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# Marsha Fuerst School of Nursing

ASSOCIATE DEGREE IN NURSING

# STUDENT HANDBOOK



Marsha Fuerst  
SCHOOL  
of NURSING



GLENDALE  
CAREER  
COLLEGE



North-West  
COLLEGE



# Marsha Fuerst School of Nursing Associate Degree in Nursing Student Handbook

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Approved by the Curriculum Faculty Committee  
Marsha Fuerst School of Nursing: (818)243-1131

# STUDENT HANDBOOK

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## **Foreword**

The intent of this ADN Student Handbook is to help you, the student, gain an understanding of the expectations of nursing program and faculty at the Marsha Fuerst School of Nursing (MFSON). The policies presented herein are intended to ensure nondiscriminatory practices, respect for human rights, and promotion of standards of academic performance by which you will qualify to meet your patient care responsibilities as a nurse. Policies outlined in this ADN Student Handbook supersede any policies in the College catalog.

The Nursing Department has been established to prepare its graduates for practice as Registered Nurses. The faculty, staff, and administration of the College will provide learning opportunities consistent with the requirements of the California Board of Registered Nursing and in accordance with the philosophy, institutional and program learning outcomes. To fulfill this obligation, it is the responsibility of the College to plan, implement, and evaluate all curricular offerings and program services. Students are responsible to comply with the rules and regulations printed in the College catalog, the Student Handbooks, and with other official communications from the College Administration and the School of Nursing.”

Dr. Gloria Blatti - Executive Dean of Nursing

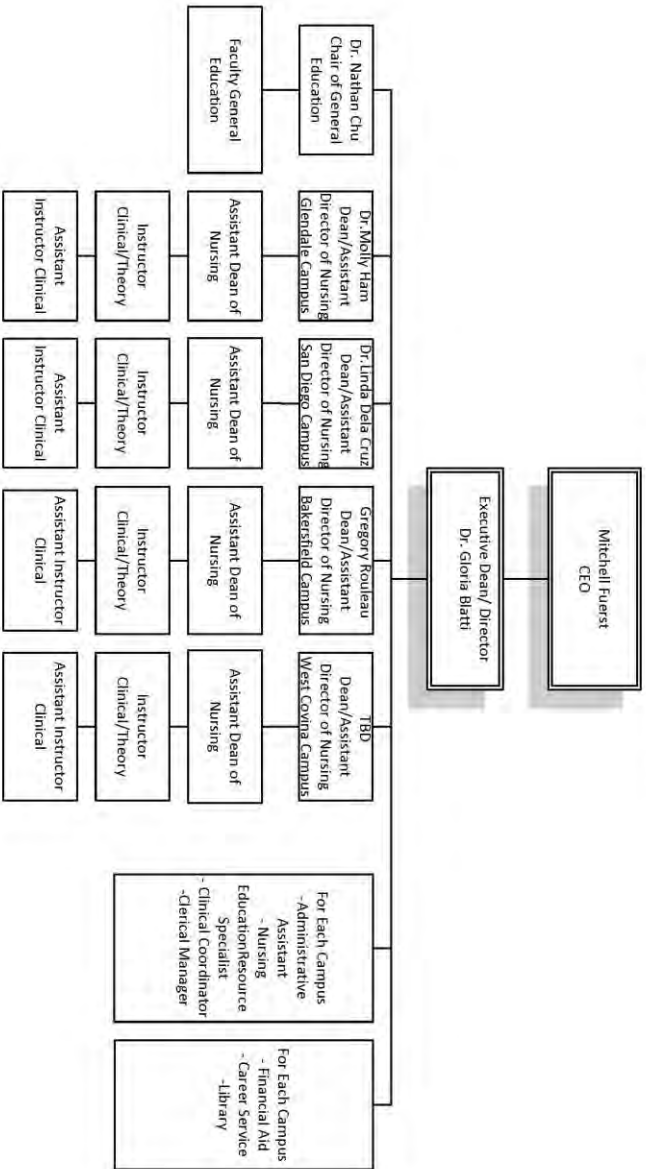
Dr. Molly Hahm - Dean of Nursing – Glendale Campus

Dr. Deborah Chow - Dean of Nursing – San Diego Campus

# MFSOON Nursing Program Organizational/Communication Chart



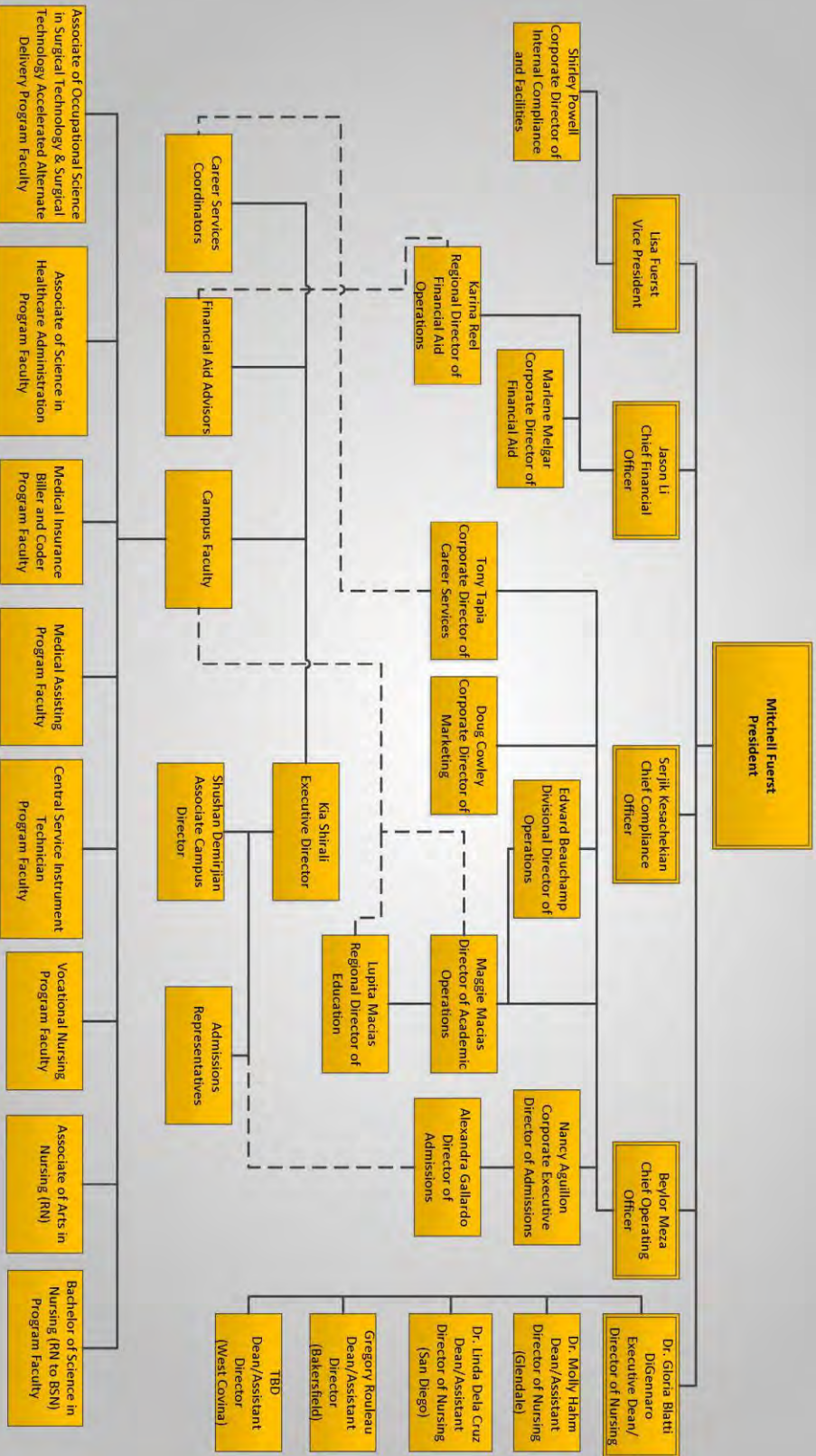
## Marsha Fuerst School of Nursing Nursing Program (RN, RN to BSN) ORGANIZATIONAL/COMMUNICATION CHART



# Glendale Career College Campus Organizational Chart



## Organizational Chart Glendale Career College





## **I. INTRODUCTION**

Glendale Career College (GCC) was born out of the dream of one woman, Marsha Fuerst, whose vision was to empower students by providing career-training opportunities through concentrated programs of study to prepare them for entry-level positions in the growing healthcare field. Through education, students enhance their professional skills, allowing them to obtain better jobs and meet the demands of the healthcare system. The initial focus of GCC was to develop programs for entry-level careers in vocational nursing, surgical technology, medical assistant, medical billing, pharmacy assistant, dental assistant, and central service supply technicians. Mitchell Fuerst, the President of Success Education Colleges which includes GCC is carrying on the family tradition of improving students' lives by providing the opportunity to further their education through the development of Marsh Fuerst School of Nursing (MFSON) at GCC in Glendale and San Diego.

Each student enters the Marsha Fuerst School of Nursing (MFSON) at Glendale Career College with a unique background for potential growth. There are three educational paths within the MFSON: Associate Degree in Nursing (ADN), LVN AP Pathway along with a 30-unit option, and the Registered Nurse to Bachelors of Science in Nursing program (RN to BSN). The traditional ADN program takes four semesters of nursing courses to complete in addition two full semesters of general education pre-requisites courses are required. The LVN AP pathway allows LVN's to challenge specific nursing courses prior to entering the program (see curriculum plan). LVN's also have a 30-unit option which allows the LVN to take a limited number of specific courses resulting in eligibility to apply for NCLEX-RN as a non-graduate.

Upon completion of the ADN program, graduates are eligible to apply for licensure examination through the Board of Registered Nursing (BRN). MFSON also offers an RN to BSN program which is designed for students who are currently licensed as Registered Nurses. Students that elect this option will be eligible to complete their Bachelors of Science degree.

MFSON faculty and staff understand the unique educational needs of adult learners. As self-directed students, adult learners identify their distinct abilities and potential and work with faculty to meet their educational goals. Learning progresses from simple to complex, and the student develops from novice to entry-level practitioner in a range of healthcare settings.

### **Accuracy Statement**

The MFSON has made every effort to determine that the statements in this handbook are accurate.

The College and Department of Nursing reserves the right to make changes affecting programs, policies, regulations, requirements, fees, and/or any other matters contained in this handbook with timely written/posted notification of students.

### **Non-Discrimination Policy**

MFSON does not discriminate on the basis of race, color, national origin, ancestry, pregnancy, religion, creed, sex, age, handicap, marital status, sexual orientation, gender identity, or veteran

status in the administration of its educational policies, admissions, financial aid program, and other institutionally administered programs.

"No student shall be prohibited from graduating and making application for licensing examination, providing that the student has met all of the requirements of the school and all qualification specified in Section 2736, Nursing Practices Act, State of California, (California Nurse Practice Act, Board of Registered Nurses, 1989)."

### **Student Bill of Rights**

- I. Students should be encouraged to develop the capacity for critical judgment and engage in a sustained and independent search for truth.
- II. The freedom to teach and the freedom to learn are inseparable facets of academic freedom: students should exercise their freedom with responsibility.
- III. This institution has a duty to develop policies and procedures that provide and safeguard the student's freedom to learn.
- IV. Under no circumstances should a student be barred from admission to this institution on the basis of marital status, religious preference, ethnicity, gender, or life-style orientation.
- V. Students should be free to express alternate points of view to material offered in any course of study and to reserve judgment about matters of opinion, but are responsible for learning the content of any course of study in which they are enrolled.
- VI. Students should have protection through orderly procedures against prejudiced or capricious academic evaluation, but they are responsible for maintaining standards of academic performance established for each course in which they are enrolled.
- VII. Information about student views, beliefs, and political associations which instructors acquire in the course of their work should be considered confidential and not released without the knowledge or consent of the student.
- VIII. The student should have the right to have a responsible voice in the determination of his/her curriculum.
- IX. This institution should have a carefully considered policy regarding information that should be a part of a student's permanent educational record as well as conditions of this disclosure. Every student has the right to examine his/her records upon request.
- X. Students and student organizations should be free to examine and discuss all questions of interest to them, and to express opinions publicly and privately.
- XI. Students should be allowed to invite and to hear any person of their own choosing, thereby taking the responsibility of furthering their educational endeavors.
- XII. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs.
- XIII. The institution has an obligation to clarify those standards of behavior that it considers essential to its educational mission and its community life.
- XIV. Disciplinary proceedings should be instituted only for violation of standards of conduct formulated with significant student participation and published in advance through such means as a student handbook or a generally available body of institutional regulations. It is the responsibility of the student to know these regulations. Grievance procedures should be available for every student.
- XV. As citizens and members of an academic community, students are subject to the obligations that accrue them by virtue of this membership and should enjoy the same freedoms of citizenship.
- XVI. Students have the right to belong or refuse to belong to any organization of their choice.

- XVII. Dress code, if present in school, should be established by student government in conjunction with the school director and faculty so the highest professional standards possible are maintained, but also taking into consideration points of comfort and practicality for the student.
- XVIII. Grading systems should be carefully reviewed each semester with students and faculty for clarification and better student–faculty understanding.

### **Student’s Notification of Rights Under FERPA**

Education records are defined as records which are comprised of materials and documents containing information directly related to a student and their education that are maintained by the College. Records are supervised by the Campus Director and access is afforded to the College’s Team Members for the purposes of recording grades and attendance, documenting career services and advising notes, and admissions and financial aid information. Student information is also reviewed by the financial aid department for purposes of determining financial aid eligibility.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student’s education records within forty-five (45) days of the day that the College receives a request for access. Students may request a review of their records, in writing and submitted to the Campus Support Center at 2121 West Garvey Avenue, North, West Covina, California 91790. Students will be allowed to review the education record under appropriate supervision, during regular business hours.
2. The right to request the amendment of a student’s education record that the student believes is inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA. Students may request that the College amend a record by requesting the amendment, in writing, submitted to the official responsible for the record, clearly identify the part of the record the student requests be amended, and specify why the amendment should be made. If the College decides not to amend the record as requested, the College will notify the student, in writing, of the decision and the student’s right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the College discloses personally identifiable information in the student’s education record, except to the extent that FERPA Authorizes disclosure without consent. The College discloses an education record without a student’s prior written consent under the FERPA exception for disclosure to College officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using institutional employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another College official performing his or her tasks. A College official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-5901  
FERPA@ed.gov

A charge of \$25.00 will be made for copying a complete set of the student's education record or any portion thereof.

"Directory Information" showing student's name, address, telephone number, birth date and place, program undertaken, dates of attendance and certificate awarded may be provided to third parties by the College, unless a request to omit such information is presented in writing 30 days prior to graduation or termination.

Written consent is required before an education record will be disclosed to third parties with the exception of accrediting commissions or governmental agencies so authorized by law. Academic Transcripts and Proof of Attendance are available within ten days of receiving a written request for same. The charge is \$15 per copy. Financial Aid Transcripts are available, upon request, for other educational institutions which a Glendale Career College student or graduate may wish to attend. There is no charge for a Financial Aid Transcript.

Glendale Career College secures, retains, and disposes student record information in accordance with local, state, and federal regulations.

### **Confidentiality of Student Records**

Glendale Career College policies and procedures for maintaining the confidentiality of student information records comply with the Family Educational Rights Privacy Act of 1974. This compliance safeguards disclosure of personally identifiable information about students, provides opportunity for challenge of the contents of educational records, and maintains adequate records of requests and disclosure.

The department complies with the Health Insurance Portability and Accountability Act (HIPAA). Standards for privacy of health information are followed by securing all files and signature permission to send records to clinical facilities.

The College will not honor any requests to release information about a specific student, current or former, without the WRITTEN consent of said student.

## II. MFSON MISSION, PHILOSOPHY, and OUTCOMES

### Glendale Career College

#### **Mission Statement of Glendale Career College**

Glendale Career College's mission is to prepare students in career and professional programs. This is accomplished by a professional faculty, as well as a qualified administration and support staff. Facilities are well equipped and the atmosphere is vibrant, friendly and warm. The quality of education is the highest priority at Glendale Career College. Students are accepted on their ability to benefit without regard for race, color or creed.

#### **Institutional learning outcome (ILO):**

Marsha Fuerst School of Nursing program seeks to produce graduates who are able to demonstrate the key undergraduate competencies in the outcome areas of:

##### Intellectual Skill

**Outcome #1:** The graduate will demonstrate the ability to think critically, logically, creatively, and holistically to make informed decisions and solve problems in various academic disciplines.

##### Knowledge Application

**Outcome #2:** The graduate will demonstrate familiarity with and the ability to apply core knowledge from various disciplines.

##### Communication

**Outcome #3:** The graduate will effectively collaborate with the interprofessional team in a variety of spoken and written formats.

##### Professional Contribution

**Outcome #4:** The graduate will engage in life-long learning to elevate their level of contribution to the community and profession.

#### **Marsha Fuerst School of Nursing**

There are two career paths within the nursing program: Associate Degree in Nursing (ADN) and the Bachelors of Science in Nursing (RN to BSN). The traditional ADN program takes six semesters to complete and grants graduates the eligibility to test for the NCLEX-RN exam for licensure as a Registered Nurse. The RN to BSN program is designed for students who are currently licensed as Registered Nurses and may be completed in four semesters.

#### **Mission Statement of the ADN Program:**

The mission of the ADN Program is to provide a high-quality, student-centered nursing education for the development of entry-level nurses prepared to meet the evolving and culturally diverse healthcare needs of the community.

#### **ADN Program Learning Outcomes (PLOs)**

**Program Learning Outcome #1:** Apply evidence-based practice in the care of patients using the Nursing Process and QSEN competencies



**Program Learning Outcome #2:** Provide patient-centered care to the patient and family by supporting, protecting, and correcting environments; providing interpersonal teaching; allowing existential and phenomenological forces; and serving as a patient advocate (Watson’s Theory of Caring).

**Program Learning Outcome #3:** Implement therapeutic communication and interprofessional collaboration using humanism and altruism; faith and hope; trusting relationships; and allowances for expression of negative and positive feelings (Watson’s Theory of Caring, QSEN).

**Program Learning Outcome #4:** Utilize technology, informatics and quality improvement to advance the nursing profession and caring practice across a diverse healthcare system (QSEN).

**Program Learning Outcome #5:** Demonstrate cultural competence in varied settings to promote wellness for recipients of nursing by supporting sensitivity to self and others (Watson’s Theory of Caring).

**Program Learning Outcome #6:** Exhibit leadership to effectively provide safe care and enhance professional nursing as the basis for one’s own nursing practice (QSEN).

**Program Learning Outcome #7:** Continue lifelong nursing education and display initiative for professional development and commitment within the caring discipline of nursing.

**ILO and ADN PLO Alignment table:**

Number	Institutional Learning Outcomes	Program Learning Outcomes
ILO #1	<p style="text-align: center;"><b>Intellectual Skills</b></p> <p>The graduate will demonstrate the ability to think critically, logically, creatively, and holistically to make informed decisions and solve problems in various academic disciplines.</p>	<p>1. Apply evidence-based practice in the care of patients using the Nursing Process and QSEN competencies.</p> <p>5. Demonstrate cultural competence in varied settings to promote wellness for recipients of nursing by supporting sensitivity to self and others (Watson’s Theory of Caring).</p>
2	<p style="text-align: center;"><b>Knowledge Application</b></p> <p>The graduate will demonstrate familiarity with and the ability to apply core knowledge from various disciplines.</p>	<p>2. Provide patient-centered care to the patient and family by supporting, protecting, and correcting environments; providing interpersonal teaching; allowing existential and phenomenological forces; and serving as a patient advocate (Watson’s Theory of Caring).</p>

Number	Institutional Learning Outcomes	Program Learning Outcomes
		6. Exhibit leadership to effectively provide safe care and enhance professional nursing as the basis for one's own nursing practice (QSEN).
3	<p style="text-align: center;"><b>Communication</b></p> <p>The graduate will effectively collaborate with the interprofessional team in a variety of spoken and written formats.</p>	<p>3. Implement therapeutic communication and interprofessional collaboration using humanism and altruism; faith and hope; trusting relationships; and allowances for expression of negative and positive feelings (Watson's Theory of Caring, QSEN).</p> <p>4. Utilize technology, informatics and quality improvement to advance the nursing profession and caring practice across a diverse healthcare system (QSEN).</p>
4	<p style="text-align: center;"><b>Professional Contribution</b></p> <p>The graduate will engage in life-long learning to elevate their level of contribution to the community and profession</p>	7. Continue lifelong nursing education and display initiative for professional development and commitment within the caring discipline of nursing.

### **The ADN Nursing Program Philosophy**

The philosophy of the ADN program supports the models of Watson's Science of Human Caring (Sitzman & Watson 2014), Quality and Safety Education for Nurses (QSEN, Kelly Vottero & Christie-McAuliffe 2014), and the Nursing Process in developing and guiding the curriculum content. Our nursing philosophy takes into consideration the individual differences of students, including cultural and ethical backgrounds, learning styles, goals, and support systems. The concept of nursing and man is taken into account in terms of nursing activities, the environment, the health-illness continuum, and any knowledge from related disciplines.

The philosophical beliefs of the Nursing program faculty are comprised of the following:

#### **Human Being**

The nursing faculty at MFSON views individuals as complex beings with biophysical, psychosocial, emotional, spiritual, and cultural needs. Human beings (individuals, dyads, biological or selected families, communities or society) are recipients of nursing care, and in a caring nursing practice, they should be treated with respect, nurtured, understood and assisted as a fully functional, integrated self. As members of society, individuals are deserving of respect for their innate human uniqueness. Individuals are social and rational beings that interact with their environment. Therefore, nursing faculty members at MFSON believe that

human beings are capable of taking an active role in participating in their own healthcare and contributing to their health and well-being.

Many contemporary nurses are concerned only with the scientific aspects of curing disease and do not place enough value on the spiritual and tangible phenomena that take place in life between two human beings. The nursing faculty at MFSON believes in Watson's principle that the role of the nurse is not to cure disease, but to "honor the human dimension of nursing work in the inner world and subjective experiences of the people nurses serve" (Watson 1997, pg. 50).

### **Art and Science of Nursing (Environment)**

The nursing faculty at MFSON believes that nursing is both an art and a science and that nursing education is based on the art of nursing as well as the biological and physical science of learning. The environment plays a pivotal role for both the nurse and patient. The environment should always have elements of comfort, privacy, and safety. The environment represents a healing space designed to help others transcend illness, pain, and suffering. Nursing is concerned with promoting and restoring health and preventing illness. In accordance with the views of Jean Watson, the nursing faculty at MFSON views nursing as more of an art than a science. The art of nursing should be practiced using the Theory of Human Caring emphasizing the dynamic between the nurse and the patient. Human Caring represents all of the factors the nurse uses to deliver care to the patient (Watson 1987). Watson defines the outcome of nursing activities in regards to the humanistic aspects of life.

### **Health**

Health is a dynamic, self-defined state of being. Health is impacted by the process of human development, attainment of basic needs, meaningful work, quality of life, and social well-being. Health exists along a continuum from wellness to illness and reflects the person's interrelatedness of mind, body, and spirit. Health promotion, maintenance, and restoration focus on individual behaviors, risk factors and lifestyles, and emphasize the value of the individual and importance of personal responsibility. Health is complex and requires that nurses consider not only the individual, but also family and the economic, sociopolitical, and cultural context of healthcare. In accordance with Watson, nursing faculty believes that human caring is basic to health promotion, maintenance, and restoration (Watson 1987).

### **Nursing**

Nursing is an evidence-based discipline, a practice that integrates a body of specialized knowledge drawn from the physical, biological, psychological, and social sciences. It involves communication, competency, and compassion in applying the principles of nursing care. In order to promote optimal health, the nurse must be an active participant collaborating with the patient and other healthcare professionals in administering prioritized care. The framework of the Nursing Process is vital to the professional nursing practice for providing quality patient-centered care. The Nursing Process enables the nurse to systematically review the patient's current, or evolving, status to determine the effectiveness of individualized nursing care. The goal of nursing is to assist clients in attaining their maximum health potential. Nursing has both collaborative and independent functions that assist both well and ill patients to perform activities that promote, maintain, or restore health, or lead to a peaceful death. Nurses use a holistic approach in partnership with the patient through the caring application of The Nursing Process: assessment, diagnosis, planning, implementation, and evaluation. Nurses utilize sound judgment, effective communication, critical thinking skills, and incorporate legal and

MFSON ADN Program Student Handbook *rev. 05-2022*

ethical accountability while providing quality care. The activities within the scope of nursing are guided by professional and regulatory organizations that define standards of practice and ethical behavior.

### **Philosophy of Nursing Education**

At MFSON, the nursing faculty holds the philosophy that nursing education should reflect the current art and science of nursing practice, while embodying the aforementioned themes of human, environment, health, and nursing. In today's fast-paced, rapidly changing society, the healthcare needs of the community are also continually evolving. Therefore, as nursing educators, we facilitate the development of resourceful nurses capable of adapting to their environment. In a dynamic healthcare setting, nurses must interact with physicians, patients, and other healthcare practitioners and be able to effectively communicate and collaborate. At MFSON, the interpersonal nature of nursing practice is emphasized in an educational environment that is rich in collaboration and communication. The nursing faculty at MFSON strives to create a student-centered environment of collaboration, lifelong learning, and mentorship to promote academic excellence and compassionate nursing care.

