance, the grade of "F" will be assigned for the course in which the failure occurred.

Readmission Policy

If a student is withdrawn from the SBCC ADN Program due to clinical failure, s/he may not return to the program. If a student fails theory, s/he may request readmission the following semester on a space available basis. Readmission for theory failure is only permitted one time during the program.

A student, who transfers to or enters the SBCC VN Program after unsuccessful completion of the ADN Program and fails out of the VN Program, will not be able to re-enter the SBCC ADN Program.

STUDENT RIGHTS/CONFLICT RESOLUTION

It is the right of any student to confer with the Director of the ADN Program regarding concerns which the student feels are inadequately being addressed by a member of the ADN faculty. If after meeting with the Program Director the student has additional concerns, s/he may schedule an appointment with the Dean for Educational Programs. An appointment may be made through the Dean's secretary in the Health Technologies Office.

Grievances/Complaint Policy

- The student who believes an injustice has been done to him/her shall first attempt to resolve the complaint by informal discussion with the nursing faculty member involved.

- If the problem is not resolved in Step 1, an informal discussion should take place with the Director of the Nursing Program, the student and the faculty member involved.

- If there is no resolution between the student and the Director of the nursing program, the student should meet with the Dean of Educational Programs who oversees the ADN program.

- If the problem is not resolved in Step 3, the student may initiate the College student grievance procedure as delineated in the current College Catalog.

NOTE: Students have the right to contact the Board of Registered Nursing (BRN) and/ or the Accrediting Commission for Education in Nursing (ACEN) with concerns regarding the educational program. It is expected that students follow the department/ campus/ district policies in an attempt to resolve concerns prior to contacting the BRN or ACEN.

Board of Registered Nursing (BRN)
PO Box 944210
Sacramento, CA 94244-2100
916-322-3350
Web address: www.rn.ca.gov

Accreditation Commission for Education in Nursing (ACEN) 3390 Peachtree Road, N.E.
Suite 1400
Atlanta, GA 30326
404-975-5000
Web address: acenursing.org

ALLIED HEALTH AND NURSING LABORATORY (AHNL)

AHNL Philosophy

The philosophy of the Allied Health and Nursing Laboratory (AHNL) is in accord with the Mission of Santa Barbara City College and the philosophies of the Health Technologies/Allied Health Programs. This philosophy acknowledges that each student has intrinsic dignity and worth. Each student also has different educational, experiential, cultural, economic and social backgrounds as well as family responsibilities. These characteristics, coupled with the student's personal learning style and study skills, affect the degree of assistance the student will need as well as the time required to succeed.

The AHNL is structured to enhance the process of teaching and learning for nursing students and other Health Technologies/Allied Health students, as well as, RNs and LVNs who desire to update their nursing skills and knowledge. The lab is an integral part of the nursing programs at SBCC and is organized for the following purposes:

- To provide a supportive, caring, and well organized environment in which to assist the student in becoming a responsible and successful learner.

- To provide a variety of instructional media to support the different learning styles of students.

- To provide access to current multimedia materials and a variety of resources to enrich and expand the student's knowledge of communication, health services, social and ethical concepts, and nursing skills and theory.

- To provide the support and assistance for guided practice that reinforces previously learned concepts and principles of nursing theory and related physical and behavioral sciences.

- To provide simulated patient care experiences which promote critical thinking, problem solving, and the integration of technical skills with the nursing process.

- To verify each student's skill performance as part of a patient care scenario to ensure that the student is able to perform that skill in a safe, competent, and timely manner.

- To provide a setting for assessing and reviewing previously acquired nursing

knowledge and experience.

- To assist Health Technologies/Allied Health faculty in providing optimal instruction to students.

- To continually update and improve the resources and utilization of the AHNL and develop methods to assist the students achieve their educational goals.

GUIDELINES FOR USING ALLIED HEALTH AND NURSING LABORATORY

The Allied Health and Nursing Laboratory (AHNL) provides a comprehensive learning environment with a focus on nursing skills practice. It is utilized by students throughout all four semesters of the ADN Program and by other nursing and Allied Health Programs. The AHNL has simulated patient care units, a computer/media lab and a simulation lab. Learning through scenario-based simulation provides an opportunity to integrate concepts and carry out the entire nursing process working as a member of a health care team in a risk-free environment. Students are oriented to the AHNL during the first week of the ADN Program.

The following guidelines are provided to assist students in using the AHNL:

- The AHNL is open Monday through Friday. It usually opens before the semester begins and remains open for a few weeks after the semester ends. Backpacks and outerwear must be stored in the cubbies. Food and drink are allowed in the main room only.

- Students will be instructed on use of the computers and multimedia equipment during orientation. AHNL staff are available for help with use of any of the equipment. Students using the computer lab must comply with the College Policies for Student Use of Computers and Networks (http://www.sbcc.edu/computerresources/index.php?sec+1107).

- Students will be oriented to the practice equipment and supplies for nursing skills. Because most supplies are recycled, students are urged to repackage supplies, when appropriate, and return everything to the storage areas in proper order. After practicing, all areas are to be left clean and tidy as expected in the hospital. New skills require practice. The more a student practices skills in the AHNL, the better the student usually does in the clinical setting.

- When learning how to perform a skill, read the required materials and view pertinent multimedia before practicing the skill. Manikins and models are available. AHNL staff will provide guided practice. Appointments may be made for skills performance feedback by AHNL staff. However, if unable to keep the appointment, the student must cancel in advance. Skills evaluations by Faculty will be posted.

