

Modesto Junior College



Associate Degree Nursing Program Student Handbook

MODESTO JUNIOR COLLEGE
Associate Degree Nursing Program



Student Handbook
Fall 2022 – Spring 2023
School of Fitness and Health Professions

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Legend: Rev: Revised; Rv: Reviewed

❧Introduction❧

Dear Student:

Welcome to the Modesto Junior College Associate Degree Nursing (ADN) Program. You will find the study and practice of nursing both challenging and rewarding. It is the faculty's desire to see that you succeed in achieving your educational goals as a student in our program.

The purpose of this handbook is to provide you with essential information regarding the policies which govern our instruction of nursing and your conduct as a student nurse. Your understanding of these regulations and accountability in following them are fundamental to student success and patient safety. Read your handbook carefully as you are responsible for the information it contains. The ADN Program Student Handbook is supplementary to the Modesto Junior College Catalog. It is recommended that you have copies of both.

This handbook is revised regularly based on faculty and student input into our nursing curriculum. We welcome your suggestions for improving the usefulness and clarity of this document for you and for future students.

With congratulations and support:

Faculty and Staff of the ADN Program

∞PART I∞
OVERVIEW
ASSOCIATE DEGREE NURSING PROGRAM

Program Description

The Associate Degree Nursing (ADN) Program of Modesto Junior College (MJC) is a four-semester community college nursing program which prepares its students for Registered Nurse (RN) licensure in the state of California. The ADN Program is approved by the California Board of Registered Nursing (BRN). Upon program completion, students are eligible to take the National Council Licensure Examination (NCLEX) leading to RN licensure.

The ADN Program also prepares students for employment following program completion as entry-level staff nurses in community health care settings. The program teaches and emphasizes the systematic application of the nursing process, the mastery of assessment and clinical skills, and the development of professional and ethical caring behaviors in the provision of nursing care.

To afford students the opportunity to apply theoretical learning and acquire clinical experience, the ADN Program contracts with acute care, long term care, and outpatient facilities in the community throughout the program's curriculum. These educational collaborations have expanded to include the needs of the Yosemite Community College (YCCD) extended family, and a Columbia Satellite of MJC nursing students has benefited from our distance education program since 2001.

Students enrolled in the ADN Program are a diverse group. There is great variation in ethnicity, age, gender, and life experience among students. Variation in learning styles and needs of individual students are therefore acknowledged by faculty. At the same time, in order to achieve expected outcomes, all students are held to program standards, expected behaviors, and ultimately, the terminal objectives of the ADN Program.

The Associate Degree Nursing Program of Modesto Junior College, which presented its first group of graduate nurses in 1965, has evolved into a major School of Fitness and Health Professions program meeting a great community need for educated, qualified, and professional Registered Nurses. Graduate nurses who have completed the nursing program are committed professionals primarily serving the health care needs of the Central Valley population.

❧Mission❧

To provide a dynamic educational environment that prepares future nurses to practice competent patient-centered care to diverse populations, and inspires lifelong professional growth.

❧Nursing Philosophy❧

The philosophy of the Associate Degree Nursing Program reflects the faculty's beliefs about persons, the art and science of nursing, and nursing education. These beliefs are embodied in the program terminal objectives (Program Learning Outcomes), offer a compass for nursing instruction, and are congruent with the Modesto Junior College Mission Statement.

Persons:

We believe that each person is an individual worthy of respect and caring. Each person possesses a unique combination of attitudes, values, life experiences, learning styles, culture, ethnicity, and support systems. Each person is a complex entity with biological, psychological, social, and spiritual needs. As described in the Roy Adaptation Model, each person is in constant interaction with a dynamic environment, which challenges the person to make adaptive responses. The well-being or survival of the person depends on coping mechanisms which lead to adaptation.

The Art and Science of Nursing:

We believe that nursing is a profession of both art and science. The art of nursing lies in caring, and the science of nursing lies in the nursing process. Caring is defined as a way of being within the context of a therapeutic relationship. It is through caring that the patient is empowered to perform activities that promote health, prevent illness, and provide dignity through the end of life. In the practice and profession of nursing, it is the ethic of care that distinguishes nursing as holistic, and therefore comprises its essence. Caring is evidenced by respect for persons, therapeutic communication, and the nonjudgmental provision of care. These behaviors are extended to patients, their families, and their support systems. Caring is also manifested by respect for self, colleagues, and the profession of nursing. Respect for persons is a fundamental principle of our profession's Code of Ethics.

The nursing process is a systematic problem-solving approach to nursing care which includes the application of knowledge from related disciplines. We believe that major roles of nurses are to promote wellbeing, manage care, and prevent complications of illness. In our conceptual framework, the nurse achieves these goals by educating and facilitating adaptation when there are identified alterations in the health-illness continuum.

While promotion of health and adaptation is a salient role of nursing, it is the nursing process that provides the methodology for nursing care. Nursing process, implemented with critical thinking, skill, and evidenced based practice, provides the essential framework for organizing and delivering patient centered care. When this process is delivered with caring, the union of art and science in nursing is complete.

Nursing education:

Nursing education may be defined as the acquisition of a unique body of knowledge that is continually expanding and increasing in complexity. This learning includes knowledge of nursing theory and core principles as well as knowledge drawn from the physical, biological, and social sciences. The knowledge of theory is fused with practical applications of learning in a variety of health care settings where patients are experiencing alterations and needs along the health-illness continuum. The evolving nature of nursing mandates that nursing learning transcends the time frame of the educational setting and is, in fact, lifelong.

No less important than the acquisition of knowledge, skills, and attitudes in nursing education is the acceptance and development of values resulting in a professional work ethic. As we believe that respect and caring are essential behaviors in the provision of nursing care, it is important that these and other professional values be taught as well. The socialization of the student of nursing into the profession of nursing, then, is an educational goal of the highest order.

Nursing education acknowledges the diversity of our student population. We identify multiple factors in the adult learner, including learning styles, values, attitudes, culture, ethnicity, life experience, and support systems. Assessment of these factors identifies students' learning needs and goals, as well as barriers to their success. We believe that sensitivity and responsiveness to the needs of individual students is a precursor to facilitating the academic success of all students.

While embracing individualism in the academic environment, successful nursing education must also result in measurable and consistent standards of student achievement culminating in competent entry-level practice. We believe this can best be achieved by excellence in education and a collaborative partnership between instructor and student.

❧Conceptual Framework❧

The conceptual framework of the Associate Degree Nursing Program integrates the nursing process with the theoretical framework of the Roy Adaptation Model.

The Roy Adaptation Model:

The basis of the Roy Adaptation Model is the concept of human adaptation to alterations in health status and the nurse's role in promoting that process. At the root of the Roy Model is the value that Roy places on the human being as an individual with bio-psycho-social and spiritual components who is constantly interacting with a changing environment, and is capable of responding positively through the process of adaptation.

The individual adapts as a result of responding positively to stimuli, or stressors, in the external and internal environment. Three types of stimuli are described by Roy. Focal stimuli are those immediately confronting the individual. Contextual stimuli are all other stimuli present which are contributing to the effects of the focal stimuli. Residual stimuli are factors which may be affecting the individual but whose effects have not been confirmed. These environmental stimuli produce a tense or uneasy state within the individual system requiring a response, or behavioral output. The response is identified as adaptive if it promotes adaptation, or ineffective, if it does not. One's ability to respond positively to stimuli is collectively referred to as the adaptation level of the individual.

Behavioral responses of the individual are classified into four different adaptive modes: physiological, self-concept, role function, and interdependence. Assessment of behaviors in these four modes determines the effectiveness of coping mechanisms utilized by the individual to promote adaptation.

The physiological mode is comprised of five basic needs necessary to maintain the individual's need for physiological integrity: oxygenation, nutrition, elimination, activity and rest, and protection. Four regulator processes in this mode also promote physiological integrity: senses, fluid and electrolytes, neurological function, and endocrine function. Behavior in this mode is a manifestation of the physiological activity of all the cells, tissues, organs, and systems of the body.

The remaining three modes are psychosocial modes. The self-concept mode deals with the individual's beliefs, feelings, and perceptions with regard to self. Its underlying need is psychic integrity. The self-concept mode includes the subcomponents of physical self, personal self, and self-esteem. The physical self includes body sensation--the ability to express and feel sensations and symptoms, and body image--self-perception of one's physical being. Personal self encompasses one's views of personal qualities, values, and beliefs, as well as self-organization behavior termed "self-consistency." It also pertains to self-ideals, and the moral and spiritual beliefs of the individual. Self-esteem refers to the value one places on the self.

The role function mode involves the position or roles one occupies in society and the behaviors and expectations associated with these roles. Social integrity is its underlying need. Primary roles in this mode are defined by age, sex, and developmental level. Secondary roles are roles a person

assumes to complete tasks associated with a primary role or developmental stage. Tertiary roles are roles that are freely chosen, often temporary, and associated with the accomplishments of tasks or goals. Role function varies over the lifespan, with roles often consistent with the societal expectations associated with the developmental level of the individual.

The interdependence mode is linked to one's relationships and interactions with others and with the giving and receiving of love, nurturance, and respect. The basic underlying need in this mode is nurturance and affection, or the human need to experience a feeling of adequacy and security in relationships. This mode involves different types of relationships: intimate relationships with significant others, as well as support systems of a less intimate nature. It also defines the need for the expression of both giving and receiving behaviors in human relationships, namely the behaviors of, and demonstrations of love, affection, and nurturance.

Nursing Process and the Roy Adaptation Model:

The Roy Adaptation Model utilizes the nursing process to problem solve for the individual experiencing problems with adaptation. The model is characterized by two distinguishing characteristics: the employment of a bi-level assessment and a focus on manipulation of environmental stimuli to effect adaptation.

Assessment

The first level of assessment is assessment of behaviors. Behavior is an action or reaction under specified circumstances which may be observable or non-observable. Normally, an individual adapts to stimuli positively, maintaining a "steady state," but in times of stress when coping mechanisms are overwhelmed, as in illness, the individual's ability to adapt is impaired. The nurse observes behaviors or responses of the individual within the four adaptive modes and makes a judgment as to whether the behavior is adaptive or ineffective.

The second level of assessment is assessment of stimuli. Stimuli are the underlying causes of, or factors contributing to, the behaviors observed in first level assessment. The nurse identifies stimuli in all four adaptive modes. The crux of nursing process utilizing the Roy framework is manipulation of identified stimuli to bring about adaptive responses in the individual.

Diagnosis

Following bi-level assessment, the nursing diagnosis summarizes ineffective (non-adaptive) behaviors of the individual in the form of a problem statement. The problem statement includes an identification of the etiological focal, contextual, and residual stimuli underlying the behaviors.

Planning

Planning, or goal-setting, is a process which ideally involves the collaboration of the nurse, the individual recipient of nursing care, and his or her significant others. The purpose is to identify specific criteria that will demonstrate a movement from ineffective behavior to an adaptive response. A goal is a clear, measurable, realistic statement of anticipated behaviors brought about through nursing interventions.

Intervention

Nursing interventions manipulate stimuli to achieve goals and promote adaptation. Interventions are specific measures the nurse employs to promote behavior changes in the individual leading to adaptation, and ultimately, health, defined by Roy as “a state of personal integration and wholeness.”

Evaluation

Evaluation involves the judgment of the effectiveness of nursing interventions in bringing about goals that have been made. Since goals identify adaptive behavior, when met, are indicative of adaptation. Unmet goals signify continued ineffective responses. Reassessment of the individual and modification of the plan of care is required to bring about the desired behavioral responses.

~Key Concepts of the Roy Adaptation Model~

Adaptation level: a changing point that represents the person's ability to respond positively in a situation.

Adaptive responses: responses that promote integrity in terms of the goals of the human system: survival, growth, reproduction, and mastery.

Behavior: internal or external actions and reactions under specified circumstances.

Contextual stimuli: all other stimuli present in the situation that contribute to the effects of the focal stimuli.

Coping mechanisms: innate or acquired ways of responding to the changing environment.

Focal stimuli: the internal or external stimuli immediately confronting the person.

Goal of nursing: the promotion of adaptation in each of the four adaptive modes, thereby contributing to the person's health, quality of life, and/or dying with dignity.

Health: a state and a process of being and becoming an integrated and whole person. Health exists on a continuum and involves the ability of the person to adapt to stimuli (stressors) and changes in one's life.

Ineffective responses: responses that do not contribute to the integrity of the person in terms of the goals of the human system.

Person: as an adaptive system, the individual is described as a whole comprised of parts that function as a unit for some purpose.

Residual stimuli: past or current environmental factors within or without the person that may be contributing to the current situation, but whose effects in the current situation are unclear.

Stimulus: that which provokes a response.

Program Terminal Objectives

The educational objective of the Associate Degree Nursing Program is to prepare our students, upon graduation and successful completion of the NCLEX-RN, to be competent nurses who are consistently able to transfer scientific knowledge from the social, biological, and physical sciences in applying the nursing process according the BRN's "Standards of Competent Performance" and within the scope of nursing practice as defined by the State of California Nursing Practice Act.

At the completion of the Associate Degree Nursing Program, the graduate nurse for entry-level practice will be able to:

- 1) Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.
- 2) Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.
- 3) Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client's health needs.
- 4) Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervises nursing care being given by subordinates.
- 5) Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and the health team members, and modifies the plan as needed.
- 6) Acts as the client's advocate, as circumstances require by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.
- 7) Employ concepts of the Roy Adaptation Model to individualize patient centered care.

❧American Nurses Association Code of Ethics for Nurses❧

The Associate Degree Nursing Program is committed to fostering ethical nursing behaviors in both students and faculty. Students are socialized to professional, ethical, and legal standards of practice, with the American Nurses Association Code of Ethics serving as the cornerstone of ethical guidelines for nursing practice:

- ◆ Provision 1: The nurse practices with compassion and respect for inherent dignity, worth, and unique attributes of every person
- ◆ Provision 2: The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
- ◆ Provision 3: The nurse promotes, advocates for, and strives to protect the rights, health, and safety of the patient.
- ◆ Provision 4: The nurse has authority, accountability, and responsibility for nursing practice: make decisions; and takes action consistent with the obligation to promote health and to provide optimal care.
- ◆ Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
- ◆ Provision 6: The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
- ◆ Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
- ◆ Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
- ◆ Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy

Source: American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. Washington, D.C.: American Nurses Publishing

❧Prerequisite and Curriculum Requirements❧

Prerequisites

The following prerequisite courses must be completed with a grade on transcript by application deadline to the ADN Program. All courses must be completed with a grade of “C” or better:

Course #	Course name	Units	Prerequisite/equivalency
Anat 125	Human Anatomy	4	----
Micro 101	Microbiology	4	Chem 143 OR Chem 101
Physo 101	Introductory Human Physiology	4	Satisfactory completion of Anat 125 & Chem 143
Engl 101 <i>or</i>	Composition and Reading	3	Engl 101: English Self-Guided Placement or completion of Engl 45 or Elic 151 with a grade of C or better or Multiple Measures Engl 100: English Self-Guided Placement or completion of Engl 45 with a grade of C or better or Multiple Measures. Elic 140
Engl 100 <i>or</i>	Intensive Reading, Writing, and Reasoning	5	
Elic 100	Intensive Reading, Writing, and Reasoning for English Language Learners	5	

Course #	Course name	Units	Prerequisite/equivalency
Psych 141 <i>or</i>	Human Lifespan	3	Recommended for success: Engl 101 eligibility
Psych 101	General Psychology	3	
Socio 101 <i>or</i>	Introduction to Sociology	3 ea.	----
Socio 102 <i>or</i>	Social Problems in the United States		----
Socio 125 <i>or</i>	Sociology of the Family		----
Socio 150 <i>or</i>	Ethnicity and Culture in America		----
Socio 154 <i>or</i>	African-American Cultures & Communities		----
Socio 156 <i>or</i>	Mexican Culture in the United States		----
Anthr 102	Cultural Anthropology		
SpCom 100 <i>or</i>	Fundamentals of Public Speaking	3 ea.	----
SpCom 102 <i>or</i>	Introduction to Human Communication		----
SpCom 110	Persuasion		

Additional Graduation Requirements

ADN students must meet MJC Guidance, Activities, and Humanities requirements for Associate Degree completion. Courses from these categories must be completed by the 4th semester of the ADN Program.

<i>Category</i>	<i>Units</i>
Guidance	0.5
Activities	2
Humanities	3

Additional Requirements

Math:

For acceptance into ADN Program, completion of Math 89 or higher with “C” grade or better, or eligibility for entrance into any 100-level math course as determined by MJC Accuplacer Math Assessment.

English/Reading Assessment:

English & Reading assessment and placement required as determined by MJC Accuplacer English & Reading Assessment.

TEAS:

*Conditionally accepted ADN students are required to take the Test of Essential Academic Skills (TEAS). The TEAS **Version VI or VII** is accepted. Points are given to students according to the Multicriteria Screening Process for final program acceptance.*

Other:

To graduate from the MJC ADN Program, a student must 1) complete all ADN Program requirements; 2) complete the 4th semester of the MJC ADN Program; and 3) complete 12 units “in residence” at MJC.

Required Nursing Courses

The four semesters of the ADN Program include the following required courses:

<i>Semester</i>	<i>Course #</i>	<i>Course name</i>	<i>Units</i>	<i>Course content</i>
First *Starting Fall 2022, units for N271 changed from 6.5 to 7	N270	Nursing Process: Pharmacology	2	Pharmacology; Calculations for Medication Administration
	N271	Nursing Process: Fundamentals	7	Fundamentals of Nursing
Second *Fall 2022, the units for N273 are 6.5	N272	Nursing Process: Geriatrics	1	Geriatric Nursing including Leadership role of RN.
	N273	Nursing Process: Maternal Child	6	Maternal-Child Nursing; Maternity and Pediatrics
Third	N274	Nursing Process: Mental Health	3	Mental Health Nursing
	N275	Nursing Process: Medical Surgical	7	Medical Surgical Nursing
Fourth	N278	Nursing Process: Adv. Medical-Surgical	10	Advanced Medical-Surgical Nursing/ Preceptorship

Total nursing program courses = 36.0 units
units for nursing major = 67.5 units

(Note: This total does not take into account all units taken in preparation for any of the above listed courses or requirements. Consult the MJC Catalog for additional information on prerequisites, MJC graduation requirements, course expectations, and the Test of Essential Academic Skills [TEAS]. Consult the Multi-criteria Screening Process for selection of program applicants.)

Rev.4/25/2022:P&P:km/kwb

❧Course Descriptions❧

First Semester

Nurse 271: Nursing Process: Fundamentals

6.5 Units (3 units theory; 3.5 units clinical)

Applies fundamental concepts and principles of the nursing process to the care and needs of patients within the acute care setting. The primary focus of the course is on assessment and care of patients experiencing alterations in basic health needs. Students practice basic clinical skills in a simulated lab setting prior to beginning care in the acute care facility.

Course specifics:

- ♦ 3.5 hrs/wk theory; 12 hrs/wk clinical (lab).
- ♦ Skills instruction/competency utilizing a skills set format.
- ♦ Skills Lab for portion of clinical component; integrated with direct patient care experience.
- ♦ Simulation for portion of clinical component; integrated with direct patient care experience.
- ♦ Clinical competency testing on head to toe assessment in direct patient care experience.
- ♦ Clinical competency testing on oral med administration in direct patient care experience.
- ♦ Letter grade theory; Pass/Fail clinical; must pass both to advance to 2nd semester; repeating course requires repeating both theory and clinical.
- ♦ N270 must be taken concurrently, or previously (or equivalent); must pass Medication Administration Exam in N270 to proceed in N271.
- ♦ Concurrent enrollment in NURSK 800 required.

Nurse 270: Nursing Process: Pharmacology

2 Units (theory)

Introduces concepts of pharmacology, including pharmacokinetics, pharmaceutical systems of measurements and calculations, drug classifications, and nursing responsibilities in medication administration.

Course specifics:

- ♦ 2.25 hrs/wk theory.
- ♦ Includes Medication Administration Exam; minimum score 90% required; exam may be taken a maximum number of three times.*
- ♦ Failure to pass the Medication Administration Exam in 3 attempts results in course failure for Nurse 270 **and** Nurse 271.
- ♦ Focus on drug calculation/administration and selected medication classifications.

****A Medication Administration Exam with course-specific expectations is required in every semester; 90% minimum score with 3 allowable attempts.***

Second Semester

Nurse 272: Nursing Process: Geriatrics

Units 1 (0.5 unit theory; 0.5 unit clinical)

The geriatric nursing course assists nursing students to build a solid foundation in gerontological nursing. The focus of this course is on nursing knowledge and skills in order to provide nursing care for the geriatric population; emphasis is placed on the 10 geriatric syndromes: mobility, pain, eating problems and nutrition, sleep, depression, elimination, urinary incontinence, anxiety and cognition, living abilities, skin integrity and elder abuse. The geriatric clinical experience will introduce the students to the leadership roles performed within long-term care facilities.

Course specifics:

- ♦ 2.5 hrs/wk theory over 6 weeks/ 27 hrs clinical (lab) over 6 weeks.
- ♦ Includes orientation to geriatric nursing clinical experience.
- ♦ Clinical competency written assignments.
- ♦ Letter grade theory; Pass/ Fail clinical; repeating course requires repeating both theory and clinical.

Nurse 273: Nursing Process: Maternal Child

Units 6.5 (3 units theory; 3.5 units clinical) Fall 2022 Semester

Units 6 (3 units theory; 3 units clinical) Spring 2023 Semester

Upon completion of this course, the student will be able to apply the basic principles and concepts of the nursing process in meeting the needs of the childbearing woman, the childbearing family, and the pediatric patient. Within the hospital and community settings, family-centered care is emphasized through the education of the child and family on health promotion, disease prevention, safety measures, and by meeting the socio-cultural and spiritual needs of the patient and family. The principles of Quality and Safety in Nursing (QSEN), and the ROY Adaptation Model are integral to this course. Students will build upon skills learned from N271 and learn new skills such as Intravenous push medication and Intravenous piggy back medication administration.

Course specifics:

- ♦ 3.5 hrs/wk theory; 189 hrs clinical(lab) (Fall 2022).
- ♦ 3.5 hrs/wk theory, 162 hours clinical(lab) (Spring 2023).
- ♦ Includes an orientation on campus and hospital to the maternal child content and clinical requirements.
- ♦ Sessions in Human Patient Simulation Laboratory as arranged.
- ♦ Clinical competency demonstration of post-partum focus, newborn, and pediatric physical assessments.
- ♦ Out-patient clinical assignments as arranged.
- ♦ Letter grade theory; Pass/Fail clinical; repeating course requires repeating both theory and clinical.
- ♦ Must pass course in both theory and clinical to proceed to 3rd semester of program.

