

# **Nursing and Allied Health Policy and Procedure Manual 2017-2018**



**HARTNELL COLLEGE**

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## 1A: CONTENT EXPERT: NURSING

### PURPOSE

To assure timely and relevant curriculum review, and to recognize faculty members as content experts.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH with Hartnell College Administrative and Board Policies
  - 3. Assign qualified faculty (content experts) for content review.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Identify qualified faculty (content experts) for content review.
  - 3. Participate in curriculum revision and function as a member of the curriculum committee.
- C. Content Experts
  - 1. Review curriculum content in assigned area(s).
  - 2. Act as consultants to the faculty on content area(s).
  - 3. Function as members of the nursing curriculum committee.

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## POLICY

### I. POLICY STATEMENT

The faculty and staff of NAH ensure the timely and relevant curriculum program review. Qualified faculty review and recommend all curricular changes within a specialty. ADN specialty areas include medical/surgical, mental health, obstetrics, pediatrics, and geriatrics.

### II. PROCEDURE

- A. NAH curriculum meetings are held during the academic year for curriculum review and revision.
- B. The content expert reviews nursing courses to assure (1) currency of content, (2) appropriateness of content, and (3) logical progression of subject matter.
- C. The content expert is cognizant of changing trends in the assigned content area through professional journals, workshops, courses, employment, and clinical experiences.
- D. The content expert acts as a consultant to the faculty and a resource for evidence-based data.
- E. Minutes for curriculum meetings include all actions, recommendations, and revisions.
- F. Changes to the curriculum are reviewed and approved by the appropriate academic committees and regulatory bodies.

Original: 06/26/12

Reviewed/Revised: 04/13; 05/13; 05/13; 04/14; 05/14; 06/14

Approved: 05/13; 06/14; 07/14, 3/15, 9/15, 10/16

**1B: CONTENT EXPERT: RESPIRATORY CARE PRACTITIONER****PURPOSE**

To assure timely and relevant curriculum review, and to recognize faculty members as content experts.

**RESPONSIBILITY**

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH with Hartnell College Administrative and Board Policies
  - 3. Assign qualified faculty (content experts) for content review.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Identify qualified faculty (content experts) for content review.
  - 3. Participate in curriculum revision and function as a member of the curriculum committee.
- C. Content Experts
  - 1. Review curriculum content in assigned area(s).
  - 2. Act as consultants to the faculty on content area(s).
  - 3. Function as members of the RCP curriculum committee.

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**POLICY****I. POLICY STATEMENT**

The faculty and staff of the Hartnell College Respiratory Care Practitioner (RCP) Program ensure the RCP curriculum is current and relevant through regular review. A qualified content expert reviews and recommends curricular changes within the specialty. A qualified faculty (content expert) is identified for the following areas as required by the Commission of Accreditation for Respiratory Care (CoARC):

- A. Adult
- B. Geriatric
- C. Newborn
- D. Pediatric
- E. Health promotion, education, and disease management
- F. Principles of healthcare reimbursement
- G. Principles of evaluating scientific literature
- H. Medical ethics
- I. Provision of healthcare services to patients with transmissible diseases
- J. Provision of services and management of patients with special needs
- K. Community respiratory health
- L. Medical emergencies
- M. Legal and ethical aspects of respiratory care practice

**II. PROCEDURE**

- A. RCP curriculum meetings are held during the academic year for curriculum review and revision.
- B. The content expert reviews course content to assure (1) currency of content; (2) appropriateness of content; and (3) logical progression of subject matter.

- C. The content expert is cognizant of changing trends in assigned content area through professional journals, workshops, courses, employment, and clinical experiences.
- D. The content expert acts as a consultant to the faculty and a resource for evidence-based d
- E. Minutes for RCP curriculum meetings contain all actions, recommendations, and revisions.
- F. Appropriate academic committees and regulatory bodies review and approve changes to the curriculum.

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## 2A: ADMISSION TO NURSING AND ALLIED HEALTH

### PURPOSE

To establish guidelines for admission to Hartnell College's Associate Degree in Nursing, Vocational Nursing, and Respiratory Care Practitioner programs of study.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Coordinate standardized testing, if required for admission.
  - 4. Review and approve qualified applicants forwarded by Admissions/Selection Committee.
  - 5. Notify the Admission/Selection Committee of students requesting admission after successful completion of remediation, transfer requirements, or leaves of absence.
  - 6. Notify students of admission status.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Participate on the Admission/Selection Committee as assigned.
- C. Admission/Selection Committee
  - 1. Annually review and revise all application materials.
  - 2. Review all submitted applications and related materials.
  - 3. Submit a list of qualified applicants to Dean of Academic Affairs: NAH.
- D. Student
  - 1. Read and seek clarification of:
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. NAH Student Handbook and Policies and Procedure Manual.
    - c. Hartnell College NAH admission requirements.

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## POLICY

### I. POLICY STATEMENT

Hartnell College provides the leadership and resources necessary to ensure that students have equal access to quality education. Students are afforded the opportunity to pursue admission to the Hartnell College Associate Degree in Nursing (ADN), Vocational Nursing (VN), or Respiratory Care Practitioner (RCP) programs of study.

### II. PROCEDURE

- A. The ADN and RCP programs have a four-semester curriculum, admitting a new class each fall semester. The VN currently has a 12-month program, admitting a new class annually. (2017: The VN program format is under review.)
- B. Admission requirements must be completed before applying for admission to the first semester/module of the ADN, VN, or RCP program.
- C. Applicants are responsible for obtaining the most recent application policy and procedure information. Current requirements and procedures for application are obtained from the Hartnell

College NAH office, academic counselors, and the NAH website.

(<http://www.hartnell.edu/NAH>)

- D. Applicants are responsible for notifying the NAH administrative personnel of changes in address, email, and telephone numbers.
- E. It is recommended that students denied acceptance meet with a Hartnell College NAH counselor to discuss educational plans.
- F. Students requesting a year of deferment must submit a letter stating projected readmission date to the dean two weeks prior to the start of the semester.
- G. Applicant Responsibilities
  1. Meet with a Hartnell College NAH counselor to review appropriate prerequisites and screening requirements for admission.
  2. Apply for admission to Hartnell College, if not currently enrolled as a student.
  3. Download an application packet from the Hartnell College NAH web site.  
(<http://www.hartnell.edu/NAH>)
  4. Complete the Hartnell College NAH application for admission.
  5. Submit required documentation by the deadline. Late or incomplete applications are not accepted.
- H. Application Documents
  1. Transcripts: Only official transcripts are accepted. The transcripts must be unopened and possess the official seal of the college's registrar.
    - a. One official Hartnell College transcript.
    - b. Two official transcripts from every college attended.
    - c. One official high school transcript, GED report, or proficiency report for the ADN and VN programs. RCP program does not require proof of high school completion.
  2. Foreign transcript: evaluation by an outside credential evaluator is required. Evaluation must be done before a *Request for Course-to-Course Evaluation Form* can be completed by a NAH academic counselor.
  3. *Request for Course-to-Course Evaluation Form* for coursework taken at other colleges or institutions. The form is completed by a Hartnell College NAH counselor.
  4. A personal statement on work or volunteer experience, preferably in a health-related field in 300 words or less.
- I. Accepted Students
  1. Submit the *Acceptance Reply* form to secure student placement. Placement is forfeited if the form is not received by the stated deadline.
  2. Attend the new student orientation scheduled during the semester/module prior to the beginning of the academic program is mandatory. Placement is forfeited for non-attendance.
- J. Deferral
  1. Accepted students submit a written request to defer to the dean within two weeks of the beginning of the semester/module.
  2. Only one postponement of admission is granted.
  3. Applicants unable to enroll at the second offer forfeit admission and are encouraged to reapply during a subsequent admission period.