The faculty at MFSON understands that our nursing students represent a diverse population with unique life circumstances influenced by culture, ethnicity, and learning styles. To meet the needs of a diverse nursing student population, teaching requires a range of pedagogies to support knowledge acquisition for professional caring nursing practice. In addition to teaching the content of the textbook, empirical, personal, ethical, and aesthetic patterns are identified to facilitate learning. At MFSON, the nursing faculty also understands the educational needs of adult learners. As self-directed students, adult learners identify their strengths and weaknesses and work with faculty to meet their educational goals. The tenets of the Theory of Human Caring (Watson) and Quality and Safety Education for Nurses (QSEN) are embedded throughout the curriculum.

Our nursing faculty creates a supportive environment that fosters practical learning as students' progress through the nursing programs. As caring, clinically competent, professionally active nurses, our nursing faculty acts as role models. As mentors, our nursing faculty assumes responsibility for individual advisement of nursing majors and provides assistance in the event of academic issues. As nursing educators, we believe that our nursing students should transcend the classroom walls and engage with the world of practice. As such, we believe clinical work is essential in nursing education; students gain experience in nursing practice as they learn relevant theory in their coursework.

### **ADN Program**

The Associate Degree in Nursing (ADN) is a program at MFSON-GCC developed in accordance with the College's mission. The mission of the ADN program is to provide a high quality nursing education to qualified and diverse students for the development of entry-level nurses prepared to meet the evolving healthcare needs of the community. It is a philosophical belief of the nursing faculty at MFSON-GCC that an associate degree in nursing is not a terminal degree, but is a stepping-stone on the lifelong journey of nursing education, where nursing skills and attitudes are developed and implemented. Students enter the ADN program either out of high school or as a vocational nurse. MFSON-GCC represents a transition period in the lifelong learning process for nurses in healthcare; as students earn a two-year ADN degree at MFSON-GCC, we introduce them to employment opportunities in nursing to gain experience in healthcare.

Throughout the educational experience at the ADN level, faculty introduce students to the MFSON ADN Program Student Handbook *rev. 05-2022*

range of opportunities that the nursing field has to offer. Whether in the classroom, online, or face-to-face, faculty supports continuing nursing education to the highest level. Nursing education is a life-long process and the investment in a professional nursing career carries with it an ethical responsibility. Throughout the ADN program, we model the Nursing Process, training our nursing students to think like professional nurses and effectively problem solve. The tenets of the Theory of Human Caring (Watson) and Quality and Safety Education for Nurses (QSEN) are embedded throughout the ADN program curriculum to formalize the processes of caring from the individual nurse's perspective and to ensure that each nursing graduate is trained in quality and safety competencies at the system level.

### **Conceptual Framework in Accordance with Nursing Philosophy**

The tenets of the Theory of Human Caring (Watson), Quality and Safety Education for Nurses (QSEN), and the Nursing Process are embedded in the ADN program at MFSON.

Emphasizing the concepts of Watson and QSEN throughout the curriculum actualizes the processes of caring from the nurse's perspective and ensures that each nursing graduate is trained in quality and safety competencies at the system level, allowing the nurse to provide the best care possible to each patient. The Nursing Process is a key component of the curriculum, as our goal is to train nurses in the problem-solving process as well as with skill-based competencies. What follows is a description of how our nursing philosophy is implemented throughout the program, including the curriculum, syllabi, program learning outcomes, and the selection of our faculty and staff.

### **Implementation of Watson's Theory of Human Caring and the 10 Carative Factors**

According to Watson, Ten Carative Factors form a structure for understanding nursing as the science of caring (Watson 1987). MFSON's nursing faculty felt that to bring the Caring Theory to life at the nursing practice level, we would need an understanding and appreciation of the 10 Carative Factors (see description of the 10 Carative Factors below). As a faculty, we sought to bring in the 10 Carative Factors by brainstorming actual situations in which Carative Factors were demonstrated in nursing practice. This brought the Caring Theory to life, moving us from a conceptual level to an operational level of nursing practice and education. We realize that Watson's Caring Theory explains, describes, and guides nursing education. This gave us a language to describe previously unspoken beliefs and perspectives of the nursing profession so that nursing students could better envision, realize, and articulate their unique role in healthcare. It then became necessary to weave this theory into our program philosophy at MFSON. These themes permeate our job descriptions, our syllabi and curriculum, and learning outcomes.

Caring Theory is also present in the faculty recruitment process. In hiring, we ask prospective candidates to describe a caring moment from their past. Nursing job descriptions include a statement that "nurses must be competent in technology and the Carative Factors". Within the varying levels of educators, candidates are required to share stories from professional practice that demonstrate their positive influence on patient outcomes and describe Carative Factors exemplified in their story.

We teach the Caring Theory in our courses and require that students think about these important principles as they progress through the nursing program, including through their clinical rotations. At various points in the program, our faculty asks students to describe situations in their clinical rotations that embody Dr. Watson's Caring Theory. By incorporating the Carative Factors throughout the curriculum, including all nursing educational courses and MFSON ADN Program Student Handbook *rev. 05-2022*



clinical rotations, we believe that we will begin to influence nursing as more of a holistic model rather than a disease-focused medical model.

### **Barriers and Benefits**

The journey to integrate this type of nursing theory into the educational process has led our team to new educational vistas. There are barriers to overcome and benefits to appreciate. At times it may become questionable whether nurses will have the time to enact the Caring Theory in today's fast-paced healthcare environment. Despite the fast-paced environment, at MFSON, we aim to apply the Caring Theory in the professional nursing role every day. Another possible barrier to including this theoretical nursing concept in the nursing curriculum is that many educators we hire may have had no formal exposure to this model. Nonetheless, nursing educators from all backgrounds should be able to exemplify the Caring Theory in a variety of venues, as a bond is always formed between nurse and patient. Although all nurses come from different educational backgrounds and work in a variety of nursing specialties, all share a common mission and practice as described by this nursing theory.

Jean Watson's Science of Human Caring takes into consideration the mind, body, and spirit of the patient. Her underlining principle is the role of the nurse is not to cure disease, but rather "honor the human dimensions of nursing work and the inner life world and subjective experiences of the people [nurses] serve" (Watson 1997, p. 50). It is her belief that many contemporary nurses are concerned with the tangible, scientific aspects of curing diseases and not placing sufficient value on in the spiritual, intangible phenomena that take place in life and between two human beings. The science of human caring emphasizes the dynamics between the nurse and the patient. She explores how the dynamics can directly influence a patient's feelings about his or her current situation and how they heal. She feels nursing is an art, over a science. Her work enlightens how caring is the lifeblood of the nursing profession and has developed 10 Carative Factors that can be directly applied by any nurse in a clinical setting to better meet the emotional, spiritual, and physical need of the patient (Watson 1997).

Watson, J. (1997). The theory of human caring: Retrospective and prospective. *Nursing Science Quarterly*, 10(1).

### **Definition of Watson's 10 Carative Factors**

#### **1. Formation of a humanistic-altruistic system of values**

- Begins developmentally at an early age with values shared with the parents
- Mediated through one's own life experiences, the learning one gains, and exposure to the humanities
- Is perceived as necessary to the nurse's own maturation which then promotes altruistic behavior towards others

#### **2. Faith-hope**

- Is essential to both the carative and the curative processes
- When modern science has nothing further to offer the person, the nurse can continue to use faith-hope to provide a sense of well-being through beliefs, which are meaningful to the individual

#### **3. Cultivation of sensitivity to one's self and to others**

- Explores the need of the nurse to begin to feel an emotion as it presents itself

- Development of one's own feeling is needed to interact genuinely and sensitively with others
  - Striving to become sensitive makes the nurse more authentic, which encourages self-growth and self-actualization, in both the nurse, and those with whom the nurse interacts
  - The nurses promote health and higher level functioning only when they form person-to-person relationships
- 4. Establishing a helping-trust relationship**
- Strongest tool is the mode of communication, which establishes rapport and caring
  - Communication includes verbal, nonverbal and listening in a manner, which connotes empathetic understanding
    - Characteristics needed to in the helping-trust relationship are: *Congruence*, *Empathy*, and *Warmth*
- 5. Expression of feelings, both positive and negative**
- Feelings alter thoughts and behavior, and they need to be considered and allowed in a caring relationship
  - Awareness of feelings fosters understanding of the behavior it engenders
- 6. Systematic use of the scientific problem-solving method for decision-making**
- The scientific problem-solving method is the only method that allows for control and prediction, and that permits self-correction
  - The science of caring should not be always neutral and objective
- 7. Promotion of interpersonal teaching learning**
- The caring nurse must focus on the learning process as much as the teaching process
  - Understanding the person's perception of the situation assists the nurse in preparing a cognitive plan
- 8. Provision for a supportive, protective and /or corrective mental, physical, socio-cultural and spiritual environment**
- Watson divides these into external and internal variables, which the nurse manipulates in order to provide support and protection for the person's mental and physical well-being.
  - The external and internal environments are interdependent.
  - Nurse must provide comfort, privacy and safety as a part of this carative factor.
- 9. Assistance with the gratification of human needs**
- It is based on a hierarchy of needs similar to that of Maslow's theory.
  - Each need is equally important for quality nursing care and the promotion of optimal health.
  - All the needs deserve to be attended to and valued.
  - Watson's ordering of needs
  - Lower order needs (biophysical needs)
    - *The need for food and fluid*
    - *The need for elimination*
    - *The need for ventilation*
  - Lower order needs (psychophysical needs)
    - *The need for activity-inactivity*
    - *The need for sexuality*
  - *Higher order needs (psychosocial needs)*
    - *The need for achievement*
    - *The need for affiliation*
    - *Higher order need (intrapersonal-interpersonal need)*
    - *The need for self-actualization*

## **10. Allowance for existential-phenomenological forces**

- Phenomenology is ways of understanding people and science by attempting to look at the way things appear to them, from their frame of reference. It concentrates on our distinct and direct experience
- Existential psychology is the study of human existence using phenomenological analysis
- This factor helps the nurse to reconcile and mediate the incongruity of viewing the person holistically while at the same time attending to the hierarchical ordering of needs
- Thus the nurse assists the person to find the strength or courage to confront life or death

## **Implementation of Quality and Safety Education for Nurses and the Core Competencies (QSEN)**

Quality and safety are essential in nursing, influencing every patient and family experience in healthcare. Therefore, quality and safety competencies are an important part of nursing education to ensure the best possible care to each patient. At MFSON, we integrate the Quality and Safety Education for Nurses Core Competencies (QSEN) throughout the nursing curriculum. These core competencies provide the knowledge, skills, and attitudes to operationalize key concepts in nursing practice. Watson's Caring Theory centralizes caring from the perspective of the individual nurse and QSEN provides a systematic framework to provide care in an organized and meaningful way.

## **Quality and Safety Education for Nurses: Definitions of the Core Competencies (QSEN)**

### **1. PATIENT-CENTERED CARE**

Recognizing the patient or designee(s) as the source of control and full partner in providing caring and coordinated care based on respect and diversity.

### **2. SAFETY**

Minimizing risks of harm for patients and providers by evaluating systems and individual performances.

### **3. INFORMATICS**

Using information and technology in communicating, managing knowledge, mitigating errors, and supporting all types of decision-making.

### **4. TEAMWORK & COLLABORATION**

Functioning effectively at all levels of nursing and fostering open communication amongst inter-professional team members while encouraging mutual respect and a shared achievement of safe quality care.

### **5. QUALITY IMPROVEMENT**

Continuously monitoring the healthcare system for outcomes impacting safe quality care and methods to improve design care for optimal results.

### **6. EVIDENCE-BASED PRACTICE**

Integrating best current evidence with clinical experts and patient/family/groups that value the delivery of optimal healthcare

## **Implementation of the Nursing Process supported by the Nurse Practice Act**

The common thread uniting different types of nurses who work in varied areas is the nursing process—the essential core of practice for the registered nurse to deliver holistic, patient-focused care. How the faculty envision this will be discussed below.

### **Sources:**

American Association of Nurses (2015). Retrieved from <http://www.nursingworld.org/EspeciallyForYou/What-is-Nursing/Tools-You-Need/TheNursingprocess.html>.

California Board of Registered Nursing [www.rn.ca.gov](http://www.rn.ca.gov)  
Business and Professions Code and California Code of Regulation

### **Assessment**

- In the first step of delivering nursing care, an RN uses a systematic, dynamic method to collect and analyze data about a client. Assessment includes not only physiological data, but also psychological, sociocultural, spiritual, economic, and life-style factors. For example, a nurse's assessment of a hospitalized patient in pain includes the physical causes and manifestations of pain, as well as the patient's response—an inability to get out of bed, refusal to eat, and withdrawal from family members, anger directed at hospital staff, fear, or request for more pain medication (BPC 2725).

### **Diagnosis**

- The nursing diagnosis is the nurse's clinical judgment about the client's response to actual or potential health conditions or needs (CCR 1443.5). The diagnosis reflects that the patient is in pain and that the pain has caused other problems such as anxiety, poor nutrition, and conflict within the family; or that the illness has the potential to cause complications—for example; respiratory infection is a potential hazard to an immobilized patient. The diagnosis is the basis for the nurse's care plan.

### **Outcomes / Planning**

- Based on the assessment and diagnosis, the nurse sets measurable and achievable short- and long-range goals for the patient that might include moving from bed to chair at least three times per day; maintaining adequate nutrition by eating smaller, more frequent meals; resolving conflict through counseling, or managing pain through adequate medication. Assessment data, diagnosis, and goals are written in the patient's care plan so that nurses and other health professionals caring for the patient have access to it.

### **Implementation**

- Nursing care is implemented according to the care plan, so continuity of care for the patient during hospitalization and in preparation for discharge needs to be assured (BPC 2725). Care is documented in the patient's record.

### **Evaluation**

- Both the patient's status and the effectiveness of the nursing care must be continuously evaluated, and the care plan modified as needed (BPC 2725).

### **Code of Ethics for Nurses**

The Nursing Code of Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and

communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

The Code of Ethics for Nurses serves the following purposes:

- It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession.
- It is the profession's nonnegotiable ethical standard.
- It is an expression of nursing's own understanding of its commitment to society.

There are numerous approaches for addressing ethics; these include adopting or subscribing to ethical theories, including, but not limited to, humanist, feminist, and social ethics, adhering to ethical principles, and cultivating virtues. The Code of Ethics for Nurses reflects all of these approaches. The words "ethical" and "moral" are used throughout the Code of Ethics. "Ethical" is used to refer to reasons for decisions about how one ought to act, using the aforementioned approaches. In general, the word "moral" overlaps with "ethical" but is more aligned with personal belief and cultural values. Statements that describe activities and attributes of nurses in this Code of Ethics are to be understood as normative or prescriptive statements expressing expectations of ethical behavior.

The Code of Ethics for Nurses uses the term *patient* to refer to recipients of nursing care. The derivation of this word refers to "one who suffers," reflecting a universal aspect of human existence. Nonetheless, it is recognized that nurses also provide services to those seeking health as well as those responding to illness, to students and to staff, in healthcare facilities as well as in communities. Similarly, the term *practice* refers to the actions of the nurse in whatever role the nurse fulfills, including direct patient care provider, educator, administrator, researcher, policy developer, or other. Thus, the values and obligations expressed in this Code of Ethics apply to nurses in all roles and settings.

The Code of Ethics for Nurses is a dynamic document. As nursing and its social context change, changes to the Code of Ethics are also necessary. The Code of Ethics consists of two components: the provisions and the accompanying interpretive statements. There are nine provisions. The first three describe the most fundamental values and commitments of the nurse; the next three address boundaries of duty and loyalty, and the last three address aspects of duties beyond individual patient encounters. For each provision, there are interpretive statements that provide greater specificity for practice and are responsive to the contemporary context of nursing. Consequently, the interpretive statements are subject to more frequent revision than are the provisions. Additional ethical guidance and detail can be found in ANA or constituent member association position statements that address clinical, research, administrative, educational, or public policy issues.

*Code of Ethics for Nurses with Interpretive Statements* provides a framework for nurses to use in ethical analysis and decision-making. The Code of Ethics establishes the ethical standard for the profession. It is not negotiable in any setting nor is it subject to revision or amendment except by formal process of the House of Delegates of the ANA. The Code of Ethics for Nurses is a reflection of the proud ethical heritage of nursing, a guide for nurses now and in the future



## **Code of Ethics Overview**

### **Provision 1**

The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

### **Provision 2**

The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

### **Provision 3**

The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

### **Provision 4**

The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

### **Provision 5**

The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

### **Provision 6**

The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

### **Provision 7**

The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

### **Provision 8**

The nurse collaborates with other health professionals and the public in promoting community, national and international efforts to meet health needs.

### **Provision 9**

The profession of nursing value, for maintaining the integrity of the profession and its practice, and for shaping social policy.

American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, © 2015  
By American Nurses Association.

### III. CURRICULUM

#### Description of Levels (ADN)

**Beginning Nursing Care Level:** As students begin their nursing education at MFSON, they are introduced to Watson's Theory of Caring and the 10 Carative factors, Quality and Safety Education for Nurses (QSEN), the Nursing Process and the Nurse Practice Act. This will ensure that students proceed through the ADN program with a theoretical framework of human caring, an understanding of evidence-based, patient-centered care, and the thought process required of professional nurses so that they can begin to develop the tools to provide the best and safest patient-centered care.

The following elements are present in the curriculum and coursework for the beginning nursing care level student:

- Business and Professions Code 2725; Scope of Regulation
- The Nursing Process, critical thinking, and the evolution of nursing.
- Theory-guided nursing practice; Watson's Caring Theory; 10 Carative Factors.
- Quality and Safety Education for Nurses and the Core Competencies (QSEN), which includes aspects such as patient-centered care, evidence-based practice, safety, and informatics.
- Elements of teaching and learning, including teamwork, communication and collaboration.
- Topics such as individual and family homeostasis; stress and adaptation; genetics; chronic illness and disability; principles and practice of rehabilitation; patient safety; pain management; electrolytes; and cancer care.
- An introduction to pharmacological nursing care (drug classes, drug administration, pharmacokinetics, pharmacodynamics, herbals, and supplements) and basic nutrition.
- On-campus nursing and simulation lab; inpatient clinical experiences include applying the theoretical concepts; procedural practice and skill development; practice providing safe and competent basic bedside care; discussion regarding justification for medical interventions (diagnostic studies, medications, and treatments) with associated patient issues using the Nursing Process. Specific patient-identified experiences will be addressed through the Nursing Process using evidence-based practice. Individual patient teaching is integrated.

Courses that include these concepts include: ADN101 Fundamentals of Nursing Care, ADN109 Pharmacological Nursing Care, and ADN102 Introduction to Medical Surgical Nursing Care.

**Intermediate Nursing Care Level:** Students in the intermediate nursing care level apply the Nursing Process, Watson's Theory of Caring and QSEN as they begin to learn about nursing care associated with specialty areas (older adults, mental health, obstetrics and pediatrics).

The following concepts and ideas are integrated throughout the intermediate nursing care level:

- Interdisciplinary nursing approaches throughout the life span; use of informatics; therapeutic communication; holism; care planning with an emphasis on nursing

problems associated individuals and family units (biological and selected); principles of pharmacological and nutritional care; spirituality and culture; ethical and legal aspects; health promotion; healthy aging and development, including positive sexual identity, expression, and dysfunction; pain management; death and dying; and self-care of the nurse.

- Healthcare facilities, types of reimbursement, and specialty nursing care.
- Inpatient and simulation experiences apply theoretical concepts in a clinical setting.
- Designating priorities using the Nursing Process, such as the ability to provide care for more than one patient and patients with multiple diagnoses and issues
- Patient and family teaching.

Courses that include these concepts include: ADN108 Intermediate Medial Surgical Nursing Care, ADN105 Mental Health Nursing Care, ADN104 Obstetrical Nursing Care, and ADN103 Pediatric Nursing Care.

Both LVN-AP students who have successfully passed challenge exams and APVN-30 option tracks enter at this level and follow this sequence of courses as needed for licensure as outline by the individual pathway plan of study.

**Advanced Nursing Care Level:** Students in the advanced nursing care level continue to apply the Nursing Process, Watson’s Theory of Caring and QSEN as they focus on the complexity of care for critically ill patients; management across healthcare settings; and building a nursing career. Nursing concepts are integrated and applied at a more comprehensive and advanced level. Pharmacological nursing care now includes critical monitoring and reactions for patient safety; on-going nutritional support for patients and management; ethical and legal decision making in complex situations; utilization of quality improvement and management strategies of patient care and healthcare delivery; psycho-social experience of complex and critical health needs of the patient, family, healthcare system, and nursing self-care using altruism and phenomenological forces in the context of an aesthetic healing space.

The following are additional features of the advanced nursing care level:

- A comprehensive overall review is provided to prepare students for the NCLEX-RN®. Clarification of knowledge and content has the potential to inform critically ill patients in a more holistic way.
- The inpatient and simulation experiences apply theoretical nursing concepts, such as how to provide advanced care for critically ill patients and their families.
- Management of a nursing team to deliver safe competent care with other nursing personnel (RNs, LVNs, and unlicensed caregivers) using delegation and priorities for nursing care is taught.
- The Nursing Process is emphasized as nursing students practice evidence-based nursing care and employ informatics to manage multiple critical care needs.
- Collaboration with medical interventions is also experienced.

Courses that include these concepts include: ADN106 Advanced Medial Surgical Nursing Care, ADN107 Transition to RN, and ADN110 NCLEX Review

The nursing educational philosophy, is reflected throughout the curriculum, as the Nursing Process is continually emphasized along with Watson's Caring Theory and QSEN. As it is important to learn theory as applied to nursing practice, nursing course work at MFSON required the student to take theory and clinical concurrently. Students may not take theory or lab/clinical separately. If a course is being repeated, both theory and lab/clinical must be repeated.

Instruction throughout the ADN program includes delivering safe, therapeutic, effective patient-centered care, practicing evidence-based practice, working with a diverse healthcare team, working quality improvement, and information technology. The Nurse Practice Act tenants of critical thinking, patient hygiene, patient protection and safety and pain management are emphasized throughout the curriculum. Nutrition, pharmacology, legal, social, ethical principles, and leadership concepts are also addressed throughout the program. Human sexuality is introduced in SOC101 Sociology in the intermediate level of nursing care. Specific concepts are embedded in the various levels of nursing care.

### **Supporting Courses to ADN Curriculum**

Nursing process

Basic intervention skills in preventive, remedial, supportive, and rehabilitative nursing

Physical, behavioral, and social aspects of human development from birth through all age levels

Knowledge and skills required to develop collegial relationships with health care providers from other disciplines

Communication skills including principles of oral, written and group communication

#### **PSY201 Growth and Development**

Physical, cognitive, emotional, and social factors in human development from conception to death. Emphasis on understanding people at various ages of development.

#### **ENG101 English Composition**

Introduce the conventions of academic writing and critical thinking. Analyze and write an essay to express ideas in a clear, concise, articulate, and grammatically correct manner.

#### **ENG101 English Composition**

Introduce the conventions of academic writing and critical thinking. Analyze and write an essay to express ideas in a clear, concise, articulate, and grammatically correct manner.

#### **COM101 Oral Communication**

Introduces the principles of effectively preparing, presenting, and critically consuming messages in nonverbal, one-on-one, small group, workplace, and public speaking contexts.

Natural Science: human anatomy, physiology, and microbiology

**ANT 201 Human Anatomy; ANT 201L Human Anatomy Lab**

Microscopic and macroscopic structures of the human body, including disorders of these structures and respective pathologies. Laboratory activities as related to body systems/parts.

**PHY202 Human Physiology; PHY202L Human Physiology Lab**

Dynamic life processes in the human body, including cell physiology and functions and inter-relations of the organ systems.

Laboratory experiments employ scientific reasoning.

**MIC203 Microbiology; MIC203L Microbiology Lab**

Introduction to microbiology, genetics, taxonomy, metabolism, controlling microbes, and immunology. Laboratory experience includes classification of microorganisms.

Related behavioral and social sciences with emphasis on societal and cultural patterns, human development, and behavior relevant to health-illness

**PSY101 Psychology**

Introduction to learning, memory, sensation, perception, personality, life-span development, physiological basis of human behavior. Other topics include stress and health; psychological disorders; social psychology; and research methods.

**SOC101 Sociology**

Introduction to the systematic study of the relationship between individuals and society. Human relationships as they apply to social institutions and culture. Analysis of human behavior and needs as relate to the development of social organized groups.

The following grids illustrate the Plan of Study for the ADN program, LVN-AP Pathway, 30-unit option and the RN-BSN.