Third Semester

Nurse 274: Nursing Process: Mental Health

3 Units (2 units theory; 1 unit clinical)

Mental health nursing focuses on adaptive and maladaptive behaviors on the health and mental illness continuum, therapeutic communication, and the promotion of psychosocial-spiritual adaptation. Students are assigned to an acute care mental health facility and community outpatient sites for clinical rotations.

Course specifics:

- ♦ 2hrs/wk theory; 54 hrs clinical (lab).
- ♦ Acute care, residential and outpatient mental health clinical rotations.
- ♦ Therapeutic communication with clients.
- ♦ Mental status exams on selected clients.
- ♦ Self-help group observation experience.
- ♦ Focus groups post-clinical setting.
- ♦ Letter grade theory; Pass/Fail clinical; repeating course requires repeating both theory and clinical.
- ♦ Must pass course to proceed to fourth semester.

Nurse 275: Nursing Process: Medical-Surgical

7 Units (3.5 units theory; 3.5 units clinical)

This course applies the principles of the nursing process to the care and adaptation of adult patients with disorders of the respiratory, cardiovascular, hematologic, and immune systems, and cancer. Students learn the pathophysiology and nursing management of patients with acute and chronic diseases in these areas. The leadership role of the nurse as manager of care and member of the profession is integrated into clinical expectations and experiences. Clinical applications of theory include case studies, evidence-based practice, leadership, and specialized assessments and skills. The principles of Quality and Safety Education in Nursing (QSEN) and the Roy Adaptation Model are integral to this course.

Course specifics:

- ♦ 4 hrs theory/week; 189 hrs clinical (lab) over semester.
- ♦ Skill Sets on tracheostomy care, chest tube management, blood administration, central line dressing change, and accessing and flushing of centrally placed intravenous catheters.
- ♦ Clinical competency demonstration of head to toe assessment.
- ♦ Clinical competency demonstration of central line dressing change.
- ♦ Clinical competency demonstration of accessing and flushing central line.
- ♦ 1 scheduled clinical day in the Cardiac Catheterization Laboratory and/or Intensive Care Unit.
- ♦ Student Inequities in Healthcare assignment in clinical.
- ♦ 1 session in Human Patient Simulation Laboratory.
- ♦ 1 scheduled day in Hospice setting.
- ♦ Includes Medication Administration Exam; minimum score 90% required; exam may be taken a maximum number of three times.

- ♦ Letter grade theory; Pass/Fail clinical; repeating course requires repeating both theory and clinical.
- ♦ Must pass course to proceed to 4th semester of program.

Fourth Semester

Nurse 278: Nursing Process: Advanced Medical-Surgical
10 Units (4 units theory; 6 units clinical)

This course includes advances in medical/surgical concepts and principles in the nursing process. It promotes role development in the care and management of patient groups in the acute care setting. The capstone component of the nursing program takes place in the last portion of the course; it encompasses all the clinical, technical, and critical thinking skills learned in the program, emphasizing leadership in the management of patient care. Students complete preceptorship hours working directly with a registered nurse preceptor in the acute care facility (ACF).

Course specifics:

- ♦ Weeks 1-10 6.5 hrs/wk theory; 162 hrs clinical (lab).
- ♦ Weeks 11-15.5 3.25 hrs/wk theory; 162 hours Acute Care Clinical.
- ♦ Preceptorship consisting of the completion of 162 hours. Preceptorship includes a minimum of 12 (12 hour) shifts with an assigned preceptor, as well as alternate/ specialty area patient care assignments. Clinical competency testing on selected skills in ACF rotation.
- ♦ Includes Medication Administration Exam; minimum score 90% required; exam may be taken a maximum number of three times.
- ♦ Before beginning preceptorship, students must pass preceding components.
- ♦ Letter grade theory; Pass/Fail clinical; repeating course requires repeating both theory and clinical.

Other courses of the ADN Program:

Nursk 800: Nursing Skills Development
0 Units

All students in the ADN program must register for NURSK 800 each semester. NURSK 800 reflects the arranged hours per week that students spend in the Nursing Skills Lab outside of scheduled theory or clinical time. The time is utilized for practice and testing of skills, completing assignments, or other uses as directed by course instructors.

Advanced Placement Pathway

Advanced Placement may include Licensed Vocational Nurse (LVN) and Licensed Psychiatric Technician (LPT) applicants. Advanced Placement applicants may be eligible for acceptance into the Modesto Junior College (MJC) Associate Degree Nursing (ADN) Program on a space available basis. Completion of the ADN Program prepares the LVN, LPT to take the National Council Licensure Examination (NCLEX-RN), leading to licensure as a Registered Nurse. Applicants are evaluated on an individual basis, taking the following criteria into consideration:

1. Proof of completion of a LVN / LPT program
2. Proof of active LVN / LPT License. Probation and/or Restricted license not accepted.
3. Successful completion of Nurse 259: Transition in the RN Role at MJC or HS 043: Nursing Synthesis at San Joaquin Delta College prior to the ADN Program.
4. It is recommended for Advanced Placement applicants to meet with a nursing advisor or counselor prior to the ADN Program application period.
5. An individual assessment of evaluating and granting equivalency credit for prior education and experience will take place prior to student placement in the ADN program

Application Process

Advanced Placement applicants interested in acceptance into the MJC ADN program must:

- Apply online to MJC at www.mjc.edu
- Apply online to the MJC ADN Program at www.mjc.edu/nursing. Applications are accepted annually. The application period includes the second Thursday through the fourth Thursday each February for the following fall and spring semesters.

Screening Criteria

- Applications will be reviewed by the ADN leadership team.
- The ADN program uses a Multicriteria Screening process to select applicants. To review the Multicriteria Screening Process Advising Record (MSPAR) [CLICK HERE](#)

Acceptance Process

Acceptance into the ADN Program is determined by space availability and the Multicriteria Screening Process.

- Achievement of a minimum score of 62% on the Test of Essential Academic Skills (TEAS) prior to the program application deadline. This score must be achieved within the first two attempts and prior to application to the ADN program.

ADN Program Completion and Graduation

- Accepted students who have successfully completed the ADN curriculum and additional Associate Degree requirements will receive an Associate of Science Degree in Nursing (ADN) upon graduation. The graduate is then eligible to apply to the Board of Registered Nursing (BRN) for the National Council Licensure Examination (NCLEX-RN). Passing the NCLEX-RN confers licensure to practice as a Registered Nurse (RN) in the state of California.
- To earn an Associate of Science Degree in Nursing, a student must: 1) complete all ADN program requirements; 2) complete the fourth semester of the MJC ADN program; 3) complete 12 units “in

residence” at MJC; and 4) complete the requirements detailed in the Career Technical Education Pathway or the University Preparation Pathway in addition to the Nursing coursework.

- In addition to the Advanced Placement Pathway, there is also a LVN 30-unit Option which prepares students to take the NCLEX-RN examination, but does not award an Associate Degree. Students interested in this option may contact the Director of Nursing in School of Fitness and Health Professions for information and advising.

✧ Work Experience Program ✧

Collaboration between the MJC Associate Degree Nursing Program and community acute care facilities has resulted in a Nurse Extern Program available to qualified students enrolled in the ADN Program. Opportunities for students to participate in the Nurse Extern Program are subject to availability of positions in contracting clinical facilities.

The Nurse Extern Program provides students the opportunity to obtain additional nursing experience in a structured clinical setting of an acute care facility. Students gain additional practice, expertise, and confidence by applying knowledge and by performing skills previously learned in nursing courses (***under RN supervision***) as directed by the BRN Guidelines for Work Study Courses. The program allows an expansion of the student nurse role beyond basic CNA (Certified Nursing Assistant) duties.

Students are eligible to work as nurse externs after successful completion of the first semester in the nursing program. To participate during the summer session, students must have successfully completed the spring semester courses. To participate in the extern program, students must be concurrently registered in the appropriate Work Experience course for nursing students. (*Consult the MJC college catalog for Work Experience information.*)

Students enrolled in the Nurse Extern Program are bound by strict criteria for clinical practice. Nurse Externs utilize and maintain clinical skills record which serves as validation of acquired skills. A student nurse extern may perform only those skills for which they have received training while in the ADN Program. Observing professional boundaries and working under the required supervision of designated RNs are essential to the long-term success and viability of the Nurse Extern Program.

The Work Experience Coordinator, a member of the MJC nursing faculty, offers formal orientation sessions on the extern program, is available on campus, facilitates online discussion forums, and makes periodic scheduled acute care facility site visits. Interested students should direct inquiries to the Work Experience Coordinator.

∞PART II∞
GENERAL INFORMATION &
STUDENT SERVICES

General Information

Student line of communication

Direct communication with an individual with whom the student has a concern is emphasized as the appropriate initial action. The following line of communication offers the student a pathway to address concerns, resolve problems or questions, make a request, or offer input into program policies and procedures. The student is expected to communicate in the following order with:

- ♦ The student's instructor
- ♦ Course Coordinator
- ♦ Assistant Program Director
- ♦ ADN Program Director
- ♦ Division Dean

Students are likewise advised to follow these formal pathways for grievance resolution. (Refer to **Student Grievance Procedures.**)

For issues of a non-confidential nature involving general class concerns or ideas, students are encouraged to work with their Student Representatives as a starting point. Faculty invite student from their respective semesters to the weekly team meetings for this purpose.

Student fees and expenses

Students are responsible for all program costs, living accommodations, and transportation to and from school and assigned clinical facilities. Clinical rotations at any point in the program may require the student to travel locally or out of town. Reliable transportation is essential and the lack of it will not provide justification for special arrangements regarding clinical rotation assignments.

Program costs include, but may not be limited to: tuition/fees, textbooks, uniforms, costs associated with health clearance (e.g., doctor's appointment), and supplies. Some supplies are included in material fees for ADN courses. All non-residents must comply with student requirements as outlined in the MJC catalog.

Change in name, address, and phone number

It is the student's responsibility to inform School of Fitness and Health Professions personnel in the division office of changes affecting their student file. Any change in name, address, or telephone number must be submitted to the division office **within three (3) working days following the change.** MJC **Records** on East Campus also needs to be notified of changes. Notifying one office does not ensure notification of the other office. The student must communicate to both the School of Fitness and Health Professions office and Records.

Students are also required to designate someone to contact in case of an emergency. This information should include the name, address, and telephone number(s) of the designated person. This information should be current and on file in the division office; GH, 165.

Clinical clearances

Students are not permitted in the clinical area without full clinical clearance as determined by the designated agency contracting with the ADN Program, and as certified by the contracting acute care facility to which the student is assigned. Students are expected to be responsible for promptness and completeness in meeting all clearance criteria.

Criminal background checks and mandatory urine drug screening of ADN students are required for clinical clearance. Students are subject to the standards and consequences imposed by the assigned clinical facility in the event of a failed background check or drug test. ***This may result in prohibition from participation in the clinical component of nursing courses and the MJC ADN program.***

American Heart Association Health Care Provider BLS certification is required and certification cannot lapse during the time the student is in the program.

It is the student's responsibility to follow procedures for submission of all required clearances to the designated clearance agency. **The deadline given to the student for health and other clinical clearances is non-negotiable!** Failure to comply with clearance requirements by communicated deadlines may result in clinical probation, failure to proceed in the ADN Program, and possible dismissal from the ADN Program.

Uniform and supplies

The official ADN program uniform and patch must be purchased from **Scrubs& Beyond**. The store is located at 2225 Plaza Pkwy. Ste. C-15/16 Central Valley Plaza Modesto, CA. Please be proactive in ordering uniforms as there is **an approximate 3 week** turn-around time for ordering, embroidering, and delivery. Students are also subject to materials fees. The amount varies according to the needs of the ADN course in which the student is enrolled. Supplies that are purchased by students in their supply kits are used to practice and demonstrate competency with skills and procedures. Materials fees are paid by the student along with, and at the time of registration.

Textbooks

The **Pirates' Bookstore** at Modesto Junior College is operated as a service for students, faculty, staff, and the local community. The main store is located on the East Campus in the Student Center. The West Campus bookstore is located in Mary Stuart Rogers (only open during Rush).

Students in the ADN Program buy their books primarily at the ***West Campus*** bookstore site. It is advisable for students to check with the bookstore prior to the start of the semester to verify that all ordered textbooks are in stock. East Campus phone: (209) 575-6840.

Hours of operation at both bookstores are extended at the beginning of each semester. Summer hours are reduced. Exact weekly hours of operation can be obtained by calling the phone number above.

Students are able to get refunds for returned books during the first 5 business days of Fall and Spring semester, provided receipts are documented. During finals week of each semester, students may receive half the purchase price on books which are needed by the bookstore for the following semester. Students are able to participate in daily buy backs of books not being used in the next term through purchase by wholesale used book companies.

General student assistance

The division support staff, consisting of **Administrative Assistants**, **Program Representative**, **Administrative Specialist**, and the **Division Administrative Secretary**, is available to students with questions or needs. Students are also encouraged to consult with their Course Coordinator and other instructors for direction and guidance. Students requiring verification of full-time student status for insurance purposes may obtain a letter from the division office upon request.

West campus services

West Campus is home to the Mary Stuart Rogers Student Learning Center, the West Campus Library, Pirates' Bookstore, Business Services, Scholarship and Financial Aid offices, Health Services, and Campus Safety. MJC Food Services in the Mary Stuart Rogers Student Learning Center offers meals and a small convenience store.

A shuttle may be available to transport students between East and West Campus. Check the MJC website for information regarding the shuttle schedule.

Campus and classroom conduct

A climate of mutual respect and tolerance is fundamental for teaching and learning to occur. The Overriding Concerns of the ADN Program are in effect both on campus and in the clinical setting. In addition, students are expected to conform to the MJC **Student Code of Conduct** and the **School of Fitness and Health Professions Code of Civility** at all times. Disruptive students in the classroom are subject to implementation of procedures for **Disruptive Students**.

Disrespectful, uncivil, disruptive, intimidating, or unethical behavior will not be tolerated.

Social Networking Standard

The expectation is that students and faculty will adhere to the standards of confidentiality, student code of conduct, code of civility, and professionalism with all communication conducted on school related domains such as Canvas, Pirates Net and email. These standards include but are not limited to non-school related domains in social media such as: Blogs, Facebook, Instagram, LinkedIn, Podcasts, Snapchat, Twitter, YouTube, etc., in addition to, text messaging communications. Confidentiality is required to be meticulously maintained for patients, peers, staff, faculty, program, school facilities, and all clinical agencies.

A probationary contract and other official documents of the ADN Program are not to be posted on a domain that has the potential for public access due to possible HIPAA (Health Insurance Portability and Accountability Act) and FERPA (Family Educational Rights and Privacy Act) violations. Violating HIPAA and FERPA are punishable by legal action. Sharing confidential information, as well as disparaging and defaming communication on social media, is unprofessional, lacks accountability, and violates the code of civility. Students are expected to continuously uphold these standards as well as the Overriding Concerns of the ADN Program.

Students and faculty are expected to represent the ADN Program and Modesto Junior College in a professional, respectful, and civil manner while protecting the reputation of the educational institution. Patients, clients, and residents should under no circumstance, be videotaped, photographed, discussed, or referred to on a social media site. Clinical events, situations, and/or facility staff may not be mentioned or discussed on social media sites. Students may not download/copy information from the medical record at the clinical facilities or save the information onto a personal device. Violation of any part of the Social Networking Standard may result in probation and/or dismissal, from the ADN Program.

Learning aids in the classroom/clinical

Personal tape recorders or other recording devices are permitted in the classroom at the discretion of the instructor presenting the lecture. Students must clarify with the instructor, prior to lecture, whether or not it is permissible to record lectures. The use of calculators for exams/quizzes is also at the discretion of the instructor. The use of personal electronic devices for patient care reference in the clinical facility is at the discretion of the student's Clinical Instructor and facility policy.

Students with special needs

Students with special learning needs are responsible for communicating them to the instructor. Students with documented learning or other disabilities requiring special equipment, extra time for exams, distraction-free environment, or other accommodations **must** present the appropriate paperwork documenting the environmental modifications that are needed. In order to accommodate a student's special needs, this paperwork must be submitted to the instructor at the beginning of the semester, or as soon as special accommodations have been approved and the student presents the appropriate paperwork, and **without exception**, prior to any quizzes or exams.

Students are advised to contact **Disability Services** in the **Student Services Building** for guidance on testing options for meeting requirements for special accommodations. Phone: (209) 575-6225.

Resources for the ADN Student

There are a number of resources within the ADN Program specifically designed to facilitate success of the ADN student.

Advising and counseling

The ADN faculty are available during office hours or by appointment to assist students with academic or personal counseling. To keep abreast of graduation and transfer requirements, all students are advised to meet with their MJC counselor on a regular basis, or with an MJC nursing faculty member who provides academic advising. Appointments for the latter can be made in the division office of the School of Fitness and Health Professions; GH, 165 or by calling (209) 575-6362.

Periodic audits of student files while they are in the ADN Program evaluate the status of students in meeting ADN Program and MJC graduation requirements. It is nevertheless the *student's* responsibility to identify and meet program and graduation requirements.

Evaluations regarding student progress are scheduled each semester at the end of the course under the purview of the student's Clinical Instructor. At other times as necessary, either a student or faculty member may request a conference regarding a student's progress.

Book loan program

The ADN Program has a book loan program for eligible students. Access to needed textbooks is subject to availability. Students should be directed to the Course Coordinator as a starting point.

Computer loan program

For students requiring technology support, the ADN Program has a computer loan program for eligible students. Access to needed computers is subject to availability. Students should be directed to the Computer Loan Coordinator.

Uniform loan program

For students requiring financial support, the ADN Program has a uniform loan program for eligible students. Access to needed uniforms is subject to availability. Students should be directed to the division staff as a starting point; GH, 165.

Tutoring resources

Tutoring for ADN students is provided by the ADN faculty in every semester. The tutoring services may include individual or small group tutoring, and individualized exam review with students that includes test-taking strategies. Tutoring is available to students during faculty scheduled office hours or by appointment. Students are encouraged to meet with their instructors during office hours, or by appointment, to identify and discuss learning needs.

Internet resources

Multiple web sites are available to assist students, including www.ncsbn.org and course textbook student online resources. Films on Demand resources are available on the Modesto Junior College library website.

Videoconference recording

Audio and video recordings by the college of ADN course lectures allow students to access recorded classes from home or from campus computer labs in order to view or re-view lectures. Instructions for accessing this service will be addressed on the course Learning Management System, in course orientations, and by the Health Professions major **Instructional Support Specialist**.

Videoconference recording is meant to augment learning, or substitute for attendance if the student is unable to be present on campus for class meetings.

The **Learn Via Video** technology utilized by the college is a multi-functional videoconferencing and recording system that allows recording of class meetings, live streaming of classes, and playback of recorded lectures.

For assistance utilizing or problem solving the videoconference recording system, students are directed to the:

- ♦ Computer Lab: (209) 575-6390
- ♦ MJC Help Desk: (209) 575-7900
- ♦ Course Coordinator of their nursing course
- ♦ School of Fitness and Health Professions office: (209) 575-6362

MJC Pirates' Bookstore

The **MJC Pirates' Bookstore**, in addition to carrying required textbooks, sells optional nursing reference resources, including NCLEX review books, care planning texts, and PDA programs.

MJC library services

The **MJC Library** offers multiple resources for all students and subscribes to **CINAHL Plus** the comprehensive nursing research database providing full-text nursing journals and expanded content. Contact librarian at (209) 575-6245 for more information on how to access this valuable resource.

East and West Campuses offer library services. Library services can also be accessed through the MJC Library web site. The library's collection includes books, magazines, newspapers, journals, DVDs, eBooks, and a variety of online research data bases. Students have access to research materials via the library's interlibrary loan service, including non-YCCD libraries.

Campus library services include individual reference services, class instruction on library research methods, computer labs, copy machines, study space for individuals and groups, and course textbook reserves. Off-campus library services include access to numerous research sources, including article data bases, subject-specific research guides, and eBooks. Reference librarians are available for assistance via email or phone. Drop-in research workshops are offered each semester. Library locations: East Campus; MJC Library. Phone: (209) 575-6235, and West Campus; Yosemite Hall, 235. Phone: (209) 575-7761.

Community library services

Medical libraries of the community's health care facilities (DMC, MMC, EMC; AHS) welcome student access to their resources. The **Maino Community Health Library** in Modesto (600 Coffee Rd) invites students to access comprehensive health information including internet services and its InfoTrac Health Reference Center computer system with printout services. Phone: (209) 523-0732.

Nursing Skills Laboratory

The Nursing Skills Laboratory (GH, 221) is a learning resource for students and an instructional resource for ADN faculty. The Skills Lab (SL) is primarily designed to provide students with a simulated clinical environment utilizing manikins, practice equipment, audio-visual materials, and skill sets. Students are able to view the demonstration of nursing skills, practice their psychomotor skills, and demonstrate skills competency.

Instructional support for students

- ♦ Independent practice or review of clinical skills previously taught.
- ♦ Viewing of, or listening to, audio-visual materials.
- ♦ Scheduled classes which have a Skills Lab component.
- ♦ Remediation of clinical skills with Skills Lab staff upon instructor referral.
- ♦ Skills practice/testing and progression through course-related skill sets.
- ♦ Library resources.
- ♦ Small group meetings or individual appointments with course instructors.
- ♦ Independent or group studying.

Lab resources

- ♦ Manikins; models; skeleton(s).
- ♦ Hospital beds; hospital equipment.
- ♦ Clinical skills supplies.
- ♦ Audio visual materials.
- ♦ Clinical simulation programs.
- ♦ Books; periodicals; journal articles.

Organization

- ♦ The management of the Nursing Skills Laboratory is provided by ADN faculty.
- ♦ Exact hours of operation vary from semester to semester. Hours are posted on the Learning Management System and communicated to ADN faculty and students. Hours are subject to change over the course of the semester.