- A separate orientation will be provided for the simulation lab. In order to provide a safe environment for the simulation experience, students, staff and faculty are asked to sign an agreement to ensure that what happens in the simulation and debriefing session remains confidential.

- The AHNL has latex allergy guidelines. There are non-latex gloves available in the AHNL. There is an emergency response protocol. A more complete description is found in the AHNL and in the ADN Handbook.

COLLEGE RESOURCES

We want you to succeed in the ADN Program. To help you do this, we encourage you to ask for help when you need it. SBCC has many resources for you, and the only thing you need to do is ask for the assistance you need. The following is a partial list of what is available for you.

Academic Counseling Center

The academic counselors and support staff of the Academic Counseling Center:

- Assist students in planning and implementing immediate and long range academic and career goals.

- Develop individualized Student Educational Plans (SEP).

- Provide students with information regarding academic planning, institutional and transfer & SBCC requirements.

- Counsel students on success strategies.

- Provide referrals for major selection, personal counseling, career counseling. Conduct advising services for new students.

- Conduct classroom presentations & workshops.

- Teach Personal Development/College Success courses.

- Evaluate U.S. college transcripts.

- Collaborate with **Career Center** and **Transfer Center** and other student services to support student success.

Admissions & Records

Admissions & Records is the first and central point of contact for students, faculty and administration with all matters related to admission, registration, academic records, and diplomas.

Admissions & Records is committed to teaching students how to self navigate through the student life cycle - from application to graduation - by providing high quality services, accurate information, and adhering to state and federal regulations.

Admissions & Records strives to remain technologically current and innovative in order to reach and provide access to our growing and diverse campus community.

Enrollment Services

Enrollment Services functions as the front line connection for prospective, returning, and current students. Enrollment Services strives to provide resources to students where, when, and how they need them. The department works closely with other college offices to ensure that current information is provided to students to alleviate the need to visit numerous locations to obtain that information.

Enrollment Services provides campus tours and pre-admissions advising to both local and out-of-area prospective students and their families. Enrollment Services operates an enrollment information line to answer questions to both new and continuing City College students.

Associated Student Government (ASG)

All students at Santa Barbara City College are encouraged and invited to participate in the governance of the Associated Students. Student elections are held during each Spring Semester or students are selected in the Fall by the College's Vice Presidents, Deans, and Instructors.

Behavioral Intervention Team (BIT)

The SBCC Behavioral Intervention Team (BIT) is committed to ensuring community wellness and safety through a proactive, collaborative, coordinated, objective, and thoughtful approach to the prevention, identification, assessment, intervention and management of situations that pose, or may reasonably pose, a threat to the safety and well-being of the individual as well as the campus community.

Disabled Students Program and Services (DSPS)

We are committed to creating an accessible learning community where individuals with disabilities have an equal opportunity to pursue their educational goals. We strive to empower students, foster independence, and promote achievement through self-advocacy.

DSPS is responsible for arranging reasonable accommodations for all qualified students with a documented disability. The process for obtaining reasonable accommodations is an interactive one that begins with the student's disclosure of his/her disability.

Financial Aid

The financial aid office assists students in navigating the opportunities for financial assistance for students. Services include: cost of attendance, important deadlines, satisfactory academic progress, student employment, assistance with FAFSA, loans & grants, and consumer information.

Student Health Services

The student health center mission is to empower students to take charge of their health and well-being; to provide resources and information on topics that matter to them; and to provide free and low cost services to SBCC students. A sampling of services is listed below.

- **Medical Services**
- **Personal Counseling Home**
- **ASAP Alcohol & Drug Program**

- **Tobacco Cessation**

- **The Wellness Connection**

- **Campus Accident Insurance**

- **Insurance Enrollment**

- **Emergency & Crisis**

- **Community Resources**

- **De-Stress Zone**

Cartwright Learning Resources Center (CLRC)

The Cartwright Learning Resources Center provides learning support to the SBCC community in a variety of ways.

- **The Tutorial Center**
- **The Writing Center**
- **Computer Access**
- **Media Resources**
- **Computer Classrooms**
- **Learning Skills Workshops**
- **Alexander Street Press (On Campus)**

Veterans' Support

The objective of the Veterans' Support Program is to provide information and assistance to veterans and dependents of veterans eligible for Veterans Educational Assistance. SBCC academic counseling, career, transfer, tutorial and other services are part of SBCC's mission to offer eligible program participants support to achieve their educational goals.

Counseling Services

The college provides many counseling services to assist students in their educational endeavors. Quality guidance and counseling are provided by trained counselors, faculty

advisors, staff, state-of-the art information and on-line systems and up-to-date publications. All counseling services are confidential.

SPECIAL CIRCUMSTANCES

Returning to the ADN program following Leave of Absence (LOA)

Students who have previously been enrolled in the SBCC ADN Program who are eligible for readmission, may re-apply and will be readmitted on a space available basis. Students may re-enter the program one time only and must return within one academic year.

Students who transfer to the Vocational Nursing Program may reapply after successful completion of the VN Program and obtaining LVN license. They must also meet current application and entrance requirements.

All students returning to or re-entering the SBCC ADN Program must register for NURS 190 (2.0 units) and NURS 195 (0.5 units) for counseling and evaluation in the AHNL and in the hospital.

In the event of multiple students re-entering the SBCC ADN Program, the students with the highest GPA will receive priority seating. In the event of students having the same GPA, the seat will go to the student who requested their re-entry first.