## Curriculum—Sample ADN Plan of Study (prior to cohort 11 Glendale)

Course #	Semester & Course	Units [T, L/C]
<b>Prerequisites Semester 1</b>		
ANT201	Human Anatomy (16 weeks)	3
ANT201L	Human Anatomy Lab (16 weeks)	1
PHY202	Human Physiology (16 weeks)	3
PHY202L	Human Physiology Lab (16 weeks)	1
PSY101	Psychology (16 weeks)	3
ENG101	English Composition (16 weeks)	3
	Academic Coaching (8 <sup>1</sup> weeks)	0
	<b>Total</b>	<b>14 Units</b>
<b>Prerequisites Semester 2</b>		
MIC203	Microbiology (16 weeks)	3
MIC203L	Microbiology Lab (16 weeks)	2
PSY201	Growth & Development (16 weeks)	3
SOC101	Sociology (16 weeks)	3
COM101	Oral Communication (16 weeks)	3
	<b>Total</b>	<b>14 Units</b>
<b>Nursing Semester 3</b>		
ADN101	Fundamentals of Nursing Care (Theory 8 <sup>1</sup> weeks, Lab 16 weeks)	2, 2.5
ADN109	Pharmacological Nursing Care (8 <sup>1</sup> weeks)	2
ADN102	Introduction to Medical Surgical Nursing Care (8 <sup>2</sup> weeks)	3, 2.5
	<b>Total</b>	<b>12 Units</b>
<b>Nursing Semester 4</b>		
ADN105	Mental Health Nursing Care (16 weeks)	3, 2.5
ADN108	Intermediate Medical Surgical Nursing Care (16 weeks)	4, 2.5
	<b>Total</b>	<b>12 Units</b>
<b>Nursing Semester 5</b>		
ADN104	Obstetrical Nursing Care (16 weeks)	3, 2.5
ADN103	Pediatric Nursing Care (16 weeks)	4, 2.5
	<b>Total</b>	<b>12 Units</b>
<b>Nursing Semester 6</b>		
ADN106	Advanced Medical Surgical Nursing Care (16 weeks)	4, 4
ADN107	Transition to RN (8 <sup>1</sup> weeks)	2
ADN110	NCLEX Review (8 <sup>2</sup> weeks)	2
	<b>Total</b>	<b>12 Units</b>
<b>Total Prerequisites</b>		<b>28 Units</b>
<b>Total Nursing Theory</b>		<b>29 Units</b>
<b>Total Nursing Clinical</b>		<b>19 Units</b>
<b>Total Curriculum Units</b>		<b>76 Units</b>

**ADN Program Projected Hours of Clinical Experience (prior to Cohort 11 Glendale)**

<b>Course</b>	<b>Units</b>	<b>Total</b>
ADN101 Fundamentals of Nursing Care Laboratory	2.5	120hrs
ADN102 Introduction to Medical Surgical Nursing Care	2.5	120hrs
ADN108 Intermediate Medical Surgical Nursing Care	2.5	120hrs
ADN105 Mental Health Nursing Care	2.5	120hrs
ADN104 Obstetrical Nursing Care	2.5	120hrs
ADN103 Pediatric Nursing Care	2.5	120hrs
ADN106 Advanced Medical Surgical Nursing Care	4	192hrs

**Curriculum—Sample ADN Plan of Study (applies beginning with Cohort 11 Glendale and Cohort 1 San Diego)**

<b>Course #</b>	<b>Semester &amp; Course</b>	<b>Units [T, L/C]</b>
<b>Prerequisites Semester 1</b>		
ANT201	Human Anatomy (16 weeks)	3
ANT201L	Human Anatomy Lab (16 weeks)	1
PHY202	Human Physiology (16 weeks)	3
PHY202L	Human Physiology Lab (16 weeks)	1
PSY101	Psychology (16 weeks)	3
ENG101	English Composition (16 weeks)	3
	Academic Coaching (8 <sup>1</sup> weeks)	0
	<b>Total</b>	<b>14 Units</b>
<b>Prerequisites Semester 2</b>		
MIC203	Microbiology (16 weeks)	4
MIC203L	Microbiology Lab (16 weeks)	2
SOC101	Sociology (16 weeks)	3
COM101	Oral Communication (16 weeks)	3
	<b>Total</b>	<b>12 Units</b>
<b>Nursing Semester 3</b>		
ADN101	Fundamentals of Nursing Care (Theory 8 <sup>1</sup> weeks, Lab 16 weeks)	2, 2.5
ADN109	Pharmacological Nursing Care (8 <sup>1</sup> weeks)	2, 1
ADN102	Introduction to Medical Surgical Nursing Care (8 <sup>2</sup> weeks)	3, 2.5
	<b>Total</b>	<b>13 Units</b>
<b>Nursing Semester 4</b>		
ADN105	Mental Health Nursing Care (16 weeks)	3, 2.5
ADN108	Intermediate Medical Surgical Nursing Care (16 weeks)	4, 2.5
	<b>Total</b>	<b>12 Units</b>
<b>Nursing Semester 5</b>		
ADN104	Obstetrical Nursing Care (16 weeks)	3, 1.5
ADN103	Pediatric Nursing Care (16 weeks)	4, 1.5
PSY201	Growth & Development (16 weeks)	3
	<b>Total</b>	<b>13 Units</b>
<b>Nursing Semester 6</b>		
ADN106	Advanced Medical Surgical Nursing Care (16 weeks)	4, 4
ADN107	Transition to RN (8 <sup>1</sup> weeks)	2
ADN110	NCLEX Review (8 <sup>2</sup> weeks)	2
	<b>Total</b>	<b>12 Units</b>
<b>Total Prerequisites</b>		<b>29 Units</b>
<b>Total Nursing Theory</b>		<b>27 Units</b>
<b>Total Nursing Clinical</b>		<b>18 Units</b>
<b>NCLEX Review Course</b>		<b>2 Units</b>
<b>Total Curriculum Units</b>		<b>76 Units</b>



**ADN Program Projected Hours of Clinical Experience  
(applies beginning with Cohort 11 Glendale and Cohort 1 San Diego)**

<b>Course</b>	<b>Units</b>	<b>Total</b>
ADN101 Fundamentals of Nursing Care Laboratory	2.5	120hrs
ADN102 Introduction to Medical Surgical Nursing Care	2.5	120hrs
ADN108 Intermediate Medical Surgical Nursing Care	2.5	120hrs
ADN105 Mental Health Nursing Care	2.5	120hrs
ADN104 Obstetrical Nursing Care	1.5	72hrs
ADN103 Pediatric Nursing Care	1.5	72hrs
ADN106 Advanced Medical Surgical Nursing Care	4	192hrs

**Curriculum—Sample ADN Plan of Study LVN-AP Glendale and San Diego**

<b>Course #</b>	<b>Semester &amp; Course</b>	<b>Units [T, L/C]</b>
<b>Prerequisites Semester 1</b>		
ANT201	Human Anatomy (16 weeks)	3
ANT201L	Human Anatomy Lab (16 weeks)	1
PHY202	Human Physiology (16 weeks)	3
PHY202L	Human Physiology Lab (16 weeks)	1
PSY101	Psychology (16 weeks)	3
ENG101	English Composition (16 weeks)	3
	Academic Coaching (8 <sup>1</sup> weeks)	0
	<b>Total</b>	<b>14 Units</b>
<b>Prerequisites Semester 2</b>		
MIC203	Microbiology (16 weeks)	4
MIC203L	Microbiology Lab (16 weeks)	2
SOC101	Sociology (16 weeks)	3
COM101	Oral Communication (16 weeks)	3
	<b>Total</b>	<b>12 Units</b>
<b>Nursing Semester 3</b>		
ADN098	Bridging Nursing Care	0.5, 0.5
ADN105	Mental Health Nursing Care (16 weeks)	3, 2.5
ADN108	Intermediate Medical Surgical Nursing Care (16 weeks)	4, 2.5
	<b>Total</b>	<b>13 Units</b>
<b>Nursing Semester 4</b>		
ADN104	Obstetrical Nursing Care (16 weeks)	3, 1.5
ADN103	Pediatric Nursing Care (16 weeks)	4, 1.5
PSY201	Growth & Development (16 weeks)	3
	<b>Total</b>	<b>13 Units</b>
<b>Nursing Semester 5</b>		
ADN106	Advanced Medical Surgical Nursing Care (16 weeks)	4, 4
ADN107	Transition to RN (8 <sup>1</sup> weeks)	2
ADN110	NCLEX Review (8 <sup>2</sup> weeks)	2
	<b>Total</b>	<b>12 Units</b>
<b>Total Prerequisites</b>		<b>29 Units</b>
<b>Total Nursing Theory</b>		<b>20.5 Units</b>
<b>Total Nursing Clinical</b>		<b>12.5 Units</b>
<b>NCLEX Review Course</b>		<b>2 Units</b>
<b>Total Curriculum Units</b>		<b>64 Units</b>

**Curriculum—Sample Plan of Study for Non-Degree LVN 30 unit Option Glendale and San Diego**

<b>Course #</b>	<b>Semester &amp; Course</b>	<b>Units [T, L/C]</b>
<b>Prerequisites Semester 1</b>		
PHY202	Human Physiology (16 weeks)	3
PHY202L	Human Physiology Lab (16 weeks)	1
MIC203	Microbiology (16 weeks)	4
MIC203L	Microbiology Lab (16 weeks)	2
	<b>Total</b>	<b>10 Units</b>
<b>Nursing Semester 2</b>		
ADN105	Mental Health Nursing Care (16 weeks)	3, 2.5
ADN108	Intermediate Medical Surgical Nursing Care (16 weeks)	4, 2.5
	<b>Total</b>	<b>12 Units</b>
<b>Nursing Semester 3</b>		
ADN106	Advanced Medical Surgical Nursing Care (16 weeks)	4, 4
	<b>Total</b>	<b>8 Units</b>
<b>Total Prerequisites</b>		<b>10 Units</b>
<b>Total Nursing Theory</b>		<b>11 Units</b>
<b>Total Nursing Clinical</b>		<b>9 Units</b>
<b>Total Curriculum Units</b>		<b>30 Units</b>

**Curriculum—Sample Bachelors of Science in Nursing Degree (RN to BSN) Plan of Study**

<b>Course #</b>	<b>Semester &amp; Course</b>	<b>Units [Theory] Contact Hrs/wk</b>	<b>Units [Lab/Clinical] (Contact Hrs/wk)</b>
<b>Semester 1</b>			
PSY301	Psychopathology	3	
BIO301	Pathophysiology	3	
SOC401	Cultural Diversity	3	
	<b>Total</b>	<b>9 Units</b>	
<b>Semester 2</b>			
ENG300	English Literature	3	
BSN411	Introduction to Biostatistics	3	
HUM301	Critical Thinking	3	
	<b>Total</b>	<b>9 Units</b>	
<b>Semester 3</b>			
BSN300	Health Assessment in Nursing	3	2 (6 hrs/wk x 16 wks)
BSN310	Nursing Research Methodology	4	
BSN430	Disaster Management	3	
	<b>Total</b>	<b>12 Units</b>	
<b>Semester 4</b>			
BSN410	Leadership in Nursing	3	2 (6 hrs/wk x 16 wks)
BSN420	Introduction to Public Health	3	2 (6 hrs/wk x 16 wks)
BSN422	Nursing Roles and Issues	4	
	<b>Total</b>	<b>14 Units</b>	
<b>RN to BSN</b>			
<b>Total GE for BSN</b>		<b>18 Units</b>	
<b>Total Nursing Theory</b>		<b>20 Units</b>	
<b><u>Total Nursing Clinical/Lab</u></b>		<b><u>6 Units</u></b>	
<b>Total Curriculum Units</b>		<b>44 Units</b>	

## IV. ACADEMIC POLICIES

### **Policy Name: Admissions and Review Criteria**

**Policy # : 101**

**Adopted : 09/2015**

**Reviewed : 2/9/2022**

**Revised : 2/9/2022**

### **Purpose**

**To provide clear guidelines illustrating the two-phase admissions process into the nursing programs at Marsha Fuerst School of Nursing (MFSON).**

### **Policy Statement**

Admission of students to the ADN Program and the LVN-RN Pathway is a two-phase process; 1) admission into the pre-nursing general education semesters (all the required general education courses), 2) acceptance into ADN Nursing Program (beginning semester three nursing courses).

### **Reason for Policy**

The reason for this policy is to ensure fair practices for all students applying for admission to the nursing programs at MFSON.

### **The Policy for ADN Program**

MFSON has a core purpose to educate students for success. The admissions process at MFSON evaluates students and makes admissions decisions to best identify students for successful completion of the ADN program.

The admission process for the ADN program is a two-phase process.

### **Phase one: Pre-Nursing General Education Courses for the non-LVN**

The student will need to meet the minimum academic requirements and additional requirements by the prescribed deadlines to become eligible candidate, as follows:

1. Complete an on-line nursing application
2. Attend an information session provided by the Director of Admission/ Coordinator. Information sessions are offered frequently throughout the year.
3. Take the Wonderlic/Scholastic Level Exam (SLE) and pass with a minimum score of 20. This exam is free and administered through the college by a proctor. This exam is a national standardized exam recognized by the U.S. Department of Education. The exam measures cognitive ability. Items include word comparisons, antonyms, dates and times, folding boxes, graphs, number comparisons, simple math, sentence forming, rotational series, syllogisms and others. The test questions are carefully arranged in order of difficulty, beginning at a modest level and progressively increasing in complexity.
4. Submit required documents:
  - a. High School Diploma or High School transcripts; or GED General Education Development (GED) certification, or a foreign degree/diploma that is officially evaluated and credentialed for 12<sup>th</sup> grade proficiency. Candidate must send official

transcripts to the Registrar's Office. Transcripts may be mailed, or hand-carried, unopened with an official seal.

b. Applicants looking to transfer credits must submit official college transcripts for courses they wish to transfer. Transcripts must be official and in sealed envelope if delivered via US Mail.

c. A minimum of two letters of professional recommendations on official stationary. Letters from family or friends will not be accepted.

d. Meet with a financial aid representative to understand potential cost and plan for payment.

- If a candidate has a gap and is denied for the Sallie Mae private loan, and cannot afford the monthly payment at 12 months, a 36 monthly installment will be offered upon approval.

5. All candidates will sign a disclosure where they acknowledge the level of commitment that is required to be successful in the program.
6. Once accepted into phase one (pre-nursing general education courses), any student wishing to transfer credits, with potential transfer credit through course equivalency, prior experience, or challenge exams must review the Transfer Credit policy and notify the Director of Admissions/Coordinator immediately, at least six weeks prior to the start of the semester one. (See Transfer Credit Policy)

### **Phase two: Admission and acceptance into ADN Program for the non-LVN.**

1. Students must successfully complete the general education courses in semester one and semester two with a GPA of 2.7 or higher.
2. Students must take and pass TEAS with a score of 60 or higher at our campus. Students who fail TEAS may repeat the TEAS once within a semester or twice within a year.
3. Students meeting the GPA and TEAS requirements will be placed in a pool for selection into the nursing program.
4. Students provisionally accepted into the ADN program must pass a background check and drug screen by the program's vendor. It is the student's responsibility to follow the process and ensure all parts of the two-phase process are followed. Missing information or documents will result in denying admission.

*Important notice:* Misdemeanors and/or convictions may prevent students from clinical experiences, qualifying to take the National Council of State Boards of Nursing – RN (NCLEX-RN), or employment. In light of the anticipated challenges, a student must disclose this information upon Admission and discuss with an Admission Representative. A misdemeanor and/or a conviction will not necessarily be reason for non-admission; however MFSON believes that students should not make the investment of time, money, and potential debt if there is a misdemeanor and/or conviction. Furthermore, students must pass a background check as a requirement for final acceptance into the ADN program (semester 3) and will be required to do Live Scan (fingerprinting through the DOJ and FBI) for licensure application with the BRN.

MFSON reserves the right to deny admission.

### **Policy for Admission to ADN Program using the LVN to ADN pathway at MFSON**

#### **Phase One: Pre-Nursing General Education Courses for the LVN wishing to use the LVN to ADN pathway at MFSON**

The applicant will need to meet the minimum academic requirements and additional requirements by the prescribed deadlines to become eligible candidate, as follows:

1. Complete an on-line nursing application
2. Attend an information session provided by the Director of Admission/ Coordinator. Information sessions are offered frequently throughout the year.
3. Take the Wonderlic/Scholastic Level Exam (SLE) and pass with a minimum score of 20. This exam is free and administered through the college by a proctor. This exam is a national standardized exam recognized by the U.S. Department of Education. The exam measures cognitive ability. Items include word comparisons, antonyms, dates and times, folding boxes, graphs, number comparisons, simple math, sentence forming, rotational series, syllogisms and others. The test questions are carefully arranged in order of difficulty, beginning at a modest level and progressively increasing in complexity.
4. Submit required documents:
  - a. High School Diploma or High School transcripts; or GED General Education Development (GED) certification, or a foreign degree/diploma that is officially evaluated and credentialed for 12<sup>th</sup> grade proficiency. Candidate must send official transcripts to the Registrar's Office. Transcripts may be mailed, or hand-carried, unopened with an official seal.
  - b. Applicants looking to transfer credits must submit official college transcripts for courses they wish to transfer. Transcripts must be official and in sealed envelope if delivered via US Mail.
  - c. A minimum of two letters of professional recommendations on official stationary. Letters from family or friends will not be accepted.
  - d. Meet with a financial aid representative to understand potential cost and plan for payment.
    - If a candidate has a gap and is denied for the Sallie Mae private loan, and cannot afford the monthly payment at 12 months, a 36 monthly installment will be offered upon approval.
5. All candidates will sign a disclosure where they acknowledge the level of commitment that is required to be successful in the program.
6. All applicants must have an active LVN license
7. Once accepted into phase one (pre-nursing general education courses), any student wishing to transfer credits, with potential transfer credit through course equivalency, prior experience, or challenge exams must review the Transfer Credit policy and notify the Director of Admissions/Coordinator immediately, at least six weeks prior to the start of the semester one. (See Transfer Credit Policy)
8. Applicants are to meet with the Dean of Nursing by week two of second semester to discuss the challenge exam process and skills competency for ADN101- Fundamentals of Nursing, ADN109-Pharmacology, and ADN102- Introduction to Medical Surgical Nursing. Applicants must pass challenge exam and skills competency for all three courses in order to qualify for the LVN-RN pathway. Applicants failing any challenge exam or skills competency may be placed in the pool with the non-LVN for selection.
  - Any students wishing to test out of any courses from semester three will need to approach the Dean of Nursing by week two of semester two to make arrangements.

## **Phase two: Acceptance into the ADN program using LVN-RN pathway**

The following criteria and process is utilized for phase two:

1. Students must successfully complete the general education courses in semester one and semester two with a GPA of 2.7 or higher.
2. Students must take and pass TEAS with a score of 60 or higher at our campus. Students who fail TEAS may repeat the TEAS only once within a semester or twice within a year.
3. Applicants must pass challenge exam and skills competency for all three courses in order to qualify for the LVN-RN pathway prior to week eight of second semester.
4. Students meeting the above requirements will be allowed to skip third semester and be placed in a pool for selection into the LVN-RN Pathway.
5. Students provisionally accepted into the LVN-RN Pathway must pass a background check and drug screen by the program's vendor. It is the student's responsibility to follow the process and ensure all parts of the two-phase process are followed. Missing information or documents will result in denying admission.

*Important notice:* Misdemeanors and/or convictions may prevent students from clinical experiences, qualifying to take the National Council of State Boards of Nursing – RN (NCLEX-RN), or employment. In light of the anticipated challenges, a student must disclose this information upon Admission and discuss with an Admission Representative. A misdemeanor and/or a conviction will not necessarily be reason for non-admission; however MFSON believes that students should not make the investment of time, money, and potential debt if there is a misdemeanor and/or conviction. Furthermore, students will be required to do Live Scan (fingerprinting through the DOJ and FBI) for licensure application with the BRN.

MFSON reserves the right to deny admission.

### **Health and Safety Requirements for the ADN Program**

The items listed below are required for entrance into the Nursing Program. Items, such as health clearances, may take several weeks to complete, it is recommended that the student start this process early. It is the student's responsibility to ensure completeness of all items. Prior to beginning semester three of the Nursing Program, the Nursing Department requires each student to have the following:

(NOTE: Photocopies of each document **must** be provided to the Clinical Coordinator)

1. Professional Liability insurance (malpractice insurance) – current; active
2. Health insurance – current; active
3. Automobile insurance – current; active
4. Background check through agency selected by the college
5. Certification of BLS for Healthcare Providers\*\* – current; active. **MUST** be issued by American Heart Association
6. Fire Safety Certification\*\* – current; active (does not apply to San Diego or Bakersfield)
7. Management of Assaultive Behaviors Certification\*\* – current; active
8. Complete physical examination – performed by a licensed physician (MD, DO), certified nurse practitioner (NP), or physician's assistant (PA), and accompanied by a Statement of Medical Clearance, attesting the student to be:
  - a. Free of disease
  - b. Not a health hazard to hospital patients, staff, volunteers, or guests
  - c. Physically and mentally healthy to participate in the RN Program



- d. Able to perform all duties required by the Program
- 9. Demonstrated immunity via titers, **or** complete immunization series for:
  - a. Hepatitis B – 3 shot series; at months 0, 1, 6
  - b. Measles, mumps, rubella (MMR) – 2 shot series, at least 4 weeks apart
  - c. Varicella – 2 shot series, at least 4 weeks apart
- 10. Tdap (immunization for tetanus, diphtheria, and pertussis) within the last 10 years
- 11. Influenza (flu) vaccine – seasonally
- 12. 2-Step Tuberculosis screening within the last 6 months. If 2-step is positive, or there is a history of prior positive TB screen, or a history of vaccination with BCG, the Quantiferon Gold test is required.
- 13. 10-Panel Drug Screen
- 14. California driver's license (or California identification card) – active; current
- 15. Fit Testing (Surgical Mask Fitting): Fit testing may be required as per clinical agency and due to pandemic.

**Policy Name: Course Ethical Behavior**

**Policy # : 102**  
**Adopted : 09/2016**  
**Reviewed : 12/1/2020**  
**Revised : 12/1/2020**

**Classroom Etiquette**

1. Each student is expected to be present for class each week and be prepared for any assigned topic by having completed the required readings/exercises and to be active in discussion during each class session. Students **are expected to be respectful to all speakers**. Critical reading, critical thinking, and active, rigorous discussion and questioning are expected of students.
2. Attendance and punctuality at all class sessions are required. Faculty members are expected to record student attendance regularly. Lateness or absence from class will be noted. Students bear full responsibility for acquiring knowledge of all material covered in classes for which they have been late or absent. Because of tight timelines, the importance of class discussion, the importance of classroom/lab/clinical learning activities and the frequency of assignments, students who miss more than one class over the semester may be asked to withdraw from the course. This is unsatisfactory performance and may result in the failure of the course component and jeopardize the continuation in the program. Absence from class is defined as either:
  - a. missing the entire class or lab or
  - b. being absent 15 minutes or more from any portion of the class or lab.
3. Class preparation consists of being prepared when called upon, having written answers to the assigned questions. Students will be called on randomly and/or given pop-quizzes and may or may not be incorporated into the grading system of the course.
4. The instructor reserves the right to modify the class schedule and reading assignments during the course, based on student input and needs

5. Cell phone and/or pagers **MUST BE OFF** during class. Cell phone must also be put away, off the desk. If you are on-call for an urgent personal matter, you must notify the instructor **prior to the start** of the class/clinical.
6. Testing Policy: Refer to testing policy.
7. Compliance with Americans with Disabilities Act: Any student in this course who has a disability that might prevent him/her from fully demonstrating his/her abilities should meet with an advisor. The advisor will initiate learning disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements. Refer to student handbook for details.
8. HIPAA Compliance - In order to avoid violations of HIPAA, you must not collect in your notes or include in any reports (e.g., patient care plans) any information that would permit a third party to identify a specific patient. Such information includes, but is not limited to, a patient's name, address, social security number, or the name of the hospital or clinic where you observed the patient. For example, the diagnosis alone or situation may be such as to permit others to identify the patient. If other information permits a third party to identify the patient, you should consult with your faculty member regarding the appropriate way to comply with your course assignment prior to preparing a report about that patient.
9. **All electronic devices are not allowed for personal use during class** (i.e. Facebook, social media, completing homework assignments for other courses, email or texting). Students may use electronic devices and access the internet for **course purposes only**. Laptops used during lecture **must be battery operated only**. Make sure your laptop is fully charged if you plan to use it during class. Any student found using their computer or any electronic device for the purposes of **non-class issues** or causing distractions may be asked to leave **the classroom**.
10. **Tape Recording Devices (Audio or Visual) and taking pictures are NOT permitted** during classroom or laboratory time. **Students are prohibited from photographing or video recording or audio recording faculty at any time.**

### **Student Nurse Accountability**

\*\*\*The standard of care to which the nursing student is held ***is the same as that*** for the reasonably prudent practicing professional nurse. \*\*\*

#### ***Introduction:***

Faculty are role models and inform the students of the Clinical Standards and encourage students to begin to develop professional behaviors and critical thinking skills. Students and faculty will engage in a constructive process to promote student self-motivation and problem solving. Professional behaviors are part of that experience.

Clinical and simulation is a safe place for students to experience the practice of the nursing profession The skills lab is to be used to **practice clinical skills**. This is **not a time to study for theory or other courses**.