- ♦ **ADN Students must register for NURSK 800 each semester in the ADN Program.** This 0-unit course pertains to the number of arranged hours per week as needed by the student for Skills Lab use outside of scheduled class time. Registration for NURSK 800 documents Skills Lab use which is essential for procurement of funding from the state for lab resources and equipment.
- ♦ A record of student use of the lab is maintained by computer log on/log off procedures required of **all** students using the Skills Lab. Students must log on at the start of lab use, and log off at the conclusion of lab use. ***It is essential that students follow these procedures.*** Students are responsible and accountable for observing these expectations.
- ♦ Skills Lab procedures, rules, and resources are communicated to students in course orientations. Students and faculty are expected to assist in maintaining order and cleanliness of the lab after use.

Skills Lab rules and practices

To promote order and safety in the Skills Lab, guidelines are posted outside of the skills laboratory. A summary of these guidelines include:

- ♦ Students are expected to respect others, follow the Code of Civility, turn off cell phones, and refrain from loud talking to keep the noise level manageable.
- ♦ To ensure safety for all, no children are allowed in the Skills Lab.
- ♦ All students using the lab must log on and off the Skills Lab computer to verify lab use.
- ♦ Skills Lab equipment is to be handled with care and respect; there is no sitting or lying on the beds except when required for the practice or testing of a skill.
- ♦ The manikins are not to be abused or put on the floor.
- ♦ Students are expected to clean up after themselves. All personal items brought into the lab are to be taken out after lab activities are completed.
- ♦ Food and drink are ***strictly prohibited*** in the Skills Lab. This pertains to both students and faculty.
- ♦ All beds must be properly made, in the **down** position with the side rails **up**, and with over bed tables in place over the bed following their use.
- ♦ Soiled linen is deposited in the laundry baskets.
- ♦ Curtains are to be pulled back from around the beds to expose the beds and manikins following their use.

- ♦ All equipment is to be returned to its proper place. Supplies used for practice need to be placed back neatly and completely in their containers.
- ♦ Skills Lab staff is to be notified of any faulty, broken, or missing equipment.
- ♦ *All sharps and syringes must* remain in the Skills Lab and are returned to staff after their use. Students shall follow sign out/sign in procedures for injection/IV supplies.
- ♦ *All* injuries are reported to Skills Lab staff. Precautions with sharps must be observed. Bent or broken sharps are disposed of in sharps containers. In the event of a needle stick, the site is to be washed thoroughly with soap and water, the incident reported to supervising SL staff/instructor, and the student referred to the College Nurse for assessment.

An *Injury Reporting Form* will be completed as well as procedures for student injuries occurring on campus. (See *Procedures for Student Injuries*, and *Blood borne Pathogen Exposure Policy*.)

Computer Laboratory

The Computer Laboratory (CL) is located in GH, 158. The Computer Lab is staffed by the *Instructional Support Specialist* and/or *Instructional Support Technician(s)* who provide students with computer assisted learning guidance and instruction. The Computer Laboratory may be reserved by ADN faculty by making arrangements with division support staff.

Instructional support for students

- ♦ Completion of computer-assisted learning assignments.
- ♦ Evaluation and testing, including practice testing for NCLEX preparation.
- ♦ Programs, activities, and exercises to augment theory/clinical learning.
- ♦ Printing services.
- ♦ Student email access.

Lab resources

- ♦ Computers/monitors.
- ♦ Printers.
- ♦ Software programs.
- ♦ ATI testing services.
- ♦ Clinical simulation programs.

Organization

- ♦ The management of the Computer Laboratory is provided by the *Instructional Support Specialist*, a position within the division serving students in Health Profession Majors programs.

- ♦ In addition to the Instructional Support Specialist, staffing of the Computer Lab is provided by Instructional Support Technicians.
- ♦ Hours of operation vary from semester to semester. Generally, the Computer Lab is open six to eight hours daily, 5 days per week (Monday through Friday). Hours are posted on the outside doors of the lab.
- ♦ A record of student use of the lab is maintained by computer log on/log off procedures required of **all** students using the Computer Lab. Students must log on at the start of lab use, and log off at the conclusion of lab use. ***It is essential that students follow these procedures.*** Students are responsible and accountable for observing these expectations.
- ♦ Computer Lab procedures, rules, and resources are communicated to students in course orientations. Students and faculty are expected to assist in maintaining order and cleanliness of the lab after use.

Computer Lab rules and practices

To promote order and safety in the Computer Lab, guidelines include:

- ♦ All students using the lab must log on and off the Computer Lab computer to verify lab use.
- ♦ Students must observe the posted hours for open lab time.
- ♦ Instructors may reserve lab time for their classes. The Computer Lab may not be available during reserved time.
- ♦ The Computer Lab is ***never*** to be utilized without the presence and proper supervision of the Instructional Support Specialist or staff.
- ♦ No food, drink, or gum is allowed in the Computer Lab.
- ♦ Computer table tops are to be kept clean and free of books, binders, and personals.
- ♦ Students must report any malfunctioning computers and/or printers to Computer Lab staff.
- ♦ Students shall not attempt to fix mechanical problems with computers or printers at any time!
- ♦ The Computer Lab is used to complete assigned computer assisted instructional programs, Internet searches, word processing, and can be used to send and receive email.
- ♦ Students are not to save anything on the computer's hard drive.
- ♦ Students should check the directory of Computer Lab programs available in the lab for identification of specific lab assignments. The Instructional Support Specialist or staff should be enlisted for guidance in locating and executing programs.

Student representation and leadership

ADN students are served by student leaders elected by their classmates. (See *Student Activities and Leadership* for more information.)

Financial Aid

The MJC *Financial Aid Office* processes financial aid applications, determines eligibility, and disburses financial awards for grants, loans, scholarships, and special aid programs. The California Colleges Promise Grant (CCPG) waives the enrollment fee and is available for those who qualify. Certain requirements must be met by students to be eligible for financial aid. The office is located on West Campus; Yosemite Hall, 147. Phone: (209) 575-7700.

Scholarships

Students in the Associate Degree Nursing Program may be eligible for a range of scholarships sponsored by the MJC Nursing Alumni Association, college, or outside agencies. MJC scholarships for eligible students help defray costs of tuition, books, and other college and program expenses. Students accepted and enrolled in the ADN Program will be considered full time for scholarship purposes only, thus making them eligible for the *MJC Scholarship Program*.

If required for scholarship application, nursing students must fill out a *Request for Letter of Recommendation* (available in the appendices or online on the ADN website), and must provide a minimum of three (3) weeks for completion.

Health Services

College Health Services are on both East and West campuses, with RNs providing first aid, confidential counseling on communicable diseases, family planning, nutrition, exercise and weight management, and all aspects of personal health. Health Services provides vision and hearing screening, blood pressure monitoring, tuberculosis screening, pregnancy testing, and immunizations. Additional confidential services include a weekly *Doctor Clinic*, and referrals for mental health services.

ADN students may receive most program-required immunizations and screenings from College Health Services. East Campus Health Services is located in Morris Memorial, 108. West Campus Health Services is located in Yosemite Hall, 114. Phone: (209) 575-6037 (East Campus); Phone: (209) 575-6360 (West Campus).

Disability Services

Disability Services at MJC provides a system of support services and classes available to students with verified disabilities. Disability Services is designed to meet the individual needs of students, allowing them an equal opportunity to benefit from their educational experiences. Support may include assistance with planning programs, priority registration, in-class aides, reader services, note-taking services, sign language interpreting, testing accommodations, and assistance with alternate media.

Disability Services is located on East Campus; **Student Services Building**, Main Office & Alternate Media, 112. Phone: (209) 575-6225. West Campus, Testing Center, is located in Yosemite Hall, 115.

Veterans Services

The mission of the Modesto Junior College Veterans Services department is to assist in the transition process and provide opportunities for success to our United States Military Veterans. MJC Veteran Services directly provides support services and acts as a bridge to external support services for student Veterans, active military personnel, and their loved ones. Veterans Services are located on East Campus, Student Center, Room 2. Phone: (209) 575-6670.

Emergency Locating Service

The Emergency Locating Service offers students the ability to leave an MJC telephone number with family members, child care provider, or employers in case of an emergency. In an emergency, the Locating Service “tells” MJC where the student should be, and a staff member is dispatched to contact the student in his/her class. To be part of the Emergency Locating Service, a student must complete an **Emergency Locating Service Form** which indicates the location and time of each class. Forms must be updated each semester. Forms are available in **Student Development & Campus Life** in the Student Center, East campus. Phone: (209) 575-6700.

*For more information about student services and programs, the **Modesto Junior College Catalog** and **Student Services** should be consulted.*

Student Activities and Leadership

All students in the Associate Degree Nursing Program are encouraged to participate in student life during their four semesters in the program. Non-academic activities for nursing students provide an opportunity for students to:

- ♦ Build teamwork, collaboration, and friendships among peers.
- ♦ Expand knowledge of career opportunities.
- ♦ Take an active role in planning program and community events.
- ♦ Develop leadership and organizational skills.
- ♦ Instill pride in nursing as a profession.
- ♦ Participate in program policy and procedure development.

Students participate in the ADN Program in the following extra-curricular ways:

♦ **Student leadership**

Each incoming class elects Student Representatives who represent class interests at faculty meetings and assist in planning of pinning ceremony, other class activities and annual program community events.

♦ **Student Nurses Group**

Open to all nursing students and including Student Representatives; the Student Nurses Group is a forum for planning activities, communicating among semesters, sharing ideas, offering input into ADN policies and procedures, and developing ways to improve the quality of the ADN Program.

♦ **Student committees**

Individual semesters may form special committees concerned with planning activities such as their pinning ceremony and program event participation.

♦ **New Student Orientation**

Student Representatives and student volunteers participate in the orientation of incoming ADN students, provide tours, answer questions, assist with set up and check in procedures, and help students acclimate to the rigors of academic life in the program.

♦ **Nursing Alumni Fundraiser**

The annual Nursing Alumni Group's dinner and fundraiser raises money for student scholarships. Students sell tickets, serve, set up, clean up, and participate in this major program and community event.

∞PART III∞
ADN HEALTH & SAFETY POLICIES

❧ADN Health & Safety Policies: Overview❧

Students must be in optimal physical and emotional health to ensure patient safety and maintain personal well-being. To further these goals, the ADN Program is committed to the assessment and promotion of wellness and self-care in its students.

A physical examination, health history, positive titers/immunizations, tuberculin skin tests, and drug screen are health clearance criteria required of all entering students. In addition, ***all*** students upon entering the program sign a **Release of Liability Form** verifying the ability to meet physical expectations of students. As students progress through the ADN Program, proof of updated clearance criteria is required according to the standards specified in **Clinical Clearance Procedures**.

Students who experience illness, injury, surgery, or become pregnant during the program are advised to place self-care as a priority. The student must seriously consider the prudence of continuing in the program while the condition exists and should consider withdrawal from the program with possible re-entry at a later date. If a student is returning to clinical after an injury, pregnancy, serious illness, or surgery, or if a pregnant student opts to remain in the program while pregnant, a **Release of Liability Form** and a **Health Release Form** must be signed by the student and be on file. The student's MD must sign the **Health Release Form**.

Students re-entering the nursing program within six months, or one semester of exiting, do not have to provide a new health history, but are required to update the existing one as necessary. Other health clearance expectations may be imposed.

Most immunizations and screening tests required by the ADN Program are provided by MJC **Health Services**. A contracting outside agency evaluates and clears students for clinical participation via online procedures according to instructions and timelines that are strictly enforced.

Students are expected to follow Standard Precautions, abide by the infection control policies and procedures of both the ADN Program and the clinical sites utilized in the program, and observe the **Clinical Illness Policy** of the program. Students who experience significant disruptions in physical or mental health, function, or mobility may be required to withdraw from a course. Chemically or mentally impaired students are subject to **Procedures for the Impaired Student**.

Finally, because nursing is a physically demanding profession, students are expected to have sufficient strength, mobility, and psychomotor control in order to meet the physical requirements of the program. In addition, adequate acuity of vision, hearing, tactile sensation, and olfaction is necessary for application of nursing assessments in the clinical setting.

❧Clinical Clearance Procedures❧

Students are not permitted to participate in clinical rotations without complete, accurate documentation of health, titer/immunizations, drug screen, background, and Basic Life Support (BLS) clearances by due dates. Clinical clearances are mandatory and deadlines are not negotiable. Criteria and timelines for students are outlined here.

Health Clearance Requirements

- ◆ For first time students, completion of the procedural steps for School of Fitness and Health Professions Clearance as outlined by Health Services. Students are advised to find directions on www.mjc.edu and follow the links to Health Services. Forms can be downloaded and completed for the Clinical Clearance procedure. Health Clearance consists of TB clearance, titers/immunizations, drug screen, health history, and physical examination according to the following standards:
- ◆ **Tuberculosis (TB) Standard Requirement**
 - ❖ **2 Step TST (Tuberculin Skin Test) OR QuantiFERON TB GOLD/ T Spot BLOOD TEST.**
 - ❖ If positive results on TST **or** QuantiFeron TB Gold Blood Test, or T spot blood test, a chest x-ray report with a written comment indicating no disease present is required.
 - ❖ **2 Step TST (Tuberculin Skin Test)**
The 1st step TST is administered and read 48-72 hours later. If the 1st step TST result is negative, the 2nd step TST should be administered at least 7 days after the 1st TST result was **READ**. The 2nd TST is read 48-72 hours after it is placed.
 - ❖ **If proof of a negative TST within the last year, the student may only need one more TST to complete the two-step process. Contact Health Services for more information.**
 - ❖ **NOTE: Two-step TSTs MUST be completed before receiving any live-virus vaccinations such as Influenza, MMR, and/or Varicella.**
 - ❖ If TST is positive, a chest x-ray report with a written comment indicating no disease present **or** a Public Health Department Clearance is required.
 - ❖ **QuantiFERON TB Gold Blood Test**
A blood test drawn at the lab. If results are positive, a chest x-ray report with a written comment indicating no disease present **OR** a Public Health Department Clearance is required.

♦ **Varicella Standard Requirement**

- ❖ A positive IgG antibody titer* for Varicella
or
- ❖ Varicella vaccine series of 2 staged injections administered according to CDC (Centers for Disease Control) guidelines followed by a positive antibody titer for Varicella. The titer cannot be drawn sooner than 30 days following the last injection.
- ❖ If the titer is equivocal, the student must receive 2 booster injections and repeat a 2nd titer (the 2nd titer cannot be drawn sooner than 30 days following the booster injection) with positive results.
- ❖ If the titer is negative, the student must complete Varicella vaccine series and repeat a 2nd titer (the 2nd titer cannot be drawn sooner than 30 days following the booster injection) with positive results.

♦ **Tetanus, Diphtheria, & Pertussis (Tdap) Standard Requirement**

- ❖ Documentation of a Tdap booster within the past 10 years.
- ❖ Tetanus vaccination **MUST** be Tdap, and contain pertussis to meet requirement.
- ❖ A Td, DT, or DTaP immunization **DOES NOT** meet this requirement.

♦ **Measles, Mumps, & Rubella (MMR) Standard Requirement**

- ❖ A positive IgG antibody titer* for all 3 diseases.
or
- ❖ Have never received the MMR vaccine:
 - Obtain one immunization and submit proof of immunization on the primary clearance collection date.
 - Thirty (30) days later, obtain second immunization and submit proof on the secondary clearance collection date.

♦ **Influenza Standard Requirement**

- ❖ Documentation of influenza vaccination, (not the Flumist) administered during the current flu season.
- ❖ For students entering in the fall semester: Obtain the influenza vaccine and submit proof by the 8th week of the semester unless another date is announced.
- ❖ For students entering in the spring semester: Obtain the influenza vaccine and submit on the primary clearance collection date.
- ❖ Keep a copy of your flu vaccine for proof of immunization to supply to clinical placement and clinical instructor.

♦ **Hepatitis B Standard Requirement**

- ❖ A positive surface antibody titer* for Hepatitis B
or
- ❖ Hepatitis B vaccine series of 3 staged injections administered according to CDC guidelines, followed by a positive antibody titer for Hepatitis B. The titer cannot be drawn sooner than 30 days following the last injection.
- ❖ **If the titer is negative** AND *proof of three vaccinations is provided by the student:*
 - ♦ the student must receive 1 booster injection and repeat a 2nd titer (the 2nd titer cannot be drawn sooner than 30 days following the booster injection) with positive *or* negative results.
- ❖ **If the titer is negative** AND *proof of three vaccinations is not provided by the student:*
 - ♦ the student must complete Hepatitis B vaccine series of 3 staged injections administered according to CDC guidelines, and repeat a 2nd titer (the 2nd titer cannot be drawn sooner than 30 days following the last injection) with positive results. *If the 2nd titer is negative*, student must repeat the series of 3 vaccines and repeat a 3rd titer (the 3rd titer cannot be drawn sooner than 30 days following the Booster injection) with positive *or* negative results.

♦ **Physical Examination Standard Requirement**

- ❖ The student needs to provide physical exam form completed and signed on a school form by a physician, physician assistant, or nurse practitioner. An NPI#, **must** accompany the medical professional's signature.

Primary Clearance

- ♦ It is the student's responsibility to submit all clearance documents (health, drug screen, background check, and BLS card) by the primary clearance due date as delineated on the School of Fitness and Health Professions website. In order for a *first semester*** student to be eligible for clinical participation, these deadlines must be met. Criteria for primary clearances are:

- ❖ Tuberculosis screening
- ❖ Tdap
- ❖ Positive Varicella titer (or in process Varicella immunization series)
- ❖ Positive MMR titer (or in process MMR series)
- ❖ Positive Hepatitis B titer (or in process Hepatitis B vaccine series)
- ❖ Influenza vaccine (not the Flumist)
- ❖ Physical Examination/Health History

- ❖ Drug screen
 - ❖ Background check
 - ❖ American Heart Association (AHA) Health Care Provider BLS
 - ❖ Final Health Clearance Form with stamp from Health Services
- ♦ **Failure to meet primary clearance by communicated deadline may result in disciplinary action, including clinical probation and/or failure to proceed in the ADN Program.**

Secondary Clearance

- ♦ The due date to hand in proof of secondary clearance will be communicated on the ADN website and in class. In order for a ***first semester***** student to be eligible for clinical participation, this deadline must be met. Criteria for secondary clearance:
 - ❖ 2nd Varicella immunization if needed and positive varicella titer
 - ❖ 2nd MMR immunization if needed and positive MMR titer
 - ❖ Hepatitis B #2
- ♦ **Failure to meet secondary clearance by communicated deadline may result in disciplinary action, including clinical probation and/or failure to proceed in the ADN Program.**

Students entering the ADN program in the Fall will submit proof of influenza vaccine (not the Flumist) by week 7 of the semester.

Students entering the ADN program in the Spring will submit proof of influenza (not the Flumist) by the primary clearance date.

Outstanding Clearance

- ♦ Students in the ***third semester*** of the ADN Program must comply with outstanding clearance requirements. In order for a ***third semester***** continuing student to be eligible for clinical participation, outstanding clearance must be completed by communicated deadlines which are strict, nonnegotiable, and may be made prior to the start of the semester. Criteria for outstanding clearance:
 - ❖ Annual Tuberculosis screening
 - ❖ Hepatitis B #3 if completing vaccine series, followed by positive Hepatitis B titer (if not previously submitted)
 - ❖ Influenza vaccine (current season's influenza vaccine; (not the Flumist) proof of vaccination must be submitted according to seasonal deadlines established by contracting clinical facilities)
- ♦ **All** students in the ADN Program must receive an ***annual*** influenza vaccine administered (not the Flumist) during the flu season. Proof of vaccination must be submitted according to seasonal deadlines established by contracting clinical facilities.

- ♦ **Failure to meet outstanding clearances including annual influenza vaccination by communicated deadlines may result in disciplinary action, including clinical probation and failure to proceed in the ADN Program.**

Other Clearances for Clinical Participation

- ♦ Additional clinical clearance requirements may be imposed by the health care facility to which the student is assigned. Clinical Instructors will explain applicable procedures.
- * An official laboratory report is required for all antibody titers, whenever drawn, for proof of immunization.
- **All transfer and advanced placement pathway students must meet the same initial clearance criteria, updates, and timelines as expected of students entering in the first semester of the program.

Semester specific clinical clearance requirements, procedures, and deadlines are communicated in course orientations, in semester letters to incoming students, and online via Course Learning Management sites.

Standard Precautions

Standard Precautions and Body Substance Isolation (BSI) are infection control guidelines recommended by the Centers for Disease Control and Prevention (CDC) and are designed to protect both healthcare workers and patients. These guidelines apply to all patients regardless of their diagnosis, and must be followed by all Modesto Junior College ADN students and faculty.

Standard precautions and BSI require the use of barrier devices to prevent transmission of blood borne diseases, such as Human Immunodeficiency Virus (HIV), Hepatitis B, and Hepatitis C. Barrier devices are not limited to secretions associated with the transmission of blood borne diseases, but include all potentially infectious substances, such as fluid contaminated with blood, semen, vaginal secretions, cerebral spinal fluid (CSF), synovial, pleural, peritoneal, pericardial, and amniotic fluids. Urine, feces, emesis, and moist mucous membranes, etc. also require the use of a barrier device.

Personal Protective Equipment (PPE) should be used to create a barrier when contact with blood or body fluids is anticipated, rather than with the presumed diagnosis of infection. PPE consists of, but is not limited to, gloves, lab coats, gowns, shoe covers, goggles, glasses with side shields, masks, and resuscitation bags. Some form of PPE is indicated for all patients who potentially have an infection that can be transmitted to others.

Hand hygiene is a general term that applies to hand washing, antiseptic hand wash, antiseptic hand rub, or surgical hand antisepsis. Because contaminated hands cause the transmission of infection, hand hygiene is an essential responsibility of all health care workers.

Hand washing still maintains its place as the most important and effective infection control measure. Alcohol-based hand antiseptics for reducing bacterial counts on the hands offer an alternative to traditional hand washing that is highly effective. Critical elements for these procedures include:

- ❖ Hand washing with antimicrobial soap using warm water; rubbing hands together vigorously to form lather and friction for **at least 15 seconds**; this method should be used when hands are visibly dirty or soiled with blood or other body fluids, contaminated with proteinaceous material, after exposure to patients with spore-forming organisms such as *Clostridium difficile*, before and after eating, and following the use of the restroom.
- ❖ Hand hygiene using alcohol-based antiseptic hand rub, foam, or gel; rubbing hands together with ample amount of product covering all surfaces until alcohol dries; this method should be used before and after direct patient contact, before applying sterile gloves, prior to invasive procedures, after contact with patient's intact skin, inanimate objects near patients, and after removing gloves.