Returning/re-entry students who do not demonstrate safe and satisfactory performance within the time parameters specified on the re-entry contract or who do not meet other program requirements as specified in the ADN Program Handbook will be withdrawn from the ADN Program.

Students are required to sign a contract indicating understanding of these requirements at the time of re-entry to the program.

Reentry to the ADN program following voluntary withdrawal from the program

Students previously enrolled in the SBCC ADN program who are eligible for readmission may re-apply and may be readmitted on a space available basis. Students may reenter the program one time only and must return within one academic year. Reentry students are required to enroll in Nursing 195: Success Strategies for ADN Students and Nursing

190: Assessment of Clinical Competence.

Students who transfer to the Vocational Nursing Program may reapply to the SBCC ADN program after successful LVN licensure. All LVN-RN applicants must meet current application and entrance requirements.

Reentry students are required to demonstrate safe and satisfactory performance within the guidelines of the returning student contract.

Military Personnel Credit

Military Personnel and Veterans with military healthcare training and experience may be eligible for advanced placement in the nursing program.

The following criteria must be met:

1. All prerequisite courses required for admission into the nursing program must be completed prior to application.
2. A proficiency score of at least 62% on the Test of Essential Academic Skills (TEAS)
3. Documentation of honorable discharge (DD214) or current active honorable service is required.

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.

I.   Challenge exam per college policy for the first semester of the ADN program.

a)   The course(s) challenged are based on the needs and prior experience of the individual requesting.

b)   Candidates must meet the same eligibility requirements for admission into the ADN program as other applicants, including completion of prerequisites.

II.   Acceptance of applicants into the ADN program is contingent upon:

a)   Space availability.

b)   A satisfactory level of achievement on first semester skills competencies.

c)   Achieving 75% or above on each of the written challenge examinations for the following courses:

- NURS 161-Pharmacology Nursing
- NURS 162-Medical-Surgical Nursing I

d) Achieving 100% on the Medication Administration Competency Exam.

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.

I.   Military personnel with licensure as an LVN in the state of California are eligible to apply for the LVN-RN Program.
II. All applicants to the LVN-RN Program must meet all eligibility requirements and completion of prerequisites.
III. Applicants will be ranked utilizing the multi-criteria point formula, just as all other LVN-RN applicants.

Clinical Injury Procedure

Any Nursing Student who is injured or exposed to any infectious or hazardous materials must report to their clinical instructor immediately. From 8:00 to 4:30, the clinical site Employee Health Department should be notified. After hours, the clinical instructor should take the student to the Emergency Room (ER) or one of the clinics listed on SBCC Off-Campus Illness/Accident Reporting Policy and Procedures. The student may choose to see their own physician. The clinical unit is also to be notified and a Notification Report form completed. SBCC Injury forms (Appendix A) must be completed, and the student is to follow the procedure described on the form. The instructor is to notify the Director as soon as possible.

Student Health Insurance

Registered students are covered by a secondary insurance policy for specified accidents. Part of the Health Fee pays for this. With a secondary insurance, the student must first submit claims to their private insurance and then submit remaining bills to the Student Accident Insurance. If students do not have primary insurance, a verification form must be submitted prior to filing a claim with the Student Insurance. There are limitations and deductibles.

If an accident occurs in a SBCC class or laboratory, students may be covered for the immediate care that the accident requires. However, it is important that the student health insurance brochure be carefully reviewed to understand how the insurance carrier defines "accident." The definition is quite restrictive. Students are not covered by workman's compensation following an accident that occurs when in a student role. Student health insurance also does not cover illness that may result through work with clients in the student role.

EXAMPLES:

- If you catch pneumonia while caring for a client with pneumonia, the student health insurance will not cover the costs of the resulting illness. It isn't considered an "accident."

- If you prick your finger with a needle or sharp object by mistake and get a localized infection in your finger, you are covered. This would be considered an accident.

- If you prick your finger with a needle or sharp object by mistake and get a generalized infection, e.g., hepatitis, you are not covered. The finger prick is considered an accident, but the hepatitis is not.

Medical expenses not covered by insurance are the sole responsibility of the student—not the College. Students are not to seek medical care independently if the school insurance is to be utilized, unless the injury is life threatening or can cause further damage by delaying treatment.

For further information, a brochure that explains the health insurance policy is available from Student Health and Wellness (Ext. 2298), Room SS170. Information on a primary health insurance policy is also available.

CLINICAL GUIDELINES

The clinical experience is very important to your progression in the program. It provides an opportunity to apply theory to clinical experience. Patient safety is always paramount, so all care is based on the **Basic Standards for Safe Nursing Practice**. These are guidelines that must be followed at all times while providing patient care. Your clinical experience is also guided by your course objectives—theoretical and clinical—of the current course and any courses you have already completed. The following guidelines will help provide the information needed to be successful in clinical.

Agency Contracts and Student Responsibilities

The ADN Program and nursing students are legally bound by the contract the program has with each facility. It is important to remember that we are guests at each facility. Students have responsibilities outlined in the contract which include:

- Abiding by policies, procedures and regulations of the facility

- Working with staff to provide safe and competent nursing care

- Carry malpractice insurance (included in course registration)

- Physical examination and evidence of freedom from T

- Immunizations as referenced in the Health Requirements section

- Influenza immunization is required each Fall (if you are unable to receive the immunization for health reasons, a waiver must be submitted and a mask must be worn in the clinical setting).
- Current CPR Certification

- COVID vaccination. This is a requirement for clinical rotations. No waivers will be accepted.
- Is personally responsible for damage to or destruction of hospital property

- To maintain high level of standards related to care

- To follow the HIPAA requirements related to patient information

- Complete a criminal background check/drug screen (at the student's expense) prior to placement in the clinical area

When to Call Your Instructor

Preparing to become a Registered Nurse requires critical thinking and personal accountability. It involves applying knowledge and performing skills in a consistently safe, competent, efficient, and professional manner. It also involves a gradual transition from close instructor observation to a more independent/collaborative level of practice. To assist students in determining when to give patient care without direct instructor observation and when to call the instructor, the following guidelines have been developed.