Students:

- Must be on time (arrive **before your start time**), and not leave early. Students will participate to set up and clean up after lab use.

- Must be prepared for lab participation; by having completed readings and viewing of videos prior to lab. Focus on the nursing task, safety, responsibility, and patient education.
- Must be aware that humans are to be treated with respect and dignity; by using manners, politeness, and using titles such as Mr. and Mrs. for their patients, and Professor, Dr. (last name) for their instructors.
- \*Must conduct themselves in a professional manner at all times.
- Students **are not** permitted in the lab without being accompanied by faculty.
- No eating in the skills lab.

**Policy Name: Course Challenge / Transfer Credit / Previous Education**

**Policy # : 103**

**Adopted : 09/2016**

**Reviewed : 10/27/2020**

**Revised : 10/27/2020**

**Reference : Business and Professions Code; Article 2; 2786.6, California Code of Regulation, Title 16; Division 14; Article 3; 1423.1, 1429, and 1430**

**Purpose**

Students previously enrolled and earned credit from an accredited college or university, recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA), and/or an approved International Transcript.

**Policy Statement**

Approved courses already successfully completed at an accredited college may be granted on an individual basis to students as either 1) transfer credits, 2) credit by exam, or 3) course exemption. Any General Education or nursing courses for the ADN Program that meets the above criteria after review will be granted college credit toward graduation.

**Reason for Policy**

Streamline prior education for students to prevent repeating prior coursework meeting the students' educational nursing goals. *Compliance with California Code of Regulations 1423.1, 1430 and Business and Professions Code 2786.6*

**Policy for Transfer Credit**

**A. General Education Course(s)** taken at another accredited college or university will be considered for transfer credit in accordance with the following criteria:

1. Non-science GE courses are successfully passed with a C or better (not C-) within 5 years of admission to semester one.
2. Science GE courses are successfully passed with a C or better (not C-) within 2 years of admission to semester one; and successful passing of challenge exam with a 70% or higher.
3. Complete Prior Learning Assessment form with supporting documents
4. All general education courses considered for transfer credit must have the following supporting documents:
  - a) course syllabi
  - b) course description from college catalog
  - c) official transcripts
5. Submit Prior Learning Assessment Form and supporting documents to the Dean of Nursing or designee no later than 6 weeks prior to the start of semester one. Only courses with these supporting documents will be considered for transfer credit.
6. No courses in progress, and courses taken after starting the nursing program will be considered.
7. Science challenge exams will be scheduled 4 weeks prior to the start of semester one. Information regarding content of each science challenge exam can be obtained from the admissions coordinator. Each science challenge exam is \$25. Only one opportunity will be provided for each science challenge exam.

## **B. Transfer Credit for Previous Nursing Education Credit**

LVNs applying for the LVN-ADN pathway wishing to have their previous knowledge and education in the field of nursing evaluated are required to:

1. At least 6 weeks prior to the start of the ADN Program semester one, notify the Admissions Coordinator of your request for transfer credit for any of the following courses: Fundamentals of Nursing, Pharmacology, and Introduction to Med Surg.
2. Complete the Prior Learning Assessment form with supporting documents.
3. Provide syllabi and transcripts from the Vocational Nursing Program for each of the above courses.
4. Take and pass with 75% or higher a comprehensive challenge exam for each of the courses above. Each challenge exam is \$25 and is scheduled 4 weeks prior to semester one. Information regarding the content of the challenge will be provided. All challenge exams must be passed on the first attempt in order for credit to be provided.
5. Take and pass with 75% or higher a skills competency test for each above courses given 4 weeks prior to the start of semester one. Information regarding the skills competency test will be provided. Applicants must be passed on the first attempt in order for credit to be provided.
6. Meet with the Dean of Nursing/ or designee for counseling regarding results of challenge exams and skills competency results.
7. All applicants will be provided an individual educational plan based on the transfer credited granted.

## **C. Policy for granting credit for Military Experience related to nursing and medical**

Military Personnel and Veterans with military healthcare training and experience wishing to have their previous knowledge and education in the field of nursing evaluated must complete the following:

1. Applicant must meet College Admissions requirements first (SLE/TEAS)
2. Interested applicants must request an appointment with the Dean of Nursing at least 6 weeks prior to admission to discuss eligibility for transfer credit for military experience and military education.
3. Applicants who may be eligible for advanced placement will include those individuals who have satisfactorily completed education and experience for the following:
  - a. Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP)
  - b. Army Health Care Specialist (68W Army Medic)
  - c. Air Force Independent Duty Medical Technician (IMDT 4N0X1C)
  - d. Applicant must have a DD214 showing honorably discharged or current active honorable service.
4. Applicants applying for transfer credit must submit the following materials verifying education and experience:
  - a. Transcripts from appropriate education program(s)
  - b. Documentation of experience
5. After a review of the applicant's documentation and upon determination of the veteran's or LVN's experience, the veteran or LVN will challenge the final comprehensive exam (75%), complete a competency skills exam, and a dosage calculation exam (90%)
6. The following materials will be available to the applicant once challenge confirmation is made:
  - a. course syllabus, including course objectives

- b. content outline
  - c. medication study material
  - d. bibliography and textbook lists
7. Written and skills competency examinations for advanced placement or challenge must be completed four weeks prior to admission to the program, unless waived by the Dean of Nursing.
  8. Advanced Placement will be granted if applicant meets minimum requirements equivalent to those required of students enrolled in the actual course. Individual education plan will be provided.

**The following is a list of nursing courses eligible for transfer credit by challenge exams for the Military personnel based on their experience, knowledge and skills.**

<b>Course</b>	<b>Specific Requirements by Course</b>
Fundamentals	Challenge Exam – All nursing skills performed in a clinical setting
Introduction to Medical surgical nursing	Challenge Exam; Documentation of comparable clinical experience of Acute care in a medical surgical area with a letter of reference; Letter of Reference required
Pharmacology	Challenge Exam; Documentation of experience in oral, topical, eyes, ears, nose, rectal, vaginal, ID, SQ, IM, IV, IVP in a clinical setting
Obstetrics	Challenge Exam; skills competency and med calculation exam. Documentation of comparable clinical experience of Acute Obstetrical nursing experience (including ante-partum, Intrapartum, and post-partum; with letter of
Pediatrics	Challenge Exam; skills competency; pediatric med math

**Policy for LVN Non-degree option Students:**

1. LVN 30 unit Option (non-degree) applicants may apply to MFSON’s nursing program.
2. Applicants must have an active LVN license in the State of California.
3. Applicants entering this pathway do not need to take the Wonderlic/SLE exam or the TEAS.
4. All applicants must take a challenge exam for: Fundamentals, Pharmacology, Intro to Med Surg, Obstetrics, and Pediatrics. Each challenge exam has a \$25 fee and must be paid prior to taking the challenge exam. Results of these exams will be discussed when meeting with the Program Director.
5. All Applicants must also take a skills competency test and a medication dosage test before meeting with the Program Director. Results of these exams will be discussed when meeting with the Program Director.
6. After meeting with the Program Director, students may enter the ADN program using this option as space is available.
7. Students may not change to the LVN-ADN pathway once starting the 30 unit option.

8. The maximum number of nursing semesters the student will attend is two.
9. LVN non-degree option students will not be awarded an Associate Degree in Nursing.
10. Students choosing this option are not considered graduates of the ADN Program.
11. Upon completion of the non-degree option curriculum, the student is eligible to apply to the BRN for licensure examination.

**Prior Learning Assessment Form found on the following pages**

## Prior Learning Assessment Form

GCC Marsha Fuerst School of Nursing (MFSON) will evaluate prior learning, and when appropriate, will award credit for equivalent courses or subjects presented in their programs. The student is responsible for ensuring that official transcripts are submitted to MFSON.

Date \_\_\_\_\_ Campus Name & Number \_\_\_\_\_  
Student Name \_\_\_\_\_ Student Number \_\_\_\_\_  
Program \_\_\_\_\_

Requesting evaluation for the following types of Prior Learning:

Transfer Credit – List Institutions:

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Externally Administered Examination – List Exams:

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Challenge Exams – list courses requested

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Evaluation cannot be conducted until official transcripts is received by GCC and, if transfer credit is being awarded, a course description must be provided or obtained by the institution.

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

\_\_\_\_\_  
Date

Please complete this 2<sup>nd</sup> page of the Prior Learning Assessment form and attach all supporting documents. Submit to the Dean of Nursing/ or designee.



<b>To be completed by student</b>					<b>To be completed by Dean</b>		
<b>Course Name and #</b>	<b>Institution</b>	<b>Date Completed</b>	<b>Grade and Units</b>	<b>Syllabus &amp; Course Description Attached</b>	<b>MFSON Equivalency Name and #</b>	<b>MFSON Units</b>	<b>Comments</b>

**Policy Name: Program Promotion****Policy # : 104****Adopted : 09/2016****Reviewed : 08/13/2021****Revised : 08/13/2021****Purpose**

Help students and faculty understand how students are promoted in the nursing programs.

**Policy Statement**

Promotion from one semester to the next semester is dependent upon successful completion of all course requirements within the previous semester.

**Reason for Policy**

State the specific elements to be utilized in moving the student forward successfully in the nursing programs.

**The Policy**

Nursing students are required to meet the minimum requirements to be eligible for the licensure examination administered by the California Board of Registered Nursing. A minimum grade of 75% in theory and a satisfactory evaluation in clinical practice in each nursing course is required if the student is to advance from one semester to the next (refer to prerequisites for each nursing course).

- A satisfactory grade on all clinical performance evaluations is required.
- A satisfactory performance (90%) on Med Math Exams are required semesters four through six.
- A satisfactory attendance record is required as per the Attendance Policy.
- Satisfactory demonstration of professional behaviors is essential.
- Students need to be cognizant of their status throughout each course and the entire nursing program. Necessary steps should be taken to use available resources to ensure academic success.
- Failure in lab/clinical will result in a failure in theory course. The student will have to repeat all sections of the course: Theory, and lab/clinical.
- At mid-semester, faculty may notify those students who have a theory grade average of less than 75% or are in danger of failing the course with the amount of points left for the student to advance.

**Policy Name: Program Progression**

**Policy #** : 105  
**Adopted** : 09/2016  
**Reviewed** : 12/1/2020  
**Revised** : 12/1/2020

**Purpose**

To apply both universal and academic progression in the nursing programs.

**Policy Statement**

Students may only progress in the nursing programs when successful completion is demonstrated by the academic record. All lab/clinical and theory courses must be taken concurrently [(CCR 1426(d)]. If the student fails theory, the student will get a NP in clinical. If the student fails lab/clinical, the student will need to retake theory. All original grades and retaken course grades will appear on your transcripts

**Reason for Policy**

To clarify with students, faculty and interested parties the criteria applied and rationale to progress the student through the nursing programs. To ensure all nursing courses are taken concurrently. \*\*this policy may be over-ride by BPC 2786.3 per BRN.

**Policy:**

***Students must successfully pass all nursing courses in one semester before moving on to the next semester.***

**Policy Name: ADN Graduation**

**Policy #** : 106  
**Adopted** : 09/2016  
**Reviewed** : 09/01/2021  
**Revised** : 09/01/2021

**Purpose**

To streamline the graduation process.

**Policy Statement**

Students are encouraged to meet with a counselor or Nursing Education Resource Specialist or Student Advisor to finalize their student education plans. Students must file a Board of Registered Nursing graduation application. The transcript evaluator will send a progress update to each ADN student who has submitted a graduation application. Upon the completion of the program, the transcript evaluator will complete a Verification of Completion form for each student for submission to the Board of Registered Nursing.

**Reason for Policy**

Ensure that all ADN students are eligible for graduation that leads to the NCLEX-RN®.

**The Policy**

At the end of the term, the student receives a grade in every course of enrollment. All grades will be reported to the Registrar at the end of the term. Faculty are responsible for grading. The MFSON ADN Program Student Handbook rev. 05-2022

grade indicates results of examinations, classroom work, and ATI and general scholastic standing in the entire course. This is part of the student's permanent college record. Once submitted, grades may not be changed unless the grade reported is a result of clerical or procedural error. A student must request a review/change of grade within 30 days after the end of a semester, or within 30 days following the distribution of the grade report containing the grade that the student wishes to challenge. (See *Grievance Procedure*).

The student's grade point average is computed according to this scale:

Letter Grade	G.E. Courses	Nursing Courses	Explanation
A	90-100	90-100	Student performance is clearly outstanding.
B	80-89	80-89	Performance indicates sharp insights and an ability to integrate and generalize material beyond the context of the course.
C	70-79	75-79	Student performance is average, demonstrating knowledge of facts and an ability to integrate and apply material within the context of the course.
F	< 70	< 75	Failed. Student failure is unacceptable and does not meet course requirements.
P	NA	≥ 75	Student successfully passed course and meets course requirements. This applies to nursing lab/clinical courses
NP	NA	< 75	Student did not pass course and does not meet course requirements. This applies to nursing lab/clinical courses
I		Incomplete	
TC		Transfer Credit	
*		Course was repeated at a later date	
W		Withdrawal	

\*There is no grading up of grades

### Grading Policies

All nursing and general education courses required for the Associate Degree in Nursing must be completed with a grade no lower than a (C). In order for the student to pass the course and progress in the nursing program, the student must receive a passing grade in Theory and a P in Clinical. The grade the student will earn for the course will be the theory grade when the student has earned a P in the clinical portion of the course. If the theory grade is < 75% regardless of the clinical grade earned, the student will receive an "F" for both clinical and theory and will be required to repeat both clinical and theory. If the student earns an NP in the clinical portion of the course, regardless of the theory grade earned, the student will receive an "F" for both clinical and theory and will be required to repeat both clinical and theory.

### Credit/No Credit

All nursing laboratory and clinical must have a credit in order to qualify for graduation.

## **Incomplete**

An Incomplete in a course can be granted only when a student:

- Has fulfilled the majority of the course requirements,
- Has a passing grade in course work,
- Is prevented from completing the assigned work for serious medical/personal reasons,
- Student can, in the opinion of the instructor, complete the work within one semester.

## **Procedures/Requirements for Requesting an Incomplete:**

A student requesting an incomplete must obtain the signature and consent of the instructor, before the last day of class and prior to the day of the final exam.

Faculty must assign a grade of Incomplete (I) when approving the Incomplete. The incomplete will be recorded on the student's transcript when grades are due. The faculty and the student make arrangements for completion of course requirements to be completed within one semester and/or an extension of the incomplete. If the course requirements are not completed in one semester, the Incomplete will revert to an F. An Incomplete may only be extended for one additional semester with the approval of the instructor.

## **Repetition of Courses with F/NP Grades**

Courses that have received an F or NP will only be allowed to be repeated one time, while in the nursing programs in order to graduate.

## **Withdrawal from Courses-W**

The grade of W indicates withdrawal from a course. The deadline for withdrawing from a class with a grade of "W" must be within two weeks after the course begins.

## **GRADUATION CANDIDACY REQUIREMENTS**

In order to be considered a candidate for graduation from the nursing programs students must meet the following criteria:

- The candidate must be in good academic standing
- The candidate must not display a pattern of unsafe performance in the clinical setting.
- The candidate must complete 40 hours of approved community service prior to completion of ADN program.

## **GRADUATION REQUIREMENTS**

Graduation from the ADN Program is accomplished by completing all program requirements, maintaining Satisfactory Academic Progress (SAP) and arranging for payment of all financial obligations. Specific requirements for students include:

- Satisfactory completion of all course requirements
- Completion of all scheduled clinical hours.
- Achievement of a passing score in the final comprehensive exam.
- Completion of the NCLEX-RN® review course (ADN program)
- Complete 40 hours of approved community service

Students who meet the requirements stipulated above will receive an Associate of Arts in Nursing Degree. Students must verify satisfactory completion of all program criteria for graduation with the Dean of Nursing, Registrar, Financial Planning, and Career Services staff.

## **ADN PROGRAM**

### **Graduation Application and Checklist**

Name \_\_\_\_\_ Social Security # \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Phone \_\_\_\_\_ Alternate Phone Number \_\_\_\_\_

Email \_\_\_\_\_

Students who have successfully progressed to ADN107: Transition to Registered Nursing will be required to work with the faculty of ADN107 on submitting appropriate graduation documents to Glendale Career College and the California Board of Registered Nursing (BRN). Students must submit:

- a downloaded and completed California Board of Registered Nursing (BRN) *Application for Licensure by Examination*, available online at <http://rn.ca.gov/applicants/lic-exam.shtml>
- a Live Scan
- one (1) recent 2" X 2" passport type photograph
- a formal written request for accommodation ( if applicable), and
- a record of any prior conviction (found in Section II of General Information and Instructions on the BRN web site).

Approximately 2 weeks prior to program completion, the ADN program will submit a Graduation Notification Form to the BRN. A roster of students expected to graduate and who have successfully completed the required course work to the California Board of Registered Nursing (BRN) via the cloud. It is the responsibility of the student to ensure transcripts and documentation are verified.

### **ACADEMICS [Registrar]**

Total Units Required for Program Completion: \_\_\_\_\_ 76 (ADN)

Total Units in Progress: \_\_\_\_\_ Total Units Completed: \_\_\_\_\_

Registrar Signature: \_\_\_\_\_ Date \_\_\_\_\_

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

### **COMMUNITY SERVICE**

Verification of 40 hours of community service

Administrative Assistant \_\_\_\_\_

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

### **CAREER SERVICES**

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

Workshops Attended:

Workshop Name	Date Attended


Career Services File Completion Date: \_\_\_\_\_  
 Career Services Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**FINANCIAL AID**

Appointment Date: \_\_\_\_\_  
 Exit Interview Completed \_\_\_\_\_  
 Financial Aid Rep Signature \_\_\_\_\_ Date \_\_\_\_\_  
 Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Policy Name: Attendance**  
**Policy # : 107**  
**Adopted : 09/2016**  
**Reviewed : 04/27/2021**  
**Revised : 04/27/2021**

Attendance in all classes, labs, and clinical rotations is required. Maintaining good attendance is the responsibility of the student and a fundamental element of successful career preparation. Frequent absences and/or tardiness will cause disruption to a student’s learning process and the establishment of good employment habits. Poor attendance can lead to disciplinary action such as Attendance Warning or dismissal/termination.

**Policy:**

Students are allowed a **maximum of two (2) absences per Theory course** and **one (1) absence per Clinical course per term**. Upon the first absence in Theory or Clinical within a term, the student is placed on Attendance Warning. Upon the second absence within a term for a Theory class, the student will receive a 5% reduction in their final grade. Upon the third absence in a Theory class, the student will be withdrawn from the course with a W grade, and must repeat the entire course, when space is available. Upon the second absence in a Clinical, the student will be withdrawn from both the theory and the clinical courses with W grades and must repeat the entire sequence, when space is available. A grade of “F” will be posted to the student’s transcript for any student who formally withdraws or is withdrawn by the college or requests a LOA after completion of more than 50% of the total course hours.

1. There are **no excused absences** except for Military Leave. Students who are currently active in military service will be accommodated based on their documented duty schedule. In such instances, any schedule needs should be provided to theory instructors, clinical instructors, and the clinical coordinator as early as possible.
2. Regardless of the reason for the absence, **students are only permitted to make up one class or clinical session per course per term.**

3. In the event of an absence, students should contact the instructor as outlined in the specific course syllabus. For the first absence in any class, lab, or clinical, students will be issued an **Academic/Attendance Warning Form**.
4. Following the first absence, **it is the student's responsibility** to obtain a **Make-up Slip** from the Administration Office, discuss work to be made up with the course instructor, complete the required objectives as stated in the course syllabus, make arrangements with the course instructor to make up clinical time as needed, and **it is the student's responsibility** return the **Make-up Slip** signed by the course instructor to the Administration Office. A Make-up Slip does not excuse or "zero out" the absence; it simply allows the student to receive the required hours for the course. Failure to submit the required **Make-up Slip** for a missed class or clinical may result in failure of the course or clinical.
5. If a student is dismissed from a class or clinical because of being out of uniform or for not following other program requirements, the dismissal constitutes an absence and follows the same consequences as any other absence.

**Additional absences result in the following consequences:**

**For theory classes:**

- a. Second absence will result in a 5% reduction in the overall final course grade.
- b. Third absence will result in being withdrawn from the course with a W grade and the student must repeat the entire course, when space is available.

**For clinical courses:**

- a. Second absence will result in being withdrawn from both the theory and clinical courses with W grades and the student must repeat the entire sequence, when space is available.
- b. Clinical attendance is **mandatory** by the California Board of Registered Nursing. It is expected that all students attend clinical as scheduled and fulfill the maximum amount of hours assigned per course. Failure to attend clinical as scheduled can jeopardize the student's academic and clinical standing in the program.
- c. It is the student's responsibility to notify the clinical and theory instructor at least **two hours prior** to the start of the clinical day via email if the student cannot attend. No phone messages will be allowed. The need for makeups of clinical hours will be determined by the instructor based on the student's ability to complete the clinical day objectives. **Any clinical make up must be completed within the same semester as determined by the clinical manager.**
- d. Clinical hours must be made up with Clinical Manager approval and **will be scheduled and assigned by the clinical instructor**. The student must attend the scheduled clinical as assigned. If the make-up session is not completed on the assigned date, the student will be given F grades in both the theory and clinical courses.
- e. Students should not anticipate being accommodated in simulation or skills lab for clinical hours unless arranged by the instructor as *additional supplement* to the course objectives. Simulation and skills lab must be used to enhance the students learning, not to replace clinical absences. If necessary, any clinical make up must be completed with the assigned clinical instructor.



Extreme emergencies or extenuating circumstances must be reviewed and approved by the Program Dean. Under these circumstances, a student may be granted a LOA after completion of more than 50% of the course with the understanding that they will need to repeat the entire semester. Student will receive a grade of “W” for all classes currently enrolled in when the LOA was approved.

### **TARDINESS/EARLY DEPARTURE**

In order to obtain the maximum benefit of their instructional program, students are expected to be in class on time and remain for the entire instructional period. Tardiness and early departure will count as time out of class, just like an absence, and may result in disciplinary action up to and including Attendance Warning, course withdrawal, and/or dismissal/termination. Tardiness is considered arriving after the start of class/lab/clinical. Students who anticipate arriving late to class/clinical due to unforeseen circumstances should immediately contact their instructor. Students with three tardies will equal one absence. In clinical, students arriving 15 minutes late can be sent home by the instructor and will count as an absence. Refer to your course and clinical syllabi for further instructions or implications. Due to the nature of the program, students may **NOT** bring children to class, lab, or clinical setting under any circumstances

### **Policy Name: Evaluations**

**Policy # : 108**  
**Adopted : 09/2016**  
**Reviewed : 01/22/2021**  
**Revised : 01/22/2021**

### **TYPES OF EVALUATIONS**

#### **1. STUDENT’S EVALUATION OF THE PROGRAM**

The faculty believes that the teaching-learning process is a shared responsibility and that evaluation of the process includes evaluation of teaching, as well as learning. Students are provided the opportunity to share their opinions about the teaching effectiveness of the instructors.

The vehicles for evaluating teaching effectiveness are in the form of:

- Student Evaluation of the Course, Faculty, and Resources
- Student Evaluation of the Clinical Facility
- Student Evaluation of the Faculty Performance

Additionally, evaluation of the curriculum, services, etc., occurs, through feedback of student representatives who participate in Student-Faculty meeting throughout the year.

#### **2. GRADUATE SURVEYS**

New graduate surveys are completed to evaluate graduates’ view on achievement of program goals and to evaluate graduates integration into community practice. This survey is done at the completion of the program. Input from graduates is used as a tool to evaluate effectiveness of the program design.

#### **3. ALUMNI SURVEYS**

After six months and/or one year of completion of the program, the graduates and the graduate employers have an opportunity to review and evaluate the achievement of program goals and graduates through the Alumni Surveys and Employer Surveys. This tool is called the Core Benchmark Review and is used to evaluate the effectiveness of the program.

## V. PROCEDURES CONCERNING ACADEMIC POLICIES

### **Policy Name: Academic Integrity**

**Policy #** : 109  
**Adopted** : 09/2016  
**Reviewed** : 02/18/2020  
**Revised** : 09/09/2016

### **Purpose**

To uphold the student to the highest quality standard.

### **Policy Statement**

Students are expected to demonstrate adherence to policy and excellence in nursing practices.

### **Reason for Policy**

To ensure the safety of our patients, students and staff and uphold the regulations upheld by the Board of Registered Nursing.

### **The Policy**

The academic environment is predicated on truth and integrity. Acts of dishonesty constitute a serious offense at MFSON. Acts of academic dishonesty include but are not limited to the following:

- Cheating
- Copying others' reports (essays, exams, assignments)
- Stealing exams, using or having access to unauthorized notes during exam
- Buying or selling new or used exams
- Having someone else to take an exam or write an essay for which you take credit and any other way you might receive credit for work that is not your own.
- Failing to hand in original work: Using one essay for two different classes is also dishonest. If you have a topic appropriate for two classes, original and separate work must be done for each class.
- Plagiarism: Plagiarism is an act of academic dishonesty. It is a serious academic offense. Plagiarism is using anyone else's ideas and representing them as your own (i.e., not giving appropriate credit). Acts of plagiarism include the following:
  - Failure to document and give credit to an original source.
  - Paraphrasing another person's ideas without giving credit.
  - Using direct quotes without proper recognition of the source.
  - Using statistics, facts or information from a source other than your own original research (i.e., not your own and not credited).