The incidence of needle stick injuries is reduced by the use of needleless devices, safety syringes which are equipped with a plastic sheath that slips over the needle as it is withdrawn from the patient, other safe needle systems, and the immediate disposal of sharps in puncture/leak proof containers. Following the exposure control plan of the facility is essential in the event of a

needle stick or other blood borne exposure. Recapping contaminated needles should not be done; if a rare circumstance involves this situation, facility policy and procedure for safe disposal must be followed.

Dressings and disposable equipment that have been contaminated with blood or body fluids should be discarded into biohazard containers (red bags) according to facility policy.

Students must follow facility procedures for patient isolation as ordered. ADN students are not permitted to care for active tuberculosis (TB) patients as their care requires the wearing of special respirator masks that require fit-testing.

Follow the CDC Guidelines for Standard Precautions for All Patient Care. These guidelines can be located on the [CDC](#) website.

❧Procedures for Student Injuries❧

The procedures below are followed in the event of a student injury or exposure in the clinical setting, Skills Lab, or other location on or off campus. Use of appropriate documentation and procedural steps are imperative for all student injuries.

Procedures for student injuries occurring in the clinical setting

- ♦ Following the injury, the student may be seen in the ER of the facility ***if it is a life threatening*** injury. If the injury represents an emergency and occurs at a non-acute care clinical site, call 911 and seek emergency treatment immediately. Follow up evaluation and treatment is directed by the Benefits Office of Modesto Junior College in conjunction with the Company Nurse.
- ♦ For ***non-life threatening*** injuries, **MJC area** students are to be directed to Sutter Gould Medical Foundation-Occupational Medicine located at 600 Coffee Road, Modesto. Students in the **Columbia Satellite** are to be directed to Indian Rock Prompt Care, located at 14540 Mono Way, Sonora.
- ♦ The Clinical Instructor and the injured student shall immediately call the injury hotline at **1-877-854-6877** to report the injury to the Company Nurse. The nurse will assist and advise the student with his or her medical needs and expedite claims processing. The **COMPANY NURSE** hotline is available 24 hours per day, 7 days per week.
- ♦ After reporting the injury to the Company Nurse via the injury hotline, this agency will notify and forward the report to the YCCD Benefits Office.
- ♦ YCCD Benefits will forward a copy of the injury report to the School of Fitness and Health Professions Division Dean.
- ♦ YCCD Benefits will mail the **Employee's Claim for Workers' Compensation Benefits, DWC Form 1** to the student to complete and return to YCCD Benefits.
- ♦ **YCCD Benefits Office:** (209) 575-6547 or (209) 575-6919.
Sutter Gould Occupational Medicine: (209) 521-6038
Indian Rock Prompt Care: (209) 532-3167

Procedures for student injuries occurring on campus

- ♦ Students who incur an exposure, needle stick, or other injury in the Skills Lab or elsewhere on campus are advised to report the incident to the supervising faculty or staff (i.e., Clinical Instructor, Skills Lab staff) **at the time of the incident** for assessment and treatment. (Refer to **Bloodborne Pathogen Exposure Policy** for procedures specific to this type of injury.)

- ♦ **Health Services** is available for evaluation/treatment of injuries. For life-threatening emergencies, call 911. (Refer to **MJC Emergency Procedures** for further information.)
- ♦ MJC faculty/staff are to contact Campus Safety at **(209) 575-6351** in the event injury is related to any hazardous situations.
- ♦ The supervising instructor fills out an **Injury Reporting Form**. The student completes the top section. The instructor or college staff fills out the bottom section of the form. The student should be provided with an Accident Insurance Plan pamphlet, available in Health Services or the division, or online.
- ♦ The Injury Reporting Form is then forwarded to Health Services, East Campus; MM, 108.
- ♦ If the student refuses to fill out the Injury Reporting Form or go to Health Services as advised, the instructor/staff should fill out the form, check the “treatment refused” box, print the student’s name on the form, and sent the form to Health Services.
- ♦ Students covered by insurance requiring follow-up will need to obtain medical treatment as specified by the rules of their plan including using specified facilities. Students’ private insurance will be the primary insurance in ***all*** situations. All students requiring follow-up medical care must complete a **Claim Form** in addition to the Injury Reporting Form. Contact Health Services for additional instructions.

*For more information, contact **Health Services**:*

(209) 575-6037 (East Campus)

(209) 575-6360 (West Campus)

☞Blood-borne Pathogen Exposure Policy☞

In the event a student sustains a blood-borne exposure through a contaminated needle stick or body fluid contact, the following measures are to be taken. Exposure is defined as “eye, mouth or other mucous membrane, non-intact skin or parenteral contact with blood as a result of clinical duties in the health care setting, or on campus during laboratory learning activities.”

Immediate measures

- ♦ Exposed area washed or flushed immediately with water and available soap; in case of sensitive mucous membrane (eyes, mouth) normal saline or water used.
- ♦ Verbal report to MJC faculty by student, to determine extent of exposure and to complete required paperwork (Refer to **Procedures for Student Injuries.**)
- ♦ Faculty assessment of student and referral: ER if emergency intervention is required; referral to College Health Nurse if incident is minor and occurs on campus. Follow-up care for off-site exposures in clinical setting is with MJC ***Workers’ Compensation*** providers.

MJC area students:

- ❖ Sutter Gould Medical Foundation, Occupational Medicine
(or as directed by the MJC Benefits office)
600 Coffee Road
Modesto, CA 95355; Phone: (209) 521-6038

Columbia Satellite students:

- ❖ Indian Rock Prompt Care
(or as directed by MJC Benefits office)
14540 Mono Way
Sonora, CA 95370; Phone: (209) 532-3167

Follow-up (*Sutter Gould Medical Foundation protocol*).

- ♦ Acute Hepatitis Panel.
- ♦ Hepatitis B Surface Antibody Test: Quantitative.
(If not immune, repeat immunization within 7 days.)
- ♦ HIV test.
Low risk: Repeat HIV and Hepatitis C Antibody Test in 6 months.
High risk: Repeat HIV and Hepatitis C Antibody Tests in 6, 12, and 24 weeks.
- ♦ Td: 0.5 cc (if needed).
- ♦ Blood is drawn from the source to perform an acute Hepatitis Panel and HIV test. If donor is known to be HIV positive, start post-exposure prophylaxis within 24 hours of exposure. An Infectious Disease Specialist is consulted if needed.

- ♦ Student counseling for prevention of transmission of Hepatitis B, C, and HIV

Illness Policy

To prevent additional health risks to patients and to promote student and faculty health, restriction of participation in the clinical and campus activities of a nursing course may be necessary. These guidelines govern clinical and campus participation restriction due to illness:

- ♦ Students are responsible for reporting any illness that they have, or may have been exposed to, to their Clinical Instructor and must stay out of the clinical and campus settings. An Instructor may send a student home if presenting to clinical or campus with a condition prohibiting clinical and campus participation.
- ♦ Faculty may request a physician clearance on a student returning after a reported illness. Participation in clinical and campus activities may be restricted until clearance is obtained.
- ♦ Students are expected to remain out of the clinical area and campus if they have any of the following:
 - ♦ Does not meet COVID screening criteria for campus or clinical sites.
 - ♦ Fever (temperature greater than 100.4° F.).
 - ♦ Sore throat.
 - ♦ New or worsening cough
 - ♦ New or worsening shortness of breath
 - ♦ Gastroenteritis (stomach/intestinal flu).
 - ♦ Upper or lower respiratory infection (including cold, flu, acute bronchitis, or other communicable respiratory infection).
 - ♦ Open, draining lesion(s) or skin condition that has the potential for harboring or being colonized with pathogenic microorganisms.
- ♦ A known exposure to Varicella (chickenpox) in a student who has not had a clinical case of it, or who has a negative Varicella Zoster IgG Titer from the 10th – 21st day following exposure.
 - ♦ Herpes simplex lesions for students working or prepping in clinical areas.
- ♦ Conjunctivitis (“pink eye”); restriction from clinical participation until 24 hours after administration of antibiotic eye drops, or as long as excessive drainage of eyes or redness continues without signs of improvement.
- ♦ Failure of students to observe the Clinical Illness Policy constitutes Physical Jeopardy to patients and warrants a Student Contact Sheet, or Clinical Probation and Improvement Contract as determined by the Clinical Instructor.

❧Procedures for the Impaired Student❧

Impairment or impaired practice occurs when alcohol, drugs, and/or mental illness interfere with the student nurse's judgment, cognitive, interpersonal and/or psychomotor skills so that the student is unable to function safely in a professional role. The nursing faculty of Modesto Junior College recognizes the following:

- ♦ Chemical dependency, including alcoholism, drug abuse or addiction, and mental illness are diseases that require treatment.
- ♦ People suffering from chemical dependency or mental illness often deny the problem.
- ♦ If left untreated, these problems may jeopardize patient health and safety, as well as the health and safety of the individual.
- ♦ Personal and physical problems involving these diseases affect both clinical and academic performance.
- ♦ To maintain patient welfare and safety, it is imperative that any faculty, staff, or clinical facility employee who detects a chemical dependency problem or mental health disorder in a student take appropriate action.
- ♦ Nursing students who develop these diseases can be helped to recover and must identify their personal responsibility in voluntarily seeking treatment and recovery.
- ♦ Confidential handling of the diagnosis and treatment of these diseases is essential.
- ♦ Patient safety is the paramount and overriding concern in dealing with issues of student chemical dependency or mental illness.

Signs and behaviors of impairment

- ♦ Signs and behaviors which may indicate chemical or mental impairment and pose a real or potential danger to patients, self, or others include:
 - ♦ A positive drug test.
 - ♦ Physical signs: smell of alcohol on the breath, altered gait, slurred speech, evidence of track marks, dilated or constricted pupils, unexplained red eyes, runny nose, diaphoresis, pallor, deterioration of physical appearance and grooming, wearing of sunglasses indoors, long sleeve attire in hot weather.
 - ♦ Impaired judgment.
 - ♦ Mental or emotional signs/symptoms: labile attitude, mood swings, emotional outbursts, change in alertness, inability to concentrate, sleepiness/report of sleeplessness, disorientation.
 - ♦ Disruptive behavior, inappropriate behavior, change in behavior over time.
 - ♦ Unsatisfactory clinical or theory preparation and/or performance.
 - ♦ Inconsistent behavior patterns.

- ♦ Dropping or failing grades.
- ♦ Inconsistent academic/clinical performance.
- ♦ Inconsistent attendance.
- ♦ Long lunch breaks or frequent bathroom breaks.
- ♦ Absenteeism (especially on Mondays and Fridays).
- ♦ Poor interpersonal skills.
- ♦ Isolating behavior.
- ♦ Argumentativeness or secretiveness.
- ♦ Signs of increasing restlessness, excessive motor activity.
- ♦ Anger.
- ♦ Sadness or depression.
- ♦ Easy irritability.
- ♦ Over-sensitivity to criticism.
- ♦ Theft from employer, home, school, clinical facility.
- ♦ Dishonesty regarding behaviors.

Procedures for intervention with the impaired student

- ♦ Chemical dependency and mental illness invariably impact clinical performance and academic success. Faculty documentation of student behaviors falling below established standards of the program's academic and clinical policies is essential. Documentation tools include:
 - ♦ Faculty narrative notes.
 - ♦ Student Contact Sheet.
 - ♦ Clinical Probation Notice.
 - ♦ Clinical Performance Improvement Contract.
 - ♦ Academic Probation Notice.
 - ♦ BIT Report
 - ♦ MJC Student Conduct Report Form.

Supportive documentation in this manner is integral to the way a student with suspected chemical dependency, impairing mental problem, or any other behaviors falling below program standards is appraised of identified problems and offered resources for success. It also provides the justification in the event of ultimate student failure of a course or dismissal from the program.

- ♦ If the instructor observes a pattern of behaviors or manifestations as listed above, or identifies student behavior suspicious of chemical or mental impairment, the instructor will remove the student from the clinical or academic area to a private area.
- ♦ The instructor will objectively identify observed behaviors in the student, while refraining from interpretation of observations. The instructor will permit the student to provide a verbal explanation. The instructor will question the student regarding the use of any alcohol, chemicals, medications, or the existence of personal and/or mental health problems. The instructor will not employ an accusatory tone, but offer the student the opportunity to communicate problems and identify the need for help.

- ♦ Students who self-identify chemical or incapacitating mental health problems will be provided information on treatment resources by the instructor. The instructor will arrange for emergency counseling on campus as needed, and outline a student action plan. Students are expected to place self care as a priority and will be required to withdraw or will be dropped from the program until recovery or wellness is well-established. (See *Program re-entry* below.)
- ♦ Students who deny or resist instructor interventions for impaired behavior will be failed by the instructor when a determination is made that there is a risk to the safety of patients or others. Instructor documentation is imperative, as outlined above, and is fundamentally based on the student's failure to meet ADN Program **Overriding Concerns**, especially as they govern Physical Jeopardy.
- ♦ The instructor will communicate and collaborate with the Course Coordinator, ADN Program Director, and, when necessary, clinical facility nursing staff or preceptors in the implementation of procedures for impaired students.
- ♦ The instructor shall immediately dismiss a student from the clinical setting when behavior threatens patient safety. (See **Signs and behaviors of impairment** above.) The student is subject to clinical failure and dismissal from the ADN Program.
- ♦ A documented incident of impaired behavior or a pattern of behaviors consistent with the impaired student profile presents a danger or potential danger to patients, self, and others, and may result in clinical failure and dismissal from the ADN Program.
- ♦ *In the clinical setting, the instructor and the ADN Program must also act in accordance with facility policies and procedures related to employee impairment when these standards apply to student nurses. These include applicable facility procedures in the event of a positive drug screen.*
- ♦ When behaviors consistent with impairment due to chemical dependency or mental illness result in clinical, classroom, office, or other campus location disruption, faculty shall follow procedures for **Disruptive Students**. In conjunction with the procedural steps for handling disruptive students as outlined in this policy, faculty must also fill out the **MJC Student Conduct Report Form** and follow steps for its immediate distribution to the Dean of AH/FCS.
- ♦ When meeting with a student regarding issues of student conduct or impairment, faculty should alert college **Campus Safety** or facility **Security** for standby support in the event of student disruption or violence.
- ♦ All students are subject to the YCCD Board Policy 5500 **Standards of Student Conduct**. Student conduct violations include “unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code, Section 11014.5.”

- ♦ Violators of the Student Code of Conduct are subject to disciplinary action which will be administered by appropriate college personnel, which is consistent with the requirements of due process.

Program re-entry

- ♦ The student may request reinstatement in the ADN Program after a minimum of one semester, if able to provide well-documented and satisfactory evidence of treatment. To complete re-entry requirements, the student will:
 - ♦ Submit a letter to the ADN Program Director requesting re-entry to the Program. This letter should include a statement of why the student believes he/she will be successful and what changes in behavior support that statement.
 - ♦ Submit a statement signed by a licensed chemical dependency or licensed mental health professional documenting evidence of:
 - ❖ For chemical impairment, successful completion of a licensed and recognized inpatient or outpatient chemical dependency treatment program, and participation in an ongoing recovery program.
 - ❖ For mental/emotional impairment, completion of mental health counseling or psychotherapy provided by a licensed psychologist, psychiatrist, or counselor resulting in improvement and stability of mental health issues.
 - ❖ Suitability and safety of the student to participate in the ADN Program.
 - ♦ Provide upon re-entry, if granted, a monthly report from a licensed chemical dependency or licensed mental health professional documenting continuing recovery. Reports are directed to the ADN Program Director.
 - ♦ Submit a **Health Release Form** signed by the student's physician.
- ♦ Follow all other procedural steps and deadlines as outlined in the **Re-Entry Policy**.
- ♦ Re-entry is not guaranteed. The student has the burden of proof to demonstrate sufficient evidence of professional treatment and recovery and that he/she is capable of functioning in a competent and safe manner as a student nurse.
- ♦ Applications for re-entry are approved or denied by the ADN Program Re-Entry Committee, following review and evaluation on a case by case basis.
- ♦ Re-entry is contingent on space availability in the program.
- ♦ If re-entry is approved, the student re-enters with the status of probation.
- ♦ The re-entering student with a previous history of impairment while in the ADN Program who again has a documented incident of impaired behavior, a pattern of behaviors consistent with

the impaired student profile, relapses, or experiences signs and symptoms of mental illness that impairs behavior will be dismissed permanently from the ADN Program.

(See **Re-Entry Policy** for additional re-entry criteria; See **Overriding Concerns**.)

∞PART IV∞
ADN ACADEMIC & CLINICAL POLICIES

❧Background Clearance Policy❧

Background

*Eligibility for participation in clinical course work of the Modesto Junior College Associate Degree Nursing (ADN) Program is contingent upon criminal background checks in compliance with regulatory agency standards, health care agency policy and procedure, and BRN guidelines. The ADN **Background Clearance Policy** addresses the following:*

- ❖ Issues concerning background **checks**, defined as the screening process and reported information.
- ❖ Issues concerning background **clearances**, defined as the background check report indicating no criminal activity history.
- ❖ Specification of the procedure for obtaining background checks.
- ❖ Results of background check by clinical agency.

The use of background checks on individuals working in clinical settings is one of the means health care agencies help ensure the protection of patients. Background checks are commonly completed on health care personnel, including students and volunteers. Current and prospective nursing students must at all times, meet applicable hospital/agency security standards for placement in mandatory clinical rotations at assigned facilities.

Agencies which do require criminal background checks for nursing students may establish criteria that would exclude a student from placement at their facility. An agency may also use different criteria for accepting or rejecting nursing students than the criteria used for employees.

All clinical agencies contracted with the ADN Program require criminal background checks on all students prior to participation in the clinical component of ADN courses. Every student offered acceptance into the Associate Degree Nursing Program will subsequently be required to submit to a criminal background screening process prior to the start of clinical rotations as a requirement for clinical participation. A history of felony conviction(s) or any bar, exclusion, or ineligibility for federal program participation could render a student ineligible for clinical placement, as determined by the clinical agencies.

Therefore, background checks are a pre-condition and requirement for ADN students prior to clinical placements. Although background checks are not a requirement for admission to the ADN Program, they are required for participation in mandatory clinical rotations. Criminal background checks and mandatory urine drug screening of ADN students are required for clinical clearance. Students are subject to the standards and consequences imposed by the assigned clinical facility in the event of a failed background check or drug test. ***This may result in prohibition from participation in the clinical component of nursing courses and the MJC ADN program.***

Procedure for Background Check

All incoming first semester ADN students, all transfer students, and all advanced placement pathway students are required to undergo a background check following acceptance into the ADN Program, prior to their first clinical rotation date according to specified deadlines which

are communicated to students in acceptance letters and instruction packets. The initial background check, if resulting in clearance, is sufficient for clinical participation throughout the entire program, as long as there is continuous enrollment in the program (for a period of up to 2 years). If the student's progression in the program is interrupted for longer than one semester, a new background check will be required.

The Modesto Junior College Associate Degree Nursing Program utilizes an outside company to conduct student background checks. Instructions for completing the background check are included in the acceptance letter and packet for newly admitted students to the ADN Program, and are also available upon request in the division office of School of Fitness and Health Professions, by phone 209-575- 6569.

The **student** is responsible for all costs associated with obtaining the background check from the company providing this service. Payment is made directly to the company doing the background check. The ADN Program does not apply for, finance, or facilitate student background checks, and is not responsible for any delays or problems with a student's application for a background check.

Student background checks, at a minimum, include investigation and verification of the following:

- ❖ Student name, including aliases (AKA).
- ❖ Social Security Number.
- ❖ Current residence.
- ❖ Previous residences (last 3 in the previous 7 years).
- ❖ Sex offender registry search.
- ❖ OIG/GSA (Medicaid/Medicare Sanctioned Fraud List).
- ❖ All county criminal search.

The foregoing criteria may be expanded if additional requirements are imposed by clinical agencies at any time.

Students who have completed the process of obtaining their background check from the entity conducting the check will submit their ***"Certificate of Verification"*** to the ADN Program Administration by the specified deadline.

Students must permit the ADN Program to forward either copies of their ***Certificates of Verification*** of their background check ***including their shared password*** or the shared password itself to contracted clinical agencies to which they are assigned. This represents an agreement to permit the clinical agencies to access results of students' background checks. Students are informed in the written instructions for obtaining background checks that they are required to authorize ADN personnel to submit their password to the clinical agency to which they are assigned. Students are advised to make multiple copies of their certificates for their personal records and in the event an agency requests it.

It is the **student's** responsibility to provide any and all documentation required to perform the background check as specified in ADN Program written instructions for obtaining background

checks. The student must do so in a timely manner per specified deadline dates, prior to the start of course clinical rotations. If the background check deadline is not met, the student will be unable to attend or participate in the clinical component of the course. If the student cannot complete clinical expectations and meet clinical objectives within the curriculum time frame, the student will be dismissed from the ADN Program.

Results of Background Check by Clinical Agency

If the student cannot obtain background clearance from the clinical agency, it will not be possible to place the student in the clinical setting for their clinical rotation, which is a required component of the course/program. In the event that a student cannot obtain a background clearance, the student's space in the program will be forfeited. The student is subject to dismissal from the ADN Program, as he or she will be unable to complete mandatory clinical rotations.

The **clinical agency** determines if a student has disqualifying criminal background convictions, according to their own exclusionary criteria per agency policy. Criminal background issues which may lead to disqualification from clinical participation include, but may not be limited to, the following:

- ❖ Registered sex offenders' history.
- ❖ Felony convictions.
- ❖ Felony deferred adjudications involving crimes against persons (physical or sexual abuse).
- ❖ Misdemeanor convictions that would generally prohibit employment by the clinical agency.

Result of Exclusion by Clinical Agency

In the event a clinical agency disqualifies and excludes a student from participation in clinical rotations at their facility, the agency will notify the ADN Program Director who will then communicate to the student the clinical agency's action.

The matter of exclusion is between the student and the clinical agency. The ADN Program is in no way required to find an alternative clinical agency for the student's clinical rotation, or any other alternative in order to meet course requirements.

Confidentiality

The ADN Program forwards student passwords or Certificates of Verification to contracting clinical agencies. While the ADN Program maintains student records pertaining to the completion of background checks, it does not access student passwords, investigate, disclose, or query the results of criminal background checks.