CONTACT YOUR INSTRUCTOR FOR ANY OF THE FOLLOWING:

1. When in doubt, contact your instructor. Always let instructors decide if they need to come. Don't make that decision for them.

2. Performing a skill or task for the first time in the hospital or for the first time with that instructor.

3. Giving medications at any time. After discussing this with the instructor (type of medication, dosage, route, intended action, etc.) s/he may give permission to administer the meds without his/her being present. However, it is your responsibility to notify him/her each time.

4. Any time you are signing out a controlled medication.

5. Doing any sterile nursing procedures (e.g., dressing change, catheterization).

6. Doing anything with an I.V. (e.g., changing bags, changing tubing, etc.), IV administration, IV push, etc.

7. Whenever you have the opportunity to perform an invasive procedure (e.g., N/G tube insertion, enema) or a diagnostic procedure (e.g., collection of sputum for culture), even if you have done it before.

8. You are not perfectly clear on what to do or how to do it (e.g., turning a patient who has had orthopedic surgery, infectious disease…).

9. You need help or have a question after review of Policies/Procedures.

10. As soon as you learn that your patient is going to be discharged or transferred. You will need to pick up another patient.

11. If the patient's condition changes. Notify your primary nurse and instructor immediately.

12. If you are getting behind in your assignment and feel you may not finish on time, let your instructor know ASAP, or if you finish everything and have "nothing to do". It is expected that the student will complete all required patient care.

13. Anything unsafe happens to your patient (e.g., a fall, medication error).

14. You are having difficulty with a patient, the family, the nursing staff, or any

ancillary department.

15. You injure yourself in any way (e.g., needle puncture, back strain).

16. If you need to leave the hospital or facility before the end of the shift for any reason.

17. Or any other time you feel you need assistance or have questions.

18. If you are assigned to care for someone that you know personally.

Clinical Absence Policy

In the event of a student absence from the clinical area, the student must contact the clinical instructor no more than 60 minutes prior to the start of the shift. The student must email the course instructor in order to schedule a make- up. Please specify the date of your absence and the clinical rotation you missed. If a student is absent from a clinical rotation where an instructor is not present, they must also notify the unit where assigned before the shift begins. Students will be required to make up all clinical absences. (See attendance policy.)

Guidelines for Professional Appearance

Students are to be in uniform whenever providing patient care. It is important to remember that your personal appearance and behavior reflect on the Santa Barbara City College ADN Program, the profession of nursing, and on you personally. Dress and behave professionally.

To ensure that all students present a professional image to hospital staff, patients and the public, it is important that students follow the SBCC ADN Program Dress Code. Students must also comply with the dress code policy of the clinical facilities.

Student Uniform

- Students will be informed regarding nursing school uniforms. The company will come to campus on a designated date for fitting and purchasing.
- White Lab Coat—Conservative attire is required under lab coat for non-acute care observations, including simulations in the AHNL.

Sweaters

• May not wear sweaters while giving direct patient care.

Undershirts

• Well-fitted solid white or black undershirt (long or short sleeved) may be worn under your uniform.

Shoes

• White or black with no logos or colors.

• Shoes appropriate for nursing with closed toes and heels, giving a firm base of support.

Identification Pin–Style C

Students are required to wear a name tag identifying them as SBCC nursing students. If a badge is issued from a facility, the student is required to wear the badge at all times while in clinical. The student will be sent home if they arrive to clinical without their badge.

White plastic name tag, black lettering which must be 1" x 3" available at from Santa Barbara Trophy, 920 Carpinteria Ave, Santa Barbara (805)687-0344

> ➢ *Student Name (first line) you may list your name as you wish to be called either with or without a title e.g. Mary Brown, Ms. Mary Brown or Miss M. Brown or Joe Brown or Mr. Joe Brown.*

> ➢ *Nursing Student (second line)*

> ➢ *SBCC ADN Program (third line)*

Hair

- Clean and off the collar at all times. Long hair must be worn up in a bun and must be kept in a manner that it does not fall forward when providing patient care. Bangs must be kept out of the eyes.

- No flowers or large hair adornments. Only Bobbie pins and clips to keep hair in place.

- Men are to be clean shaven or facial hair closely trimmed and neat

in appearance.

- When in uniform, professional appearance, including hair, must be maintained at all times.

Nails

• Clean and short—to tips of fingers. Neutral polish in good repair (if polish is worn).

• No artificial nails or Gel Polish are allowed.

Make-Up

• Conservative—no artificial eyelashes or excessive make-up.

• No perfumes or scented lotions.

Jewelry

• Rings—engagement and/or wedding rings only
• One pair of earrings—small, stud-type (no larger than 1/4"), no hoops or dangling earrings.
• No bracelets or necklaces
• "Excessive jewelry" is not allowed–according to the Hospital Policy. Piercings on the upper pinna and tragus are not allowed.

Body Piercing

• Visible body piercings are not allowed in the hospital including: eyebrow, nose, tongue, lip, or any others. Piercing rings must be removed during clinical time.