When in doubt, give credit. Submitting work (even work completed by a team or group) containing material not properly credited is a serious academic offense and a violation of the very principles of academic integrity. Every individual is ultimately responsible for ensuring the honesty and integrity of any academic or scholarly work bearing the student's name.

- Falsification or misrepresentation: Falsification of lab or clinical data, concealed collaboration with others in class presentations or laboratory experiments,

alteration of College documents, alteration of instructor's grade sheets or grade books, misrepresentation on admissions materials, falsification of academic records, forgery, accessing computer accounts other than your own without prior consent of the owner, and entering or deleting electronic information without permission are all academic offenses.

- Theft: Theft or mutilation of library or media materials, computer or media equipment, records or other College documents (such as examinations, assignments, grade books or other course materials), or theft from any member of the academic community are all acts of academic dishonesty.

**Consequences:** If actions such as these should occur, in proportion to the gravity of the offense, appropriate action will be taken by either the instructor or College representative. The penalty for an act of dishonesty could range from a grade of "F" on an examination or assignment, a reduced or failing grade for the course in question, probation, suspension or expulsion from the College.

**Appeal procedure:** Any student of the College has the right to appeal any decision resulting from a perceived act of academic dishonesty. The Executive Committee /Dean should be consulted in the case of an appeal or whenever a case involving academic dishonesty has not been resolved at a lower level.

## **ACTS OF DISHONESTY**

Because a college is predicated on truth and integrity, proven dishonesty is a serious offense in the eyes of the campus community. Acts of dishonesty include but are not limited to: falsification of records or documents, personal misrepresentation, theft, and evasion of legitimate financial obligations.

### **Policy Name: Program Grievance**

**Policy #** : 110

**Adopted** : 09/2016

**Reviewed** : 12/01/2020

**Revised** : 12/01/2020

**Purpose:** To provide students that may have a concern, problem, or issue regarding their education with a process to follow.

**Policy Statement:** Outlines the steps needed for processing the concern/grievance

**Reason for Policy:** Provide guidance to our students, faculty and staff to address/resolve any concern, problem, or issue regarding their education at MFSON at GCC and their affiliates.

**The Policy:** Should a disciplinary action such as suspension or termination be taken, the student will be notified in writing. The student may appeal the decision within ten (10) working days of receiving their letter of notification. All appeals must be submitted in writing, and student must be able to provide documentation in support of the appeal. Appeals will be

reviewed within ten (10) working days by the Executive Dean of Nursing or designee. ***The student may need to take an LOA from the program at this point because of the processing that needs to occur.***

Students are urged to maintain close and clear communication with all faculty. If problems occur with the faculty and cannot be resolved, the student may:

- ❖ **STEP 1** Speak with the lead instructor of the course. The lead instructor of the course may act to resolve the problem. If the lead instructor is also the instructor of record then the lead instructor may ask the members of the teaching team to meet with the student to resolve the issue.
- ❖ **STEP 2** If the issue is not resolved at the team level then the student may make an appointment with the Dean of Nursing or designee to discuss the issue. The student will have five working days from the time of the meeting with the team to meet with Dean of Nursing or designee at the discretion of the Executive Dean of Nursing.
- ❖ **STEP 3** If after meeting with Dean of Nursing or designee and the issue is still unresolved, the student will be directed to meet with the Executive Dean of Nursing or designee. The student shall meet with the Executive Dean of Nursing or designee within five working days following the meeting with the Dean of Nursing or designee.
- ❖ **STEP 4** After meeting with the Executive Dean of Nursing or designee if the issue is still unresolved the student may request that a full Review Committee be convened to review the student's grievance. Once the student has followed STEPS 1, 2 and 3, the student has five working days to notify in writing the Executive Dean of Nursing or designee that he/she has chosen to have a Review Committee hear the grievance.
- ❖ **STEP 5** The student will provide the Executive Dean of Nursing or designee a written statement of the grievance that will be presented at the Review Committee meeting. The Review Committee shall consist of the following members: • Executive Dean of Nursing or designee, School of Nursing (non-voting) • Science (chair) • Dean of Nursing or designee • Two registered nursing faculty members (one named by the Executive Dean of Nursing or designee and one named by the student). Once the student has named the Registered Nursing Faculty member, the Review Committee will convene and decide within (10) working days.

Immediately after the student requests for a full Review Committee meeting, the instructor of record will be notified that a formal grievance has been filed with the Executive Dean of Nursing or designee and be provided a copy of the student's written statement of grievance. The instructor and the student will be notified of the date of the Review Committee meeting and both shall be available to clarify facts. The instructor of record may write a statement pertaining to the grievance. The student's written statement and the instructor's written statement will be presented to the Review Committee by the Chair of the Review Committee.

The student and instructor of record may be invited to meet with the Review Committee separately in order to clarify facts. The Review Committee will meet within 10 working days and make recommendations to the Executive Dean of Nursing or designee. The Executive Dean of Nursing or designee will consider these recommendations and make a final decision

within no more than 10 working days. The decision of the Executive Dean of Nursing or designee is final. The student will be informed of the decision of the Chair of the committee in a meeting with the Dean and Executive Dean of Nursing or designee. The instructor of record will also be formally notified of the decision by the Dean of Nursing or designee. If the student is dissatisfied with the outcome, he/she has the option of meeting with the Executive Committee of the College. If there is no resolution at this point then the student may file a formal complaint with ABHES.

Briefly, the grievance policy involves following the chain of command in order to address identified concerns. If the expressed concerns are not resolved at the faculty level, the student has the ability to utilize the Program Grievance Process. The grievance policy is available in student and faculty handbooks and as part of the Policy and procedure for the school of Nursing.

### Appeal Procedures

Students seeking to resolve problems or complaints should follow the steps below when seeking a resolution:

- Contact the appropriate faculty or staff member;
- If the issue remains unresolved, contact the Dean of Nursing; The Dean will consider all information presented and attempt to resolve the situation in the best interest of the student and college. The complaint or grievance, along with any necessary supporting documentation, must be presented in writing to the Dean of Nursing at the address listed below. A written response will be provided within ten (10) days.

**Glendale Career College  
MFSON ADN Program  
221 N. Brand Blvd.  
Glendale, CA 91203**

- If the concern is still yet unresolved, the appeal must be submitted to the Grievance Committee in writing addressed to the administrative assistant of the BSN Program.

A student or any member of the public may file a complaint about this institution with the Bureau For Private Postsecondary Education by calling the toll free number 1-888-370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

In the event that no satisfactory resolution can be found between the parties, then all materials may be sent to:

**Bureau for Private Postsecondary  
Education  
2535 Capital Oaks Drive Suite 400  
Sacramento, CA 95834  
Toll Free Number: 1-888-370-7589  
Phone Number: 916-431-6959  
Fax Number: 916-263-1897**

**Accrediting Bureau of Health  
Education Schools (ABHES)  
OR 7777 Leesburg Pike, Suite 314 N  
Falls Church, VA 22043  
(703) 917-9503**

### Grievance Checklist Policy

Step	Person Responsible	Process	Time Frame	1.
Step 1	Faculty member other faculty member Lead instructor	Notify as soon as possible within the semester	1 working day to resolve from notification	
Step 2	Lead Instructor	If not handled from above	1 working day to resolve From notification	
Step 3	DON or designee	If not resolved, student must notify DON or designee and come with documents supporting grievance	Handles in 5 working days	
Step 4	Executive DON or designee	If student feels not resolved, the student notifies the Executive DON or designee. All supporting documents are submitted for discussion.	Handles in 5 working days  The decision of the Executive DON or designee is binding	
Step 5	Review Committee	If student still feels the Executive DON or designee binding decision is not satisfactory, the student may request in writing the issue go to the Review Committee for review. The student and Executive DON or designee are notified in writing of decision by the Review Committee <b><i>The student may need to take an LOA from the program at this point because of the processing that needs to occur.</i></b>	Student has 10 working days to request the issue go to the Review Committee.  The committee handles in 10 working days and must convene and make a decision	
Step 6	Executive DON or designee	The student that still feels the decision is not favorable Executive DON or designee refers the student to College Administration.	Handles in 1 working day	
Step 7	College Administration	All supporting documents from student and grievance committee are submitted; a meeting with all parties involved may be requested.	Variable time frame from 5 and Step 6	

**Policy Name: Student Academic Difficulties and Retention**

**Policy #** : 111  
**Adopted** : 09/2016  
**Reviewed** : 02/18/2020  
**Revised** : 09/01/2016

**Purpose**

MFSON offers many fine student services to ensure career success during the student's stay at the college. This program is overseen by the Nursing Education Resource Specialist.

**Policy Statement**

The college and the faculty realize that life events occur for nursing students. Specific services are geared toward retaining students in the program until graduation.

**Reason for Policy**

Ensuring the success of our students in the nursing programs.

**The Policy**

Students are required to attend a scheduled orientation for new students, where they will be introduced to key staff members. During the orientation, policies and procedures pertaining to the college, and specific program areas, will be reviewed.

**Tutoring**

MFSON offers tutoring services. Tutoring may be obtained for study skills and program subject matter. Specialized tutoring appointments may be made prior to students starting their regular program of study at the college.

**Student Loan Assistance**

MFSON maintains a full-service student loan assistance department to assist students in keeping loans current. The student loan assistance department contacts students and keeps current addresses and telephone numbers. Students not able to make their loan payments, for a short time, may be offered opportunities for deferments or for reduced payments.

**Academic Difficulties**

The student, as the one who does the learning, assumes responsibility to call upon the experience, knowledge, skills and resources of the program and faculty. Since our goal is the same, you must help us help you. In practical terms, the following steps are the routes to take when you are not learning, not understanding or having other academic problems:

- Inform the instructor of your problem and discuss it with her/him.
- If that does not work, inform the Associate Dean of Nursing and discuss it with her.
- If it is still unresolved the appeal will go to the campus director for resolution
- The purpose of these steps is to promote and increase the probability of student success by identifying the problem and correcting it. By means of observation, assessment and testing the teacher often can identify a learning problem. The student is the one who may know at the earliest point that he/she is not learning/understanding and so has the responsibility to inform the teacher. To delay until you fail a quiz/exam is to delay too long. You must help us help you!



**Policy Name: Dismissal**  
**Policy # : 112**  
**Adopted : 09/2016**  
**Reviewed : 12/01/2020**  
**Revised : 12/01/2020**

### **Purpose**

Clarification of reasons for dismissal.

### **Policy Statement**

The faculty reserves the right to dismiss any student who does not meet the educational, clinical performance and/or ethical standards of the Nursing Programs and Board of Registered Nursing regulatory agencies. Notice of Termination and exit interview time and date will be sent to the students via e-mail.

### **Reason for Policy**

To ensure the safety of our patients, students and staff and uphold the regulations upheld by the Board of Registered Nursing.

### **The Policy**

Recommendation for dismissal can be made for the following reasons:

- A grade of less than 75% (C) in any nursing course.
  - A student who earns a grade of less than 75% (C) in a nursing course may be allowed to repeat the course once. If the repeated course is failed, or a second course is failed, the student will be automatically dismissed from the nursing Program. (Two failures in any course)
- The overall clinical grade of an (NP), in any rotation, at any time during the nursing program, will result in the student being dropped from the course. An (NP) grade for the course may be earned, that is equivalent to an F grade, according to the nursing program policy.
- The student will be allowed only one attempt to pass the entire series and will be placed on a clinical contract. .
- UNSAFE nursing practice in the clinical area.
  - If at any time a student's performance is evaluated by the instructor to be clinically unsafe or grossly negligent, the student will be dismissed from the clinical area, receive an (NP) grade for the clinical, an (F) for theory, will be dismissed from the program.
- Conduct unbecoming of a nurse (unprofessional behavior) which can include, but not limited to, incivility, HIPAA violations, social media indiscretions, sexual/crude acts, lack of integrity, and academic dishonesty.
- Failure to meet these criteria above will result in immediate dismissal from the nursing program with no readmission privileges

## VI. CLINICAL POLICIES

### Policy Name: Requirements of the Program for Clinical Rotations

Policy # : 113  
Adopted : 09/2016  
Reviewed : 07/22/2020  
Revised : 07/22/2020

#### The Policy:

Prior to starting clinical rotations, the Nursing Department requires each student to have the following:

(NOTE: Photocopies of each document **must** be provided to the Clinical Coordinator)

1. Professional Liability insurance (malpractice insurance) – current; active
2. Health insurance – current; active
3. Automobile insurance – current; active
4. Background check through agency selected by the college
5. Certification of BLS for Healthcare Providers\*\* – current; active. **MUST** be issued by American Heart Association
6. Fire Safety Certification\*\* – current; active (does not apply to San Diego)
7. Management of Assaultive Behaviors Certification\*\* – current; active
8. Complete physical examination – performed by a licensed physician (MD, DO), certified nurse practitioner (NP), or physician's assistant (PA), and accompanied by a Statement of Medical Clearance, attesting the student to be:
  - a. Free of disease
  - b. Not a health hazard to hospital patients, staff, volunteers, or guests
  - c. Physically and mentally healthy to participate in the RN Program
  - d. Able to perform all duties required by the Program
9. Demonstrated immunity via titers, **or** complete immunization series for:
  - a. Hepatitis B – 3 shot series; at months 0, 1, 6
  - b. Measles, mumps, rubella (MMR) – 2 shot series, at least 4 weeks apart
  - c. Varicella – 2 shot series, at least 4 weeks apart
10. Tdap (immunization for tetanus, diphtheria, and pertussis) within the last 10 years
11. Influenza (flu) vaccine – seasonally
12. 2-Step Tuberculosis screening within the last 6 months. If 2-step is positive, or there is a history of prior positive TB screen, or a history of vaccination with BCG, the Quantiferon Gold test is required.
13. 10-Panel Drug Screen
14. California driver's license (or California identification card) – active; current
15. Fit Testing (Surgical Mask Fitting): yearly renewal test conducted to verify that a respirator is both comfortable and correctly fits the user.

\*\* classes also provided by the college

## appointment can be made through the college

**IMPORTANT:** It is the student's responsibility to ensure that all items are current and active throughout their participation in the nursing programs, and to provide photocopies to the Clinical Coordinator of all updated documentation. These items include but are not limited to:

1. Renewal of Professional Liability insurance

2. Renewal of health insurance
3. Renewal of automobile insurance
4. Renewal of BLS certification
5. Yearly physical examination
6. Seasonal influenza vaccination
7. Yearly tuberculosis screening
8. Renewal of driver's license

Failure to comply with these requirements will interfere with the student's participation in clinical rotations, resulting in delay progressing through the Programs.

A student with a health condition that has any safety consideration (i.e. pregnancy, seizure disorder, diabetes, surgery, injury, infectious disease, emotional problem, etc.) is required to notify the faculty and the Dean of Nursing in writing as soon as the condition is evident. The student must submit a written medical clearance by the attending provider assuring no limitation to participation in the clinical experience prior being allowed into the clinical area. The clinical instructor may make assignment modification(s) as necessary.

# Healthcare Personnel Vaccination Recommendations

## VACCINES AND RECOMMENDATIONS IN BRIEF

**Hepatitis B** – If previously unvaccinated, give 3-dose series (dose #1 now, #2 in 1 month, #3 approximately 5 months after #2). Give intramuscularly (IM). For HCP who perform tasks that may involve exposure to blood or body fluids, obtain anti-HBs serologic testing 1–2 months after dose #3.

**Influenza** – Give 1 dose of influenza vaccine annually. Inactivated injectable vaccine is given IM, except when using the intradermal influenza vaccine. Live attenuated influenza vaccine (LAIV) is given intranasally.

**MMR** – For healthcare personnel (HCP) born in 1957 or later without serologic evidence of immunity or prior vaccination, give 2 doses of MMR, 4 weeks apart. For HCP born prior to 1957, see below. Give subcutaneously (Subcut).

**Varicella (chickenpox)** – For HCP who have no serologic proof of immunity, prior vaccination, or diagnosis or verification of a history of varicella or herpes zoster (shingles) by a healthcare provider, give 2 doses of varicella vaccine, 4 weeks apart. Give Subcut.

**Tetanus, diphtheria, pertussis** – Give 1 dose of Tdap as soon as feasible to all HCP who have not received Tdap previously and to pregnant HCP with each pregnancy (see below). Give Td boosters every 10 years thereafter. Give IM.

**Meningococcal** – Give both MenACWY and MenB to microbiologists who are routinely exposed to isolates of *Neisseria meningitidis*. Every 5 years boost with MenACWY if risk continues. Give MenACWY and MenB IM; if necessary to use MPSV4, give Subcut.

*Hepatitis A, typhoid, and polio vaccines are not routinely recommended for HCP who may have on-the-job exposure to fecal material.*

## Hepatitis B

Unvaccinated healthcare personnel (HCP) and/or those who cannot document previous vaccination should receive a 3-dose series of hepatitis B vaccine at 0, 1, and 6 months. HCP who perform tasks that may involve exposure to blood or body fluids should be tested for hepatitis B surface antibody (anti-HBs) 1–2 months after dose #3 to document immunity.

- If anti-HBs is at least 10 mIU/mL (positive), the vaccinee is immune. No further serologic testing or vaccination is recommended.
- If anti-HBs is less than 10 mIU/mL (negative), the vaccinee is not protected from hepatitis B virus (HBV) infection, and should receive 3 additional doses of HepB vaccine on the routine schedule, followed by anti-HBs testing 1–2 months later. A vaccinee whose anti-HBs remains less than 10 mIU/mL after 6 doses is considered a “non-responder.”

**For non-responders:** HCP who are non-responders should be considered susceptible to HBV and should be counseled regarding precautions to prevent HBV infection and the need to obtain HBIG prophylaxis for any known or probable parenteral exposure to hepatitis B surface antigen (HBsAg)-positive blood or blood with unknown HBsAg status. It is also possible that non-responders are people who are HBsAg positive. HBsAg testing is recommended. HCP found to be HBsAg positive should be counseled and medically evaluated.

**For HCP with documentation of a complete 3-dose HepB vaccine series but no documentation of anti-HBs of at least 10 mIU/mL (e.g., those vaccinated in childhood):** HCP who are at risk for occupational blood or body fluid exposure might undergo anti-HBs testing upon hire or matriculation. See references 2 and 3 for details.

## Influenza

All HCP, including physicians, nurses, paramedics, emergency medical technicians, employees of nursing homes and chronic care facilities, students in these professions, and volunteers, should receive annual vaccination against influenza. Live attenuated influenza vaccine (LAIV) may be given only to non-pregnant healthy HCP age 49 years and younger. Inactivated injectable influenza vaccine (IIV) is preferred over LAIV for HCP who are in close contact with severely immunosuppressed patients (e.g., stem cell transplant recipients) when they require protective isolation.

## Measles, Mumps, Rubella (MMR)

HCP who work in medical facilities should be immune to measles, mumps, and rubella.

- HCP born in 1957 or later can be considered immune to measles, mumps, or rubella only if they have documentation of (a) laboratory confirmation of disease or immunity or (b) appropriate vaccination against measles, mumps, and rubella (i.e., 2 doses of live measles and mumps vaccines given on or after

the first birthday and separated by 28 days or more, and at least 1 dose of live rubella vaccine). HCP with 2 documented doses of MMR are not recommended to be serologically tested for immunity; but if they are tested and results are negative or equivocal for measles, mumps, and/or rubella, these HCP should be considered to have presumptive evidence of immunity to measles, mumps, and/or rubella and are not in need of additional MMR doses.

- Although birth before 1957 generally is considered acceptable evidence of measles, mumps, and rubella immunity, 2 doses of MMR vaccine should be considered for unvaccinated HCP born before 1957 who do not have laboratory evidence of disease or immunity to measles and/or mumps. One dose of MMR vaccine should be considered for HCP with no laboratory evidence of disease or immunity to rubella. For these same HCP who do not have evidence of immunity, 2 doses of MMR vaccine are recommended during an outbreak of measles or mumps and 1 dose during an outbreak of rubella.

## Varicella

It is recommended that all HCP be immune to varicella. Evidence of immunity in HCP includes documentation of 2 doses of varicella vaccine given at least 28 days apart, laboratory evidence of immunity, laboratory confirmation of disease, or diagnosis or verification of a history of varicella or herpes zoster (shingles) by a healthcare provider.

## Tetanus/Diphtheria/Pertussis (Td/Tdap)

All HCPs who have not or are unsure if they have previously received a dose of Tdap should receive a dose of Tdap as soon as feasible, without regard to the interval since the previous dose of Td. Pregnant HCP should be revaccinated during each pregnancy. All HCPs should then receive Td boosters every 10 years thereafter.

## Meningococcal

Vaccination with MenACWY and MenB is recommended for microbiologists who are routinely exposed to isolates of *N. meningitidis*. The two vaccines may be given concomitantly but at different anatomic sites, if feasible.

## REFERENCES

- 1 CDC. Immunization of Health-Care Personnel: Recommendations of the Advisory Committee on Immunization Practices (ACIP). *MMWR*, 2011; 60(RR-7).
- 2 CDC. CDC Guidance for Evaluating Health-Care Personnel for Hepatitis B Virus Protection and for Administering Postexposure Management. *MMWR*, 2013; 62(10):1–19.
- 3 IAC. Pre-exposure Management for Healthcare Personnel with a Documented Hepatitis B Vaccine Series Who Have Not Had Post-vaccination Serologic Testing. Accessed at [www.immunize.org/catg.d/p2108.pdf](http://www.immunize.org/catg.d/p2108.pdf).

For additional specific ACIP recommendations, visit CDC's website at [www.cdc.gov/vaccines/hcp/acip-recs/index.html](http://www.cdc.gov/vaccines/hcp/acip-recs/index.html) or visit IAC's website at [www.immunize.org/acip](http://www.immunize.org/acip).

Technical content reviewed by the Centers for Disease Control and Prevention

## IMMUNIZATION ACTION COALITION

Saint Paul, Minnesota • 651-647-9009 • [www.immunize.org](http://www.immunize.org) • [www.vaccineinformation.org](http://www.vaccineinformation.org)

[www.immunize.org/catg.d/p2017.pdf](http://www.immunize.org/catg.d/p2017.pdf) • Item #P2017 (2/16)

**Policy Name: Professional Appearance Theory/Clinical/Science Lab/Nursing Lab**

**Policy # : 114**

**Adopted : 09/2016**

**Reviewed : 10/08/2021**

**Revised : 10/08/2021**

**The Policy:**

If dressed inappropriately, student may be asked to leave the class, lab or clinical. This dismissal may count towards an absence. Student may also receive a warning form for inappropriate appearance.

**1. General Attire for General Education Classes**

Students will arrive in a professional, clean and neat appearance. Hats, flip-flops, and high heels are prohibited. All students must be conservative in their hairstyles and use of cosmetics; well groomed (including facial hair and fingernails); and present themselves with a professional appearance when on campus or representing the College. Jewelry should be worn in good taste with no visible body piercing except earrings.

**2. Science Lab Attire**

Students will arrive in appropriate attire to help ensure safety. Please remember that no food, drink, gum or candy is allowed in the lab. All cell phones are to be turned off and stowed away in purses or backpacks.

Appropriate attire includes:

- Shirts that cover the stomach, lower back, upper arms
- Long pants that reach over to cover the ankles
- Closed toed shoes that completely cover the foot
- Hair should be pulled back from face and secured (e.g. hair buns, french rolls, or braided styles are acceptable as long as they remain off the collar)

Inappropriate attire may include (but not limited to):

16. Tank tops, cropped shirts, bare midriffs and low cut pants
17. Mesh shirts or shirts made of loosely woven material
18. Open toed shoes, sandals, flip flops or other open toed shoes that do not completely cover your feet
19. Dangling jewelry that can be caught in equipment or come into contact with hazardous solutions

**2. Uniform Attire for Nursing Students in semester 3-6**

**A. Uniform**

- Student must wear a school issued uniform with the school logo. Any other scrubs are not permitted.
- Uniform and all accessories (e.g. belts) must be, clean, and neatly pressed. Style of dress should resemble current professional clinical uniforms. .
- For safety reasons, uniform must be properly sized, fitting neither too loosely nor too snugly.
- Undergarments must also be of white or neutral color.

- Denim, sweat suits, Capri pants or walking shorts are not acceptable.
- Skirt length must be no shorter than two inches above the mid-knee. Pant leg length must approximately meet the top of the shoes.
- Lab coats are acceptable in designated clinical areas. They must be white and properly fitted.
- Necklines must neither expose the back nor the upper chest.
- Names tag/ identification badges must be worn at all times, with name and school visible.

#### B. Hosiery

1. With dresses and skirts, plain neutral or white nylons must be worn.
2. With pants, neutral or white nylons/knee highs or plain white socks must be worn.

#### C. Shoes

- a. All white, able to be shined, non-canvas clinical work shoes are required. They must be maintained in clean condition, no scuffmarks.
- b. High tops, clogs or backless or elevated heels greater than 1½ inches are unacceptable.
- c. The clinical shoe must completely cover both the toes and the heels.