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## **2B: RE-ADMISSION: GOOD STANDING/ELECTIVE WITHDRAWAL (LEAVE OF ABSENCE)**

### **PURPOSE**

To establish guidelines for students seeking readmission following elective withdrawal/leave of absence (LOA) from an NAH academic program while in good standing.

### **RESPONSIBILITY**

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually Review the NAH Policies and Procedures Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Notify the Admission/Selection Committee of students requesting admission after successful completion of remediation, transfer requirements, or leaves of absence.
  - 4. Review and approve applicant's readmission documents forwarded by Admissions/Selection Committee.
  - 5. Notify students of readmission status.
- B. NAH Faculty
  - 1. Annually Review the NAH Policies and Procedures Manual.
  - 2. Participate on the Admission/Selection Committee as assigned
- C. Admission/Selection Committee
  - 1. Review and revise all application materials annually.
  - 2. Review all submitted applications and related materials.
  - 3. Identify all qualified applicants requesting readmission following a leave of absence, deferral, or remediation, and recommend action.
- D. Student
  - 1. Read and seek clarification of
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. NAH Student Handbook and Policy and Procedure Manual
    - c. Hartnell College and NAH admission requirements.

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## **POLICY**

### **I. POLICY STATEMENT**

Hartnell College NAH encourages and supports the readmission of qualified students who electively withdraw while in good standing ("C" or  $\geq 70\%$ ).

### **II. POLICY**

#### **A. Definitions**

- 1. Readmission: enrollment in the same semester/module course(s) from which the student previously withdrew in good standing.
- 2. Good standing: maintenance of passing grades ("C" or  $\geq 70\%$ ) in all academic core courses at the time of withdrawal. "Good Standing" includes elective withdrawal due to non-performance issues, such as family situations, illness, or surgery.
- 3. Unsatisfactory standing: withdrawal with less than satisfactory clinical performance or with a non-passing grade in a nursing or respiratory care core course [less than "C" ( $< 70\%$ ) or "no credit"]. (See Policy 2C)



- B. Readmission is on a space available basis. Students who withdraw in good standing are given priority placement over students requesting admission after remediation or transfer.
- C. A student accepted after an LOA re-enrolls the next time the course from which the student withdrew is offered.

### **III. PROCEDURE**

- A. Students requesting readmission following an LOA
  - 1. meet with the dean or submit a written request for readmission.
  - 2. submit required application documents, certifications, and completed remediation plan specific to the student's need.
- B. The written request for readmission and copies of all requested documentation are submitted prior to the closing date for new student applications or prior to the semester/module in which the student is requesting readmission.
- C. After review of the written request for readmission materials and enrollment availability data, the Admission/Selection Committee recommends action to the dean.
- D. The student receives notification of acceptance status from the dean.

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## **2C: READMISSION: UNSATISFACTORY STANDING: WITHDRAWAL/DISMISSAL**

### **PURPOSE**

To establish guidelines for students requesting readmission following withdrawal or dismissal in unsatisfactory standing from a NAH program of study.

### **RESPONSIBILITY**

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Review the NAH policies and procedures annually.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Notify the Admission/Selection Committee of students requesting admission after successful completion of remediation.
  - 4. Review the Admission/Selection Committee recommendations for students requesting readmission and determine action.
  - 5. Notify students of readmission status.
- B. NAH Faculty/Success Coordinator
  - 1. Review the policies and procedures annually.
  - 2. Participate on the Admission/Selection Committee as assigned.
  - 3. Notify dean of students' standing at completion of success courses.
- C. Admission/Selection Committee
  - 1. Review applications for readmission and recommend action.
- D. Student
  - 1. Read and seek clarification of
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. NAH Student Handbook and Policy and Procedure Manual.
    - c. Hartnell College and NAH admission requirements.

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## **POLICY**

### **I. POLICY STATEMENT**

Hartnell College NAH encourages and supports the readmission of students who were unsuccessful in theoretical coursework in the ADN, VN, or RCP programs of study. Upon successful completion of requirements and /or remediation plans, students may apply for readmission. Students who are unsuccessful in clinical coursework are ineligible for readmission.

### **II. POLICY**

#### **A. Definitions**

- 1. Readmission: enrollment in the same semester/module course(s) from which the student previously withdrew.
- 2. Good standing: maintenance of passing grades ("C" or  $\geq 70\%$ ) in all nursing or respiratory care core courses at the time of withdrawal. Good standing includes elective withdrawal due to non-performance issues such as family situations, illness, or surgery. (See Policy 2B)

3. Unsatisfactory standing: withdrawal with less than satisfactory clinical performance or with a non-passing grade in a nursing or respiratory care core course [less than “C” (< 70%) or “no credit”].
- B. Students seeking readmission must submit a written request. The request should be addressed to the dean.
- C. No more than one readmission is granted for students with unsatisfactory standing. Students with extenuating circumstances must meet with the dean and, if authorized, may petition the Admissions/Selection Committee for readmission.
- D. Successful completion of a remediation plan specific to the cause for withdrawal or dismissal is required prior to applying for readmission. It is the student’s responsibility to include a copy of the remediation plan and proof of successful completion to the dean with the written request for readmission. The remediation plan may include selected nursing or respiratory skills competencies.
- E. Students are encouraged to meet with a Hartnell College NAH counselor before reapplying.
- F. Circumstances resulting in ineligibility for readmission after unsatisfactory withdrawal or dismissal include, but are not limited to, the following:
  1. Unsafe behavior
  2. Unprofessional behavior
  3. Unethical behavior
  4. Clinical course failure
  5. Incomplete remediation plan
  6. More than one repeat within a NAH program.
- G. Circumstances resulting in conditional readmission may include, but are not limited to
  1. Positive drug or alcohol screen.
  2. Legal infractions

### III. PROCEDURE

- A. Students submit a written request for readmission to the dean prior to the closing date for new student applications or prior to the semester/module in which the student is requesting readmission.
- B. After review of reapplication materials and space availability, the Admission/Selection Committee recommends action to the dean.
- C. The student receives notification of acceptance or denial from the dean.

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## **2D: ADMISSION: TRANSFER AND PLACEMENT: ASSOCIATE DEGREE IN NURSING PROGRAM**

### **PURPOSE**

To establish guidelines for students requesting transfer or advanced placement to the Hartnell College Associate Degree in Nursing program.

### **RESPONSIBILITY**

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Notify the Admission/Selection Committee of students requesting transfer and advanced placement.
  - 4. Identify all qualified applicants.
  - 5. Notify applicants of admission or denial.
- B. Nursing Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Participate on the Admission/Selection Committee as assigned.
- C. Admission/Selection Committee
  - 1. Review and revise all application materials.
  - 2. Review all applications, identify all qualified applicants, and recommend action.
  - 3. Submit a list of qualified applicants to the dean.
- D. Student
  - 1. Read and seek clarification of
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. NAH Student Handbook and Policy and Procedure Manual.
    - c. Hartnell College and NAH admission requirements.

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## **POLICY**

### **I. POLICY STATEMENT**

The Hartnell College Associate Degree in Nursing accepts qualified transfer students from other accredited nursing programs and has advanced placement options for persons with related education and/or experience.