Tattoos

• Visible tattoos **must** be covered with make-up, Band-Aids or clothing.

Professional Supplies

- *Watch with a second hand*
- *Stethoscope*
- *Bandage scissors*
- *Hemostat*
- *Penlight*
- *Med tray (must be able to fit in a pocket)*
- *Black Sharpie*
- *Nursing Tote – purchase from the SBCC bookstore*

General Uniform Requirements

- Good oral care is essential. Avoid strong odors (garlic, tobacco). No gum chewing on duty.
- Students must be personally clean and well groomed. The habit of a daily bath or shower plus the use of a deodorant is essential in a setting where close contact occurs.
- Uniforms should be freshly laundered, ironed, and in good repair.
- Shoes are to be polished and laces washed as needed to be clean and white.
- Fanny packs are not allowed.
- No perfume, after shave, or scented hair spray.

Special Uniform Situations

Uniforms must be worn for pre-clinical preparation.

For Community Based clinical experience such as clinics, dialysis center, physician office, Community Home Health/VNA, dress in regular student uniform unless directed otherwise by the course instructor.

Students in the Professional Nursing Practicum may choose to wear a white uniform. However, all other rules of dress code continue to apply.

*An ADN student may not wear the uniform in public except when arriving for clinical and leaving from clinical.

CONFIDENTIALITY OF INFORMATION

Any discussion about a patient is to be of a professional nature and is to be held during teaching time and only with those who are directly concerned with a patient's care. Written assignments should not contain any identifying information. Avoid any discussion of patients in the cafeteria or other public areas. (Refer to Basic Standards for Safe Nursing Practice and ANA Code of Ethics.) Nursing students are legally bound by the Standards for Privacy of Individually Identifiable Health Information (HIPAA Guidelines), which are a set of nationally recognized standards for the protection of certain health information.

CLINICAL ASSIGNMENTS

Clinical instructors will assign patients to best meet the course objectives. Clinical assignments for 8-hour clinical groups will be posted at the hospital by 4:00 p.m. on

Monday or Thursday, for clinical experiences. Wear a uniform and follow the dress code. Introduce yourself to staff and patients when doing patient research. Instructor phone numbers are located on the top of the master assignment sheet.

If a patient is discharged or transferred to another unit, students are expected to select another patient with a medical diagnosis and/or nursing problems that fit the focus of the course being studied. Phone the clinical instructor for assistance if necessary. If the instructor is not available, consult with the charge nurse of the unit to find an appropriate assignment.

Be sure that the patient selected has not been assigned to another student. Write the name and room number of the patient on the green ADN student assignment sheet on the nursing unit.

CLINICAL PERFORMANCE EVALUATION TOOL (CPET)

The clinical grade is based on objective criteria as described on the Clinical Performance Evaluation Tool (CPET) via TracPrac software technology. All students must achieve the minimum Expected Scores to pass the clinical (laboratory) component of each nursing course. At the end of each clinical week, the clinical instructor is to evaluate each student by assigning an earned score for each clinical objective. The weekly score is to be entered under the corresponding date. Students having difficulty meeting the objective performance will be provided a referral or remediation aimed at providing the student every opportunity to be successful. It is important to remember that students are required to be self- motivated and must be accountable for their learning.

For the first 7 weeks the Scores will be mid-semester scores reflecting areas in need of improvement and areas of strength. For the second 7 weeks the Final Scores will be the final scores for that course.

By the end of the semester, a student must earn the minimum Expected Scores for each clinical objective to pass the clinical portion of the course. A student must successfully pass the Clinical Performance Evaluation to pass the overall course.

First Year Outcomes: The semester 2 student will utilize beginning techniques and provide basic nursing care from each of the clinical threads with assistance and direction from their clinical instructor evidenced by the achieved scores on the Clinical Performance Evaluation Tool (CPET)

Second Year Outcomes: The semester 4 student will synthesize concepts from all the

clinical threads to demonstrate proficiency in delivering nursing care in a coordinated and confident manner evidenced by an achieved score of five (5) on each clinical objective.

CLINICAL PERFORMANCE EVALUATION CRITERIA

Key		
(4) Self-Directed	**(3) Supervised**	
Almost Never Requires (<10% of the time)	**Occasionally Requires (25% of the time)**	
Direction, Guidance, Monitoring, Support	Direction, Guidance, Monitoring, Support	
Almost Always Exhibits (>90% of the time)	**Very Often Exhibits (75% of the time)**	
a focus on the client or system	a focus on the client or system	
accuracy, safety, and skillfulness	accuracy, safety, and skillfulness	
assertiveness and initiative	assertiveness and initiative	
efficiency and organization	efficiency and organization	
an eagerness to learn	an eagerness to learn	
(2) Assisted	(1) Needs Improvement	**(0) Unsatisfactory**
Often Requires (50% of the time)	**Very Often Requires (75% of the time)**	**Almost Always Requires (>90% of the time)**
Direction, Guidance, Monitoring, Support	Direction, Guidance, Monitoring, Support	Direction, Guidance, Monitoring, Support
Often Exhibits (50% of the time)	**Occasionally Exhibits (25% of the time)**	**Almost Never Exhibits (<10% of the time)**
a focus on the client or system	a focus on the client or system	a focus on the client or system
accuracy, safety, and skillfulness	accuracy, safety, and skillfulness	accuracy, safety, and skillfulness
assertiveness and initiative	assertiveness and initiative	assertiveness and initiative
efficiency and organization	efficiency and organization	efficiency and organization
an eagerness to learn	an eagerness to learn	an eagerness to learn

The clinical objectives are sequential and build on previously acquired knowledge and skills. The "threads' of learning in the SBCC ADN curriculum were adapted from the ADN Statewide Curriculum Model developed as a result of 2005 grant from the Chancellor's Office, California Community Colleges. The curriculum incorporates the standard nursing education criteria from the California Board of Registered Nursing (BRN), the Accrediting Commission for Education in Nursing (ACEN) and Quality Safety and Education in Nursing competencies (QSEN).