#### D. Sweater

1. White or off-white only, simple in style and free of ornamentation, no logos or graphics
2. Sweaters are not to be worn during patient care.

#### E. Hair

1. Must be off the collar, simple and professional in style.
2. Should be pulled back from face and secured (e.g. hair buns, french rolls, or braided styles are acceptable as long as they remain off the collar).
3. Headdresses and head decorations (e.g., scarves) are unacceptable.
4. Facial hair should be neatly trimmed.
5. Artificial hair coloring and highlights, i.e. pink, green, purple etc., is not allowed.
6. Males
  - a. Hair must be neatly combed / brushed. If long the hair must meet item E. 2. above.
  - b. Facial hair (mustache, beard) must be neat and trimmed.
  - c. Stubble is not permitted

#### F. Cosmetics

1. Must be professional and not exaggerated, e.g., no heavy black or colored eyeliner
2. Fragrances or perfume is unacceptable
3. Body tattoos must be covered at all times
4. No false eyelashes
5. Contacts should be clear or neutral in tone

#### G. Jewelry

1. Ear wear is to be limited to one pair of posts per ear for those with pierced ears. No other piercings are permitted.
2. One modest/simple ring (e.g. a simple band is preferable with minimal or no stones).

3. A wristwatch with a second hand must be worn when in clinical settings.
4. Neck, wrist, ankle, oral and facial jewelry are not acceptable.
5. The program office must clear other items of religious significance.

#### H. Fingernails

1. Neatly kept and trimmed to the tip of the finger pad and no nail polish
2. No artificial nails of any kind are allowed in the clinical setting.
  - a. Artificial nails include, but not limited to, any material applied or added to the natural nails to augment or enhance the wearer's own fingernails (i.e., nail sculpting, wraps, acrylics, extenders, overlays, gels, and tips)

#### I. Dress code for Mental Health Nursing Settings

1. Students must wear street clothes to the clinical setting.
2. There is no need to bring a stethoscope or bandage scissors.
3. For safety reasons:
  - a. No jewelry except wedding/engagement rings, and one pair of earring studs is allowed.
  - b. Scarves, necklaces, or clothing that can be pulled are not appropriate.
  - c. No halter-tops, midriiffs, low cut pants, scoop neck tops, or sleeveless tops are allowed (i.e., no skin showing that is provocative).
  - d. No jeans, Lycra, spandex or tight fitting slacks, no short skirts, and no sweat outfits are permitted.
  - e. No tee shirts with writing, logos, or pictures on them are acceptable.
  - f. Wear comfortable, closed-toe and closed-heel shoes only. No sandals, high heels or boots should be worn.
  - g. Hair can be worn in your customary manner (no need to maintain off collar).

#### J. Name Tag

1. Identifies the individual as a nursing student, a college ID must be worn on the uniform and be easily visible.
2. The department picture ID is the only acceptable ID for clinical.
3. If the ID is lost, a replacement ID must be issued as soon as possible.

#### K. Use of Technological Devices in Clinical Setting

1. Use of cell phones, smartphones, iPhones, iPad, computers, and other digital devices used in the clinical area are regulated by the facility and at the discretion of the Instructor.
2. Students must adhere to facility regulations and Faculty instructions as to the appropriate use of technological devices in the clinical setting.

#### L. Other Requirements

1. When present in the clinical agency to review data on clients – students must wear their uniform with ID badge.
2. Every nursing student should maintain high standards regarding personal hygiene and professional appearance and behavior.
3. Chewing gum is not permitted.
4. Smoking is not permitted while in clinical areas or in clinical conference. Smoking, vaping, or use of any tobacco products and their related paraphernalia (e.g., cigarettes, cigarette packs, vapes, and e-cigarettes) are not permitted within 100 feet

of the campus, the virtual classroom, or any off campus event associated with the college.

Note: To maintain both professional standards and safety measures, clinical instructors reserve the right and have authority to exclude any student from the clinical setting, if the student is deemed to be out of compliance to any portion of this dress code policy.

### **Nursing Lab Etiquette**

- The lab is an area for learning. It is expected that all students will demonstrate civility and support toward their fellow students.
- Must be on time (arrive **before your start time**), and do not leave early.
- Must be prepared for lab participation; by having completed readings and viewing of videos prior to lab.
- Focus on the nursing task, safety, responsibility, and patient education.
- Students **are not** permitted in the lab without being accompanied by faculty.
- Please remember that no food, drink, gum or candy is allowed in the lab.
- All cell phones are to be silenced and stowed away in purses or backpacks.
- Students will participate to set up and clean up after lab use. All students are responsible to leave the lab in a neat, clean and presentable manner. This simulates how the patient's room will be kept during practice in the clinical arena.
- Sharing of another student's performance outside of the lab is not permitted. **No postings of any student or faculty are allowed on social media.**
- Professional attire is to be worn whenever the student is in the lab. As per dress code is strictly enforced.
- Our simulators are our patients and will be treated as live patients.
  1. They are to be addressed by their formal names (ex. Ms. Little) and treated with respect.
  2. Our patients are allergic to ink pens and markers.
  3. **It is never acceptable** for a student to remove parts or pieces from the simulator.
- The lab is set as a simulated hospital environment. All equipment is to be treated carefully, cleaned and replaced in its proper place at the end of the lab session.
- Beds are to be made, top side rails up, and beds in low position. All trash should be placed in the proper receptacles.
- If equipment is found not to be working, or not working correctly, please label the equipment and notify faculty.
- Thank you in advance for keeping our nursing lab as a great place to learn.

### **Policy Name: Health Requirements Policy**

**Policy # : 115**

**Adopted : 09/2016**

**Reviewed : 03/21/2022**

**Revised : 03/21/2022**



### **The Policy:**

A student participating in any clinical experience in the nursing programs must maintain current copies of medical documents in his/ her own private file.

1. Refer to the ***Student Health Requirements for Clinical Experiences*** form
2. The student must provide a copy of these documents to the Nursing Office for his/her office file as well.
3. The instructor has the authority and an obligation to exclude any student who does not fulfill medical requirements from participating in clinical experiences

### **PROCEDURE**

1. The student will keep a record of his/her medical file as well as supporting documents while he/she is enrolled in the nursing programs and participating in clinical courses.
2. The student will provide a copy of all documents to the nursing programs office for his/her office file.
3. The student will review and update his/her own records at the start of each clinical rotation and throughout the rotation to ensure currency of all required information.
4. The student will show his/her record to the clinical faculty at the start of each clinical rotation in order to participate in the clinical experience.
5. The student must be ready to show proof (documentation) of the record at all times.
6. The student must take the responsibility to maintain his/her records accurately and keep the documents in a secure place.
7. The Nursing Office will develop a list containing student names and medical information and provide it to the affiliated agency and the faculty.
8. The responsibility for ensuring accuracy and currency of information to the agency is mutually shared by the faculty and the student.
9. The faculty will communicate with the agency whenever necessary for updates.
10. The faculty has the responsibility to exclude the student from participating in the clinical whenever he/she has an unmet medical requirement(s).

**Expenses:** It may be necessary to pay a Nursing Program fee for healthcare checks

For more information on the [Covid Vaccination Policy](#) please refer to Policy #157.

### **Policy Name: Background Check Policy**

**Policy #** : 116  
**Adopted** : 09/2016  
**Reviewed** : 02/18/2020  
**Revised** : 09/01/2016

**The Policy:** To comply with the Joint Commission on Accreditation of Healthcare Organizations (JCAHO), and state and local regulations for healthcare providers, nursing students and faculty are required to have a clear criminal background check in order to participate in placement(s) at clinical facilities. An initial background check will satisfy this requirement during continuous enrollment in the program. Should your educational process be interrupted, a new background check will be required.

- Background checks will minimally include the following;

- a. Social Security Number Trace
- b. Felony Criminal Conviction Record Search
- c. Combined OIG/GSA Excluded Parties/Debarment Search
  - a. Sex Offender database Search
    - Students will be unable to attend clinical facilities for the following conviction(s):
- d. Murder
- e. Felony assault
- f. Sexual offenses/sexual assault
- g. Felony possession and furnishing (without certificate of rehabilitation)
- h. Felony drug and alcohol offenses (without certificate of rehabilitation)
- i. Other felonies involving weapons and/or violent crimes
- j. Class B and Class A misdemeanor theft
- k. Felony theft
- l. Fraud
  - Students may be denied access to clinical facilities based on offenses appearing on the criminal record which may have occurred more than seven years ago.
  - Students must provide the school with information allowing the school (and clinical facilities as necessary) access to/ability to perform the background check. If the student's record is not clear, the student will be responsible for obtaining documents and having the record corrected to clear it. If this is not possible, the student will be unable to attend clinical rotations. Clinical rotations are a mandatory part of nursing education; therefore the student will be ineligible to continue in a school of nursing.
  - The school will be contracted with the Screening Company to provide the background checks. The cost to students is included in the student fees.
  - The student must sign the "Disclosure and Consent regarding Consumer Reports" form and return it to the Nursing Department.
  - This same type of background screening will occur again when you apply for the National Council Licensure Exam for Registered Nurse (NCLEX-RN) through the Live Scan fingerprinting process. When you submit your application for NCLEX you will also be required under law to report all misdemeanor and felony convictions even if they have been expunged or a court diversion program has been completed.

**Expenses:** It may be necessary to pay a Nursing Program fee for background checks

**Policy Name: Social Security Number Verification**

**Policy # : 117**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

The Social Security Number Verification will reveal a history of the subject's names including alias and former names and addresses attached to the provided social security number. This

information will be used by a Corporate Screening Services (CSS) investigator to determine how to proceed with criminal history searches.

**Policy Name: Felony / Misdemeanor Criminal Conviction Search**

**Policy # : 118**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

Company Inc. will conduct a search for criminal convictions at the appropriate state (county) court. Each criminal record search will cover a history of seven (7) years from the date of request. All criminal records discovered will be matched by CSS with three identifiers. All records bearing less than three identifiers will carry a special notation stating how the record was identified. Detailed information on records found will include, when made available by the criminal court, but may not be limited to: date of offense, charges, plea, disposition and sentence.

**Policy Name: Sex Offender Database Search**

**Policy # : 119**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

We will conduct a simultaneous database search for known Sex Offenders. Search details in the report usually include: identifiers, registered address, aliases, case numbers, charge(s), conviction details, and period of incarceration.

The following states are included in this search:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Tennessee, Utah, Vermont, Virginia, Washington, Washington DC, West Virginia, Wisconsin, Wyoming.

- a. **DHHS (Department of Health and Human Services) / OIG (Office of the Inspector General) Cumulative Sanction / Excluded Parties List Search** – Search of federal government supported database. If a name match is discovered CSS will make a reasonable attempt to identify the data on the list to the subject of the background investigation.
- b. **GSA (General Services Administration) Excluded Party / Debarment List Search** – Search of federal government supported database. If a name match is discovered CSS will make a reasonable attempt to identify the data on the list to the subject of the background investigation.

**Policy Name: Impairment by Drug of Alcohol Abuse and Emotional Illness**

**Policy # : 120**

**Adopted : 09/2016**

**Reviewed : 02/18/2020**

**Revised : 09/01/2016**

**The Policy:**

In the matter of nursing students impaired by alcoholism, drug abuse, or emotional illness, the nursing programs at MFSON agrees with the California Board of Registered Nursing that these are diseases and should be treated as such:

- Personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in his or her care.
- Nursing students who develop these diseases can be helped to recover;
- It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness; and
- Confidential handling of the diagnoses and treatment of these diseases is essential.

No student may be under the influence of any illegal drug, narcotic (prescription or otherwise), or alcohol while in the clinical area or while on the College premises.

When the student's conduct and performance indicates possible impairment by alcoholism, drug abuse, and emotional illness (refer to Checklist on Characteristics of the Impaired Student), the faculty member has the responsibility and authority to take immediate corrective action in the clinical setting. The faculty member has the right to require a drug test if the student is suspected of substance abuse.

**Corrective action by the faculty includes:**

1. Holding these matters in the strictest of confidence;
2. Referring the student to appropriate health facility;
3. Notifying the Dean of the Nursing Program; and
4. Obtaining health clearance from appropriate health facility that the student is safe to return to the clinical area.
5. Possibly suspending the student from classes or clinical practice until student has obtained a health clearance from the appropriate health facility that the student is safe to return

The Department of Nursing will offer appropriate assistance to the student either directly or by referral. It is the responsibility of the student to undertake professional counseling and/or medical attention as long as the problem exists. Failure of the student to comply may result in dismissal from the Program. If the student has been excluded from the clinical area for behaviors indicating possible impairment, and is readmitted, it remains the student's responsibility to satisfactorily meet all clinical objectives as indicated in the course syllabus.

Checklist: Characteristics of the Impaired Student

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One or more of the following behaviors listed on the checklist could possibly indicate that a student may be impaired by alcohol, drug abuse, and/or emotional illness. The student suspected of impairment may be asked to undergo a further evaluation by a faculty member in order to continue participation in the nursing program.

**Clinical performance behaviors that impede safe delivery of patient care:**

- excessive absenteeism and tardiness
- difficulty recalling patient data
- carelessness and/or error in judgment
- smell of alcohol, breath mints, or strong perfume
- outside complaints about the student's behavior and/or performance
- illogical or illegible charting
- difficulty following instructions
- unprofessional/disheveled appearance

Behavioral patterns that may indicate possible impairment:

**Mood:**

- withdrawn - socially and emotionally
- mood swings, high and low
- suspiciousness
- extreme sensitivity
- nervousness
- frequent irritability with others

**Actions:**

- unduly talkative
- rigidity – inability to change plans
- making incoherent or irrelevant statements
- frequently argumentative and/or crying
- difficulty in meeting deadlines or schedules

**Policy Name: Procedure for Student Suspected and / or Impaired by Alcoholism, Drug Abuse, and Emotional Illness**

**Policy # : 121**

**Adopted : 09/2016**

**Reviewed : 02/18/2020**

**Revised : 09/01/2016**

**The Policy:**

1. Review the Nursing Program policy for Student Suspected and/or Impaired by Alcoholism
2. No student may be under the influence of any illegal drug, narcotic, or alcohol while in the clinical area or while on the College premises.
3. Faculty has the authority and the responsibility to require substance abuse testing of any student reasonably suspected of using or being under the influence of a drug or alcohol.
4. The student should be referred for the testing.
  1. The student must give a signed consent for the drug test and for the release of the test results to the Nursing Program.
  2. Any student who refuses to submit to a drug test or refuses to authorize release of the test results will be dismissed from the nursing program.
  3. The consent form should allow the student to indicate any type of medication they may be on, or otherwise provide information that might be relevant to the reliability of the test.
  4. Any drug test that is performed on a student will consist of an initial screening test and, if positive, a confirmatory test on the sample.
5. If the student indicates on the consent form that he/she is taking a prescribed medication, the student will still be required to take the test. There will be no disciplinary action, if the

test reveals the presence of a prescribed drug, unless the levels of the drug show a purposeful abuse. Even in the absence of a purposeful abuse, the student may be asked to stay home and will not be allowed to participate in academic and clinical experiences, when the faculty member judges that the effects of the prescribed drug threatens the safety of the patient, student, and others.

6. The faculty member must hold these matters in strictest confidence, notify the Dean of the Program, and obtain a health clearance from the clinic before allowing the student into the clinical area.
7. It is the responsibility of the student to undertake counseling and/or medical attention as long as the problem exists. If the student wishes to petition for re-admittance, the student must supply documentation of counseling and/or treatment.
8. If the student has been excluded from the clinical area for behaviors indicating possible impairment, and is readmitted, it is the student's responsibility to satisfactorily meet the clinical objectives.

**Policy Name: Random Drug Testing by Clinical Agency**

**Policy #** : 122  
**Adopted** : 09/2016  
**Reviewed** : 02/18/2020  
**Revised** : 09/01/2016

**The Policy:**

Glendale Career College maintains contracts with a variety of agencies to provide clinical experience for the students. Students and faculty are to abide by the policies and procedures of these facilities. Facilities have the authority to require random drug testing of the students. Failure of the student to comply will result in exclusion from clinical and possibly dismissal from the program. Refer to policy on Impairment by drug or alcohol abuse.

**Policy Name: Injury in/at a Clinical Agency**

**Policy #** : 123  
**Adopted** : 09/2016  
**Reviewed** : 02/18/2020  
**Revised** : 09/01/2016

**The Policy:**

1. The student must follow agency's policy. The student may report to the Emergency Department of the hospital nearest location where injury occurred, if required by the agency or for a life-threatening injury.
2. All other injuries must be seen at **the appropriate clinical facility**. The center is a contracted agency and is opened 24 hours. For afterhours visit, call the clinic first. The student must obtain a referral form from the clinical instructor.
3. The worker's compensation benefit form is to be obtained from the College personnel office and complete the form within 24 hours of injury. This form must be completed immediately by the student (if able to do so) or the clinical instructor immediately in order to be eligible for compensation for treatment. The College personnel director will also take a report from the student in order to complete a second form.
4. If the injury is a needle stick or blood splash, you may have the following at the discretion of the health care provider:

- A blood test for Antibody to Hepatitis B (Hepatitis Surface Antibody), or
  - If the Hepatitis Surface Antibody is not present, receive H-BIG (Immune Globulin), repeat Hepatitis B series at the discretion of the physician.
5. If the injury is a needle sticks or blood splash, it is recommended that the student have a blood test for a baseline HIV.
  6. The faculty member will notify the Dean.
  7. If you fail to follow this procedure, any future claim may be disavowed.

Note: In accordance with the individual agency policy, the student may submit a request to the agency for the patient's blood to be tested for Hepatitis B and HIV.

**Policy Name: HIV Policy**

**Policy # : 124**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

In order to reduce the possibility of exposure to Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) of its nursing students, faculty and clients/patients, the Department of Nursing has adopted the following policies. These policies are in accordance with the Centers of Disease Control guidelines as well as federal and state laws. The policies recognize the rights of individuals, confidentiality issues and resources of the parent institution.

**Policy Name: Exposure Control Policy**

**Policy # : 125**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

**A. Introduction**

As recommended by the U.S. Centers for Disease Control and the World Health Organization, the nursing program student body is required to practice standard precautions on all patients in the clinical area. This procedure is specified in the policy outlined below. In addition, the student is responsible to carry out infection control policies of individual clinical agencies to which they are assigned.

**B. Standard Precautions**

Standard precautions are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infection to the consumer and healthcare provider. Standard Precautions apply to 1) blood, 2) all body fluids, secretions, and excretions except sweat, regardless of whether or not they contain visible blood, 3) nonintact skin, and 4) mucous membranes.

Standard precautions include: hand hygiene; use of gloves, gown, mask, eye protection, or face shield, depending on the anticipated exposure; and safe injection practices. Also,

equipment or items in the patient environment likely to have been contaminated with infectious body fluids must be handled in a manner to prevent transmission of infectious agents. Education and training on the principles and rationale for recommended practices are critical elements of Standard Precautions because they facilitate appropriate decision-making and promote adherence when Healthcare Workers (HCWs) are faced with new circumstances.

### **C. Elements of Standard Precautions**

These elements of Standard Precautions focus on protection of patients.

- I. Respiratory Hygiene/Cough Etiquette provides for prompt implementation of infection control measures at the first point of encounter within a healthcare setting (e.g. reception and triage areas in emergency departments, outpatient clinics, and physician offices). The strategy is targeted at patients and accompanying family members and friends with undiagnosed transmissible respiratory infections, and applies to any person with signs of illness including cough, congestion, rhinorrhea, or increased production of respiratory secretions when entering a healthcare facility. The elements of Respiratory Hygiene/Cough Etiquette include:
  - A. Education of healthcare facility staff, patients, and visitors
  - B. Posted signs, in language(s) appropriate to the population served, with instructions to patients and accompanying family members or friends
  - C. Source control measures (e.g., covering the mouth/nose with a tissue when coughing and prompt disposal of used tissues, using surgical masks on the coughing person when tolerated)
  - D. Hand hygiene after contact with respiratory secretions
  - E. Spatial separation, ideally >3 feet, of persons with respiratory infections in common waiting areas when possible.
- II. Safe Injection Practices Adherence to basic principles of aseptic technique for the preparation and administration of parenteral medications. These include:
  - A. Use of a sterile, single-use, disposable safety needle and syringe for each injection given and prevention of contamination of injection equipment and medication.
  - B. Use of single-dose vials is preferred over multiple-dose vials, especially when medications will be administered to multiple patients, whenever possible.
- III. Use of masks for insertion of catheters or injection of material into spinal or epidural spaces via lumbar puncture procedures (e.g., myelogram, spinal or epidural anesthesia). The HCW should wear a facemask for placing a catheter or injecting material into the spinal or epidural space or for central venous catheter placement. Facemasks are effective in limiting the dispersal of oropharyngeal flora by droplets.

### **D. Transmission-Based Precautions**

There are three categories of Transmission-Based Precautions: Contact Precautions, Droplet Precautions, and Airborne Precautions. Transmission-Based Precautions are used for patients with documented or suspected infection or colonization with highly transmissible or epidemiologically-important pathogens when the route(s) of transmission is (are) not completely interrupted using Standard Precautions alone. For some diseases that have multiple routes of transmission (e.g., SARS), more than one Transmission-Based Precautions category may be used. When used either singly or in combination, they are always used in addition to Standard Precautions.



When Transmission-Based Precautions are indicated, efforts must be made to counteract possible adverse effects on patients (i.e. anxiety, depression and other mood disturbances, perceptions of stigma, reduced contact with clinical staff, and increases in preventable adverse events in order to improve acceptance by the patients and adherence by HCWs.

- A. **Contact Precautions:** Contact Precautions are intended to prevent transmission of infectious agents that are spread by direct or indirect contact with the patient or the patient's environment. Contact Precautions also apply where the presence of excessive wound drainage, fecal incontinence, or other discharges from the body suggest an increased potential for extensive environmental contamination and risk of transmission. A single-patient room is preferred for patients who require Contact Precautions. In multi-patient rooms, >3 feet spatial separation between beds is advised to reduce the opportunities for inadvertent sharing of items between the infected/colonized patient and other patients. Healthcare personnel caring for patients on Contact Precautions wear a gown and gloves for all interactions that may involve contact with the patient or potentially contaminated areas in the patient's environment.
- B. **Droplet Precautions:** Droplet Precautions are intended to prevent transmission of pathogens spread through close respiratory or mucous membrane contact with respiratory secretions. Because these pathogens do not remain infectious over long distances in a healthcare facility, special air handling and ventilation are not required. Infectious agents for which Droplet Precautions are indicated for such agents as B. pertussis, influenza virus, adenovirus, rhinovirus, N. meningitides, and group A streptococcus (for the first 24 hours of antimicrobial therapy). A single patient room is preferred for patients who require separation of > 3 feet and drawing the curtain between patient Droplet Precautions. Spatial beds are especially important for patients in multi-bed rooms with infections transmitted by the droplet route. Healthcare personnel wear a mask (a respirator is not necessary) for close contact with infectious patients; the mask is generally donned upon room entry. Patients on Droplet Precautions who must be transported outside of the room should wear a mask if tolerated and follow Respiratory Hygiene/Cough Etiquette.
- C. **Airborne Precautions:** Airborne Precautions prevent transmission of infectious agents that remain infectious over long distances when suspended in the air (e.g., rubella virus, varicella virus, M. tuberculosis, and possibly SARS-Cove). The preferred placement for patients who require Airborne Precautions is in an airborne infection isolation room, which is a single-patient room that is equipped with special air handling and ventilation capacity that meet the American Institute of Architects/Facility Guidelines Institute standards (i.e., monitored negative pressure relative to the surrounding area, 12 air exchanges per hour for new construction and renovation and 6 air exchanges per hour for existing facilities, air exhausted directly to the outside or recirculated through HEPA filtration before return). Some states require the availability of such rooms in hospitals, emergency departments, and nursing homes that care for patients with M. tuberculosis. A respiratory protection program that includes education about use of respirators, fit-testing, and user seal checks is required. In settings where Airborne Precautions cannot be implemented due to limited engineering resources (e.g., physician offices), masking the patient, placing the patient in a private room (e.g., office examination room) with the door closed, and providing

N95 or higher level respirators or masks if respirators are not available for healthcare personnel will reduce the likelihood of airborne transmission until the patient is either transferred to a facility with an airborne infection isolation room or returned to the home environment, as deemed medically appropriate. Healthcare personnel caring for patients on Airborne Precautions wear a mask or respirator that is donned prior to room entry. Whenever possible, non-immune HCWs should not care for patients with vaccine-preventable airborne diseases (e.g., measles, chickenpox, and smallpox).

## **E. Guidelines for Student Assessment to High Risk Patients**

- A. AIDS/HIV POSITIVE PATIENTS:** The nursing faculty at Glendale Career College agrees that patients diagnosed as AIDS/ HIV-positive may be assigned to nursing students. It can be assumed that nursing students are routinely working with undiagnosed HIV positive patients who either have not been tested, or who may have been labeled with false positive or false negative HIV test results. Additionally, test results on high-risk patients may not be available to healthcare workers until after the nursing student has completed assigned patient care. Throughout the nursing education program, students should consider that all patients are potentially HIV positive. Therefore, strict adherence to the current standard precautions advocated by the Centers for Disease Control is required for all patients at all times and will maximize protection for students during clinical practice. Faculty will ensure that the contracting clinical agency provides adequate safeguards and equipment for students and staff.