### **II. PROCEDURE**

- A. Applicants are admitted based on space availability in accordance with selection criteria.
- B. Applicants meet all admission requirements at the time of application.
- C. Potential transfer or advanced placement candidates attend preliminary planning appointments with the Hartnell College NAH academic counselor or the dean.
- D. Applications are evaluated by the NAH Admission/Selection Committee.
- E. Remediation plans and/or appropriate placement are recommended.
- F. Transfer Credit: Students requesting transfer credits meet with the NAH academic counselor to complete and/or submit the following:
  - 1. Admission application
  - 2. *Request for Course to Course Equivalency* form, if necessary

3. Course descriptions for course work under consideration for credit or advanced placement, if requested by the dean or NAH academic counselor.
  4. Course syllabi, if requested by the dean or NAH academic counselor.
- G. LVN-to-ADN Placement: Definitions
1. Advanced placement student: a student seeking credit for previous education units in an accredited nursing program.
  2. Transfer applicant: an applicant who has completed ADN coursework at another college and is seeking credit for advanced placement.
  3. Armed forces applicant: an applicant who has completed a military-based education/training program.
  4. LVN applicant (ADN option): a California licensed vocational nurse seeking entry into the ADN program with intent to attain an ADN.
  5. LVN applicant (30-unit option): a California licensed vocational nurse seeking entry into the ADN program with intent to complete the required nursing units, but not the general education units required for the associate degree. Applicants have one (1) year of LVN work experience within the last five (5) years.
- H. Transfer Applicants: Applicants requesting placement submit the following:
1. A completed application packet
  2. A written request for advanced placement.
  3. Documentation of current certifications/licenses in the State of California.
  4. Current American Heart Association BLS for Providers certification
  5. Two (2) official transcripts from every college attended.
  6. One (1) official high school transcript, GED report, or proficiency report (ADN and VN programs only).
  7. Course-to-course equivalency form completed by a Hartnell College academic counselor.
  8. If applicable, a Medical Corps of Armed Services applicant letter defining preparation and areas of supplementary education needed to take a licensure exam.
  9. Additional documentation and pre-screening examinations requested by the Admission/Selection Committee.
- I. LVN Applicants (ADN or 30-unit option): Applicants requesting placement submit the following:
1. A completed application packet.
  2. A written request for advanced placement.
  3. Official transcript(s) for all coursework.
  4. Current American Heart Association BLS for Providers certification.
  5. Active California VN license.
  6. Two (2) official transcripts from every college attended.
  7. One (1) official high school transcript, GED report, or proficiency report.
  8. *Request for Course-to-Course Equivalency* form completed by the Hartnell College NAH academic counselor, if applicable.
  9. If applicable, Medical Corps of Armed Services applicant letter defining preparation areas and education needed to take the national exam for RN licensure.
  10. Additional documentation and pre-screening examinations requested by the Hartnell College NAH Admission/Selection Committee.

- J. Acceptance of LVN-to-ADN students is contingent on the successful completion of Hartnell College ADN admissions requirements and space availability.
- K. Credit by examination for advanced placement
1. Students request advanced placement into the ADN program complete ATI assessments.
  2. Students must score at or above the benchmark score set by the Admission/Selection committee.
  3. Semester placement is determined by student performance on required screening exams.
  4. Admission/Selection Committee chair notifies the potential student of the day and time the assessments are given. The required assessments are given at no expense to the student.
  5. Students requesting admission into the third semester of the ADN program may be required to participate in clinical reasoning seminar based on a specific case study.

ORIGINAL: 6/23/03

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## **2E: ADMISSIONS: TRANSFER AND PLACEMENT: RESPIRATORY CARE PRACTITIONER PROGRAM**

### **PURPOSE**

To establish guidelines for students requesting transfer or placement to the Hartnell College Respiratory Care Practitioner (RCP) program.

### **RESPONSIBILITY**

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Notify the Admission/Selection Committee of students requesting transfer and advanced placement.
  - 4. Review and identify all qualified applicants.
  - 5. Notify applicants of admission or denial.
- B. RCP Faculty
  - 1. Annually review the NAH Program Policy and Procedure Manual.
  - 2. Participate on the Admission/Selection Committee as assigned.
- C. Admission/Selection Committee
  - 1. Review and revise all application materials every two years.
  - 2. Review all applications, identify all qualified applicants, and recommend action.
  - 3. Submit a list of qualified applicants to the dean.
- D. Student
  - 1. Read and seek clarification of
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. NAH Student Handbook and Policy and Procedure Manual.
    - c. Hartnell College and NAH admission requirements.

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## **POLICY**

### **I. POLICY STATEMENT**

The Hartnell College RCP program accepts qualified transfer students from accredited RCP programs and has placement options for persons with related education and/or experience.

### **II. PROCEDURE**

- A. Applicants are admitted based on space availability in accordance with selection criteria.
- B. Applicants meet all admission requirements at the time of application.
- C. Potential transfer or placement candidates attend preliminary planning appointments with the Hartnell College NAH academic counselor or the dean.
- D. Applications are evaluated by the NAH Admission/Selection Committee.
- E. Plans for remediation and/or appropriate placement in the RCP Program may be recommended.
- F. If applicable, applicants from Medical Corps of Armed Services submit a letter defining preparation and areas of supplementary education needed for permission to take licensing examinations.
- G. Transfer Credit: Students requesting transfer credit must submit the following:
  - 1. Completed admission packet.

2. Course-to-Course evaluation completed by a Hartnell College academic advisor.
  3. Official transcript(s) from all colleges or universities.
- H. Placement: Definitions
1. Advanced placement student: a student seeking credit for previous education units in an accredited RCP program.
  2. Transfer applicant: an applicant who has completed associate degree RCP courses at another college and is seeking credit for advanced placement.
  3. Armed forces applicant: an applicant who has completed a military-based education/training program.
- I. Transfer Applicants: Applicants requesting placement must submit the following:
1. A completed application packet
  2. A written request for advanced placement
  3. Documentation of current certifications/licenses in the State of California
  4. Current American Heart Association BLS Provider certification
  5. Two (2) official transcripts from every college attended
  6. *Request for Course-to-Course Equivalency* form completed by a Hartnell College academic counselor
  7. Additional documentation and prescreening examinations requested by the NAH Admission/Selection Committee

ORIG.DATE: 6/26/12

Reviewed/Revised: 4/15/13

Approved: 5/28/13; 07/14, 05/15, 09/15, 10/16



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## **\*2F: SELECTION CRITERIA FOR ADMISSION: ASSOCIATE DEGREE IN NURSING PROGRAM**

### **PURPOSE**

To establish student selection criteria guidelines for admission to Hartnell College's Associate Degree in Nursing program.

### **RESPONSIBILITY**

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy & Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Coordinate applicant standardized testing, if required for admission.
  - 4. Review and approve qualified applicants forwarded by Admissions/Selection Committee.
  - 5. Notify the Admission/Selection Committee of students requesting admission after successful completion of remediation, transfer requirements, or leaves of absence
  - 6. Notify applicants of admission to the ADN Program.
- B. Nursing Faculty
  - 1. Annually review the NAH Policy & Procedure Manual
  - 2. Participate on the Admission/Selection Committee as assigned
- C. Admission/Selection Committee
  - 1. Annually review and revise all application materials.
  - 2. Annually align the admission selection process with regulatory agencies.
  - 3. Review all submitted applications and related materials.
  - 4. Identify all qualified applicants: new, transfer, and those requesting re-admission following a leave of absence or remediation.
  - 5. Submit a list of qualified applicants to the dean.
- D. Student
  - 1. Review the Hartnell College Catalog and academic policies and procedures.
  - 2. Review NAH Student Handbook and Policy & Procedure Manual for admission and selection requirements.

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## **POLICY**

### **I. POLICY STATEMENT**

Hartnell College NAH faculty believes in the value of specific selection criteria that have been associated with the success of nursing students in the Hartnell College ADN program.

### **II. PROCEDURE**

- A. The ADN program has a separate admission application process from the Hartnell College admission process.
- B. The ADN program has a four-semester curriculum and admits a new class each fall.
- C. The Hartnell College ADN Admission/Selection Committee reviews submitted applications during each admission period. NAH does not maintain an applicant "wait list."
- D. Student selection is based on multiple criteria established by the Hartnell College NAH and approved California regulatory bodies.