Getting Started: New Student orientation

- Students admitted to the ADN Program are required to attend a mandatory orientation session the semester before they are scheduled to enter. This orientation meeting is essential to help the entering student prepare for student success. The meeting will include an overview of policies and procedures, required textbooks, dress code, uniform ordering and program progression, Verified Credentials and My Clinical Exchange (MCE) with Cottage Health.

Health Insurance Requirements for the ADN program

All students are required to show/maintain health insurance coverage while enrolled in the ADN Nursing program.

Background Check/ Drug Screen and Health Requirements for the ADN program

SBCC ADN program has partnered with Verified Credentials, one of the top ten background check and compliance management companies in the nation to provide you a secure account to manage your time sensitive school and clinical requirements.

Health Requirements and more for ADN Program

ADN students are required to meet the following program health requirements prior to entry at a specified time frame. If a student does not meet the deadline, they will not be allowed to enter the program.

Prior to joining the program, the student will create an account on Verified Credentials. All documents pertaining to health requirements, and CPR card will be uploaded by the student onto their Verified Credentials account.

- Physical Exam
- Rubeola (measles) vaccine or positive Rubeola titre
- Rubella vaccine or positive Rubella titre
- Mumps vaccine or positive titre
- NOTE: The MMR vaccine immunizes for measles, mumps and rubella. A series of two vaccinations OR a positive titre is required.
- Tuberculin skin tests (for a positive PPD- see policy below) **annually**
- Hepatitis B Immunization (or declination form)
- Tetanus-diphtheria (3 dose primary series with a booster every ten years)
- Varicella – series of two vaccinations or positive titre test
- Influenza vaccination (annual vaccination each fall) Students who choose to sign a declination form will be required to wear a face mask when doing their clinical rotations

Tb Testing/ Screening Policy:

This policy meets the requirements of all clinical facilities used by Santa Barbara City College Health Technology Programs.

- If the Tb skin test is positive, a chest x-ray is required, and documented as "negative" for active disease.

- Thereafter, yearly written documentation is required by a physician that there is no evidence of active tuberculosis. Chest x-ray must be repeated every 3 years.

- If the chest x-ray is "positive" for active disease, medical treatment must be started. A student cannot be in a clinical setting when positive for active disease.

- Report any positive Tb test or x-ray to the ADN Program Director.

Tb Requirements: All hospitals require proof of "freedom from tuberculosis."

Criminal Background Checks and Urine Drug Screening- The Joint Commission, the major accreditation body for hospitals, requires that all staff members, including students, meet standards relating to criminal background checks and freedom from drugs. Should a clinical agency refuse to allow the program to place a student based on the outcome of either the background check, drug screen, and/or previous investigation related to HIPAA violations, the program is not responsible for arranging alternate clinical placement, and therefore will be dismissed from the program.

Student must agree that all results are available to the nursing program and the

clinical sites associated with the program. Students are responsible for costs associated with the criminal background check and drug screen.

Criminal Background Check-

Upon acceptance in the nursing program, students are required to clear a criminal background check. If the background check is not completed within the specified timeframe, the student will not be allowed to enter the program. Failure to complete this process will result in dismissal from the program. If the background check indicates criminal behavior, the student may be dismissed from the program. Students may appeal the decision and will be provided an opportunity to present information to dispute the background check. If a student takes a leave for an entire semester or longer, a background check will need to be repeated.

Urine Drug Screen-

The nursing program maintains a no tolerance policy regarding substance abuse. Upon acceptance in the nursing program, all students must clear a urine drug test within a specified time frame. Failure to undergo this test will result in dismissal from the program. If the drug screen test indicates that the sample has been diluted, the student will be allowed one (1) retest. If the student fails the second test, the student will be dismissed from the program. If a student takes a leave for an entire semester or longer, a drug screen will need to be repeated.

Impaired Student Policy

Patient safety is an overriding principle in the delivery of healthcare. For the healthcare professional to provide safe care, the healthcare professional must be able to make sound judgments. Thought processes and decision making can be adversely affected by excessive stress, sleep deprivation, poor mental and physical health, and the use of any drugs and/or alcohol. Impaired by the aforementioned factors, the healthcare professional can easily make unsafe decisions and, therefore, jeopardize patient safety. Behaviors a person impaired by these issues may include but are not limited to:

- Physical Impairment Impaired Judgment
- Mental or emotional impairment Poor or inadequate communication Disruptive actions
- Inconsistent behavior patterns

The Santa Barbara City College School of Nursing has a zero tolerance policy for drug and alcohol use while a student is enrolled and participating in nursing program classes and activities.

The Santa Barbara City College School of Nursing does not permit students to be under the influence of alcohol, marijuana, or other drugs that have the potential to alter/interfere with performance while attending the nursing program; either medically prescribed or otherwise. The School of Nursing complies with the United States Code Controlled Substances Act, Title 21, Chapter 13, Drug Abuse Prevention and Control.