Confidentiality of student information with regard to exclusion of students by a clinical agency is strictly maintained within the ADN Program records systems.

Additional References

For more information, refer to the BRN policy "Background Checks for Student Clinical Placement" (www.rn.ca.gov).

Information on licensure eligibility may be found in the California Code of Regulations (CCR),

Section 1445 (www.rn.ca.gov).

For Joint Commission standards pertaining to criminal background checks, their Human Resources standards can be viewed at www.jointcommision.com.

❧Overriding Concerns❧

Students are expected to conform to standards of behavior called “Overriding Concerns.” These behavioral expectations are in effect throughout the program. Thus, students are evaluated on them at all times, both on and off campus. Overriding Concerns represent safe, responsible, ethical, and professional nursing practice and assume a position of paramount importance in the ADN Program. Overriding Concerns include the following areas: Accountability; Physical Jeopardy; Emotional Jeopardy; Therapeutic Communication; Asepsis.

Accountability

Accountability is assuming responsibility for academic and clinical expectations and being answerable for one’s behavior. Accountability of the student is directed at the concerns and best interests of the patient. Accountability includes:

- ◆ Preparing for clinical assignments, arriving at the clinical site at the assigned time, and assuming responsibility for care of the assigned patients; proper notification of absence and/or delays.
Reporting and documenting information about the patients’ care/ condition.
- ◆ Being accountable for one’s own actions.
- ◆ Being accountable for knowledge/skills acquired in previous and current courses.
- ◆ Demonstrating compliance with the School of Fitness and Health Professions Code of Civility.
- ◆ Identifying and communicating personal learning needs to the instructor.
- ◆ Observing the ADN Program Student Grooming and Dress Code policy.

Physical Jeopardy

Physical jeopardy is any action or inaction that threatens the patient’s or self’s physical well-being. Physical jeopardy includes both behaviors that harm the patient/self or place the patient/self at *risk* of physical injury, illness, or a complication of an existing problem. Critical elements that protect the patient and self from physical jeopardy include:

- ◆ Protecting the patient/self by utilizing principles of body mechanics.
- ◆ Recognizing safety standards and fall prevention strategies while implementing risk reduction interventions.
- ◆ Using assistive devices when required for safe patient mobility and transfer.
- ◆ Adhering to all safety principles and policies in medication administration and patient procedures.
- ◆ Describing/following agency policy in the safe use of restraints.

Emotional Jeopardy

Emotional jeopardy is any action or inaction that threatens the patient’s emotional well-being. Emotional jeopardy includes those behaviors that could induce or increase emotional stress. Critical elements that protect the patient from emotional jeopardy include:

- ◆ Maintaining confidentiality of all patient information.
- ◆ Providing patient privacy during care, communication, and procedures.
- ◆ Demonstrating sensitivity to the emotional needs of the patient and family.

Therapeutic communication

Therapeutic communication is the utilization of techniques and principles of communication which demonstrate sensitivity, respect, and concern for patients/families, faculty, peers, and all health care professionals. Critical elements of therapeutic communication include:

- ◆ Initiating and establishing a therapeutic relationship that is age and developmentally appropriate.
- ◆ Explaining procedures to patients/others at their level of understanding and forewarning them when an action may cause discomfort.
- ◆ Using clarification and reflection in patient communication.
- ◆ Identifying patients' perceptions of their needs.
- ◆ Being alert to nonverbal cues and communication from patients and self.
- ◆ Demonstrating professional conduct, respect, concern and sensitivity when communicating with faculty, peers, patients, families, and health care professionals.
- ◆ Applying an empathetic approach in response to patients' emotional needs.

Asepsis

Asepsis includes those behaviors that utilize principles of medical asepsis (clean technique) or surgical asepsis (sterile technique). Critical elements promoting patient safety with regard to asepsis include:

- ◆ Implementing Standard Precautions, Body Substance Isolation and following protocols for patients in isolation.
- ◆ Confining and disposing of contaminated materials per facility protocol in designated areas per facility protocol.
- ◆ Observing principles of medical asepsis (clean technique) and surgical asepsis (sterile technique) when required.

Overriding Concerns are incorporated into the student's clinical evaluation in every nursing course that has a clinical component. Students must satisfactorily demonstrate the standards of care outlined in ADN Program Overriding Concerns in order to pass the course.

☞ *School of Fitness and Health Professions Code of Civility* ☞

To ensure a learning environment that promotes respect for others, a quality education, and the safety of students, faculty, and staff:

I will...

communicate with faculty, staff, and peers in a respectful and professional manner.

be on time for class and clinical.

be prepared for class and clinical.

remain awake in class and clinical.

silence my cell phone during class and clinical.

Abide by the MJC [Standards of Student Conduct](#).

I will not...

text message during class or clinical.

use any unauthorized electronic or communication devices during class or clinical.

conduct disruptive side conversations when an instructor or speaker is talking.

I will not engage in...

yelling.

physical or verbal abuse.

profane, foul, or inappropriate language.

threatening or intimidating behaviors.

Students, faculty and staff will be fully accountable for their behavior. If they fail to observe the Code of Civility, action will be taken according to established college and program policies.

Attendance Policy

Regular clinical and theory attendance demonstrates the level of commitment that is essential to success in the ADN Program and is expected of all nursing students. The Attendance Policy, consistent with college policy, underscores the value placed on attendance in both the classroom and clinical setting. Absences and tardiness interfere with the learning process and contribute to academic and clinical failure. The legitimacy of the reason for an absence in no way mitigates the losses incurred.

- ◆ Students are expected to be punctual and in attendance in all scheduled nursing classes.
- ◆ Excessive absences may result in the student being unable to meet theory and clinical learning objectives. Theory and clinical objectives must be achieved in order for a student to pass the course.
- ◆ Student who fails to attend class regularly may be dropped.
- ◆ Tardiness may be treated as an absence.
- ◆ It is the student's responsibility to discuss anticipated and/or extensive absences with the instructor. No absence relieves the student of the responsibility for completing all work assigned.
- ◆ If a student is absent, it is the student's responsibility to make arrangements for make-up assignments in theory. (See course syllabi of respective ADN courses for make-up policies for exams and quizzes.)
- ◆ If course objectives have not been met in either theory or clinical due to excessive absences, the instructor will meet with the student to prepare a **Performance Improvement Contract** and the student will be placed on probation. Unmet objectives and problems will be identified, and the student will be counseled regarding methods and expectations for improvement and make-up, and follow-up evaluation of performance.
- ◆ Students must meet all criteria of a **Performance Improvement Contract** in order to pass the course.
- ◆ Since absenteeism may affect the achievement of clinical objectives, ***all*** clinical absences must be made up. It is the student's responsibility to contact the Clinical Instructor to make arrangements for a clinical make-up assignment. Clinical absences must be made up in the manner specified by the instructor and within the time frame permitted, and may include a make-up clinical day, written paper, or other activity. Any student who does not make up a clinical absence will be placed on clinical probation and/or may fail the course.
- ◆ Continued absences that are not made up or a pattern of clinical absences, even if made up, may make it impossible for achievement of clinical objectives, and

may result in a clinical failure. The Clinical Instructor is entrusted to evaluate the effect of absences on the student's clinical performance.

- ♦ If a student is going to be absent or late for a clinical assignment, it is the responsibility of the student to provide prior notice to the Clinical Instructor and/or the facility. (The facility may impose specific/additional requirements for students' reporting of absences or tardiness.) The student is expected to provide the reason for the absence/tardiness. A clinical absence should be reported at least one-half hour before the start time of the clinical assignment.
- ♦ The policy for notification of absence or tardiness in theory is determined by course instructors or course teams. Procedures for reporting absences or tardiness in theory are communicated by faculty in course orientations and in course syllabi.
- ♦ Unreported absence/tardiness, or a pattern of clinical absences will result in the student being assigned probation status. Tardiness is defined as *any amount of time after the instructor begins a class*. Tardiness on three occasions equals one absence. This delinquency rule applies to both clinical and theory.
- ♦ Two clinical absences, including those that are the result of tardiness, may warrant clinical probation and the development of a *Clinical Performance Improvement Contract*.
- ♦ Being tardy and/or absent to class may result in a student's inability to achieve participation points.
- ♦ The Clinical Instructor is entrusted to evaluate if the student has achieved a Satisfactory clinical grade.
- ♦ A student who does not return to theory after a scheduled or provided break or leaves early without permission is considered absent for the day.
- ♦ Students may not leave the clinical site on breaks or lunches. A student may not leave the clinical site and return during the clinical day.
- ♦ A student who leaves the clinical site early without notifying the instructor is considered absent for the day. Failure to report off to the instructor and staff is considered a violation of Accountability and patient abandonment.
- ♦ The instructor may require the student to provide a physician's note, jury notice, or other official documentation in explanation of absence or tardiness.

❧ Academic Integrity Policy ❧

The Academic Integrity Policy of the ADN Program is consistent with the Modesto Junior College Academic Integrity position as stated in the **Student Rights and Responsibilities** section of the MJC Catalog:

Violations of academic integrity

- ♦ The Academic Senate at MJC shares the original jurisdiction for conduct violations in the area of ***academic integrity***. Its position on academic integrity, shared by ADN faculty, is the following:

“The grading of a student’s work rests with the fundamental idea that an instructor is evaluating a student’s own work, so cheating or plagiarism demonstrates a failure to complete this most basic requirement of any course. Thus a faculty member may administer academic consequences for violating the Academic Integrity Policy ranging from partial or no credit on an exam or assignment to an F in the course. The instructor may also consider that a student’s violation of academic integrity should be a consideration for disciplinary measures, such as suspension or removal from the course or the college.”

- ♦ The Academic Integrity Policy within the ADN Program applies to ***both theory and clinical conduct***. Violations of academic integrity include, but are not limited to, the following:

- ♦ **CHEATING:**

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise; misrepresenting or non-reporting of pertinent information in all forms of work submitted for credit.

Misrepresenting or non-reporting of pertinent clinical information to the instructor or appropriate health care team members in either verbal communication or in documentation on the medical record.

Clinical dishonesty and other violations of integrity, including conduct extending beyond the scope of practice of the student, failure to follow agency policy and/or directives of the Clinical Instructor, lying or misrepresentation of facts, theft, collusion, slander, or libel. Clinical dishonesty also includes unauthorized access of patients’ medical records and other violations of patient confidentiality standards, including H.I.P.A.A.

- ♦ **FACILITATING ACADEMIC DISHONESTY:**

Intentionally or knowingly helping, or attempting to help, another to violate a provision of the institutional code of academic integrity.

- ♦ **PLAGIARISM:**

The deliberate adoption or reproduction of ideas, words, or statements of another person as one’s own, without acknowledgement. This includes all group work and written assignments.

Plagiarism extends to nursing assignments, exams, quizzes, clinical prep forms, clinical work and documentation, presentations, and group projects.

Consequences

- ♦ Behavior that represents a violation of academic or clinical integrity will invoke the application of the Academic Integrity Policy and will result in sanctions as stated above, as determined by the instructor. Consequences may include no participation in the Pinning Ceremony and/ or dismissal of the student from the ADN Program with or without the possibility of re-entry.

Due Process

- ♦ Students shall be given notice of the violation and shall be given an opportunity to respond to the allegations. ADN students are advised to utilize the **Student Line of Communication** within the ADN Program and AH/FCS Division.
- ♦ The **MJC Student Conduct Report Form** will be completed by the instructor.
- ♦ Program documentation tools ranging from **Student Contact Sheet** to **Probation Notice** and **Performance Improvement Contract** will be utilized with issues involving violations of academic/clinical integrity.

Responsible Communication

- ♦ Students are cautioned to observe the standards of confidentiality on official communication conducted on the Learning Management System and Pirates Net and unofficial communication posted on domains such as Facebook, Instagram, Twitter, and texting. Confidentiality should be maintained for patients, peers, staff, faculty, and facilities. A probationary contact and other official documents of the ADN program should not be posted on a domain that has the potential for public access due to possible HIPAA and FERPA violations. Students that do not observe these standards are subject to probation and possible program dismissal.
- ♦ It is the student's responsibility to check their Learning Management System messages regularly for course information and to make sure their MJC student e-mail is working. Contact the Help Desk for assistance at 575-7800.

Student Evaluation Policy

The ADN faculty believes that evaluation of student progress is an ongoing process within which both instructor and learner assume responsibility for assessment of learning. The following standards are common to all courses in the ADN program. For specific evaluation methods of individual courses, refer to nursing course syllabi.

- ◆ Students receive one grade for combined performance in theory and clinical for core nursing courses.
- ◆ The minimum cumulative percentage for passing in **all** theory courses is 76%.*
- ◆ Clinical evaluation uses a Pass/Fail system based on Satisfactory or Unsatisfactory performance. Students must receive a Satisfactory clinical grade to pass the course.
- ◆ A Satisfactory grade on all clinical assignments is required, i.e., clinical prep forms, care plans, case studies, presentations, assigned papers.
- ◆ A Satisfactory grade on all Skills Lab assignments, skill sets, clinical performance evaluations, and clinical competency exams is required.
Procedures governing the process of Skills Lab Skill Set Testing in the Skills lab are outlined in the MJC ADN Program **Skills Lab Skill Set Test Standards**.
Procedures governing the testing of Clinical Competencies in Clinical are outlined in the MJC ADN Program **Clinical Skill Competency Test Standards**.
- ◆ Students must achieve a score of 90% on the Medication Administration Exam administered in N270 (Pharmacology) to continue in the ADN Program. Students may retake the exam two times to achieve 90%.
- ◆ A Medication Administration Exam is required with 3 attempts permitted to achieve a score of 90% in every semester of the ADN Program. Each semester, students must pass this competency test to evaluate their ability to calculate drug dosages and master other pharmacology concepts in order to continue in the program.
Procedures governing the administration and evaluation of this exam are outlined in the MJC ADN Program **Medication Administration Exam (MAE) Standards**.
- ◆ Students are placed on Academic Probation for a theory grade of less than 76%.
- ◆ Students are retained and promoted in the ADN Program based on achievement of a minimum grade of 76% in a theory course, and a Satisfactory grade in the clinical component of core nursing courses.
- ◆ To successfully complete the ADN Program, students must meet all program criteria for acceptance, progression, and program completion, program Terminal Objectives, Student Learning Outcomes, ADN, division, and MJC policies, Course Learning Outcomes, and all other requirements of individual courses.
- ◆ Students may fail and be dismissed from the ADN Program for academic and clinical reasons according to established, applicable ADN policies.
- ◆ Students are graded according to the ADN Program grading system:*

Theory
89.50-100.0 = A
79.50-89.49 = B
75.50-79.49 = C
64.50-75.49 = D
0-64.49 = F

Clinical
Satisfactory = Pass
Unsatisfactory = Fail

- ◆ Instructors communicate specific evaluation methods of individual courses and include them in course syllabi. Students are oriented to general ADN evaluation procedures at the time of program admission and are expected to understand the ADN grading system and course/program evaluation methods.
- ◆ Exam/quiz scores will be jeopardized if the student commits the following:
 - ◆ Leaves an examination or exam review site with a test, quiz, or keyed Scantron, regardless of the rationale given.
 - ◆ Records test answers or takes notes during a post-exam or quiz review.
 - ◆ Otherwise compromises the integrity of the testing process.

The student will receive 50% of the points earned for said test/quiz; 0% on exam/quiz for a second occurrence. This type of infraction may invoke application of the **Academic Integrity Policy**. Other sanctions levied by the student's instructor(s) may apply.

- ◆ Students who fail a course may be eligible for re-entry into the ADN Program according to guidelines established in the **Re-Entry Policy**. A student who has failed a course may exercise his/her due process according to procedures outlined in the **Student Grievance Procedures**.

* ***Cumulative percentages falling mid-way between whole numbers are rounded up to the nearest whole number, i.e., 75.5% = 76%.***

❧ Skills Lab Skill Set Test Standards ❧

Standards for the Skills Lab Skill Set Test Standards apply to all four semesters in the ADN Program and are expected to be implemented consistently by all faculty:

- ◆ Student will complete all pretests and clinical skill sets on or before the due date
- ◆ Student will demonstrate psychomotor and cognitive competence in all required skill performance tests, as evaluated by peer and instructor (if required).
- ◆ 1st unsatisfactory skill set test = Contact Sheet with referral to the skills lab for mandatory skills practice time with a peer. Advisable: Allow at least 24 hours to elapse before testing a second time.
- ◆ 2nd unsatisfactory skill set test = Clinical Probation with development of a clinical improvement contract. Referral to the skills lab for a specified amount of time and mandatory skills practice with a faculty member. Advisable: Allow at least 24 hours to elapse before testing a third time.
- ◆ 3rd unsatisfactory skill set test = Course Failure. The student will receive a failing course grade and will be required to withdraw from the course.

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❧ Clinical Skill Competency Test Standards ❧

Standards for the Skills Lab Skill Set Test Standards apply to all four semesters in the ADN Program and are expected to be implemented consistently by all faculty:

- ◆ Faculty will review the clinical skill competency test requirements prior to testing.
- ◆ It is allowable, but not advisable for a clinical skill competency test to take place on the first day of clinical.
- ◆ Faculty members may observe the student perform the skill in the clinical setting prior to actually testing the student.
- ◆ 1st unsatisfactory clinical skill competency test = Contact Sheet with referral to the skills lab for mandatory skill practice with a peer. Advisable: Allow at least one week to elapse before testing a second time.
- ◆ 2nd unsatisfactory clinical skill competency test = Clinical Probation with development of a Clinical Improvement Contract. Referral to the skills lab for a specified amount of time, and mandatory skill practice with a faculty member. Advisable: Allow at least one week to elapse before testing a third time.
- ◆ 3rd unsatisfactory clinical skill competency test = Course Failure. The student will receive a failing course grade and will be required to withdraw from the course.

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☞ Medication Administration Exam Standards ☞

Standards for the Medication Administration Exam (MAE) apply to all four semesters in the ADN Program and are expected to be implemented consistently by all faculty:

- ♦ Faculty may provide practice questions with formatting consistent with the MAE. Faculty will review MAE content prior to testing.
- ♦ MAE testing will not take place on the first day of the semester.
- ♦ 1st MAE less than 90% = Contact Sheet and mandatory group remediation with the instructor of record or designee. In the clinical setting, student will be permitted to give medications with a faculty member or designated RN.
 - ❖ Take the 2nd MAE one week after the 1st MAE.
- ♦ 2nd MAE less than 90% = Clinical Probation, specifying medication administration limitations, and mandatory one-on-one remediation with the instructor of record or designee.
 - ❖ The student will only administer medications with his/her Clinical Instructor to demonstrate competence before taking the 3rd MAE one week after the 2nd MAE.
- ♦ 3rd MAE less than 90% = Course Failure.
- ♦ A calculator may be used for calculations during the MAE.
 - ❖ Smart watches, cell phones, tablets, etc. may not be used during the MAE.
 - ❖ Students may not share calculators during the MAE.
- ♦ Most medication doses will be rounded to the tenths place; however, there will be exceptions with certain medications, as well as with the pediatric population where rounding to the hundredths place will be necessary.
 - ❖ Instructions for rounding will be provided with each question.
- ♦ Each question will be worth one whole point.
 - ❖ No partial credit for calculation questions will be given.
- ♦ MAE format
 - ❖ Instructions will be given at the top of the page provided, including a route prompt:
 - ♦ IV, IVP, IVPB, PO, SubQ, IM, etc.
 - ♦ “IV” is a route even though it could be IV push or IV piggyback.
 - ❖ A minimum of sixty percent (60%) of the MAE questions will be multiple choice.
 - ❖ A maximum of forty percent (40%) of the MAE questions may use an alternate format.
 - ❖ Students are required to show their work for calculation questions in N270 and N271 courses. In addition, three lines will be provided with word prompts for: amount, unit, and route. Students are not required to show their work for calculation questions in other courses, nor will they be provided with word prompts.

☞Medication Administration Policy☞

The safe administration of medications is a fundamental nursing responsibility and is therefore an instructional imperative in the ADN Program. The purpose of the ADN Medication Administration Policy is to prevent patient medication errors, cultivate “best practice” habits in medication administration, and instill respect for institutional procedures governing medication administration.

The following policy is a general medication administration policy for all ADN students. It is not intended to substitute for course-specific medication policies included in each ADN course syllabus that define the scope of practice of students administering medications in each semester of the ADN Program.

- ◆ Students administering medications in the clinical setting are required to follow the facility’s medication administration policy and procedure without exception.
- ◆ Prior to administration of medications in the clinical setting, all students must successfully complete course-required medication administration skill sets, skills competencies, and/or Skills Lab remediation as assigned.
- ◆ Once the student has completed course medication requirements, including the course MAE, instructor observation, check-offs, and/or testing in the facility, and/or any other requirements, the Clinical Instructor will authorize the student to administer approved medications in the clinical setting under the supervision of the assigned RN(s). **For all students in all semesters**, there must be direct RN supervision of the student from preparation through administration at the bedside:
 - ❖ The RN or Clinical Instructor must supervise the student to ensure correct rights and checks of safe medication administration and evaluation of any other relevant patient assessment, lab values, or other data necessary to ensure safe medication administration.
 - ❖ The RN or Clinical Instructor must observe the student identify the patient and patient allergies at the bedside using facility-approved identification systems.
 - ❖ The RN or Clinical Instructor must remain with the student until all medications have been completely administered to the patient.
 - ❖ The RN or Clinical Instructor must supervise correct documentation of medication administration on the Medication Administration Record (MAR) and observe follow up evaluation of the patient.
 - ❖ ***The student is responsible for communicating this patient safeguard protocol to the RN, and to the Clinical Instructor in the event the RN is unable or unwilling to perform this intervention.***
- ◆ Prior to administration of any medication, the student must demonstrate the appropriate level of readiness, including comprehension of the medication’s mode of action, therapeutic effect, indications for use, dosage range, common side effects, drug interactions, and nursing implications.