- E. Students must meet the minimum requirements for admission eligibility:
  - 1. Hartnell College enrollment. If not currently enrolled, a Hartnell College Application for Admission indicating eligibility must be completed and on file in the Office of Admissions and Records.
  - 2. Completion of high school: Official high school transcript or GED report is required (BRN Rules and Regulations, Section 1412).
  - 3. Completion of prerequisite courses with a grade of "C" or better as documented on official transcripts.
  - 4. Science GPA Requirement: Must have completed the anatomy, physiology, and microbiology prerequisites with an overall GPA of 2.5.
  - 5. Current American Heart Association's Basic Life support (BLS) Provider card.
  - 6. Minimum Hartnell College benchmark score on the standardized pre-readiness for nursing assessment exam (ATI TEAS).
- F. Enrollment is based on space availability in the appropriate semester.
- G. Only complete application packets are considered during the student selection process. Students are responsible for verifying that all documents have been received.
- H. The Nursing Admission/Selection Committee reviews applications and recommends applicants for admission.
- I. Definition of terms:
  - 1. Generic applicant: an applicant entering as a new student into the ADN program.
  - 2. Advanced placement applicant: an applicant seeking credit for previous education units in a nursing program.
  - 3. Transfer applicant: an applicant seeking admission after completing nursing courses at another college.
  - 4. Armed forces applicant: an applicant seeking admission after completing a military-based education/training program.
  - 5. LVN applicant (ADN option): a licensed vocational nurse in California seeking entry into the ADN program with the intent of attaining an ADN.
  - 6. LVN applicant (30-unit option): a LVN in California seeking entry into the ADN program with the intent of completing the required nursing units, but not the general education units required for the associate degree. Applicants must have one (1) year of LVN work experience within the last five (5) years.
  - 7. Re-admission applicant: An applicant seeking reentry after an interruption in academic course progression.
- J. Admissions application information is available on the NAH webpage in November for the following fall semester.
- K. The completed application with official certificates and documents of verification must be submitted to the NAH office by the published deadline date. There are no exceptions.
- L. The NAH Admission/Selection Committee reviews all complete application packets and identifies students who qualify for admission by meeting minimum standards determined by ADN program.
- M. Qualified students meeting the criteria will be invited to take the ATI TEAS prior to admission.
- N. Students who achieve an ATI TEAS composite score above the Hartnell College benchmark are considered for admission.
- O. If the qualified student scores below the ATI TEAS benchmark, the student must meet with a Hartnell College NAH counselor to generate an individualized remediation plan before reapplying for admission.

- P. Students accepted for admission receive notification from the dean.
- Q. If accepted, students must submit the *Acceptance Reply* form to secure student placement. Placement is forfeited if the form is not received by the stated deadline.
- R. Students not selected are encouraged to retrieve their application package within two weeks of notification. Packets not retrieved are shredded in accordance with student record and confidentiality regulations.
- S. Re-admission Process: A written request for placement is submitted to the dean. The request includes
  - 1. completed remediation plan, with documentation
  - 2. plans for achieving success
  - 3. when necessary, a physician's statement indicating the ability to return to clinical setting.
- T. Priority applicant placement by semester
  - 1. First Semester: for spaces available, in order of acceptance
    - a. Re-admission students returning from an approved leave of absence
    - b. Re-admission students returning after successfully completing a remediation plan following a failure/withdrawal in unsatisfactory standing
    - c. New generic applicants
  - 2. Second Semester: for spaces available, in order of acceptance
    - a. Returning generic students
    - b. Re-admission students returning from an approved leave of absence
    - c. Re-admission students returning after successfully completing a remediation plan following a failure/withdrawal in unsatisfactory standing
    - d. Transfer applicants who meet criteria
  - 3. Third Semester: for spaces available, in order of acceptance
    - a. Returning generic students
    - b. Re-admission students returning from an approved leave of absence
    - c. Re-admission students returning after successfully completing a remediation plan following a failure/withdrawal in unsatisfactory standing
    - d. Transfer applicants who meet criteria
  - 4. Fourth Semester: for spaces available, in order of acceptance
    - a. Returning generic students
    - b. Re-admission students returning from an approved leave of absence
    - c. Re-admission students returning after successfully completing a remediation plan following a failure/withdrawal in unsatisfactory standing
    - d. Transfer applicants who meet criteria

**\*2017: Under review**

ORIGINAL: 6/24/03

Reviewed/Revised: 2/22/05, 2/04/08; 07/11, 4/26/13; 05/13/13; 5/28/13, 2/17

Approved: 3/22/05, 6/04/08; 6/12; 5/28/1; 07/14, 05/15, 09/15, 6/17

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## **\*2G: SELECTION CRITERIA FOR ADMISSION: VOCATIONAL NURSING CERTIFICATE PROGRAM**

### **PURPOSE**

To establish student selection criteria guidelines for admission to Hartnell College's Vocational Nursing Program.

### **RESPONSIBILITY**

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Review the NAH Policy & Procedure Manual annually.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Determine eligibility of non-generic students based on successful completion of transfer requirements or requirements as outlined in the Readmission Application.
  - 4. Review and approve qualified applicant list forwarded by Admissions/Selection Committee.
  - 5. Notify applicants of admission or denial.
- B. Nursing Faculty
  - 1. Review the NAH Policy & Procedure Manual annually.
  - 2. Participate on the Admission/Selection Committee as assigned.
- C. Admission/Selection Committee
  - 1. Review and revise all application materials annually.
  - 2. Annually align the admission selection with State and Board of Vocational Nursing and Psychiatric Technician (BVNPT) regulations.
  - 3. Review all submitted applications and related materials.
  - 4. Evaluate applications, rank-order qualified applicants, and recommend action.
  - 5. Submit a list of qualified applicants to the Dean of Academic Affairs: NAH.
- D. Student
  - 1. Review Hartnell College Catalog and academic policies and procedures.
  - 2. Review NAH Student Handbook and Policy & Procedure Manual for admission and selection requirements.

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## **POLICY**

### **I. POLICY STATEMENT**

Hartnell College NAH faculty believes in the value of incorporating selection criteria that have been associated with the success of nursing students in the Hartnell College Vocational Nursing program.

### **II. PROCEDURE**

- A. The VN Program has a separate student selection and admission application process from the Hartnell College admission process.
- B. The VN Program is 12-month-year-round course of study that admits a new class annually. In 2018, the program will transition into a three-semester schedule.
- C. The NAH Admission/Selection Committee reviews submitted applications during each admission period. NAH does not maintain an applicant "wait list."
- D. Student selection is based on criteria that align with BVNPT regulations.

- E. Students not selected are encouraged to retrieve their application package within two weeks of notification. Packets not retrieved are shredded in accordance with student record and confidentiality regulations.
- F. Students meet the minimum requirements for admission eligibility:
  - 1. Hartnell College enrollment. If not currently enrolled, a Hartnell College Application for Admission indicating eligibility must be completed and on file in the Office of Admissions and Records.
  - 2. Completion of high school coursework: Official high school transcript or GED report is required (Board of Vocational Nursing and Psychiatric Technicians, California Code of Regulations, Title 16: Professional and Vocational Regulations).
  - 3. Completion of all prerequisite courses with a grade of "C" or better as documented on official transcripts.
  - 4. Nutrition, general psychology, and growth and development courses have a five (5) year recency requirement per the Board of Vocational Nursing and Psychiatric Technicians of the State of California (California Code of Regulations, Title 16: Professional and Vocational Regulations, Division 25)
  - 5. Current American Heart Association Basic Life Support (BLS) Provider certification.
- G. Enrollment is based on space availability in the appropriate module/semester.
- H. Only complete application packets received by the published deadline date are considered during the student selection process. There are no exceptions. Students are responsible for verifying that all documents have been received.
- I. Students accepted or denied admission receive notification from the dean.
- J. Definition of terms:
  - 1. Generic applicant: an applicant initially entering the VN program.
  - 2. Advanced placement student: a student who seeks credit for previous education units in a nursing program.
  - 3. Transfer applicant: an applicant who seeks credit for completed nursing courses at another college.
- K. The NAH Admission/Selection Committee reviews complete application packets and identifies students who qualify for admission by meeting minimum criteria.
- L. If accepted, students submit the *Acceptance Reply* form to secure student placement. Placement is forfeited if the form is not received by the stated deadline or if the applicant does not attend the mandatory new student orientation program.