After demonstrating proficiency in standard precautions, nursing students may be assigned to diagnosed AIDS-HIV positive patients in the clinical setting at the discretion of the clinical instructor. Prior instructor determination must be made that the experience will provide beneficial opportunities, appropriate to the semester level of the student, to meet required clinical objectives. The nursing faculty acknowledges that the risk to the student caring for the AIDS/HIV positive patient may be greater than the risk posed to the other, more experienced, healthcare workers in the same setting. The faculty believes that the psychomotor and cognitive learning domains regarding these patients can be duplicated with assignment to other patients and/or with alternate assignments. However, effective learning experience may be unique with an AIDS/HIV positive patient; therefore, the instructor may design a modified assignment with the AIDS/HIV positive patient to meet these learning needs.

### **B. Other High Risk Patients:**

- a. The above guidelines also apply to other high-risk patients such as those:
  - diagnosed or undiagnosed with communicable diseases
  - who display uncooperative, combative, irrational behaviors
  - with communication deficit(s)
  - who require an N95 mask

### **C. Excerpt from the Position Statement of the American Nurses Association (ANA): “Risk Versus Responsibility in Providing Nursing Care”**

**Summary:** The American Nurses Association (ANA) believes that nurses are obligated to care for patients in a non-discriminatory manner with respect for all human persons, yet recognizes that there may be limits to the personal risk of

harm the nurse can be expected to accept as an ethical duty. Nurses are challenged to thoughtfully analyze the balance of responsibility and risk in particular situations in order to preserve the ethical mandates of the profession. **Background:** The first provision of the Code of Ethics for Nurses with Interpretive Statements states “The nurse provides services with respect for human dignity and the uniqueness of the patient, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.” This central axiom of respect for persons directs the profession. Nursing creates a special relationship between nurse and patient, with special duties for the nurse. The nurse is not at liberty to abandon those in need of nursing care.

According to the *Code of Ethics for Nurses*, nurses may morally refuse to participate in care, but only on the grounds of either patient advocacy or moral objection to a specific type of intervention. In those situations, the nurse is obligated to provide for the patient’s safety and ensure that alternate sources of nursing care are available. Nursing is resolute in its position that care should be delivered without prejudice, and it makes no allowance for use of the patient’s personal attributes, socioeconomic or health status as grounds for discrimination.

American Nurses Association. (June 21, 2006). *Position Statement: Risk Versus Responsibility in Providing Nursing Care*.  
<http://www.nursingworld.org/MainMenuCategories/HealthcareandPolicyIssues/ANAPositionStatements/EthicsandHumanRights/RiskandResponsibility.aspx>

Educational experiences are provided throughout the entire programs that prepare the graduate to administer comprehensive nursing care to all patients.

## **F. Requirements for Nursing Students**

### **A. Hand Hygiene:**

Hands shall be thoroughly decontaminated before and after caring for each patient and after removing gloves. Hand cream application is permitted in contaminated areas, provided hands have been thoroughly decontaminated immediately prior to the application. Care must be taken not to contaminate the hand cream prior to application.

1. Indications for hand washing and hand antisepsis.
  - i. When hands are visibly dirty or contaminated with proteinaceous material or are visibly soiled with blood or other body fluids, wash hands with either a non-antimicrobial soap and water or an antimicrobial soap and water.
  - ii. When washing hands with soap and water, wet hands first with water, apply an amount of product recommended by the manufacturer to hands, and rub hands together vigorously for at least 15 seconds, covering all surfaces of the hands and fingers. Rinse hands with water and dry thoroughly with a disposable towel. Use towel to turn off the faucet. Avoid using hot water, because repeated exposure to hot water may increase the risk of dermatitis.
  - iii. If hands are not visibly soiled, use an alcohol-based hand rub for routinely decontaminating hands in all other clinical situations.
  - iv. When decontaminating hands with an alcohol-based hand rub, apply product to palm of one hand and rub hands together, covering

all surfaces of hands and fingers, until hands are dry. Follow the manufacturer's recommendations regarding the volume of product to use.

- v. Decontaminate hands before having direct contact with patients.
  - vi. Decontaminate hands before inserting indwelling urinary catheters, peripheral vascular catheters, or other invasive devices that do not require a surgical procedure.
  - vii. Decontaminate hands after contact with a patient's intact skin (e.g., when taking a pulse or blood pressure, and lifting a patient).
  - viii. Decontaminate hands after contact with body fluids or excretions, mucous membranes, nonintact skin, and wound dressing if hands are not visibly soiled.
  - ix. Decontaminate hands if moving from a contaminated body site to a clean body site during patient care.
  - x. Decontaminate hands after contact with inanimate objects (including medical equipment) in the immediate vicinity of the patient.
  - xi. Decontaminate hands after removing gloves.
  - xii. Before eating and after using a restroom, wash hands with a non-antimicrobial soap and water or with an antimicrobial soap and water.
  - xiii. Antimicrobial-impregnated wipes (i.e., towelettes) may be considered as an alternative to washing hands with non-antimicrobial soap and water. Because they are not as effective as alcohol-based hand rubs or washing hands with an antimicrobial soap and water for reducing bacterial count on the hands of HCWs, they are not a substitute for using an alcohol-based hand rub or antimicrobial soap.
2. Other Aspects of Hand Hygiene
- i. Do not wear artificial fingernails or extenders when having direct contact with patients at high risk (e.g., those in intensive-care units or operating rooms).
  - ii. Keep natural nail tips less than 1/4-inch long.
  - iii. Wear gloves when contact with blood or other potentially infectious materials, mucous membranes, and non-intact skin could occur.
  - iv. Remove gloves after caring for a patient. Do not wear the same pair of gloves for the care of more than one patient, and do not wash gloves between uses with different patients.
  - v. Change gloves during patient care if moving from a contaminated body site to a clean body site.
  - vi. Gloves are worn in all clinical situations in which known or potential exposure to blood and/or body fluids will occur. It is recommended that students carry disposable gloves in their pocket for emergency interventions.

## B. Safe Work Practices

1. Eating, drinking, smoking, applying cosmetics or lip balm, or handling of contact lenses is prohibited in work areas where there is a risk of occupational exposure. Work areas include patient rooms and nursing work stations. Use designated areas.

2. Contaminated clothing or protective barriers must be removed before entering the eating area.
  3. Hand washing facilities are provided at a reasonable distance from the normal work area of all healthcare workers.
  4. If soap and running water are not immediately accessible, an instant hand sanitizer may be used. However, hand washing must be performed as soon as possible, particularly in cases of gross contamination.
- C. Follow good personal hygiene, which includes clean clothes appropriate for dress code in area of assignment.
- D. Practice standard precautions when there is a possibility of coming into contact with anybody, infectious or not. CDC (Centers for Disease Control) identifies potentially infectious materials as the following human body fluids:
1. Blood
  2. Semen
  3. Vaginal Secretions
  4. Cerebrospinal Fluid
  5. Pleural Fluid
  6. Pericardial Fluid
  7. Peritoneal Fluid
  8. Amniotic Fluid
  9. Saliva in Dental Procedures
  10. Breast Milk
  11. Any bodily fluid that is visibly contaminated with blood
  12. All bodily fluids in situations where it is difficult or impossible to differentiate between body fluids
  13. Wound Drainage
  14. Feces and Urine
- E. Handling and Disposal of Sharps
1. Disposable sharps are placed immediately, or as soon as possible, into containers that are closable, puncture-resistant and leak-proof on the sides and bottom.
  2. The containers are labeled with a biohazard sign by the manufacturer.
  3. The containers remain upright throughout use, are replaced routinely, and are not allowed to be overfilled.
  4. Disposable sharps containers are readily accessible to healthcare workers and are located as close as feasibly possible to the immediate area where sharps are used or found.
  5. Contaminated needles are never recapped by using 2 handed technique.
  6. Contaminated needles are not removed from disposable syringes (unless there is no feasible alternative or recapping is required during a specific medical procedure).
  7. Recapping devices or a safe one-handed technique may be used for blood gas analysis or administration of incremental doses of medication to the same patient.
  8. Bending, shearing or breaking contaminated needles is prohibited.
  9. Reusable sharps must be placed in appropriate puncture-resistant and break-proof containers for transportation to the area of reprocessing.
  10. The healthcare worker using the reusable sharp is responsible for placing it in the appropriate container.

F. Personal Protective Equipment (PPE): Supplemental protection, in addition to Standard Precautions, to prevent body fluid exposure is required when the likelihood of contamination exists. It must be removed before leaving the patient environment.

1. Protective clothing: gowns, caps or hoods, shoe covers, lab coat, etc.
2. Gloves
  - i. Gloves are required during all phlebotomy procedures, including heel-sticks and finger-sticks.
  - ii. Gloves are changed between each patient and hands are washed (instant hand sanitizers are approved for use in specified areas only).
  - iii. Sterile gloves are used for procedures involving contact with normally sterile areas of the body.
  - iv. Examination gloves are used for procedures involving contact with mucous membranes, unless otherwise indicated, and for other patient care or diagnostic procedures that do not require the use of sterile gloves.
  - v. Gloves must be changed during the care of a single patient when moving from a contaminated to a clean body site.
  - vi. Hypoallergenic gloves, glove liners, powderless gloves, or an alternative brand of gloves will be provided to a healthcare worker who is allergic to the product in use.
  - vii. Surgical or examination gloves are not washed or disinfected for reuse.
  - viii. General purpose utility gloves (e.g., rubber household gloves) are used for housekeeping chores involving potential blood contact and for instrument cleaning and decontamination procedures. Utility gloves may be decontaminated and reused, but are discarded if they are peeling, cracked, discolored, or if they have punctures, are torn, or show other evidence of deterioration.

G. Supervision: An instructor must be present when the student performs an invasive procedure on a known high-risk patient. It is the student's responsibility to assess the patient for risk factors and apprise instructor of need for supervision.

### **In the Event of Blood / Body Fluid Exposure**

- a. Immediately and thoroughly wash hands and other exposed skin surfaces with soap and copious amounts of water. Flush with copious amount of water mucous membranes and eyes that have become contaminated with blood or other body fluids.
- b. Puncture Wounds: After completing the above procedures for hand washing, attempt to express as much blood as possible from the wound. Apply sterile gauze or dressing.
- c. All students will report any exposure directly to their instructor. See Policy: Accidents and Incidents.

**A violation of this policy will be considered an unsatisfactory performance since serious physical jeopardy is a potential hazard to student and/or patient**

**Policy Name: Clinical Policy for Disabled Students**

**Policy # : 126**

MFSON ADN Program Student Handbook *rev. 05-2022*

**Adopted** : 09/2016  
**Reviewed** : 02/18/2020  
**Revised** : 09/01/2016

**The Policy:**

Federal law requires colleges to provide reasonable accommodations to students with documented disabilities that substantially impair or limit their ability to achieve their maximum academic potential. In order to facilitate such accommodations, a student must be diagnosed or evaluated by a physician if s/he has a physical disability; or a learning disabled specialist if s/he has a specific learning disability (SLD). Documentation of a physical disability is maintained in the student's medical file within the program, and accommodations are made through the individual faculty or Program Director.

Upon the receipt of the testing results, the Director of the Human Resource Center, faculty member and/or Program Director will meet with the student to discuss accommodations within the program. The student will be provided with a Reasonable Accommodations for a Student with a Disability form which the student then gives to and discusses with each instructor at the beginning of class to communicate appropriate accommodations. It is the **student's responsibility** to inform each instructor (through the form) what accommodations will be necessary at the beginning of each class or at least one week prior to the examinations. If there are any questions regarding facilitation for disabilities, the Human Resource Center and / or the Program Director can serve as a resource.

## **VII. FINANCIAL POLICIES**

### **Policy Name: Financial Aid Programs**

**Policy # : 127**

**Adopted : 09/2016**

**Reviewed : 02/18/2020**

**Revised : 09/01/2016**

#### **The Policy:**

Glendale Career College participates in some federal and state financial aid programs and attempts to indicate the nature and amount of financial aid available to each student at the time of enrollment. The student should be aware that outside agencies control many financial aid funding decisions. The College's financial aid staff will do their best to give every student the best possible help in obtaining financial aid. However, the student should be aware that the cost of tuition, not covered by aid, is the student's responsibility and that the amount due to the College, according to the refund policy, is due to the school even if the student withdraws or financial aid is not available because the student is not eligible.

### **Policy Name: Financial Aid Student Rights**

**Policy # : 128**

**Adopted : 09/2016**

**Reviewed : 02/18/2020**

**Revised : 09/01/2016**

#### **The Policy:**

Students have the right to know:

- Types of Financial Aid available at Glendale Career College;
- The basis for eligibility and the process of fulfilling these needs;
- What Financial Aid has been awarded and the conditions to which they are agreeing;
- The refund policies of the school, including the Return of Title IV.

This information is available in the Financial Planning Department and contained within the College Catalog.

### **Policy Name: Federal Pell Grant Program**

**Policy # : 129**

**Adopted : 09/2016**

**Reviewed : 02/18/2020**

**Revised : 09/01/2016**

#### **The Policy:**

A Federal Pell Grant is the foundation of Federal Student Aid, to which aid from other federal and non-federal sources might be added. A Pell Grant is awarded based solely on financial need to undergraduate students. A Pell Grant does not have to be paid back.



**Policy Name: Federal Supplemental Education Opportunity Grant (FSEOG)**

**Policy # : 130**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

An additional grant source, FSEOG, is awarded to undergraduate students with exceptional financial need. Federal Pell Grant recipients receive priority for FSEOG awards. Funds are limited in this program.

**Policy Name: Federal Work Study (FWS)**

**Policy # : 131**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

Federal Work Study provides job opportunities for eligible students to earn a portion of their educational expenses while attending school. The program encourages community service work and work related to each student's course of study. Federal Work Study jobs can be on or off campus.

**Policy Name: Federal Loans**

**Policy # : 132**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**Federal Direct Plus Loan – Parent's Loan**

Federal Direct Plus Loan is for the parent borrowers of the dependent students to meet the dependent student's educational expenses. A credit check is required for the borrower. Federal Direct Plus Loans go into immediate repayment as soon as the loan is disbursed.

**Federal Subsidized Direct Loan**

A federal student loan program is available to students who demonstrate financial need. The U.S. Department of Education pays the interest while the student is in school at least half time and for the first six months after the student leaves the College. Students may begin loan repayment immediately or six months after leaving the College.

**Federal Unsubsidized Direct Loan**

For the Federal Unsubsidized Direct Loan, the student is responsible for the interest from the time the loan is disbursed until it's paid in full. You can pay the interest as you go along, or you can allow the interest to accrue.

\*\*A more detailed brochure describing these aid programs may be obtained from the College.

**Policy Name: Tuition Policy**

**Policy # : 133**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

Tuition is disclosed and agreed upon at the time of enrollment. All terms and obligations are reflected in the enrollment agreement. **Tuition is due and payable on the first day of class unless other arrangements have been made with the Financial Planning Department.**

Students are liable for all unpaid program costs and fees related to their enrollment whether or not they are eligible for student financial aid. Payments must be made consistently and on time, otherwise, late payment penalties may be assessed. If the student obtains a loan to pay for an educational program the student will have the responsibility of repaying the full amount of the loan plus interest, less the amount of any refund, and if the student has received federal student financial aid funds the student is entitled to a refund of the money's not paid from federal student financial aid program funds. Failure to meet the terms of a promissory note will result in default. Defaulting on a student loan will have serious consequences.

**TUITION**

The tuition rate is reviewed annually and adjusted in accordance with the needs of the College.

**PAYMENT PLANS**

Students who do not qualify for total financial aid assistance sufficient to cover the amount of tuition and fees may qualify for other personal loans.

Scheduled tuition payments are due the first of every month. Glendale Career College coordinates arrangements for delinquent payments. Failure to meet financial obligations while enrolled may result in interruption of classes.

Some payments for tuition are made directly to the College; they may be charged a small interest fee. More information regarding payments for tuition may be obtained from the College.

**COLLECTION OF DELINQUENT TUITION AND/OR OTHER FEES OWED****ADDITIONAL EXPENSES**

Students are required to pay a Nursing Program fee for background checks and healthcare checks

**Policy Name: Students "In" School**

**Policy # : 134**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

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Payment of tuition, as listed on the Retail Installment Contract (RIC), is due and payable on the first day of every month, whether or not an invoice has been received. Payments not made within five (5) business days of the scheduled due date may be subject to a late charge. If no payment is received ninety (90) days after payment is due, the student may be removed from class and not be allowed to attend school until all payments are current. The student may subsequently be withdrawn.

**Policy Name: Student “Out” of School**

**Policy # : 135**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

Payment is due on the first day of every month as listed in the student’s Retail Installment Contract (RIC), regardless of whether an invoice has been received. Payments not made within five (5) business days of the scheduled due date may be subject to a late charge. Failure to make payments as stated in the RIC may result in the account being turned over to a collection agency.

The Institution will discontinue services to current, withdrawn, or graduated students who have overdue account balances and will make every effort to collect monies owed.

Glendale Career College will not provide progress reports, attendance reports, or transcripts for the portion of that program for which the student has not made payments. Glendale Career College will not provide job placement assistance, subsequent enrollment, or any other student services until the student’s account balance is current. Financial aid transcripts will be provided upon request, regardless of a student’s account balance history. Glendale Career College reserves the right to withhold a graduate student’s diploma until that student’s account balance is current as per the terms of the agreement signed by the student.

**Policy Name: Petition for Waiver Policy**

**Policy # : 136**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

Policies and regulations in this Handbook have been adopted by faculty, staff and administration to maintain appropriate academic standards and facilitate administration of the program. Students who believe that extenuating circumstances might justify the waiver of a policy or requirement may file a petition with the ADN Program Dean/Campus Director and or Executive committee. Consideration of petitions will be granted as appropriate. A copy of the approved petition will be placed in the student's permanent file.

Rules and Regulations of the California Board of Registered Nursing, or other country, state or federal laws and regulations, are not subject to waiver by petition

**Policy Name: Readmission**

**Policy # : 137**

**Adopted : 09/2016**

**Reviewed : 02/18/2020**

**Revised : 10/10/2019**

**The Policy:**

A student who has withdrawn from the College, for any reason, and would like to re-enter the program must apply for readmission.

Application for readmission will be evaluated on an individual basis.

Application **MUST** be filed at least one semester in advance of desired re-entry unless special arrangements have been noted on exit interview. Application for readmission **WILL NOT** be accepted unless the student has completed the exit procedure.

Readmission is dependent upon fulfillment of all conditions set forth at time of withdrawal. Readmission of a student who was dismissed from the nursing program due to unsafe clinical practice is not permitted.

Students who have been accepted for readmission will re-enter the program at times compatible with College scheduling, space availability and any other circumstances affecting class size. Students who are readmitted must have satisfactory health status as determined by a physician.

**Associate Degree in Nursing Program  
APPLICATION FOR PROGRAM RE-ADMITTANCE**

Name:	Date:
Original Start Date:	Last Semester Attended:

Students who were dismissed from the ADN Program for course failures may re-apply for admission to the program after a minimum of one semester out of the program based on the following criteria and process.

**Criteria:**

- a. You must not have failed out of two GE courses. Students that have failed out of GE courses but can provide documentation of extenuating circumstances may be considered for re-admission.
- b. You must not have failed all courses in your semester.
- c. You must have documentation of extenuating circumstances that affected progress in the program.

**Process/Guidelines:**

- a. Fill out the Application for Re-Admittance Form.
- b. Submit a letter to the RN Admissions Committee detailing the extenuating circumstances that affected progress in the program, along with relevant documentation that supports the letter.
- c. Submit an action plan detailing steps taken to address factors that affected progress in the program.
- d. Submit your application, letter, and documentation to the Administrative Office. The Office will send your packet to the RN Admissions Committee for review. The committee evaluates the likelihood of a student being able to successfully complete the program.
- e. Upon review of your application, select candidates will be called in for a final interview with the RN Admissions Committee.
- f. If you are granted re-admission, it would be for the next start date in which there is space available.
- g. If you are granted re-admission, you must repeat all previously failed courses successfully, and must not fail any further courses for the remainder of the program. Any additional failure will result in dismissal with no re-admittance privileges.

I understand that submitting this application does not guarantee that I will be re-admitted. I understand if granted re-admission, it is for the next start date in which there is space available.

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

**Associate Degree in Nursing Program  
ACTION PLAN**

Name:	Date:
Original Start Date:	Last Term Attended:

Areas of Concern:	How I've Addressed Areas of Concern:

Additional Strategies I Plan to Use to Ensure My Success:

**Policy Name: Transcripts**

**Policy # : 138**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

A transcript is issued when a student or graduate submits a written request to the office of the Registrar. Forms for requesting transcripts are available in the Registrar's office. At the close of each semester, transcripts for registered students must be withheld for inclusion of grades for the semester, and therefore will not be available for approximately three (3) weeks following the last day of the semester. Partial transcripts will not be issued. At times other than the close of the semester, the normal period required for processing transcripts is one week. No transcripts will be released unless all indebtedness to the College has been satisfied. Please contact the college business office for current fees for transcript copies.

**Policy Name: VA (Veterans Administration Benefits)**

**Policy # : 139**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

Eligibility for benefits is determined by the Veterans Administration. Detailed information concerning eligibility requirements and education benefits for veterans, eligible spouses or dependents, how to apply is available on the Department of Veterans Affairs website [www.GIBILL.va.gov](http://www.GIBILL.va.gov), by calling 888-GIBILL-1 (888-442-4551).

## VIII. CAMPUS POLICIES

### **Policy Name: Acts Harmful to the Welfare of the Community**

**Policy #** : 140  
**Adopted** : 09/2016  
**Reviewed** : 02/18/2020  
**Revised** : 09/01/2016

#### **The Policy:**

Student acts causing harm to the health and safety of any person, including oneself, in the College community or at College-sponsored activities, or causing reasonable apprehension of such harm will result in disciplinary action. Verbal comments, which are individually directed, or other behaviors that cause discomfort, humiliation, or interference with work or learning of students while on campus or at any College-sponsored events, will not be tolerated.

### **Policy Name: Alcohol and Other Drugs**

**Policy #** : 141  
**Adopted** : 09/2016  
**Reviewed** : 02/18/2020  
**Revised** : 09/01/2016

#### **The Policy:**

Alcoholic beverages may not be sold, consumed, or served at any college event sponsored by students or student organizations.

According to Glendale Career College Drug Policy,

The following are prohibited on campus and at College-sponsored events:

- Unlawful possession, use, or distribution of illegal drugs (including marijuana).
- Unlawful manufacture, distribution, dispensation, possession, or use of controlled substances (including marijuana).
- Possession of drug paraphernalia, including but not limited to: water pipes, scales, needles, clips, rolling papers, bongos, etc.; any device that may be associated with drug use, regardless of whether it is purchased or handmade.

Students who violate California laws or College policy regarding the use of illicit drugs (including marijuana) and/or demonstrate irresponsible or disruptive behavior associated with the use of illicit drugs are subject to College disciplinary action which may include recommendation for counseling, referral for alcohol/ drug evaluation, dismissal or suspension, and police referral.

### **Policy Name: Compliance with College Officials**

**Policy #** : 142  
**Adopted** : 09/2016  
**Reviewed** : 02/18/2020  
**Revised** : 09/01/2016

#### **The Policy:**



Students are expected to comply with the requests of both the paraprofessional and professional staff of the College when requests are made in conjunction with these individuals' job responsibilities or when acting on behalf of the College community. Failure to comply may result in disciplinary action.

**Policy Name: Damage/Vandalism to College Property**

**Policy # : 143**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

Students losing or damaging residential or College property, even accidentally, will be held financially responsible. Vandalism that occurs in common areas will be billed to the parties responsible. When it is not possible to identify those responsible for damages in a common area or a room, all students of the affected room, floor or building will share the cost for replacement or repair. Students are also responsible for loss, theft or damage of College and/or personal property caused by herself/himself and/or guests.

**Policy Name: ID Cards**

**Policy # : 144**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

All faculty, staff, and students are required to wear a college ID at all times. New students are issued an ID card during Orientation free of charge.

**Policy Name: Principles of Community**

**Policy # : 145**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

Glendale Career College is a multi-cultural community of people from diverse racial, ethnic, and class backgrounds, national origins, religious and political beliefs, physical abilities, and sexual orientations. Our activities, programs, classes, workshops, lectures and everyday interactions are enriched by our acceptance of one another, and we strive to learn from each other in an atmosphere of positive engagement and mutual respect. We want to make explicit our expectations regarding the behavior of each member of our community. As adults, we are responsible for our behavior and are fully accountable for our actions. We each must take responsibility for our awareness of racism, sexism, xenophobia, homophobia and all other forms of oppression.