- ♦ The student will communicate his/her medication administration plan to the appropriate RN(s) at the beginning of the shift, including the student's scope of practice and the required level of supervision.
- ♦ Students are to prepare all medications at the medication cart or designated area according to the following medication preparation procedures using a system of 3 medication checks addressing all rights of medication administration.
- ♦ The student will use only facility-approved identifiers (e.g., patient's name, medical record number) when identifying the patient immediately prior to medication administration. Procedures for identification and administration of medications at the bedside include, but are not limited to:
 - ❖ Asking patient to state his/her name.
 - ❖ Comparing identifier to patient's identification band, carefully validating name and numbers.
 - ❖ Asking patient to state allergies.
 - ❖ Checking allergy band; comparing to patient's statement, MAR, allergy history per medical record.
 - ❖ The use of scanners or other identification systems of the facility.
- ♦ Additional safety procedures the student is expected to demonstrate include the following. The student will:
 - ❖ Not administer medications prepared by another nurse.
 - ❖ Transport unit-dose meds into patient's room unopened. Open medications at bedside.
 - ❖ Inform patient of the medication name, indication, and side effects.
 - ❖ Raise patient's head of bed during oral medication administration.
 - ❖ Assess patient's swallowing ability. Crush pills (not enteric-coated/SR) if patient has dysphagia.
 - ❖ Remain with patient until all meds are swallowed. Do not leave medication at the patient's bedside.
 - ❖ Clarify meds to be held or dosage altered if patient is NPO or vomiting.
 - ❖ Destroy meds that are opened and unused; have this witnessed by RN according to facility protocol.
 - ❖ Document medication administration in the electronic health record.
 - ❖ Keep med cart locked.
 - ❖ Not recap a contaminated needle; use safety measures with parenteral medication.
 - ❖ Observe all safety and aseptic practices in all routes of medication and IV fluid administration.
- ♦ Student nurses are to follow all facility-required procedures involving insulin administration, narcotic/controlled substances, heparin, and other medications having special rules surrounding their administration.
- ♦ If a new medication is ordered during clinical hours, the student is expected to look it up and be knowledgeable about it before the Clinical Instructor or RN supervises its preparation

and administration. No medication is ever administered “blindly” without responsible preparation and administration.

- ♦ The student will observe facility-approved procedures for documentation in the electronic health record (EHR) for:
 - ❖ Medication administration.
 - ❖ Medication withholding.
 - ❖ Parenteral site codes.
 - ❖ Vital sign documentation as needed.
 - ❖ Lab value documentation as needed.
 - ❖ Medication co-signing
 - ❖ Other required parameters or information.
 - ❖ Correction of documentation errors.
- ♦ If the student has questions about a medication order, dosage, or appropriateness of administration, he/she has a responsibility to communicate concerns to the RN, Clinical Instructor, or charge nurse. Students should always consult with their RN and their Clinical Instructor regarding questionable or confusing medication situations. The Clinical Instructor will facilitate clarification, problem resolution, or may remove the student from involvement in medication administration in a particular situation.
- ♦ Students are prohibited from autonomously taking medication orders from an MD, or initiating, interpreting, or implementing any medication orders independently.
- ♦ Students will adhere to all course-specific medication policies, procedures, contracts, prohibited/exclusionary medication administration rules as codified in course syllabi, as well as to any and all instructor directives, expectations, and requirements.
- ♦ Failure of students to follow all conditions and terms of the Medication Administration Policy as well as course-specific medication administration contracts or policies may result in failure of the clinical component of the course.

See Supervision of Students Administering Medications and the Medication Administration Contract of each respective course syllabus and Learning Management System for additional medication administration standards.

Student-Faculty Ratio in the Clinical Setting

The Modesto Junior College Associate Degree Nursing Program policy for the student/teacher ratio in the clinical setting is consistent with the California Code of Regulations Section 1424(k) [CCR 1424(k)] and is based on the following criteria:

- ❖ Acuity of patient needs;
- ❖ Objectives of learning experiences;
- ❖ Class level of students;
- ❖ Geographic placement of students;
- ❖ Teaching methods; and
- ❖ Requirements established by the clinical agency.

In addition, nursing faculty's expectations for the number and acuity of patients increase as the student progresses through the program. Every attempt is made to place students on clinical units where there is a match between theory/clinical objectives and patient diagnoses and conditions.

✧Clinical Rotation Guidelines✧

Students acquire proficiency in applying theoretical principles to clinical nursing by participating in rotations at community health care facilities with which the ADN Program are contracted. Special guidelines govern clinical rotations.

Clinical rotation assignments

Students are assigned to one of the health care facilities in the area at the discretion of the faculty team teaching the course. Although student preference is considered, the faculty makes the student's clinical rotation assignments. Students must be flexible, have reliable transportation and child care, and be prepared to travel out of town for clinical rotations. Week-end and evening clinical rotation options may be required. In the 4th semester preceptorship, students must be available to work the clinical schedule and hours of their assigned preceptor.

Facility orientations are provided at the outset of each clinical rotation. Students are expected to follow all policies and procedures of employees of the facility. Since students are representatives of the Modesto Junior College ADN Program, it is important for students to be mindful and observant of their behavior and of the image they portray to others at all times.

Patient confidentiality

Every patient is guaranteed the right of confidentiality by law. **Disclosure or possession of any information about a patient** outside the clinical, academic, or other sanctioned learning environment is a breach of ethics and a violation of law. Students who do so will be subject to serious disciplinary action, which may include probation or dismissal from the program. Acute care facility orientations will review principles of patient privacy and HIPAA (***Health Insurance Portability and Accountability Act***) regulations. Students may be required at the start of clinical rotations to sign hospital confidentiality statements pledging to observe the facility's patient privacy tenets.

Patient confidentiality extends to medical record duplication, and copying of any part of the printed medical record is prohibited. Access to hospital computers and procurement of patient information likewise involve privacy issues. The student must learn and abide by the particular facility's regulations regarding access to medical records (printed and electronic) and extraction of patient information from them.

Information shared about patients is on a "need to know" basis. Behaviors which are clear violations of patient privacy include, but are not limited to: discussing patients with peers in the hospital dining room, disclosing details of patients' conditions at home, school, in the community or online social media, leaving paperwork with identifying patient information in view of patients or non-health care providers, leaving the facility with medical records pertaining to patients (copies **or** computer print-outs), and taking photographs of patients.

Clinical clearances

All students must be cleared for clinical participation according to the requirements of both the facility and the ADN Program. Students must meet by specified deadlines the following clearances:

- ♦ Health and immunization, including TB clearance and flu vaccine.
- ♦ Criminal background check (failure may be grounds for program dismissal).
- ♦ Urine drug screen (failure may be grounds for program dismissal).
- ♦ AHA Health Care Provider BLS.
- ♦ Healthstream completion (educational modules pertaining to clinical safety, confidentiality, infection control, and other environment of care standards).
- ♦ Confidentiality and Responsibility Statements, per facility protocol.
- ♦ Computer documentation training, per facility protocol.
- ♦ Other clinical facility orientation requirements.

Clinical breaks

Students may not leave their assigned facility during the course of the clinical day for any reason, including lunch, breaks, appointments, or errands. In the event of an emergency, however, students will make appropriate arrangements with their Clinical Instructor and the facility staff to leave the premises. Student breaks and lunch must be coordinated with the assigned RN and adhere to the scheduled time allotment of their clinical schedule and the facility's policy.

Clinical supervision

In general, students may not participate in patient care without their Clinical Instructor (or approved substitute or surrogate) physically present in the clinical facility. Exceptions to this include the following:

- ♦ N271: In outpatient acute care settings, students may have observational experiences or perform supervised care (e.g., surgery center, health fairs, immunization clinics, etc.)
- ♦ N273: In community-based settings, students may perform patient Assessments and other previously learned skills with oversight per facility RN, and strict course clinical guidelines.
- ♦ N274: Mental Health clinical rotations; oversight per facility personnel.
- ♦ N278: Acute care preceptorship; supervision per student's preceptor.
- ♦ Other exceptions per course specific rules governing clinical experiences.

**** When the instructor is not physically present in the setting, supervision is designated by course policy and ADN Program contractual arrangements with the facility.***

Student Grooming and Dress Policy

All students in the MJC ADN Program are required to observe the following grooming and dress standards:

- ♦ Due to close proximity with patients and others, impeccable grooming and daily personal hygiene are essential.
- ♦ Odors of any kind may be offensive or intolerable to patients, peers, and staff, including perfumes and tobacco smoke, and are prohibited. Smoking is not permitted while in uniform or clinical attire, nor on facility premises. This applies to acute care facilities, outpatient sites, and on school campus.
- ♦ In all clinical settings, including HPSL and skills laboratory, hair must be professional looking, natural in color, clean, and without etching or design. Hair should be neatly contained and off the shoulder, so that it cannot fall into the student's face, and must not interfere with patient care. A solid colored black hairband (non-textured and non-embellished) may be used to contain hair.
- ♦ Facial hair must be clean, trimmed, and worn in a manner that will not obstruct nursing activities or interfere with personal protection equipment (PPE) usage.
- ♦ Make-up is permitted if it is minimal, natural, and professional.
- ♦ Chewing gum is **not** permitted in the clinical setting or nursing laboratories.
- ♦ To promote infection control and patient safety, nails must be short, clean, manicured, and without polish. Absolutely no artificial, sculptured, acrylic, or polished nails are permitted.
- ♦ For safety reasons only a wedding ring, wrist watch, and one pair of small post earrings in the ear lobe are permitted in the clinical setting and nursing laboratories. Body jewelry for other pierced body parts is prohibited in the clinical setting and nursing laboratories (e.g., tongue, nose).
- ♦ Visible tattoos must be covered.
- ♦ Students are required to purchase the regulation ADN uniforms and patch from **Scrubs & Beyond**. The store is located at 2225 Plaza Pkwy. Ste. C-15/16 Central Valley Plaza Modesto, CA. Please be timely in ordering uniforms and allow a **3-week** turn-around time for ordering, embroidering, and delivery. Students receive a 20% discount when ordering uniforms in the store (check for availability of the discount when purchasing).

Clinical Uniform – Galaxy Blue with MJC Nursing patch

Campus Uniform – Pewter without patch

Uniforms are worn from first through fourth semester during selection of all patient assignments, during clinical, and while on campus.

Students have three different style options from the Cherokee Revolution collection for the clinical and campus uniform top and pants and one pant style option from the Med Couture collection. Students may wear a galaxy blue skirt in clinical, or a pewter skirt on campus, instead of pants. The skirt must be no higher than one inch above the knee.

Two different jacket style options are available. The jacket is optional. If worn, the galaxy blue jacket must include the MJC patch.

Students may **not** substitute other pant, top or jacket styles or brands for their uniform attire.

- ♦ Students may wear a long-sleeved, solid white shirt underneath the regulation uniform top. A white turtleneck shirt is also permissible. ***No other color is permitted. No printed or textured shirts are permitted.***
- ♦ White socks are required when wearing pants. Legs must be covered with either sheer or solid white or flesh-toned hosiery, stockings, or tights when wearing a uniform skirt.
- ♦ Shoes must be white leather, clean, supportive, and safe. Canvas shoes are not permitted, nor are open-toe or open-heel shoes, sandals, or clogs.
- ♦ The MJC nursing student identification (ID) badge with the student's picture is part of the uniform and must be clipped to the left chest so that it is visible at all times in the clinical setting, during patient selection, and on campus.
- ♦ A badge buddy, indicating the current semester, as well as an ADN retractable badge holder will be issued. ***No other badge holder styles or types may be substituted.***
- ♦ If a policy difference exists in a particular clinical setting, the issue will be resolved by the ADN course faculty team and the ADN Program Director.
- ♦ Students who do not comply with grooming and dress standards may not be permitted to participate in clinical and/or on campus activities.

↻Clinical Competency Policy↻

Students are evaluated in the clinical setting by their Clinical Instructor. Successful completion of the clinical component of each core nursing course requires a “Satisfactory” grade assigned by the instructor. Overriding Concerns, skills performance, clinical objectives of the course, competency testing, program Terminal Objectives, and “umbrella” standards set forth by professional and legal bodies are all aspects of evaluation criteria used to judge clinical competency. Patient safety is the fundamental concern and objective of the Clinical Competency Policy.

Criteria for evaluation of clinical performance

Successful achievement of standards embodied in the following criteria is used to evaluate competency in the clinical setting:

- ◆ Course and clinical objectives; Course Learning Outcomes.
- ◆ Criteria specified in the student clinical evaluation tool.
- ◆ Medication Administration Exam.
- ◆ Overriding Concerns of the ADN Program.
- ◆ Student Learning Outcomes and Terminal Objectives of the ADN Program.
- ◆ Nursing Practice Act of California (scope of practice for student nurses).
- ◆ The Board of Registered Nursing’s **Standards of Competent Performance**.
- ◆ The American Nurses Association Code of Ethics.
- ◆ Clinical Competency Testing, examinations, or demonstrations:
 - ◆ Measure by performance student’s competence for a skill via skill demonstration or acquired knowledge, psychomotor learning, and application of theory in clinical setting.
 - ◆ Successful student performance is required to pass clinical component of course (limited number of attempts permitted).
 - ◆ Written criteria is used to evaluate clinical competency.
 - ◆ Evaluation is made by Clinical Instructor or other designated faculty.
 - ◆ Competency testing/assessment is scheduled during regular clinical hours or as arranged.
 - ◆ Competency exam record/results become part of student’s ADN record.
- ◆ Clinical evaluations:
 - ◆ Instructor/student meet at end of clinical rotation to assess development and evaluation of clinical performance, objectives, Overriding Concerns.
 - ◆ Course clinical evaluation forms are tools used to document performance.
 - ◆ Evaluations are done in each nursing course of the program that has a clinical component.
 - ◆ Identification of student strengths/weakness and recommendations for improvement are made by instructor with student input.

Procedures for clinical improvement

In the event of student failure to meet clinical objectives and/or Overriding Concerns, either as a result of a significant single act or a pattern of unsatisfactory and/or unsafe behaviors, as assessed by the Clinical Instructor, the following procedures are outlined to provide a plan for student success:

- ◆ The instructor will meet with the student, discuss the areas of concern, and make recommendations for remediation. A **Student Contact Sheet** is used to document student behaviors of concern, the meeting with the student, and expectations required of the student to correct the identified problem(s);

OR

- ◆ At the Clinical Instructor's discretion, the instructor will meet with the student, discuss the areas of concern, make recommendations for remediation in the form of a **Clinical Performance Improvement Contract**, and place the student on clinical probation, using the **Probation Notice**;

OR

- ◆ At the Clinical Instructor's discretion, when a student fails to meet Overriding Concerns or clinical objectives, the instructor will discuss the areas of concern with the student and arrange for the student to meet with the instructor, and any or all of the following: the Course Coordinator, the ADN Program Director, and the division Dean. The student may be asked to submit a self-appraisal of his/her clinical performance. Areas of concern are discussed at the meeting, a Clinical Performance Improvement Contract is implemented, and the student is placed on Clinical Probation using the Probation Notice. Implementation of other policies/procedures may be done as applicable, e.g., **Academic Integrity Policy**, **Procedures for the Impaired Student**.
- ◆ The Clinical Performance Improvement Contract documents the clinical incident(s), identifies the unsatisfactory student behaviors, criteria for student improvement, and any required deadlines for the achievement of expected improvement criteria.
- ◆ The Clinical Performance Improvement Contract and the Probation Notice are reviewed by the Course Coordinator, Assistant Program Director, and Program Director.
- ◆ The Clinical Performance Improvement Contract and the Probation Notice are signed by the student and the Clinical Instructor; copies go to the student, the Course Coordinator, and into the student's ADN record.
- ◆ A student on clinical probation is scheduled for a weekly meeting with the Clinical Instructor to review student progress toward meeting improvement criteria. The instructor uses this forum to facilitate and assess student success in meeting contract criteria as well as to advise and counsel the student on a regular and frequent basis.
- ◆ Failure of the student to attend the scheduled weekly meeting with the Clinical Instructor may result in clinical failure and dismissal from the ADN Program.
- ◆ If the student does not meet criteria for improvement specified in the Clinical Performance Improvement Contract, continues to violate Overriding Concerns, or fails to meet clinical

objectives, the student will receive an “Unsatisfactory” grade in the clinical component of the course and will fail the course.

- ◆ A student who has received an Unsatisfactory clinical grade who subsequently re-applies to the ADN Program may be denied re-admission if the ADN Re-Entry Committee determines that the student poses a potential threat to patient safety. (See **Re-Entry Policy.**)
- ◆ A student who has received an Unsatisfactory clinical grade, clinical probation, or a Student Contact Sheet may exercise his/her due process according to established procedures. (See **Student Grievance Procedures.**)

Criteria for establishing unsatisfactory performance in clinical

Students are expected to demonstrate competency in general clinical performance, in the execution of clinical skills, and in all Overriding Concerns. Unsatisfactory performance in the clinical component of a nursing course results in failure of the entire course. Failure in clinical results if:

- ◆ Due to the seriousness of a single incident, the instructor determines that the student does not meet clinical objectives or other performance criteria relative to the incident, due to failure to observe Overriding Concerns while planning, providing, or managing patient care and safety, or failure to observe Overriding Concerns in any other capacity;

OR

- ◆ The student demonstrates a pattern of unsatisfactory behavior which violates Overriding Concerns and/or fails to meet clinical objectives and/or performance improvement criteria, in spite of faculty guidance, remediation, and/or Clinical Performance Improvement Contract specifications;

OR

- ◆ The student does not meet minimum performance criteria for any required clinical competency or fails the Medication Administration Exam;

OR

- ◆ The student fails to meet clinical clearance criteria required by the ADN Program or the clinical facility;

OR

- ◆ The instructor is unable to evaluate the student’s performance due to student absenteeism.

- ◆ Procedures for clinical improvement are implemented when an instructor identifies the need for clinical improvement. **However, a student may be failed for unsatisfactory clinical performance due to a single significant, serious breach of Overriding Concerns or failure to meet other established course criteria without pre-existing clinical Probation/Clinical Performance Improvement Contract.**

- ◆ A student who has received an Unsatisfactory clinical grade may exercise his/her due process according to established procedures. (See **Student Grievance Procedures.**)

Re-Entry Policy

*Students who have an interruption in their progression through the ADN Program may be eligible for re-entry **on a space available basis**. Distinctions are made in evaluating applications of re-entry students in **satisfactory** standing at the time of program exit and students with an **unsatisfactory** standing at the time of exit from the program.*

Students in **satisfactory** standing include those who are compelled to withdraw from the program due to health or personal reasons and who have maintained satisfactory theory and clinical performance while in the program (based on course evaluation criteria and Overriding Concerns standards).

Students in **unsatisfactory** standing include those who have performed unsatisfactorily in the program and who have failed either theory or clinical components of a course **or** who have withdrawn due to unsatisfactory theory and/or unsatisfactory clinical performance **or** who have withdrawn for other reasons but whose performance in theory and/or clinical components of a course was unsatisfactory at the time of withdrawal.

Re-Entry Criteria for ADN Students

- ♦ The student's status at the time of exit or failure from a course or semester is assessed, as well the student's past theory and clinical performance:
 - ♦ **A student whose performance in a previous semester or previous ADN course was unsatisfactory, as defined in Paragraph 3 of this policy, will be permitted re-entry one time only, if re-entry is approved.**
 - ♦ **A *one time* only failure of the Medication Administration Exam with three attempts in any of the four semesters in which it is administered shall not be counted as an unsatisfactory performance *for the purposes of re-entry*.** However, students who fail to pass this exam on their third attempt in any semester are precluded from going forward in the semester, and must reenter and pass this exam subsequently in order to remain in the program.
 - ♦ Failure of N270 and N271, when both courses are taken concurrently, is counted as a ***single*** unsatisfactory performance. This applies to overall course failure of both courses, as well as to failure of the Medication Administration Exam, which precludes the student from going forward in the program.
 - ♦ A student may be denied re-entry if the Re-Entry Committee determines that the student poses a potential threat to patient safety, demonstrates ethical misconduct, or commits a serious breach of program Overriding Concerns.

♦ **Procedural Steps for Re-Entry:**

- ♦ Student exit interview with the ADN Program Director or Assistant Program Director at the time of exit. The *student* is responsible for making and keeping this appointment.
- ♦ Completion of a **Re-Entry Application** to the Associate Degree Nursing Program.
- ♦ Compliance with re-entry application filing deadlines and with any other required information (e.g., physician-signed Health Release).
- ♦ Applications for re-entry into the ADN Program are evaluated on a case-by-case basis, with assessment of the individual student's circumstances.
- ♦ Students requesting re-entry into the ADN Program after an interruption of more than one year may need to submit a new application to the ADN Program as well as general application for MJC admission.
- ♦ Re-entering ADN students are required to fulfill ADN Program requirements as well as MJC graduation requirements in effect at the time of re-entry.
- ♦ Academic and/or clinical testing for currency of knowledge and skills may be required for re-entering students who are returning after an absence of two consecutive semesters.
- ♦ The ADN Faculty Re-Entry Committee evaluates all student applications for re-entry.
- ♦ The Re-Entry Committee may impose specific improvement criteria as a condition of re-entry that must be fully met by the student prior to re-entry.
- ♦ Submission by the student of required documentation of improvement criteria fulfillment and/or other demonstration that improvement criteria have been met, as specified in faculty written recommendations for re-entry.
- ♦ A student who is permitted re-entry subsequent to a clinical failure re-enters on clinical probation status and must follow all terms and conditions of a Clinical Performance Improvement Contract as set forth by his/her Clinical Instructor.

Important Notice to First Semester Students

- ♦ Students who have failed or withdrawn from first semester ADN courses (N270 and N271) will **NOT** be guaranteed re-entry into the ADN Program. Students who exit the ADN Program must make an appointment with the ADN Program Director or Assistant Program Director for an exit interview. A Re-Entry Application for eligible students will be submitted into the general ADN application pool. Exceptions to this policy may be made only by decision of the ADN Re-Entry Committee which evaluates students who have withdrawn. Medical reasons must be substantiated by a physician's note.

Procedural Steps for Re-Entry After a Second Failed Attempt

If a student has a second course failure while in the Associate Degree Nursing (ADN) program, they may be permitted reentry after a period of five years has passed. In the event that the student desires to return to the program, they may either:

- ◆ Submit a new application during the application period and compete for acceptance into the first semester of the ADN program, OR
- ◆ Submit an application as a licensed vocational nurse (LVN) into the advanced placement pathway, having also completed the Modesto Junior College (MJC) LVN transition course (Nurse259).

Due to the importance of coursework being current with nursing theory and clinical practice standards, students who have had a five year interruption from the program may be required to repeat courses they have previously passed.

Students who enter after a five year interruption will fall under the policies and guidelines of a new ADN student; however, the opportunity for re-entry after a second failed attempt and a hiatus of five years with the possibility of re-entry will only be allowed one time.