**\*2017: Under review**

ORIGINAL: 6/03

Reviewed/Revised: 2/05, 2/08, 6/09; 6/12, 4/26/13; 05/13/13; 5/28/13, 5/17

Approved: 07/09; 07/11; 6/12; 5/28/13; 07/14, 09/15

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## **\*2H: SELECTION CRITERIA FOR ADMISSION: RESPIRATORY CARE PRACTITIONER PROGRAM**

### **PURPOSE**

To establish student selection criteria guidelines for admission to Hartnell College's Respiratory Care Practitioner Program.

### **RESPONSIBILITY**

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy & Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Coordinate applicant standardized testing, if required for admission.
  - 4. Review and approve qualified applicants forwarded by Admissions/Selection Committee.
  - 5. Notify the Admission/Selection Committee of students requesting admission after successful completion of remediation, transfer requirements, or leaves of absence.
  - 6. Notify applicants of admission.
- B. Respiratory Care Practitioner Faculty
  - 1. Review the Hartnell College NAH Policy & Procedure Manual annually.
  - 2. Participate on the Admission/Selection Committee as assigned.
- C. Admission/Selection Committee
  - 1. Annually review and revise all application materials.
  - 2. Review all submitted applications and related materials.
  - 3. Identify all qualified applicants: new, transfer, and those requesting readmission following a leave of absence or remediation.
  - 4. Submit a list of qualified applicants to dean.
- D. Student
  - 1. Review Hartnell College Catalog and academic policies and procedures.
  - 2. Review NAH Student Handbook and Policy & Procedure Manual for admission and selection requirements.

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## **POLICY**

### **I. POLICY STATEMENT**

Hartnell College Respiratory Care Practitioner faculty believes in the value of incorporating specific selection criteria that have been associated with the success of RCP students at Hartnell College.

### **II. PROCEDURE**

- A. The RCP program has a separate admission application process from the Hartnell College admission process.
- B. The RCP program has a four-semester curriculum and admits a new class each fall. NAH does not maintain an applicant "wait list."
- C. NAH Admission/Selection Committee reviews submitted applications during each admission period.
- D. Student selection is based on criteria established by NAH.

- E. Students not selected are encouraged to retrieve their application package within two weeks of notification. Packets not retrieved are shredded in accordance with confidentiality regulations.
- F. Prospective students meet the minimum requirements for admission eligibility:
  - 1. Hartnell College enrollment.
  - 2. Completion of all prerequisite courses with a grade of "C" or better as documented on official transcripts.
  - 3. Current American Heart Association's BLS Provider certification.
- G. Enrollment is based on space availability in the appropriate semester.
- H. Only complete application packets are considered during the student selection process. Students are responsible for submitting their entire application packet and are responsible for verifying that all documents have been received.
- I. The Admission/Selection Committee reviews applications and recommends applicants for admission.
- J. Definition of terms:
  - 1. Generic applicant: an applicant initially entering the RCP Program.
  - 2. Transfer applicant: an applicant seeking credit for completed respiratory courses at another college.
  - 3. Armed forces applicant: an applicant seeking credit for a military-based education/training program.
  - 4. Re-admission applicant: an applicant seeking readmission following an interruption in continuous course progression.
- K. Admission packets are downloaded from the Hartnell College NAH website and are available in November for the following fall semester.
- L. Completed applications with official certificates and documents of verification are submitted by the published deadline date. There are no exceptions.
- M. Student selection is based on criteria that align with CoARC and State of California regulations.
- N. The NAH Admission/Selection Committee reviews application packets and identifies students who qualify for admission by meeting minimum criteria.
- O. Students accepted for admission receive notification from the dean.
- P. If accepted, students submit the *Acceptance Reply* form to secure student placement. If the letter is not received by the stated deadline, the placement is forfeited to an alternate student.
- Q. Priority for Enrollment: The Admission/Selection Committee reviews all applicants for program placement.
- R. Priority rank order for students applying for readmission:
  - 1. Withdrawal in good standing/Leave of Absence
  - 2. Withdrawal in unsatisfactory standing: successful remediation required
- S. Re-admission Process: A written statement requesting readmission is submitted to the dean. The re-admission request includes
  - 1. completed remediation plan, with documentation
  - 2. plans for achieving success
  - 3. when necessary, a physician's statement indicating ability to return to a clinical setting
- T. Priority applicant placement by semester
  - 1. First Semester: for spaces available, in order of acceptance
    - a. Re-admission students returning from an approved leave of absence
    - b. Re-admission students returning after successfully completing a remediation plan after withdrawing in unsatisfactory standing
    - c. New generic applicants

2. Second Semester: for spaces available, in order of acceptance
  - a. Returning generic students
  - b. Re-admission students returning from an approved leave of absence
  - c. Re-admission students returning after successfully completing a remediation plan after withdrawing in unsatisfactory standing
  - d. Transfer applicants who meet criteria
3. Third Semester: for spaces available, in order of acceptance
  - a. Returning generic students
  - b. Re-admission students returning from an approved leave of absence
  - c. Re-admission students returning after successfully completing a remediation plan after withdrawing in unsatisfactory standing
  - d. Transfer applicants who meet criteria
4. Fourth Semester: for spaces available, in order of acceptance
  - a. Returning generic students
  - b. Re-admission students returning from an approved leave of absence
  - c. Re-admission students returning after successfully completing a remediation plan after withdrawing in unsatisfactory standing
  - d. Transfer applicants who meet criteria

***\*2017: Under review***

ORIG.DATE: 6/26/12

Reviewed/Revised: 4/15/13; 05/13/13; 5/28/13, 5/17

APPROVED: 5/28/13; 07/14, 05/15, 09/15



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### 3: ATTENDANCE

#### PURPOSE

To establish standards for attendance in NAH courses.

#### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Review and approve or disapprove all failure/dismissals based on attendance.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Review unsatisfactory student attendance issues.
- C. Faculty of Record
  - 1. Notify student of unsatisfactory attendance and document in student record.
  - 2. Discuss student non-compliance with attendance policy with the Dean and involved faculty.
  - 3. Adhere to Hartnell College attendance guidelines
- D. Student
  - 1. Read and seek clarification of
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. Hartnell College NAH Student Handbook and Policy and Procedure Manual.
  - 2. Adhere to Hartnell College and NAH attendance guidelines.

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### POLICY

#### I. POLICY STATEMENT

Hartnell NAH faculty recognizes the correlation between student engagement, class attendance, and student success. Students in the Hartnell College NAH Program must attend classes and comply with the Hartnell College and regulatory agency policies. Failure to attend class/clinical instruction may result in a lower grade or dismissal.

#### II. PROCEDURE

- A. Attendance:
  - 1. Students are expected to arrive on time and attend all required course hours.
  - 2. Students are encouraged to notify the appropriate faculty prior to any occurrence.
  - 3. Students are expected to arrive prepared. A student unprepared for the clinical site may be dismissed for the day.
  - 4. "Prepared" is defined as
    - a. completing clinical prep as applicable.
    - b. arriving in appropriate uniform.
    - c. being well rested, healthy, and non-distracted.
    - d. ready to assume care of the assigned patients.
    - e. able to fulfill Technical Standards as described in the NAH Handbook
  - 5. Dismissal constitutes a clinical course absence.
  - 6. Tardy is defined as arriving after instruction has begun.