Alcoholism, Drug Abuse, and Mental Illness

In accordance with the California Board of Registered Nursing, the Santa Barbara City College School of Nursing & Allied Health recognizes:

1. That these are diseases and should be treated as such.

2. That personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the clients in his or her care.

Therefore;

- The student must abstain from alcohol for 12 hours prior to clinical assignment.
- The student will not attend clinical when under the influence of any altering substance (prescription or non-prescription/illicit) that impairs ability to provide safe and effective clinical care.

3. That it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment of any impaired illness.

In compliance with the guidelines from the California Board of Registered Nursing, the faculty will:

1. Maintain student confidentiality.

2. Offer appropriate assistance, either directly or by referral.

3. Have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting.

4. Inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed to practice nursing in the State of California.

Procedure

If it is believed that a student is experiencing and/or a faculty or staff member identifies behaviors that are consistent with drug/alcohol abuse or emotional difficulties, the faculty will:

1. Encourage voluntary requests for assistance in diagnosis, treatment and referral.

2. Make every effort to assist the student to maintain his/her academic and clinical standing in the program, insofar as the impairment does not interfere with the student's performance to the extent that any of the following is compromised:
   a. Therapeutic communication and care
   b. Client safety
   c. The well-being of others
   d. The clinical/classroom learning environment

3. Immediately dismiss the impaired student from the clinical or classroom setting if any of the above areas is compromised.

4. Require that the impaired student meet the criteria set by the faculty before returning to the clinical or classroom setting.

5. Require that the student receive and maintain treatment until recovery is documented by a therapist.

Clinical Agencies:

Each clinical agency has specific guidelines to identify impaired staff. SBCC will utilize the agency's protocol to evaluate possible student impairment.

Individuals Convicted of a Crime

In the event that an applicant for RN licensure has been convicted of a crime, the Board of Registered Nursing may deny licensure. Investigation of the crime will determine the extent to which the crime is related to the qualifications, functions,

and duties of the licensee. Students are encouraged to speak with the Program Director regarding potential problems immediately after the occurrence, so that appropriate action may be taken. If the incident occurred prior to entering the program, students must speak to the Director prior to or at the time of admission. This information is kept confidential by the Director.

Additional Program Requirements

CPR: Students must provide evidence of current CPR certification to the Health Technologies Secretary, by the deadline in order to enter the program, and maintain certification throughout the program via Verified Credentials. Students are expected to obtain Basic Cardiac Life Support (BCLS) certification for health care providers or professional rescuers. This includes adult, child and infant and one- and two-person rescue.

Patient Safety: To ensure patient safety, students are expected to consistently adhere to the SBCC ADN **Program's Basic Standards for Safe Clinical Practice** in this Handbook and to practice Standard Precautions. Students who violate Program standards for patient safety are subject to disciplinary action, including withdrawal from the Program.

Transportation: Students are responsible for their own transportation to and from clinical experience. At the time of admission to the program, students are required to sign the Student Contract, which includes a waiver of any and all claims against the Santa Barbara Community College District for liability in connection with travel to and from clinical.

Program, Faculty and Clinical Evaluation: ADN students are expected to participate in program and faculty evaluations. Student feedback is important to continue to provide a responsive and successful ADN program to the students and the community. Each semester, evaluation forms will be distributed and collected.

Audio/Video Recording Policy

Students are not permitted to record or videotape a class without prior approval of DSPS department and authorization of the faculty member. These recordings are for personal use only. It is, for example, never permissible to copy, file-share, sell, distribute, or Web-serve such recordings. Violation of this rule may be deemed a violation of the Student Conduct Code.

Maintenance of Student Records

Student files are maintained online including the online application. Files are in a google drive and only accessible to the program Director, Assistant Director, Program Support Coordinator.

Access to Student Records

- Student files in the Health Tech Office are accessible only to college personnel (faculty, staff, and HT counselors), and the individual student or graduate (with proper identification). Files are to be reviewed by students under supervision of a faculty or HT staff member and may not be removed from the HT Office. A student wishing to access his/her file in the Health & Human Services Office must submit a request in writing to the ADN Director and make an appointment in advance. A student who wishes to obtain a copy of his/her record will be charged the current duplicating rate for all copies made.

- Following program completion, files of graduates are consolidated by the Program Director (or designee) to include the following items: Photo of the student (taken at time of program completion); Selected clinical progress records. CPETs and Skills Verification checklists are completed and stored electronically. (for writing letters of reference)
  Files are retained in the HT Office for a minimum of three (3) years.

- A file on each student is kept electronically that contains completed Clinical Performance Evaluation Tools. The student files are maintained electronically.

- SBCC Office of Admissions and Records
  Permanent student records are maintained by the SBCC Office of Admissions and Records in the form of a student transcript.

ADN Faculty Roles

The members of the ADN Faculty have various roles to support student learning.

Nursing Advisor- One of the most important roles for nursing faculty is Nursing Advisor. The advisor is the student advocate and resource. Each student is assigned to

one faculty member who will be his/her advisor. Advisors are available to meet with advisees throughout the semester, as needed. Advisors will assist with:

- orientation to program policies and procedures
- clarifying program logistics
- counseling regarding program progress
- evaluating overall clinical and theoretical progress and status in the ADN program at the end of each semester
- serving as a resource for general nursing information and ADN Program updates
- referrals to college and/or community resources as requested or needed

Course Instructor- The instructor is responsible for writing and/or updating the syllabus (nursing course packet), conducting classes, and submitting grades to Admissions and Records at the end of each semester. Questions regarding theoretical content and/or requirements for a given class should be directed to the class instructor.