Student Grievance Procedures

A student who has a grievance, defined as a complaint against a real or perceived wrong, may address concerns or complaints within the framework of the Associate Degree Nursing Program formal channels of communication:

- Direct communication to the student's instructor(s)
- Course Coordinator
- Assistant Program Director
- ADN Program Director
- Division Dean

Students are advised to follow these formal pathways in this sequential order for grievance resolution for matters pertaining to clinical or academic probation, course failure, or other perceived concerns or disputes. Written documentation by the student may be submitted in addition to any verbal communication. Appointments with appropriate faculty or administrator can be made via division office personnel. Grievance resolution may utilize forums of individual, ADN faculty team, ADN leadership, and division Dean meetings. Following the outcome of grievance procedures as outlined here, a student who feels that no satisfactory resolution has been achieved may seek assistance from, and appeal to, the **Vice President of Student Services**. Grievances involving grades, allegations of unlawful discrimination, or sexual harassment should be addressed as follows:

Grades

The determination of a student's grade by the instructor shall be final in the absence of mistake, fraud, bad faith, or incompetency (California Administrative Code, Title 5). With respect to grievances pertaining to the issuance of a grade, or other issues related to specific courses, the student may pursue petition procedures as described in the MJC Catalog under "Right to Petition for Specific Consideration" in the section **Student Rights and Responsibilities**. Petitions are reviewed by the MJC Petitions Committee.

Unlawful discrimination

It is the policy of MJC to provide an environment free of unlawful discrimination. A student whose grievance involves allegations of discrimination based on color or ethnic group identification, religion, age, sex, sexual orientation, or physical or mental disability in the MJC programs, activities, and work environment may initiate complaint procedures through the **Vice President of Student Services**.

Sexual harassment

Sexual harassment, as defined in the MJC Catalog under "Sexual Harassment at MJC" in the section **Student Rights and Responsibilities**, is a form of unlawful sexual discrimination and is not tolerated by the college. Disciplinary action will be taken promptly against any student or employee engaging in sexual harassment. Student complaints may be brought against an

instructor, an administrator, or a member of the classified staff. The student may initiate complaint procedures through the **Vice President of Student Services**.

Students must meet with the **Vice President of Student Services** within one year of the occurrence of the incident(s) of unlawful discrimination of any kind.

Student complaints of discrimination or sexual harassment involving another student are governed by the MJC **Student Code of Conduct** and will result in disciplinary action by appropriate college personnel. To initiate disciplinary procedures, students are advised to report violations of the code of conduct committed by another student to their instructor and Course Coordinator.

*See the **MJC Catalog** section on **Student Rights and Responsibilities** for more information.*

❧ADN Distance Education Policy❧

The Modesto Junior College ADN Program features a distance education program that serves receiving sites located at Columbia College. The partnership between MJC and Columbia College, the two colleges of the Yosemite Community College District, has afforded many students the opportunity to obtain their Associate Degree in Nursing from MJC while taking the majority of their course work via distance education. Clinical rotations are arranged whenever possible at health care facilities that are local to the distance education student, thereby facilitating degree obtainment. The Nursing Instructor for Columbia Satellite coordinates the ADN distance education program, provides instruction, student support, and clinical liaison.

Although students have access to academic and clinical curriculum in the distance education setting, students in the distance education program are MJC ADN students. The ADN Distance Education Policy governs expectations of the distance education student and clarifies the relationship between the Columbia Satellite and the local Modesto class:

- ◆ Columbia Satellite students receive distance education for all ADN theory courses. Distance education for group tutoring sessions is also available. Columbia Satellite students, however, are welcome to attend MJC site theory classes on a space available basis, or as arranged by their instructors.
- ◆ Columbia Satellite students fulfill clinical (lab) components of their ADN courses at local health care facilities in Tuolumne and/or Calaveras County. There may be some exceptions to this in order to provide a complete clinical practicum. Clinical Instructors and/or Clinical Teaching Assistants instruct students and evaluate their performance according to ADN clinical policies and course clinical objectives.
- ◆ Students in the Columbia Satellite are expected to adhere to ***all*** ADN Student Handbook policies and procedures, including, but not limited to:
 - ❖ Health and safety policies, including all required clinical clearances.
 - ❖ Academic policies, including Attendance Policy.
 - ❖ Clinical policies.
 - ❖ Student Line of Communication.
 - ❖ School of Fitness and Health *Professions* Code of Civility.
 - ❖ BRN policies as they apply to student nurses.
- ◆ In reference to the Student Line of Communication, distance education students are expected to communicate directly with the MJC site instructor in anticipation of a class absence or tardiness. Columbia Satellite students are expected to contact their Course Coordinator directly to communicate plans to withdraw or to discuss issues related to assignments, grades, and significant personal or academic concerns.
- ◆ Students in the Columbia Satellite are expected to adhere to ***all*** individual course requirements and deadlines.

- ◆ Both Columbia Satellite students and local MJC site students are expected to adhere to campus and classroom conduct rules as specified in the **ADN Student Handbook**, including the School of Fitness and Health Professions Code of Civility. All students are expected to conform to the MJC **Student Code of Conduct** whether they are in a traditional classroom setting or in a distance education environment. A climate of mutual respect is fundamental.

- ◆ Students in the Columbia Satellite are required to come to the MJC site from time to time throughout the four semesters of the ADN Program. Each semester or course will have its own requirements and they will not necessarily be the same. The dates of required local attendance will be communicated at semester orientations or posted on semester Blackboard/Canvas sites. In general, the following guidelines govern events that ***may require local MJC site attendance***:
 - ❖ Semester/course orientations.
 - ❖ Administration of theory examinations and other tests, including the Medication Administration Exam.
 - ❖ Medication Administration Exam mandatory reviews and retakes as outlined in the ADN **Medication Administration Exam Standards**.
 - ❖ Selected clinical rotations.
 - ❖ Health Clearances by MJC Health Services.
 - ❖ Final Examinations.

- ◆ Students and faculty participating in the ADN distance education program are expected to follow technology procedures as outlined by the ADN Program in conjunction with Media Services and Learning Resources/Instruction of Modesto Junior College. The convenience of distance education is one of its most attractive qualities, but it is not an infallible medium. In the event that a broadcast fails, or any back-up recording system, or a lecture is missed for non-attendance, ***it is ultimately the student's responsibility to acquire missed lecture content***. Students are strongly encouraged to utilize all available resources, including:
 - ❖ Videoconference recording.
 - ❖ Student liaisons and networks.
 - ❖ Faculty resources and office hours.
 - ❖ Local classroom attendance.
 - ❖ ADN tutoring.

- ◆ A Columbia Satellite Student Representative will be designated in each incoming ADN class. The representative may be a student volunteer or be elected by student peers. The primary responsibilities of the liaison include:
 - ❖ Facilitation of communication with local MJC site Student Representatives.
 - ❖ Participation in class activities and events.
 - ❖ Reporting status of distance education and technology issues to Course Coordinator.

- ◆ For pre-admission policies, procedures, and frequently asked questions, the distance education student is encouraged to contact the School of Fitness and

Health Professions Health Majors office at (209) 575-6362, or visit the ADN Program web site at www.mjc.edu, then click on Divisions & Offices.

Challenge Policy

Qualified applicants who have demonstrated the necessary training and experience may challenge ADN courses. A student may petition for credit by examination by meeting the criteria stated in the MJC catalog. Candidates for the challenge process, after meeting with the ADN Program Director, will meet with the Course Coordinator to obtain preparatory materials, including challenge criteria. Challenge examinations are developed from test items used in the nursing course being challenged. The same grading policy used for coursework in the nursing program is applied to challenge examinations.

Skills testing and/or clinical competency testing may be required. The nature of the challenge examination for clinical proficiency varies with the clinical expectations of the particular course being challenged. Clinical examinations may be designed to validate specific skills, knowledge of the nursing process, ability to provide safe care, and/or demonstration of health assessment.

The same grading policies, critical elements, and Overriding Concerns of the ADN Program at the level of the course being challenged are applied to challenge examinations. The student who does not meet the challenge by examination criteria or who fails the challenge examination will be advised regarding subsequent course enrollment.

Any student who desires placement in the ADN Program other than through the first semester application process (i.e., all transfer, challenge, advanced placement, and/or re-entry placements) will be subject to space availability in the program.

Students wishing to challenge an ADN Program course must meet all of the challenge criteria specified for that course or its prerequisite(s) as listed below.

Criteria for challenging Nurse 259

A student challenging the N259 course must:

- ◆ Possess a current California LVN license with IV certification.
- ◆ Successfully complete the Nursing Care Plan assignment utilizing grading criteria from N259 Syllabus.
- ◆ Successfully complete all quizzes with a minimum score of 76% as specified in the N259 syllabus.
- ◆ Successfully complete a selected patient presentation utilizing criteria from N259 Syllabus.
- ◆ Successfully complete pre-tests and then demonstrate competency of N259 skill sets to an instructor utilizing criteria from the N259 syllabus.

Criteria for challenging Nurse 270

A student challenging the N270 course must:

- ◆ Pass the current N270 Medication Administration Exam with a minimum score of 90%.
- ◆ Successfully complete all N270 assignments, quizzes, and Final Project with a combined minimum score of 76%, as specified on the N270 Learning Management System.

Criteria for challenging Nurse 271

A student challenging the N271 course must:

- ♦ Pass the current N270 Medication Administration Exam (MAE) with a minimum score of 90%.
- ♦ Demonstrate mastery of all N271 Skill Sets, requiring an instructor evaluation, utilizing criteria from the N271 learning management system course shell.
- ♦ Complete all examinations, quizzes, assignments, and presentation with an overall minimum of 76%, as specified on the N271 learning management system course shell.
- ♦ Pass all theory examinations with an overall minimum score of 76%.
- ♦ Pass the N271 Clinical Competency Evaluation for Head to Toe Assessment.
- ♦ Pass the N271 Clinical Competency Evaluation for Oral Medications.

Criteria for challenging Nurse 272

A student challenging the N272 course must:

- ♦ Pass all quizzes with a minimum score of 76% as specified in the N272 syllabus.
- ♦ Successfully complete a selected patient presentation utilizing criteria from N272 syllabus.
- ♦ Demonstrate the ability to safely perform all required skill sets according to criteria on the N272 Learning Management System.

Criteria for challenging Nurse 273

A student challenging the N273 course must:

- ♦ Pass the current N273 Medication Administration Exam with a minimum score of 90%.
- ♦ Pass all theory unit examinations for N273: Maternal-Child Nursing with a minimum score of 76%.
- ♦ Pass the final examination for N273: Maternal-Child Nursing with a minimum score of 76%.
- ♦ Pass the N273 Clinical Competency Evaluation of Head to Toe Newborn Assessment, Obstetrical Focal Assessment, and Pediatric Head to Toe Assessment.
- ♦ Pass the N273 Intravenous Piggyback Medication Skill Set.
- ♦ Pass the N273 Intravenous Push Medication Skill Set.

Criteria for challenging Nurse 274

A student challenging the N274 course must:

- ♦ Complete all quizzes, assignments, and presentations with an overall minimum of 76%, as specified on the N274 Learning Management System excluding in-class participation activities.
- ♦ Pass the N274 final examination with an overall minimum score of 76%.
- ♦ Successfully conduct a faculty-observed mental status examination demonstrating effective use of communications skills, utilizing criteria from the N274 Learning Management System.
- ♦ For transfer students who have not yet taken the Medication Administration Exam and who will only be in N274: Pass the current 3rd semester Medication Administration Exam (MAE) with a score of 90% or higher.

Criteria for challenging Nurse 275

A student challenging the N275 course must:

- ♦ Pass the current third semester Medication Administration Exam (MAE) with a minimum score of 90%.
- ♦ Demonstrate mastery of all N275 Clinical Competency skill sets utilizing criteria from the N25 Learning Management system.
- ♦ Pass all N275 examinations with minimum scores of 76%.
- ♦ Complete a Inequities in Healthcare assignment, (based on a topic from the approval list) with a minimum score of 76%).
- ♦ Complete all quizzes, assignments, and presentations with an overall minimum of 76%, as specified in the N275 Learning Management System excluding in-class participation activities.
- ♦ Pass the N275 Clinical Competency Evaluation for Head to Toe Assessment
- ♦ Pass the N275 Clinical Competency Evaluation for IV push and IV piggyback medication administration.

Criteria for challenging Nurse 278

A student challenging the N278 course must:

- ♦ Pass the current fourth semester Medication Administration Exam (MAE) with a minimum score of 90%.
- ♦ Pass the three N278: examinations with minimum scores of 76%.
- ♦ Pass the N278 Clinical Competency tests in the acute care setting.
- ♦ Complete a Care Conference (based on clinical case study) with a minimum score of 76%.
- ♦ Complete the QSEN ED/ Critical Care assignment with a minimum score of 76%.
- ♦ Complete the in-class and out of class theory assignments with a minimum score of 76%.
- ♦ Complete leadership assignments and quizzes with an overall minimum score of 76%.
- ♦ Documented evidence of the following clinical experiences with a clinical pass, on a pass/fail basis, using N278 clinical evaluations criteria:
 - ♦ 162 hours of leadership/manager of care role (preceptorship) in the acute care setting.
 - ♦ 162 hours of patient care experience in the acute care setting.

∞PART V∞
BRN RESOURCE S & REGULATIONS

~The Board of Registered Nursing~

The Board of Registered Nursing (BRN), in its regulatory role with regard to nursing practice, licensure, discipline, and nursing school accreditation, is a primary resource for nursing students. Policies and regulations affecting scope of practice are available to students by accessing the BRN web site.

- ♦ The Board of Registered Nursing (BRN) is an agency of the state government of California under the Department of Consumer Affairs. The BRN has been established by law to protect the public by regulating the practice of Registered Nurses. The BRN is responsible for the implementation and enforcement of the Nursing Practice Act, the state laws related to nursing education, licensure, practice, and discipline. The Board regulates the profession of nursing in California in the following ways:
 - ❖ Establishing Registered Nurse (RN) educational standards for nursing programs.
 - ❖ Accrediting and re-accrediting nursing programs.
 - ❖ Evaluating RN licensure applications.
 - ❖ Issuing and renewing RN licenses.
 - ❖ Issuing certificates—public health nurses; nurse practitioners; nurse anesthetists; nurse midwives; and clinical nurse specialists.
 - ❖ Taking disciplinary action against nurses who violate the Nursing Practice Act.
 - ❖ Managing a diversion program for nurses whose practice may be impaired due to chemical dependency or mental illness.
 - ❖ Operating a 24-hour toll-free, and online license verification system for validation of a nurse's license.
- ♦ The BRN is composed of nine members; four from the public sector, and five who are RNs. The five RNs include two direct patient care nurses, an advanced practice nurse, a nurse administrator, and a nurse educator.
- ♦ The Governor of the state of California appoints seven of the members of the Board, and two of the public members are appointed by the Legislature. Each member serves a four-year term and can be re-appointed, although a member cannot serve more than two consecutive terms.

The Nursing Practice Act and RN Scope of Practice

- ♦ During the course of the MJC ADN program the student will be required to become familiar with and regularly refer to the resources and regulations that guide nursing practice.
- ♦ The BRN website is www.rn.ca.gov, where students can readily find materials related to the scope of practice of the student nurse and the Registered Nurse (RN), links to the Nursing Practice Act, and other information pertaining to the profession, including:
 - ❖ Regulations (Nursing Practice Act, which includes RN scope of practice

information; legislative updates; proposed regulations; approved regulations).

- ❖ Diversion.
 - ❖ Enforcement.
 - ❖ Licensees.
 - ❖ Schools.
 - ❖ Applicants.
 - ❖ Online services.
- ◆ For full text on Nursing Practice Act regulation statements governing nursing practice and the student nurse scope of practice, students are referred to the BRN web site, www.rn.ca.gov, Practice → Nursing Practice Act.

To access the “*Explanation of the Scope of RN Practice Including Standardized Procedures*” the direct link is: <http://www.rn.ca.gov/pdfs/regulations/npr-b-03.pdf>

❧The Nursing Practice Act❧

The Board of Registered Nursing (BRN) is the enforcement agency of the Nursing Practice Act (NPA) of the state of California, and the Act's relevance to the practice of nursing cannot be overstated. Practicing within the Nursing Practice Act is paramount to protection of both the public and the nurse. The following general overview of Nursing Practice Acts and the California Nursing Practice Act in particular underscores the legal imperatives of the Registered Nurse.

- ◆ Nursing Practice Acts (NPAs) are laws in each state that define the scope of nursing practice. Nursing Practice Acts protect public health, safety, and welfare. This protection includes shielding the public from unqualified and unsafe nurses.
- ◆ The statutory law of Nursing Practice Acts directs entry into nursing practice, defines the scope of nursing practice, and establishes disciplinary procedures. Among its many regulations, it also defines who can use the title of “nurse” and specifies appropriate delegation of tasks.
- ◆ Nursing Practice Acts vary by state. The Registered Nurse (RN) who moves to another state or who works as a travel nurse must become familiar with, and abide by, the Nursing Practice Act that applies to that state.
- ◆ State Boards of Nursing oversee their Nursing Practice Act. They have the responsibility and authority to enforce its regulations. The Board of Registered Nursing (BRN) of California oversees the state's Nursing Practice Act.
- ◆ In its role in the disciplinary process of RNs who violate the NPA, consequences may include reprimands, fines, suspension, or revocation of the license of the RN. Behavior that negatively affects patient safety, ranging from falsification of medical records, to substance abuse that impairs practice, to performing tasks outside the RN's scope of practice, may result in disciplinary action.
- ◆ The Nursing Practice Act, because it is the most important piece of legislation related to nursing, should be available and familiar to nurses. The California Nursing Practice Act is located in the ***Business and Professions Code of California*** (www.leginfo.ca.gov) starting with Section 2700.
- ◆ The Nursing Practice Act is updated annually and available for purchase. LexisNexis has published the Nursing Practice Act in conjunction with the Board.

~Licensure~

*With the award of **Associate of Science Degree in Nursing** to completing ADN Program students, eligible graduates apply to the Board of Registered Nursing (BRN) to take the National Council Licensure Examination (NCLEX-RN). Passing the NCLEX-RN confers licensure to practice as a Registered Nurse (RN) in the state of California.*

- ◆ Completion of the ADN Program does not guarantee licensure as a nurse. Licensure is controlled by the BRN which evaluates applications for licensure and administers the licensing examination, called the **National Council Licensure Examination (NCLEX-RN)**. Instructions and guidance for licensure application are given to students in their final semester in the ADN Program.
- ◆ The NCLEX-RN is administered by computer adaptive testing (CAT) methods and is offered periodically throughout the year. The BRN schedules each applicant once he/she has verified completion of the courses required for licensure.
- ◆ The NCLEX-RN must be passed in order for a graduate nurse to become a Registered Nurse. Exam results are available online. Notification otherwise is by mail, and if successful, includes the license itself, an identification card with an assigned RN number. This permits practice as a Registered Nurse in the state of California.
- ◆ A Registered Nurse's first California license is issued for two birthdays (not two years) and expires the last day of the month following the RN's birth date. From that date on, it will expire every two years, if renewed timely. Renewal applications are mailed out approximately three months prior to the expiration date of the license.
- ◆ Once a California license is issued, its number will always remain the same, whether the license is active, inactive, or delinquent.
- ◆ To maintain active status of one's license, mandatory continuing education for license renewal is required by law. Proof of 30 contact hours of continuing education is required for every renewal of an active license **except** for **first time** renewal by RNs who obtained their initial license by passing the NCLEX within the past two years. Continuing education courses must be relevant to the practice of nursing and be approved by the BRN.
- ◆ Inactive status of a license means that the RN has paid the license renewal fee, but has not completed the continuing education requirement. A licensee **cannot** practice in California with an inactive license. To change to active status, the licensee must submit proof of 30 contact hours of continuing education taken within the past two years. (This does not extend the expiration date; the same expiration will apply and another 30 contact hours of continuing education will be needed at the time of renewal.)
- ◆ For a license that has lapsed, a late renewal fee and proof of 30 hours of continuing education are required in order to renew the license if the active license status is desired. If a license

remains lapsed for more than eight years, the licensee will be required to retake and pass the NCLEX-RN to be re-instated.

- ♦ To ensure receipt of renewal applications, the BRN ***must*** be informed of any address change. Registered Nurses are responsible for renewing their license even if they do not receive a renewal notice. If a renewal notice has not been received two months before the expiration date, the BRN should be contacted.
- ♦ The law requires that RNs notify the BRN within 30 days of any name or address change. Address changes may be communicated to the Board over the telephone or in writing. ***Name changes must be submitted in writing***, listing the former name, new name, birth date, social security number, and RN license number.
- ♦ For more information on licensure and continuing education, visit the BRN web site: www.rn.ca.gov.

∞PART VI∞
GRADUATION & PINNING

~Graduation and Transfer~

An Associate of Science Degree in Nursing is awarded to the ADN Student who completes all ADN courses with a minimum grade of “C” (76% or greater in nursing courses), all prerequisite courses satisfactorily, and who meets all MJC general education requirements. The culminating events of the program are a time for making preparations for pinning, graduation, licensure, employment, and transfer.

- ◆ In their fourth and final semester of the program, students receive important information about pinning and graduation events, their status in meeting program and graduation requirements, develop a resume, and practice mock interviews for RN employment. Students also apply to the BRN for the NCLEX-RN in their final semester.
- ◆ Students are strongly encouraged to participate in the ADN Program Pinning Ceremony. The Pinning Ceremony for ADN Graduate Nurses is a distinct event marking successful completion of the ADN Program and the conferring of the official nursing school pin. (See **ADN Pinning Ceremony Protocol.**)
- ◆ Students are also strongly encouraged to participate in the MJC graduation ceremony. Graduation marks the occasion of the receiving of an academic degree, i.e., an Associate of Science Degree in Nursing for completing, eligible ADN students.
- ◆ Students must be on top of their academic record and standing. Some students have been unable to graduate or be pinned with their class because of a lack of units or failure to meet a universal graduation requirement. This is entirely preventable by meeting with college or nursing counselors once each semester to review academic goals, current status, and identification of barriers, omissions, or problems. Simple student oversight or procrastination has unfortunately altered graduation plans for some nursing students. (Refer to the **Modesto Junior College Catalog** for MJC graduation requirements and to **Prerequisites and Curriculum Requirements** in this handbook.)
- ◆ In preparation for licensure, in the fourth and final semester of the ADN Program, computer assisted practice tests utilizing the **RN Comprehensive Predictor** exam for NCLEX-RN preparation are taken by students in the Computer Lab. Practice testing is preparation for, and acclimation to, the testing model of the NCLEX-RN. Scores are generally predictive of performance on the NCLEX-RN. Testing is explained and arranged by fourth semester faculty.
- ◆ ADN students are strongly advised to transfer beyond MJC to obtain a baccalaureate degree in nursing, or other advanced certification or degree. Our students may articulate into the California State University (CSU), Stanislaus RN to BSN program. The MJC ADN Program and CSU, Stanislaus have worked together to develop a cooperative model for articulation into the baccalaureate pathway. (Refer to the **Modesto Junior College Catalog** section **Transfer to CSU** and/or see an MJC counselor or nursing advisor for more information or for assistance with other transfer plans.)