7. One-29 minutes tardy or leaving early is an occurrence.
  8. Arriving 30-59 minutes after class start or leaving 30-59 minutes before course end constitutes an absence. The ability of the student to stay in the classroom or clinical environment (with an absence) is at the discretion of the instructor.
  9. Students not present for more than 60 minutes at any point during the course time are considered absent and unable to remain in the classroom or clinical environment.
  10. Excessive incidents of occurrences (two or more) may result in academic failure if course objectives are unmet.
    - a. Occurrences include: tardies, leaving early, returning from breaks late, or absences.
  11. Absences due to illness may require clearance from a healthcare provider.
  12. Students with absences may be unable to complete clinical course objectives. Inability to complete course objectives will result in a clinical course failure.
  13. Students are responsible for assignments missed while absent.
  14. Sleeping in class may result in disciplinary action.
- B. Quizzes and Examinations:
1. Missed examinations are rescheduled with the faculty of record.
  2. Missed quizzes may be rescheduled at the discretion of the faculty of record.
  3. The faculty of record may allow a tardy student to take the quiz/exam in the time remaining.
- C. When a student is dropped due to attendance policy violations, a “W” is assigned if the drop occurs prior to the last drop date, per Hartnell College policy. After the last drop date has passed, only a grade of “F” or “NP” can be given. (Refer to the Hartnell College Catalog).
- D. Attendance is taken in all classroom and clinical courses.
- E. Excessive Absences Leading to Dismissal: (Refer to Hartnell College Catalog)
1. Absence from a full semester class in excess of two weeks (consecutive or non-consecutive) may result in the instructor dropping the student. That is, a student may be dropped after missing one more class meeting than twice the number of class meetings per week.
  2. Absences in excess of one week (consecutive or non-consecutive) from a summer session class, or any regular semester class 6-17 weeks in duration may result in the instructor dropping the student. That is, a student may be dropped after missing one more class meeting than the number of class meetings per week.
  3. Absences in excess of 10% of the scheduled class meetings in classes 1-5 weeks in duration may result in the instructor dropping the student. That is, a student may be dropped after missing one more class meeting than 10% of the total number of scheduled class meetings.
  4. Absences that result in fewer clinical hours than required by licensing agencies may result in a clinical failure.
- F. Withdrawal from classes: It is the student’s responsibility to withdraw from classes. Failure to withdraw from classes in PAWS may result in the student earning a failing grade in that course.

Reference: Hartnell College Attendance Policy

ORIG.DATE: 6/03

REVIEWED/REVISED: 4/08; 07/09; 05/11, 4/13; 05/13; 5/13; 12/13, 5/16, 5/17

APPROVED: 05/11; 5/13; 12/12/13; 07/14, 02/15, 5/16, 10/16

## 4A: CLINICAL PLACEMENT: FACULTY

### PURPOSE

To establish guidelines for assignment of faculty in clinical agencies.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Assign faculty.
  - 4. Determine overall clinical placement needs.
  - 5. Assure contracts with each clinical agency.
  - 6. Assure BRN/BVNPT/CoARC/ Monterey County Emergency Medical Services Agency (MCEMSA) site approval.
- B. NAH Faculty
  - 1. Annually review the NAH Program Policy and Procedure Manual.
  - 2. Discuss with Dean of Academic Affairs: Nursing and Allied Health specific needs related to achievement of student/program learning outcomes.
  - 3. Accept clinical assignments.

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## POLICY

### I. POLICY STATEMENT

Hartnell College NAH collaborates with clinical agencies to provide optimal clinical experiences necessary for student and faculty success. All clinical sites are approved by the BRN, BVNPT, CoARC, and/or MCEMSA. Memoranda of understanding and business affiliation agreements are current and valid.

### II. PROCEDURE

- A. The dean, in collaboration with the faculty, determines clinical experiences necessary to meet course objectives and achieve learning outcomes.
- B. The dean, in collaboration with the faculty, determines appropriateness and availability of sites, units, course hours, and client population.
- C. Clinical assignment priorities are based on
  - 1. the clinical agency's appropriateness in meeting course objectives and achieving learning outcomes.
  - 2. the individual faculty member's knowledge and readiness to accept the specific assignment.
  - 3. BRN/BVNPT/CoARC approval for content area.
- D. Specific clinical placement assignment requests are reviewed and considered by the dean.

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## 4B: CLINICAL PLACEMENT: STUDENTS

### PURPOSE

To establish guidelines for placement of students in clinical agencies.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Collaborate with faculty in determining student placement, as necessary.
  - 4. Determine overall clinical placement needs.
  - 5. Assure contracts with each clinical agency.
  - 6. Assure BRN/BVNPT/CoARC/MCEMSA site approval.
- B. NAH Faculty
  - 1. Annually review the NAH Program Policy and Procedure Manual.
  - 2. Collaborate with the dean to determine specific needs and requests of students to achieve learning outcomes.
  - 3. Determine appropriate student clinical sites.
- C. Student
  - 1. Read and seek clarification of:
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. Hartnell College NAH Student Handbook and Policy and Procedure Manual.
  - 2. Discuss with faculty of record any specific learning requests/needs.

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## POLICY

### I. POLICY STATEMENT

Hartnell College NAH collaborates with clinical agencies to provide optimal clinical experiences necessary for student success. Clinical sites are approved by the BRN, BVNPT, CoARC, and/or the MCEMSA. Memoranda of understanding and business affiliation agreements are current and valid.

### II. PROCEDURE

- A. The content expert and/or faculty of record identifies appropriate clinical agencies to meet course objectives and program level outcomes.
- B. Students register for clinical sites per Hartnell College registration policies.
- C. Faculty may reassign students to achieve learning outcomes or to meet facility requirements.
- D. Students cannot act as a clinical, instructional, or administrative substitute at the assigned clinical site during clinical hours.
- E. Students cannot complete clinical course hours during scheduled work hours if employed at the clinical affiliate.
- F. Clinical assignments occur on any shift, seven days per week, and are subject to change.
- G. Extraordinary student placement needs are submitted to the faculty of record and the dean for consideration, prior to the beginning of a clinical course.

Original: 2/20/04

Reviewed/Revised: 5/08; 05/11; 04/14; 05/12/14 Approved: 07/09; 05/11; 05/12/14; 07/14, 02/15, 09/15, 10/16

## 4C: CLINICAL FACULTY: STUDENT RATIO

### PURPOSE

To establish guidelines for NAH administration and faculty to plan for clinical experiences based on client needs, academic objectives, student preparation, and clinical agency requirements.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Support the role development of NAH professionals through clinical experiences.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Support the role development of NAH professionals through clinical experiences.
- C. Student
  - 1. Read and seek clarification of:
    - a. Hartnell College Catalog and academic policies and procedures
    - b. Hartnell College NAH Student Handbook and Policy and Procedure Manual
  - 2. Participate in role development through clinical experiences.

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## POLICY

### I. POLICY STATEMENT

Clinical experiences for Hartnell College NAH students promote the development of competent, caring, collaborative and curious NAH professionals. Optimal faculty student ratios meet client, student, faculty and clinical agency needs as well as role specific regulations and funding limitations.