Clinical Instructor- The clinical instructor assists student's integration of classroom concepts in the clinical experience and evaluates mastery of clinical objectives. Questions regarding clinical assignment or performance should be directed to the clinical instructor. There are several important clinical situations when the clinical instructor must be called. Refer to the section in this Handbook titled "When to Call Your Clinical Instructor" for policy. Some of the Clinical Instructors are hourly teachers who do not teach on campus, and therefore are not available for regular office hours. Appointments with part-time faculty need to be made either before or after clinical.

Photographs of all full-time instructors are in the Allied Health and Nursing Laboratory for your reference.

Program Director-The Director of the ADN Program is a faculty member who has overall responsibility for directing and coordinating the ADN Program. She has an open-door policy and welcomes students' questions and can help in all areas of the program. If her door is open, she is available, but appointments may be made by signing up on the clipboard outside the Director's office in the Health Technologies Office. Her job is to ensure students and faculty are getting what they need to be successful in the ADN Program.

Allied Health and Nursing Laboratory (AHNL) Director-A nursing faculty member is granted reassigned time to be the Director of the AHNL. Responsibilities include coordinating with the Health Technologies Program Director to ensure optimal instructional support for students and faculty, supervision of all AHNL support staff, and overall management of the facility.

Pipeline-Faculty members will use Canvas and the campus Pipeline e-mail to provide information related to specific courses, course assignments, FAQs, web links, class announcements and schedule changes. Students are required to check their pipeline e-mail and course Canvas daily.

CPETs-Students are required to sign their CPETs electronically via TrackPrac software every week to ensure that they understand their clinical grade and identify growth opportunities.

Faculty Office Hours- Full-time faculty members schedule five (5) office hours each week to meet with students. Faculty have office hours posted outside their office. Drop-in visits during office hours will be handled on a first-come, first-served basis. Faculty are best contacted via their pipeline e-mail.

Part-time faculty are not required to be on campus for office hours. However, they are available for consultation at the clinical agencies and/or may be contacted by phone.

Phone Calls to Faculty-Messages may be left for full-time faculty members via voicemail that is accessed by calling their campus extension. Messages may be left on that system. If it is necessary to phone an instructor at home, do not call after 8 p.m.

Students need to keep their families and/or significant others informed regarding weekly clinical placement so that they may be located in the event of an emergency. Emergency calls should go through the campus Health Technologies Office, which in turn will contact the clinical instructor. No personal phone calls in the clinical setting. If the Health Technologies office is closed, please call the hospital and ask to speak with the Nursing Supervisor.

Cell Phones-Cell phones must be turned off during class. Cell phones must be turned off and not on your person when testing. If this occurs, the student may be asked to leave and the exam is considered failed.
Cell phones may be used in the clinical setting under the following conditions. Students may text their instructor or look up data related to patient care. This must be done away from patient or public view.

OPPORTUNITIES FOR STUDENT LEADERSHIP

Student Representatives to Faculty

ADN Student Representatives are selected to serve as liaisons between the student body and the faculty. This is an important student role, and the faculty value student input. In this role, Student Representatives participate in monthly ADN Curriculum meetings, contribute to discussion related to program processes and curriculum, and as appropriate, provide the student perspective on a variety of general program issues. Student Representatives are also invited to share student concerns of a general nature with the faculty. Student representatives will be selected to serve during an academic year. Ideally, students serving in this capacity will be from varying semesters throughout the program.

Requirements for serving as an ADN Student Representative include:

- Attending monthly ADN Curriculum meetings and contribute to faculty discussions regarding program;
- processes and the curriculum;
- Possessing the ability to listen to student input and, from that input, identifying general issues/concerns while maintaining confidentiality regarding specific situations;
- Possessing the willingness to share input from fellow students with the faculty and sharing faculty responses with fellow students;
- Possessing the willingness to serve on subcommittees of the ADN Curriculum Committee, as appropriate.

Selection Process:

- Vacancies will be announced either in class or via memo on the ADN Program bulletin board.

- Interested students are invited to indicate their interest in serving as an ADN Student Representative to the Program Director.

SBCC Student Nurses Association

All ADN students are members of the Student Nurses Association. This is an active organization that helps students become oriented to the program, raises money for scholarships, and plans additional learning opportunities. Student officers are elected. Active participation in the Student Nurses Association enriches the student experience and prepares students for future involvement in professional nursing organizations.
Meetings are posted on canvas in the all student announcement page.
Announcements are made by the SNA representatives in the homeroom.

Program Completion

To graduate from the SBCC ADN Program, all required nursing courses must be passed. All general education courses required by the Board of Registered Nursing must be completed with a grade of C or higher (Anatomy, Physiology, Microbiology, English, Communications, Psychology, and Sociology).

Graduation

A required meeting is held each semester to assist students in Semester IV to file for the Licensing Exam and for graduation. A notice of the day and time will be posted on the Health Technology Bulletin Board. At this meeting, the required forms for the BRN and SBCC graduation will be completed and an explanation of applying for licensure and taking of the NCLEX.

Pinning Ceremony

Students who have completed all their Semester IV courses or have one or two courses left may participate in the college graduation and pinning ceremony. The finishing class will meet with the designated faculty member to plan the pinning ceremony. The graduating students will reserve the Campus Center, BC Forum or Garvin Theater for the ceremony, which will be held on campus during the last few weeks of each semester on a Friday.

College Graduation

The nursing faculty strongly recommends that all nursing graduates attend the college graduation. It is a ceremony that recognizes your accomplishments at the college. It is also an important way to demonstrate our Nursing Program's success and recognize our graduates at the college level.