- ♦ Sequential enrollment is an avenue for ADN students to start the process for obtaining a Bachelor of Science in Nursing Degree while attending MJC. ADN students complete upper division general education and nursing coursework at CSU, Stanislaus, while still completing the ADN coursework at MJC. Refer to the Modesto Junior College Associate Degree Nursing Program website for further information on Sequential Enrollment.
- ♦ ADN students who identify their transfer plans early in the course of their Associate Degree pursuit, or prior to their acceptance into the ADN Program, should develop a comprehensive educational plan for transfer, in order to take prior to transfer (if desired) transferrable courses which satisfy baccalaureate requirements. (Refer to the **Modesto Junior College Catalog** for more information on transfer.)

ADN Pinning Ceremony Protocol

The pinning ceremony of the Modesto Junior College Associate Degree Nursing Program recognizes and awards successful completion of program requirements in the conferring of the MJC nursing pin. This ceremony is separate and distinct from the Modesto Junior College graduation ceremony. Students who have completed all A.S. degree requirements are strongly encouraged to participate in the college graduation ceremony as well as the nursing pinning ceremony.

The Pinning Ceremony is a gift from the ADN program to students. The following rules govern conduct and dress for the pinning ceremony and delineate areas of responsibility and decision making for its planning and production:

- ◆ Pinning ceremony plans and **arrangements** are made by the ADN Program Director and/ or designated faculty in collaboration with the Students of the completing class.
- ◆ The pinning ceremony is held in the **Performing and Media Arts Center** on the MJC East Campus. **All** communications with the MJC Facilities & Events Specialist, MJC Production Specialist(s), MJC Duplicating Services, or other college department or official involved in the pinning ceremony must be mediated and approved by the ADN Program Director and/ or designated faculty. Independent, unauthorized student calls or arrangements are strictly prohibited.
- ◆ Clothing must be clean and neatly pressed and adhere to the grooming policies as outlined in the ADN Student Handbook. Failure to comply with the dress code or demonstrate good taste in appearance will preclude participation in the pinning ceremony. There are two dress options:
 - ❖ White Uniform: A professional-appearing white nursing uniform (untextured). Dress must be no shorter than one (1) inch above the knee, sleeves no shorter than mid bicep length; white or nude nylons (untextured) or bare legs; pants must be long enough to touch the top of the shoe; white socks; white duty-style shoes with heel no taller than one (1) inch; optional white nursing cap.
 - ❖ Black slacks or skirt with white or blue collared shirt. Black slacks are to be untextured, slacks long enough to touch the top of the shoe, with black socks. Untextured black skirt must be no shorter than one (1) inch above the knee, black or nude nylons (untextured), or bare legs, black shoes, heel must be no taller than two (2) inches. Collared shirt with sleeves no shorter than mid bicep length (untextured). White or Royal blue color (based on class decision), optional black tie (untextured). Faculty approval of the collared shirt must be finalized by the end of third semester.
- ◆ The pinning ceremony is an occasion of dignity as well as celebration. Students are to conduct themselves responsibly and professionally. This pertains to student speeches, written or verbal

comments of students, and general behavior. *All aspects of the program must be appropriate, respectful, and in good taste.*

- ◆ Families and guests of graduate nurses are expected to conduct themselves responsibly and thoughtfully throughout the pinning ceremony program, and observe requests for quiet and respectful behavior.
- ◆ Students are pinned with the official Associate Degree Nursing Program pin. Students are pinned by the Associate Degree Nursing Program Director and Assistant Program Director(s).
- ◆ Family members or guests may photograph students from the floor as they are pinned. No family members or guests are permitted on stage at any time during the pinning ceremony.
- ◆ As with any officially sanctioned function on the MJC campus, ALCOHOL IS NOT permitted. Any attending student who is chemically impaired or otherwise violates the MJC_ **Student Code of Conduct** will be excluded from pinning ceremony activities and is subject to disciplinary action per college policy.
- ◆ Areas of student financial responsibility for the pinning ceremony/completion activities include the following:
 - ❖ Pinning Ceremony attire, including Uniforms; Caps (optional)
 - ❖ Printing of Class and individual pictures (optional)
 - ❖ Video or other presentations (optional)
 - ❖ Costs associated with off-campus, non-college sponsored activities, (e.g., dinners, picnics, etc.)

∞PART VII∞
APPENDICES

Modesto Junior College
Associate Degree Nursing Program

SIGNATURE PAGE

*I, _____, have read the Modesto Junior College Associate Degree Nursing Program **Student Handbook**. I understand the policies, procedures, conditions, and behaviors that are expected of me as outlined in the handbook and agree to abide by all of them. I will use the handbook as a reference in the future to seek clarification about policy or procedure as needed. I understand that failure to observe the ADN Program's policies in both clinical and academic components may jeopardize my ability to be successful in the program.*

Date: _____

Student' signature

Semester:

☐ Fall ☐ Spring

Print name

Modesto Junior College
Associate Degree Nursing Program

RELEASE OF LIABILITY FORM

I, _____, understand that participation in the clinical component of the MJC Associate Degree Nursing Program may be physically and emotionally demanding. My signature below states that I am physically and mentally able to meet the expectations imposed by typical nursing activities as listed below, with reasonable accommodations if I am an individual with a disability.

Activities and physical abilities that are required of students in the clinical/hospital setting include, but are not limited to:

Lifting- 25 pounds
Transferring- 50 pounds
Bending, stooping, kneeling
Pushing, pulling
Walking
Standing for prolonged periods (shifts may include 12 hrs)
Reaching
Hearing acuity (average)
Visual acuity (average)
Manual dexterity
Tactile ability- sufficient for patient assessment
Equipment operation- transfer devices, monitors, computers, etc.

For those clinical experiences that are deemed essential by the clinical provider, I understand that alternate clinical experiences may not be available. I also understand that timeliness of performance may be, in some instances, an essential component of the clinical experience, and in those instances, it may not be possible to grant an extension of time as an accommodation. This will be determined on an individual basis.

To request reasonable accommodations, or to discuss whether reasonable accommodations are appropriate, please contact the School of Fitness and Health Professions division office at (209) 575-6362 and request an appointment with the ADN Program Director.

Regardless of whether or not I am an individual with a disability, I will report to my instructor if I develop or experience any physical, psychological, or emotional problems that might impair my ability to perform nursing duties after I sign this release.

Date: _____

Student's signature

Print name

Modesto Junior College
Associate Degree Nursing Program

HEALTH RELEASE FORM: STUDENT AUTHORIZATION

I, _____, hereby authorize Dr. _____
to release any requested medical information regarding my ability to function in the Modesto
Junior College (MJC) Associate Degree Nursing (ADN) Program. I further give my permission
for my physician(s) to discuss my health status with representatives of the ADN Program if they
contact my physician or health care team to clarify my health status and/or fitness for student
nursing duty.

Student's signature

Date

PHYSICIAN'S RELEASE TO CLINICAL FUNCTIONING

The above named student is my patient related to:

☐ Pregnancy ☐ Childbirth ☐ Surgery ☐ Illness ☐ Injury ☐ Other

I understand that this student is currently enrolled in the MJC Associate Degree Nursing
Program, which requires students to be healthy, and in good physical condition. I understand that
the program is not able to make arrangements for "light duty."

Activities and physical abilities that are required of students in the clinical/hospital setting
include, but are not limited to:

Lifting- 25 pounds

Transferring - 50 pounds

Bending, stooping, kneeling

Pushing, pulling

Walking

Standing for prolonged periods, may take breaks (shifts may include 12 hours)

Reaching

Hearing acuity (average)

Visual acuity (average)

Manual dexterity

Tactile ability- sufficient for patient assessment

Equipment operation- transfer devices, monitors, computers, etc.

The student will be fully released and able to meet the forenamed physical expectations as
of _____ (date).

Physician's signature

Date

License # _____

Rev.5/2018:ADN/Policies&Procedures:lr



School of Fitness and Health Professions Code of Civility

To ensure a learning environment that promotes respect for others, a quality education, and the safety of students, faculty, and staff:

I will...

communicate **with faculty, staff, and peers in a respectful and professional manner.**

be on time **for class and clinical.**

be prepared **for class and clinical.**

remain awake **in class and clinical.**

silence my cell phone **during class and clinical.**

Abide by the MJC [Standards of Student Conduct](#).

I will not...

text message **during class or clinical.**

use any unauthorized electronic or communication devices **during class or clinical.**

conduct disruptive side conversations **when an instructor or speaker is talking.**

I will not engage in...

yelling.

physical or verbal abuse.

profane, foul, or inappropriate language.

threatening or intimidating behaviors.

Students, faculty, and staff will be fully accountable for their behavior. If they fail to observe the Code of Civility, action will be taken according to established college and program policies.

I have read the School of Fitness and Health Professions Code of Civility and agree to abide by it.

Date: _____

Student signature

Semester:

☐ Fall ☐ Spring

Print name

REQUEST FOR LETTER OF RECOMMENDATION

Email address: _____

☐ Note of appreciation to author of letter after its completion

Modesto Junior College
Associate Degree Nursing Program

LETTER OF RECOMMENDATION

To: _____

The following student or program graduate has requested a letter of recommendation from the faculty of the Modesto Junior College Associate Degree Nursing (ADN) Program. The student/graduate nurse has authorized the author of this letter to candidly evaluate his/her performance as a student nurse in the ADN Program and to provide any and all information they have concerning the individual's performance, conduct, and professional qualities as listed below.

Name of Student/Graduate: _____

Semester in ADN Program or Date of Program Completion: _____

Name of Faculty Submitting Letter: _____

Relationship to Student/Graduate: _____

Faculty Contact Information: _____

Qualities/Characteristics	Excellent	Good	Satisfactory	Poor
Academic Performance				
Clinical Reasoning and Competence				
Civility/Attitude				
Professionalism				
Safety/Judgment				
Accountability/Responsibility				
Integrity/Honesty				
Caring/Patient Advocacy				
Communication Skills				
Collegiality/Cooperation				
Punctuality/Attendance				
Initiative/Assertiveness				
Leadership/Delegation				
Community Service/Volunteerism				

Comments: _____

Signature of Faculty

Title

Date

MODESTO JUNIOR COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
Supervision of Students Administering Medications

1. Prior to administering medications in the clinical setting, first semester students are required to successfully complete the medication skill set in N271.
2. ADN students must achieve 90% on the Medication Administration Exam (MAE) each semester in courses N270, N273, N275, and N278.
3. Once the Clinical Instructor has determined the student has demonstrated competency with medications, the student may administer medication under the direct supervision of the Clinical Instructor, or a facility RN designated by the Clinical Instructor. Students will incorporate at least three medication checks and six rights with medication administration.
4. Students will be required to follow agency policy regarding high alert medications that require a “double check”, e.g., insulin preparations and anticoagulants, or any other medication that requires double checking by a licensed nurse per agency policy.
5. Parenteral Medications:
 - a. First semester students must demonstrate competency with parenteral injections intramuscular (IM), subcutaneously (SubQ), intradermal (ID), venipuncture, intravenous (IV) hydration, and a normal saline (NS) flush of a peripherally inserted IV for maintenance purposes. Then, the first semester student may be permitted to administer the medication routes listed above in the clinical setting under the direct supervision of the Clinical Instructor, or a designated facility RN if permission is given by the Clinical Instructor. An RN must be physically present and supervising the student from medication preparation through administration.
 - b. Second semester students may be permitted to administer parenteral injections (IM, SubQ, ID), venipuncture, and IV hydration under the direct supervision of the Clinical Instructor or a designated facility RN if permission is given by the Clinical Instructor. After demonstrating competency with intravenous (IV) push and intravenous piggy back (IVPB), the second semester student may be permitted to administer the medication routes listed above in the clinical setting under the direct supervision of the Clinical Instructor, or a designated facility RN if permission is given by the Clinical Instructor. An RN must be physically present and supervising the student from medication preparation through administration.
 - c. Third semester students may be permitted to administer parenteral injections (IM, SubQ, ID), venipuncture, IV hydration, IV Push, and IVPB medications under the direct supervision of the Clinical Instructor or a designated facility RN if permission is given by the Clinical Instructor. After demonstrating competency with blood and blood product administration, the third semester student may be permitted to participate in blood and blood product administration in the clinical setting under the direct supervision of the Clinical Instructor, or a designated facility RN if permission is given by the Clinical Instructor. After demonstrating competency with accessing central venous access devices, the third semester student may be permitted to administer specific IV medications via centrally placed catheters in the clinical setting under the direct supervision of the Clinical Instructor or a facility RN if permission is given by the Clinical Instructor. An RN must be physically present and supervising the student from medication preparation through administration.
 - d. Fourth semester students may be permitted to administer parenteral injections (IM, SubQ, ID), venipuncture, IV hydration, IV Push, IVPB medications, and blood or blood product transfusions, and access a central venous device under the supervision of the Clinical Instructor or a designated facility RN if permission is given by the Clinical Instructor. An RN must be physically present and supervising the student from medication preparation through administration.

Print Name

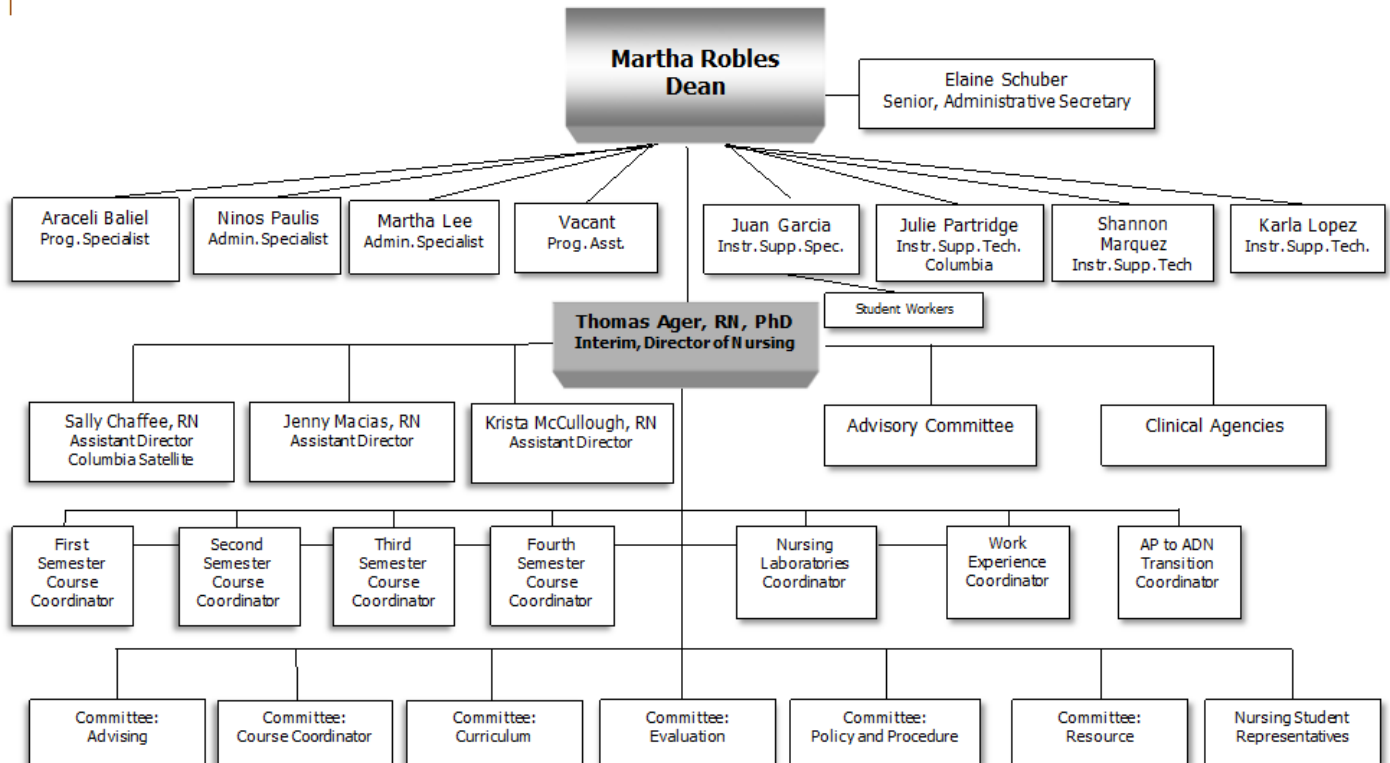
8/12/16 kwb: File Curriculum Committee Fall 2016

Student Signature

Course

Date

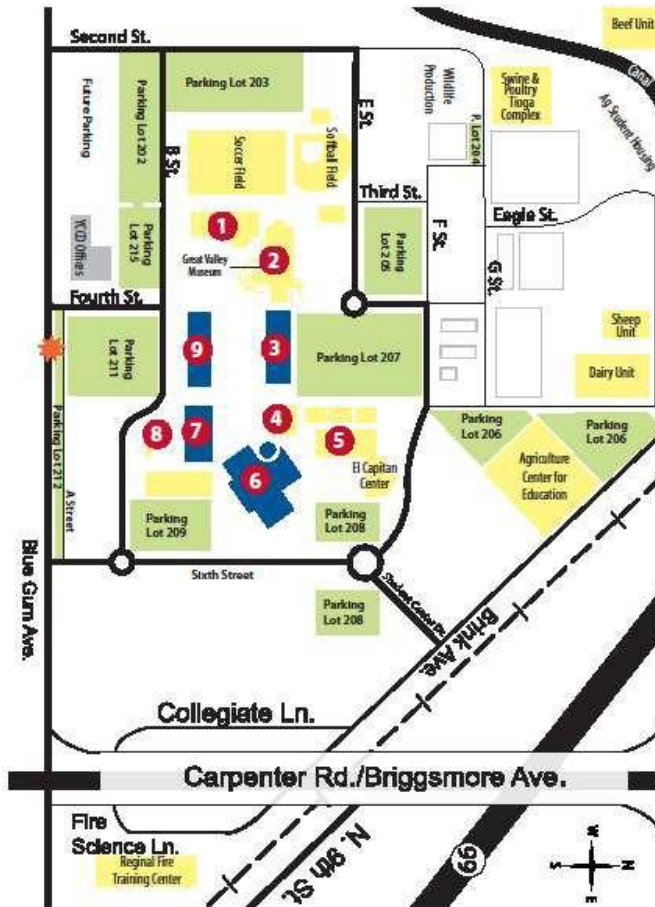
Modesto Junior College
ASSOCIATE DEGREE NURSING PROGRAM
 ORGANIZATIONAL CHART



Revised 7-27-22/es

Modesto Junior College Organization Chart

[MJC organizational Chart](#)



West Campus



MODESTO JUNIOR COLLEGE

MODESTO JUNIOR COLLEGE West Campus Ledger - Student Services Locations (in blue)

- 1 Glacier Hall (MGLA)**
Allied Health Division Office
- 2 Science Community Center (MSCC)**
Science, Mathematics and Engineering Division Office
- 3 Sierra Hall (MSER)**
Technical Education Division Office
- 4 Ansel Adams Hall (MADM)**
- 5 Tenaya Complex (MTAC)**
- 6 Mary Stuart Rogers Center (MMSR)**
Associated Students of MJC
Food Services
Pirates Bookstore (temporary – first 2 weeks of fall/ spring semesters)
- 7 John Muir Hall (MJUR)**
Campus Security Offices – Phone: 575-6351
English Language Learner Welcome Center
Help Desk
- 8 MeWuk Child Development Lab (MCDV)**
- 9 Yosemite Hall (MYOS)**
Admissions & Records
Career Services Center
Counseling
Disability Services
Education Planning
Financial Aid
Health Services
Library and Learning Center (LLC)
Pathways Center
Student Success Specialists
Testing Center
Tutoring

• Bathrooms located in every building

 Prime Shine Pirate Express pick-up (on the hour and half hour)

East Campus



MODESTO JUNIOR COLLEGE East Campus Ledger - Student Services Locations (in blue)

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Agriculture Building (MAGR)
Agriculture & Environmental Sciences Division Office | 7 Electronics (MELT) |
| 2 Center for Advanced Technologies (NCAT) | 8 Campus Security Offices - Phone: 575-6351
DSPS Testing & Resource Lab |
| 3 Student Services Building
Admissions and Records
Business Services
CalWORKS
Counseling
Disability Services
Education Planning
EOPAS
Evaluations
Financial Aid
Pathways Center
Student Success Specialists
Veterans Services | 9 Classroom Annex (MCLS) |
| | 10 Forum (MFOR) |
| | 11 Student Center
Campus Life & Student Learning
Career & Transfer Center
Food Services
International & Undocumented Students
Pirates Bookstore
Student Activities
Student Success Specialists |
| | 12 Library and Learning Center (MLIB)
Tutoring |
| 4 Morris Memorial Building
Community Education
Health Services
NUC Foundation
President's Office (& other administrative offices)
Research Office
Scholarship Office
Student Success Specialists
TRIO SSS
TRIO Pre-College | 13 PE Offices (MPERM)
Physical, Recreational & Health Ed. Division Office |
| | • Bathrooms located in every building |
| | ☀ Prime Shine Pirate Express pick-up
(on the quarter and three-quarter hour) |
| 5 Performing and Media Arts Center (MPAC)
Arts, Humanities & Communication Division Office
Music (MMUS)
Art (MAAT)
Theatre (MTHETR) | |
| 6 Founders Hall (MFND)
Business, Behavioral & Social Sciences Division Office
Literature and Language Arts Division Office
Multicultural Learning Center
Student Success Specialists | |