### II. PROCEDURE

- A. The Dean and agency liaison, in collaboration with the faculty, determine faculty-to-student ratios for clinical courses.
- B. The BRN regulation section 1424 (k) states that the student/teacher ratio in the clinical setting is based on the following criteria:
  - 1. Acuity of patient needs
  - 2. Objectives of the learning experience
  - 3. Class level of the students
  - 4. Geographical placement of the students
  - 5. Teaching methods
  - 6. Requirements established by the clinical agency
- C. BVNPT regulation Article 5 Section 2534 mandates a maximum of fifteen vocational nursing students for each instructor.
  - 1. BVNPT approves student:faculty ratios for each clinical facility.
  - 2. Clinical facilities are adequate as to number, type, and variety of patients treated, to provide clinical experience for all students in the areas specified by Section 2533. There must be available for student assignment, an adequate daily census of patients to afford a variety of clinical experiences consistent with competency-based learning objectives.

3. Clinical objectives that students need to master are posted on patient care units utilized for clinical experience.
  4. Faculty is responsible for the continuous review of clinical facilities to determine if the student's clinical objectives for each facility are being met.
- D. Commission on Accreditation for Respiratory Care (COARC) mandates no more than six students per faculty member or preceptor per clinical rotation.
  - E. EMT program preference is a ratio of one student per faculty member or preceptor per clinical experience.
  - F. Nursing faculty and Accreditation Commission for Education in Nursing (ACEN) preference is a ratio of no more than ten students per faculty member per clinical rotation.
  - G. Clinical agencies establish the student faculty ratio based on facility needs.

Original: 12/13/2014  
Reviewed/Revised:  
Approved: 02/15, 09/15, 10/16

## 5: FACULTY ORIENTATION AND REMEDIATION

### PURPOSE

To establish guidelines for orientation and remediation of full- and part-time faculty.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. In collaboration with the content expert, determine competency requirements for classroom and clinical assignments.
  - 4. Review remediation plans with the orientee and content expert or faculty mentor.
  - 5. Provide resources to remediate full- and part-time faculty.
  - 6. Submit evidence of remediation to the BRN/BVNPT/CoARC/MCEMSA as required.
- B. NAH Faculty Orientee
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Identify orientation and remediation needs for teaching assignment.
  - 3. Complete professional development plan with dean and experienced faculty.
  - 4. Submit and maintain evidence of expertise and clinical competence.

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## POLICY

### I. POLICY STATEMENT

Hartnell College NAH faculty members possess degrees of learning, skill, care, and experience ordinarily exercised by staff level registered nurses, respiratory care practitioners, or emergency medical technicians in the clinical area to which the orientee is assigned.

### II. PROCEDURE

- A. The orientee, content expert, in collaboration with the dean, determines didactic and clinical orientation and remediation necessary to meet competency standards, course objectives, and learning outcomes. A written remediation plan includes
  - 1. measurable theory and clinical learning goals sufficient to validate competency in the new content/clinical areas,
  - 2. learning activities sufficient to validate theory/clinical competency (e.g., agency orientations, continuing education classes, mentorship, academic coursework).
- B. The orientee meets with the clinical liaison and/or content expert to implement the remediation plan.
- C. Upon completion of the plan, the content expert or faculty mentor submits written verification that the orientee meets the theory and clinical objectives specified in the remediation plan.
- D. The dean submits the remediation plan, the written letter of verification of competency, and paperwork required for faculty appointments to the BRN/BVNPT/CoARC/MCEMSA as required.

Original: 1/31/2015

Reviewed/Revised: Approved: 02/15, 09/15, 10/17



Name: \_\_\_\_\_

Faculty Mentor/Content expert: \_\_\_\_\_

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

Objective	Activities	Dates/ Times	Point Person/ Location	Evidence/ Date of Completion
To achieve clinical competency necessary to safely supervise _____ students at _____	Meet with content expert/faculty mentor			
	Construct SMART goals/orientation plan			
	Complete required NAH clinical competency and professional competency requirements			
	Precept with staff			
	Meet with agency liaison			
	Review syllabus/objectives/class assignments			
	Attend Hartnell College Student Success Days			

Sample

The faculty member has completed the remediation plan. The faculty member possesses and exercises the degrees of learning, skill, care, and experience ordinarily possessed and exercised by staff level professionals of the content and/or clinical area to which the faculty member is assigned.

Signatures \_\_\_\_\_

Content Expert/Mentor

Date

Orientee

Date

Copy: file



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## 6: CONFLICT RESOLUTION PROCESS

### PURPOSE

To establish guidelines for effective communication and conflict resolution between students, faculty, and staff of Hartnell College NAH.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
- C. Student
  - 1. Read and seek clarification of
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. Hartnell College NAH Student Handbook and Policy and Procedure Manual.

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## POLICY

### I. POLICY STATEMENT

Hartnell College NAH faculty believes that communication between students, faculty, and staff should be courteous and professional at all times. Attempts to resolve interpersonal conflict occur as soon as possible. Parties seek assistance in resolving conflict if unable to resolve interpersonal differences. Confidentiality is maintained at all times.

### II. PROCEDURE

- A. The involved persons should speak directly to each other, and attempt to develop a plan for resolution as soon as possible.
- B. The involved persons should seek assistance from the dean if the conflict is not resolved in a timely manner.
- C. The dean assists in conflict resolution as appropriate. Hartnell College personnel may be asked to assist in the conflict resolution.
- D. Hartnell College and appropriate union procedures and policies are adhered to consistently.
- E. If resolution is not achieved, a formal complaint/grievance may be filed in accordance with Hartnell College policies, procedures, and practices.
- F. The student complaint/grievance procedures are found on the Hartnell College website.
- G. Faculty complaint/grievance procedures are found in the Hartnell College Faculty Agreement.

ORIG.DATE: 6/26/03

Reviewed/Revised: 5/08; 07/09; 05/11; 06/12; 4/13; 05/13; 04/14; 05/12/14

Approved: 07/09; 06/11; 5/13; 05/12/14; 07/14, 02/15, 09/15, 10/16

## 7A: DRESS CODE: FACULTY

### PURPOSE

To establish guidelines for NAH faculty that support the professional image of healthcare professionals.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Exemplify the professional image of NAH healthcare providers.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Exemplify the professional image of NAH.

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## POLICY

### I. POLICY STATEMENT

NAH faculty values professionalism. NAH faculty complies with the faculty dress code when representing Hartnell College.

### II. PROCEDURE

- A. Clinical Setting
  - 1. Socks or stockings must be worn.
  - 2. Shoes must have a closed toe and heel.
  - 3. No colognes or scented lotions are worn.
  - 4. Fingernails are short, clean and well-trimmed. In accordance with the Centers for Disease Control and OSHA regulations, artificial nails or overlays are prohibited. Nail polish must be clear or neutral, with no chipping.
  - 5. Hair should be neat and clean, and pulled away from the face.
  - 6. Tattoos are covered.
  - 7. A plain ring (a wedding band) and one small pair of earring studs are acceptable. No jewelry (e.g., pins, necklaces, bracelets) is acceptable.
  - 8. No visible piercing jewelry on the face or through the tongue is allowed. Cultural and religious beliefs and practices (e.g., piercings of body parts other than ear lobes) are addressed individually with the dean and/or clinical agent. Faculty must adhere to agency policies and patient safety and standard precautions.
  - 9. A white lab coat is worn over clothes. Lab coat is embroidered on the left with Hartnell College, the faculty member's name, and educational degree initials.
  - 10. The Hartnell College photo name badge and required clinical agency badge are visible.
  - 11. Faculty complies with clinical agency requirements, as appropriate.
- B. Classroom Setting
  - 1. Business casual dress supports the professional image of healthcare providers.
  - 2. The white lab coat is worn during on-campus clinical learning sessions.