Bigotry will not go unchallenged within this community. No one has the right to denigrate another human being on the basis of race, sex, sexual orientation, national origin, etc. We will not tolerate verbal or written abuse, threats, harassment, intimidation or violence against persons or property. In this context, we do not accept alcohol or substance abuse as an excuse, reason or rationale for such abuse, harassment, intimidation or violence. Ignorance or "it was just a joke" is also not an excuse for such behavior. Such behavior will be subject to the College's disciplinary processes. All who work, live, study and teach in the Glendale Career College community are here by choice, and as part of that choice should be committed to these principles which are an integral part of MFSON focus, goals and mission.

**Policy Name: Security**

**Policy # : 146**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

Reporting a Security Concern

Glendale Career College encourages students, faculty and staff to assume the responsibility for their own security, the security of other members of the college community as well as the safety and security of college buildings and grounds.

If necessary, Security will distribute information to the college community to increase awareness of specific crimes.

**Policy Name: No Smoking/Vaping Policy**

**Policy # : 147**  
**Adopted : 09/2016**  
**Reviewed : 10/08/2021**  
**Revised : 10/08/2021**

**The Policy:**

Smoking, vaping, or use of any tobacco products and their related paraphernalia (e.g., cigarettes, cigarette packs, vapes, and e-cigarettes) are not permitted within 100 feet of the campus, the virtual classroom, or any off campus event associated with the college.

**Policy Name: Solicitation Policy**

**Policy # : 148**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

No student may engage in solicitation or invite or permit another person or organization to engage in solicitation on campus for sales or promotional activities without the written approval of the Campus Director. Solicitation shall include, but is not limited to, promoting, advertising, selling or distributing any product or program.

## IX. SPECIAL CONDITIONS

### **Policy Name: Disability Policy**

**Policy #** : 149  
**Adopted** : 09/2016  
**Reviewed** : 02/18/2020  
**Revised** : 09/01/2016

#### **The Policy:**

Glendale Career College, in compliance with the state and federal laws and regulations including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, does not discriminate on the basis of disability in administration of its education-related programs and activities. The College has an institutional commitment to provide equal educational opportunities for students with disabilities who are otherwise qualified. Students, who believe they have been subjected to discrimination on the basis of disability, or have been denied access to services or accommodations required by law, should contact the appropriate campus disability services coordinator for resolution.

### **Policy Name: Disability Grievance Procedures**

**Policy #** : 150  
**Adopted** : 09/2016  
**Reviewed** : 02/18/2020  
**Revised** : 09/01/2016

#### **The Policy:**

Glendale Career College, in compliance with state and federal laws and regulations including the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973, does not discriminate on the basis of disability in administration of its education-related programs and activities and has an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified.

#### **FOR DISABILITY APPLICABILITY**

The grievance procedure set forth applies to undergraduate and graduate students of the College only; it does not apply to employees. It is designed to address disputes concerning:

- Disagreements regarding a requested service, an accommodation, or a modification of a College practice or requirement;
- Inaccessibility of a program or activity due to disability;
- Harassment or discrimination on the basis of disability;
- Violation of privacy in the context of disability.

#### **INFORMAL RESOLUTION FOR DISABILITY**

In the event a student believes (i) that he/she has been denied an accommodation or the modification of a College practice or requirement to which he/she is entitled under applicable disability law or (ii) a program or activity has been inaccessible to him/her due to disability or (iii) his/her privacy has been violated in the context of his/her disability, the student shall attempt to resolve the matter informally. If the student is unable to resolve the matter through the informal process, a formal complaint may be filed at the student's discretion.

## FORMAL COMPLAINT FOR DISABILITY

If the informal procedure described above does not yield a successful resolution, the student may file a formal complaint in the following manner:

- I. **WHEN TO FILE A COMPLAINT** - Complaints shall be filed within five (5) calendar days, excluding college holidays and weekends of the end of the informal resolution process described above.
  - II. **WHAT TO FILE** - Complaints must be in writing and include the following:
    - a. The student's name, address, e-mail address and phone number.
    - b. A full description of the problem, including names of individuals, departments and/or programs involved.
    - c. A statement of the remedy requested.
    - d. A statement of confirmation that an Informal Resolution has been pursued.
  - III. **WHERE TO FILE A FORMAL COMPLAINT** - The complaint shall be filed with Director of Human Resources or Campus Director
  - IV. **NOTICE OF RECEIPT** - Upon receipt of the complaint, the Director will review the complaint for timeliness and appropriateness for this grievance procedure, and will provide the student with written notice acknowledging its receipt.
  - V. **MEMBERSHIP OF THE DISABILITY GRIEVANCE COMMITTEE** - The Campus Director or his/her designee shall convene the committee within ten (10) calendar days, excluding college holidays and weekends of receiving the complaint. Once the committee is convened, they will select a member to serve as a chair for the formal complaint proceedings and may take appropriate action on an interim basis, when there is reasonable cause to believe that such action is needed for the health, safety, or welfare of the student or other member of the College community, or to avoid disruption to the academic process. The Committee shall consist of:
    - e. A faculty member appointed by the Executive Committee\*
    - f. One administrative staff member appointed by the President
    - g. One student representative appointed by the President
- \*The faculty member must not have had the student enrolled in any of his/her classes.*
- VI. **INVESTIGATION/HEARING** - The Committee shall promptly initiate an investigation. In undertaking the investigation, the Committee may interview, consult with and/or request a written response to the issues raised in the complaint from any individual the Committee believes to have relevant information, including faculty, staff and students. The Committee may also, in its sole discretion, hold a hearing at which it will hear testimony from any individual the Committee believes to have relevant information. The student and any person towards whom the complaint might have been directed shall have the right to submit written materials to the Committee and suggest names of any faculty, staff, students or others from whom she/he believes the Committee should hear. The Committee may assign any member to conduct any part of the investigation, as the Committee deems appropriate.
  - VII. **Representation** – If the Committee elects to hold a hearing, the student and the person towards whom the complaint has been directed shall have the right to be represented at the hearing by advocates of their choice. Since the hearing is administrative, not judicial in nature, the advocates may not be lawyers.
  - VIII. **Findings and Notification** - Upon completion of the investigation, the Disability Grievance Committee, will prepare a final report containing a summary of the investigation, written findings and a proposed disposition. The chair of the Disability Grievance Committee will then transmit the report to the student. The report should

be transmitted within ten (10) calendar days, excluding college holidays and weekends of the date the Committee is first convened.

- IX. **Disposition** - The President shall take whatever actions he/she deems appropriate (see Remedies section below) based on the final report of the Disability Grievance Committee. He/she shall report the final disposition of the matter in writing to the student, the Committee and all other relevant parties within ten (10) calendar days, excluding college holidays and weekends of issuance of the final report of the Disability Grievance Committee.

#### REMEDIES

Possible remedies under this grievance procedure include corrective steps, measures to provide a reasonable accommodation or proper ongoing treatment, or any other action the President deems appropriate. The guidelines set forth in the Faculty and Employee Handbooks will be adhered to in the event that corrective steps or actions are necessary.

#### APPEAL

Within five (5) calendar days, excluding college holidays and weekends of the issuance of the disposition notice, the student or the party against whom the grievance is directed may file an appeal to the President. The written appeal must specify the particular substantive and or procedural basis for the appeal, and must be made on grounds other than general dissatisfaction with the disposition. Furthermore, the appeal must be directed only to issues raised in the formal complaint was filed or to procedural errors in the conduct of the grievance procedure itself, and not to new issues.

The review by the President or designee shall be limited to the following considerations:

- h. Were the proper facts and criteria used to make the decision?
- i. Were any extraneous facts or criteria used to make the decision?
- j. Were there any procedural irregularities that substantially affected the outcome?
- k. Given proper facts, criteria, and procedure was the decision reasonable?

A copy of the President written decision shall be sent to the student and/or the party, against whom the grievance is directed within twenty (20) calendar days, excluding college holidays and weekends of the filing of the appeal. The decision of the President on the appeal is final.

#### **Policy Name: Discrimination and Harassment**

**Policy # : 151**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

#### **The Policy:**

##### **Policy of Zero Tolerance for Harassment, Discrimination and Retaliation**

The College is committed to providing an environment that is free from harassment, discrimination and retaliation on the basis of sex, sexual orientation or preference, gender, gender identity, race, color, religion, national origin, creed, citizenship status, ancestry, age, marital status, pregnancy, childbirth or related medical conditions, medical conditions including genetic characteristics, mental or physical disability, veteran status, or any other characteristic protected by federal, state or local law, ordinance or regulation. The College strictly prohibits all forms of unlawful harassment, discrimination or retaliation in any form. Anyone who

violates this policy of zero tolerance is subject to appropriate disciplinary action, up to and including immediate termination or dismissal.

### **UNLAWFUL HARASSMENT DEFINED**

Unlawful harassment includes all forms of unwelcome verbal, physical and visual conduct and displays that are based on any of the above mentioned protected characteristics and which interfere with performance and/or create an offensive or hostile environment. Whether conduct constitutes unlawful harassment is determined based upon the manner in which the conduct or comments are perceived; not the manner in which they are intended. Harassment can take many forms. Following are some examples that may constitute harassment:

A. Verbal harassment such as jokes, epithets, slurs and unwelcome remarks about an individual's body, dress, clothing, race, physical appearance or abilities, derogatory comments, discussions of a sexual nature and/or harassing remarks.

B. Physical harassment such as physical interference with normal activity, impeding or blocking movement, assault, unwelcome physical contact or touching, staring at a person's body, and threatening, intimidating or hostile acts that relate to a protected characteristic.

C. Visual harassment such as offensive or obscene e-mails, instant messaging, web blogs, photographs, calendars, posters, cards, cartoons, drawings and gestures, displays with sexually suggestive or lewd objects, unwelcome letters or notes or any other graphic material that denigrates or shows hostility or aversion toward an individual because of the individual's protected characteristics.

### **UNLAWFUL DISCRIMINATION DEFINED**

Unlawful discrimination occurs when an individual's protected characteristic is used as a basis for adverse decisions affecting that individual. Following are some examples that may constitute discrimination: terminating an individual's employment, refusing a request for time off, denying housing or other benefits, or assigning an undeserved low grade based on an individual's protected characteristic.

### **SEXUAL HARASSMENT AND DISCRIMINATION DEFINED**

Sexual harassment occurs when unwelcome sexual conduct unreasonably interferes with an individual's performance or creates an intimidating, hostile or offensive environment, even if it does not lead to tangible or economic consequences. Sexual harassment includes verbal harassment, physical harassment, visual harassment and unwanted sexual advances. Sexual discrimination occurs when submission to or rejection of unwelcome sexual conduct by an individual is used as a basis for any decisions affecting that individual. Examples include threats and demands to submit to sexual requests, or offers of benefits in return for sexual favors. Sexual harassment and discrimination may involve harassment of women by men, men by women and gender-based harassment of individuals of the same sex as the harasser.

### **COMPLAINT/REPORTING RESPONSIBILITY**

It is the responsibility of each individual to assure that prohibited harassment, discrimination or retaliation does not occur within the College community. If anyone believes that he/she is

being harassed, discriminated or retaliated against or believes that any other person is being subjected to such improper conduct, that individual shall immediately report the facts of the incident(s) and the name(s) of the party(s) involved to one of the following College grievance officers: Human Resources Director; Chief Operating Officer, and the Dean. The reporting individual is strongly encouraged to put the report in writing.

### **INVESTIGATIONS**

Reported incidents of harassment, discrimination or retaliation will immediately be investigated and investigations will be conducted in a discreet manner. Information obtained from the investigation will be disclosed only on a need to know basis. At the conclusion of the investigation, the College will determine whether unlawful harassment, discrimination or retaliation has occurred and will communicate its findings to the accused, the complainant, and, when appropriate, other persons who are directly concerned.

Any member of the College community who is determined to have violated this policy of zero tolerance will be subject to appropriate discipline, up to and including immediate termination or dismissal. Steps will be taken as necessary to prevent any further harassment, discrimination or retaliation.

Any affected individual should immediately report any incident of unlawful harassment, discrimination or retaliation to the College so that all complaints can be quickly and fairly resolved. Affected employees also may direct complaints to the federal Equal Employment Opportunity Commission (“EEOC”) (1-800-669-4000) and/or the California Department of Fair Employment and Housing (“DFEH”) (1-800-884-1684). Affected students may direct complaints to the U.S. Department of Education Office for Civil Rights (1-415-486-5555).

### **NO RETALIATION**

The College takes all complaints of harassment, discrimination and retaliation seriously and wants the opportunity to internally resolve any problems that may arise. No individual will be retaliated against or otherwise disciplined for reporting in good faith an incident of harassment, discrimination or retaliation or for participating in an investigation. Retaliation includes threats, intimidation, reprisals, and/or adverse actions related to employment or education. The reporting individual or the person assisting with writing the report of sexual harassment, and all parties participating in an investigation have the assurance of the College that no reprisals will be taken as the result of the complaint, unless the complaint was filed in bad faith or for an improper purpose. If any individual feels he/she has been retaliated against, he/she should immediately report the retaliatory conduct.

### **Policy Name: Policy Concerning Pregnancy for Nursing Students**

**Policy #** : 152  
**Adopted** : 09/2016  
**Reviewed** : 02/18/2020  
**Revised** : 09/01/2016

### **The Policy:**

Students who are pregnant, or become pregnant while enrolled, must have medical approval to continue in the nursing program. Nursing students must also accept full responsibility of any

risks to them self and/or their fetus that may be related to, as a result of, or associated with any class or clinical assignment. In each case of pregnancy, the student will be required to inform the Lead Instructor and the Clinical Instructor of her pregnancy and to file a physician's note with the Nursing Administration. The student is also required to notify the Lead Instructor of any change in her pregnancy status that may necessitate withdrawal from the program. Following delivery and prior to the student's return, the student must submit written approval from her physician indicating unrestricted activity in clinical nursing practice.

**Policy Name: Physical Activity Restriction**

**Policy # : 153**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 09/01/2016**

**The Policy:**

The student is required to report to the faculty any change in health status (examples: broken bone, skin lesions, chest pain, contagious disease, pregnancy, injury, back injury, surgery). The student is required to submit a statement to the lead teacher from their healthcare provider stating that he/she may participate in unrestricted functional activities essential to nursing practice. This statement must be on file prior to the student resuming normal classroom activities and having any client/patient contact. Restricted physical activities may prohibit participation in clinical/hospital experience and may delay progress in the nursing program until the restriction is discontinued and unrestricted activities essential to nursing practice may be resumed.

**Policy Name: Military Experience**

**Policy # : 154**  
**Adopted : 09/2016**  
**Reviewed : 02/18/2020**  
**Revised : 02/18/2020**  
**Reference : Business and Professions Code 2786.1, California Code of Regulation 123.1, 1426 (d)(1), and 1430**

**The Policy:**

Awarding of credit for previous education or other acquired knowledge, including military education and experience:

**Experiential Learning – Nursing programs (Military education and experience)**

The institution will evaluate and grant credit for military education and experience that are substantially equivalent to the curriculum and meet all course objectives.

- The veteran will have to meet all admission criteria.
- The awarding of credit and determination of equivalency learning to related coursework will require the student to meet with the Program Director or designee to determine the extent of the veteran's education and experience and where the veteran should be placed in the curriculum.
- Submit military transcripts and evidence of honorable discharge from service.



- The veteran will challenge courses/exams/competency skills and medication calculation test according to Policy 103 “Course Challenge/Transfer Credit/Previous Education.
- The veteran will be required to complete all other general education courses required for the ADN Program.

**Policy Name: Foreign Nurse Graduate Policy**

**Policy # : 155**  
**Adopted : 09/2019**  
**Reviewed : 02/18/2020**  
**Revised : 02/18/2020**

**The Policy:**

MFSON ADN Program at GCC allows foreign graduates of an international nursing program to complete BRN required coursework necessary to take the National Council Licensure examination. MFSON will allow foreign graduates to enroll in the nursing portion of the ADN program in order to complete the applicant’s deficiencies stated by the BRN. Foreign graduates wishing to enter the program must complete the application process. The applicant is considered on a space available basis.

The enrollment of the foreign graduate in the specified courses will not be considered a regular registration. However, accepted graduates must comply with all other program entry requirements and necessary clinical documentation. Foreign graduates that are accepted into the program must adhere to all policies and procedures set forth in the student handbook and MFSON Catalog.

**The Application Process**

1. Complete the MFSON ADN application form and submit all required documentations
2. Submit a letter from the California Board of Registered Nursing stating the deficiencies necessary to take the NCLEX
3. Submit an official transcript
4. Upon completion of the above requirements, the applicant will take the following exam developed by the MFSON RN Program
  - Med-Math calculation test (must achieve a successful score of 90%)
  - If the applicant has a successful score for Med-Math calculation test, then the applicant will pay the Application and Screening Fee and complete the interview process

**The Acceptance Process**

All complete applications will be reviewed by the Dean of Nursing or designee(s). Conditional acceptance will be determined on a space available basis. Applicants will be notified via email and/or call of their conditional acceptance.

The Clinical Coordinator will reach out to the applicant to review and submit all necessary documentation. Applicants must pay the base clinical fee and any additional clinical fees based on their clinical documentation status.

Letters of final acceptance will be sent by email to applicants who successfully demonstrate all required criteria and clinical documentations. Fees for tuition, books and uniform are due in full one month prior to the start of the next semester.

**Policy Name: Faculty Student Ratio Policy**

**Policy # : 156**  
**Adopted : 01/22/2021**  
**Revised : 01/12/2021**

**The Policy:**

MFSON ADN Program at GCC restricts the maximum student enrollment in courses per section to enhance student learning. Lecture courses may restrict the number of students per section based on the course content and the level of the students. Lab and Clinical courses have maximum student enrollment per section. The ratio of faculty to students in each clinical section is based on several factors including: patient acuity, unit in the clinical agency, clinical agency restrictions, geographic location of students, clinical objectives, and the level of the student.

**Policy Name: COVID Vaccination Policy**

**Policy # : 157**  
**Adopted : 06/17/2021**  
**Revised : 08/13/2021**

**The Policy:**

The purpose of this policy is to ensure all students meet clinical agency requirements of COVID Vaccination. MFSON ADN Program requires all students to meet the health and safety requirements for clinicals placement to ensure patient safety. Many clinical agencies require COVID vaccinations. Students not vaccinated are at risk of not having clinical placements. The ADN Program cannot guarantee clinical placement for students not vaccinated, even those with medical and religious exemptions. Therefore, COVID vaccination is now required for all students due to clinical requirements.

**Policy Name: Med Math Policy**

**Policy # : 158**  
**Adopted : 08/13/2021**  
**Revised : 08/13/2021**

**The Policy:**

Students must complete a Med Math Exam each nursing term to pass medications in clinical. Requirements:

- Med Math Exams are administered before clinical in terms 4, 5, and 6.
- Students will have three attempts each nursing term to pass a Med Math Exam with a minimum score of 90%.
- Failure to pass the third Med Math Exam will result in withdrawal from the theory, clinical, and/or any skills labs/simulation components of the nursing course.

- Students may take Med Math Exam as early as two weeks before the upcoming term; must pass within two weeks of the initial exam and before the start of clinical

**Policy Name: Student Representative**

**Policy # : 159**

**Adopted : 12/17/2021**

**Revised : 12/17/2021**

**The Policy:** Each cohort elects two volunteer student representatives during the first semester.

**Overall Representative Expectations:**

- Assist in disseminating information from administration to their cohort.
- Follow appropriate chain of command when expressing cohort concerns to faculty.
- Ensure professional communication in all aspects of correspondence.

**Meeting Attendance:**

- A minimum of one student representative from *each* cohort is expected to attend and serve as representatives during the monthly Faculty meetings.
- A minimum of one student representative from *any* cohort is expected to attend the monthly Curriculum and Evaluation meetings.
- Student representatives will participate in appropriate departmental decision-making on behalf of their cohort. The representatives will have the opportunity to bring forward questions, comments or concerns regarding school policies and procedures that the *majority* of the cohort would like addressed during these meetings.
- Representatives will relay information from these meetings to their cohort.

**Representation:**

- The student representative is not a mediator between student and instructor issues or concerns. All issues between a student and instructor will be addressed by the individual student following the chain of command.
- If the cohort majority expresses a concern, the student representative may relay the issue to the instructor on behalf of the cohort and follow the appropriate chain of command.

**Position Terms:**

- If a student representative does not progress with their cohort, the cohort will be responsible for electing a new student representative at the beginning of the next term. If both student representatives do not progress with their cohort, a minimum of one representative must be elected by the next faculty meeting.
- A student representative may step down from their position by notifying the school in writing prior to the start of the next term.
- The cohort may vote a student representative out of their position at the end of a term. The cohort must then elect a new student representative by the beginning of the next term.

**Policy Name: Hybrid Class and Exam Policy****Policy # : 160****Adopted : 03/25/2022****Revised : 03/25/2022**

**The Policy:** To establish the online classroom expectation for all MFSON hybrid students. In addition, students must comply with the Professional Appearance Policy.

**During the Online Class**

The online class environment should mimic the 'in class' environment, and has the following guidelines:

- Sit at a clean desk or table (not on a bed or couch). Ensure your desk or table is clear of non-study materials.
- Lighting in the room must be bright enough to be considered "daylight" quality. Overhead lighting is preferred; however, if overhead is not possible, the source of light should not be behind the student.
- Make sure your computer is fully charged, or keep the charger within arm's reach.
- The camera must be turned on during the entire class.
- The camera view shows the front of the full face, not the forehead only or the side of the face.
- If students want to go to the restroom, the student must notify the instructor via chat.

**During the Online Exam (addition to online class setting)**

- The student is expected to be alone in the same private space for the entire exam.
- Students should join the Zoom meeting with both their computer and a second electronic device that has a camera such as a cellphone or tablet.
- Cameras will remain on with student in view during the entire exam.
- The proctor should be able to see the student, the computer monitor and the computer keyboard in the camera view.
- If prompted to do a room scan, do a complete 360-degree view of your room and show your desk area.
- If a student fails to meet any of the requirements above during an online exam, this can result in, but is not limited to, dismissal from the exam and receiving a failing grade.

**The following items/actions **are not permitted** during an online exam:**

- Visible writing on a desk or on walls
- Glass tables
- Open websites and computer programs other than Zoom and Moodle
- Virtual backgrounds
- Noise playing in the background
- Communicating or receiving assistance from others
- Use of a phone, a dual monitor, headphones, smartwatches or any other non-testing electronic device
- Leaving the room during the testing period
- Hats, hoodies and caps

## **X. CAMPUS RESOURCES**

### **Where to Eat On Campus**

Each campus has a student lounge along with a variety of eating establishments around the property.

### **Office of Student Financing**

Financial Aid and Student Financing is located at the main campus in Glendale.

### **Nursing Skills and Nursing Simulation Lab**

A Nursing Skills Lab is available for students to practice skills and receive tutoring and assistance from the coordinator. Computer software is also available for review of NCLEX contents and to practice exams in the Skills Lab.

### **Library**

A designated library space is located on campus at 221 N Brand Blvd, Glendale CA. A librarian is located at this facility which also has a full online, virtual library.

### **PC Computer Lab**

Each student will have access to the computer laptop cart.

### **Registrar**

The Office of the Registrar provides a variety of services to the students of MFSON at GCC, including course registration, maintenance of transcripts, add/drops and withdrawals. Please notify the Registrar of any changes in address.

## XI. DISASTER PROCEDURES

### Earthquake

#### During An Earthquake

1. If you are indoors, get under a table, desk or bed, or brace yourself in a strong doorway. Watch for falling, flying and/or sliding objects. Stay away from windows.
2. If you are outdoors, move to an open area away from buildings, power poles and brick or block walls that could fall.
3. If you are in an automobile, stop and stay in it until the shaking stops. Avoid stopping near trees and power lines, or on/under overpasses.
4. If you're in a high-rise building, get under a desk until the shaking stops. Do not use the elevator to evacuate the building. Wait for instructions from building authorities.
5. If you're in a store, get under a table (or any sturdy object) or in a doorway. Avoid stopping under any- thing that could fall. Do not dash for the exit. Choose your exit carefully.
6. Follow the directions of College officials.

#### After A Disaster/Earthquake

1. Follow direction of safety team.
2. Check yourself and others for injury.
3. Do not touch downed power lines or objects touched by downed power lines.
4. Do not use the phone except for genuine emergencies.
5. Do not go "sightseeing".
6. Cooperate with campus officials.
7. Do not turn light on or off, light matches or do anything that makes a spark. Gas and water leaks are to be expected and are to be considered dangerous.

### In Case of a Fire

1. At the first indication of a fire, call the switchboard from the nearest intercampus phone. Be sure to give the exact location of the fire. Do not try to fight a major fire by yourself.
2. When notified to evacuate the buildings, do so immediately
  - a. Bring your belongings and car keys.
  - b. Rooms and offices should be left as follows:
  - c. **Lights on, doors closed and unlocked, and windows closed.**
3. To evacuate the buildings, use the stairway nearest you. BEFORE entering a stairway or opening a door, FEEL THE DOORKNOB OR HANDLE. If it is warm or hot, DO NOT ENTER. If any stairway is blocked, use the one with the easiest access.
4. Elevators MUST NOT be used under ANY circumstances.