- C. Business casual dress supports the professional image of healthcare providers.
  - 1. For women, business casual is a blouse, shirt with a collar, and/or a sweater, khakis or dress pants, moderate length dress/skirt. Dresses or skirts above the knee, exposed midriff or cleavage, off-shoulder blouses, tight fitting or torn clothing, sweat or athletic outfits, t-shirts and denim jeans of any color may be considered unprofessional for the classroom and/or clinical environments.
  - 2. For men, business casual is a polo shirt or shirt with a collar and/or sweater, khakis or dress pants and dress shoes. No tie is required. Tight fitting or torn clothing, sweat or athletic outfits, t-shirts and denim jeans of any color may be considered unprofessional for the classroom and/or clinical environments.
- D. Failure to comply with the dress code may be reflected in the faculty performance evaluation.

Original: 6/26/03

Reviewed/Revised: 5/08; 06/11; 04/13; 04/14; 05/12/14

Approved: 07/09; 06/11; 05/12/14; 07/14, 05/15, 09/15, 10/16

## 7B: DRESS CODE: STUDENTS

### PURPOSE

To establish guidelines for NAH students in support of the professional image of healthcare providers.

### RESPONSIBILITY

- A. Dean of Academic Affairs: NAH
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Exemplify the professional image of healthcare providers.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Exemplify the professional image of healthcare providers.
- C. Student
  - 1. Read and seek clarification of:
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. Hartnell College NAH Student Handbook and Policy and Procedure Manual.
  - 2. Review and participate in policy revision.
  - 3. Exemplify the professional image of nurses and allied healthcare professionals.

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## POLICY

### I. POLICY STATEMENT

NAH faculty and students value professionalism. Students comply with a professional dress code when representing Hartnell College.

### II. PROCEDURE

- A. The Hartnell-issued photo name badge is visible when the student represents Hartnell College NAH. This identification is worn in addition to any identification (ID) required by the clinical agency.
- B. Defacement of any ID badge is not permitted.
- C. NAH identification is restricted to currently enrolled students during activities directly related to student experiences.
- D. Approved uniform and identification are worn during assigned clinical times. Exceptions are limited to clinical areas that require agency-issued garb or professional attire such as labor and delivery, surgical suite, mental health, and community health rotations.
- E. The uniform and lab coat brand and style number are made available to students at the beginning of the academic year.
- F. Clinical Setting
  - 1. The ADN and VN uniform consists of the selected uniform style and lab coat.
    - a. White uniform top and black uniform pant (RN).
    - b. Combination of white uniform top and maroon pant (LVN).

- c. White lab coat with the ADN or VN patch sewn on the left shoulder.
  - d. Clean white shoes, with a closed toe and closed heel. Shoes must be solid white and made from non-permeable material, preferably leather.
  - e. White socks or flesh colored nylons.
  - f. A watch with a sweep second hand, stethoscope and a black ball point pen. Exceptions based on specific clinical sites are possible.
2. The RCP uniform consists of the selected uniform style and lab coat.
    - a. Indigo blue uniform top and slacks/pants.
    - b. White lab coat with RCP patch sewn on the left shoulder.
    - c. Clean shoes, with a closed toe and closed heel. Shoes must be solid white, black, or brown and non-permeable material, preferably leather.
    - d. White, brown, black, or neutral socks or flesh colored nylons.
    - e. A watch with a sweep second hand. Exceptions based on specific clinical site are possible.
- G. An optional white, crew neck, warm up scrub jacket with the school patch is permitted in the clinical setting. This does not replace the requirement of a lab coat for professional dress days.
- H. For safety and hygienic purposes, students are encouraged to change out of uniforms upon leaving a clinical setting.
- I. Uniforms must be clean and unwrinkled and laundered after each use.
- J. Undergarments should be white or neutral in color and not visible through the uniform.
- K. Hair cannot interfere with safe patient care. Hair is clean, neat, and pulled away from the face and off the collar. Ponytails may not extend past the collar. Men may wear a hair net in lieu of a ponytail or bun.
- L. Facial hair must be cut close to the skin to allow for fit of the N95 respirator mask.
- M. Appropriate uniform top or undershirts are worn to minimize chest hair exposure.
- N. Colognes and scented lotions are prohibited.
- O. Cosmetic application is subtle and professional in appearance.
- P. Fingernails are short, clean and well-trimmed. In accordance with the Centers for Disease Control and OSHA regulations, artificial nails or overlays are prohibited. Nail polish must be clear or neutral, with no chipping.
- Q. A plain ring (e.g., a wedding band) and one small pair of earring studs are acceptable. All other jewelry is prohibited.
- R. Tattoos are covered.
- S. Piercing jewelry on the face and through the tongue is prohibited. Gauged ears must contain flesh tone plugs. Culturally- or religiously-bound piercings are addressed with nursing faculty. Student and patient safety and standard precautions must be followed.
- T. Business casual clothing is required when the uniform is not appropriate.
  1. Definition: Women: business casual is a blouse, shirt with a collar, sweater, khakis or dress pants, moderate length dress/skirt, and dress shoes. Men: business casual is a polo shirt, shirt with a collar, sweater, khakis, dress pants, and dress shoes. No tie is required.
  2. Business casual dress includes well-fitting garments that are clean, pressed, and modest.
  3. Dresses or skirts above the knee, exposed midriff or cleavage, off-shoulder blouses, tight fitting or torn clothing, sweat or athletic outfits, t-shirts and denim jeans of any color may be considered unprofessional.

4. Shoes must have an enclosed toe and heel.
  5. The lab coat is required over business attire.
- U. The provisions of this policy are subject to the policies of the specific clinical agency
- V. Students who do not comply with the dress code policy are sent home and receive an absence.
- W. On-campus Clinical Settings
1. High fidelity simulation lab assignments represent clinical experiences and require uniforms.
  2. Skills lab courses may require professional attire.
  3. Students are expected to be in their clinical uniform.
- W. Classroom Settings
1. NAH adheres to the Dress Guidelines as described in the Hartnell College Catalog.

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## 8: STUDENT IMPAIRMENT

### PURPOSE

To establish guidelines for suspected and actual impairment that optimizes student and client safety.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Review student impairment concerns and related documentation.
  - 4. Review plans of action, in collaboration with the faculty.
  - 5. Consult with Hartnell College administrators when indicated.
  - 6. Meet with the student to implement a course of action.
- B. NAH Faculty:
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Notify the student of concerns of impairment, and document appropriately.
  - 3. Notify the dean of suspected impairment in the student.
  - 4. Optimize student and client safety and confidentiality as outlined.
  - 5. Develop plans of action in collaboration with the dean.
- C. Student:
  - 1. Read and seek clarification of
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. Hartnell College NAH Student Handbook and Policy and Procedure Manual.
  - 2. Notify clinical instructor if unable to provide safe care for assigned client.
  - 3. Seek diagnosis and treatment for any condition that may result in impairment.

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## POLICY

### I. POLICY STATEMENT

Hartnell College is a drug- and alcohol-free campus. NAH maintains a safe, drug- and alcohol-free, learning environment. The BRN, in the matter of nursing students impaired by alcoholism, drug abuse, and emotional illness, propose the following:

- A. These are diseases and should be treated as such;
- B. Personal and health problems involving these diseases can affect one's academic and clinical performance, and the impaired nursing student is a danger to self and a grave danger to the clients in her or his care;
- C. It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
- D. Confidential handling of the diagnosis and treatment of these diseases is essential.

In accordance with the Respiratory Care Board (RCB) of California standards, "The Respiratory Care Board has the authority to deny licensure based on convictions of crimes, acts

of dishonesty or fraud, acts involving bodily injury, unlicensed activity, violations of certain sections of the Health and Safety Code, convictions of alcohol/substance abuse, or any act which if done by a licentiate would be grounds for suspension or revocation of a license” (RCB, 2016).

## II. PROCEDURE

- A. Students are required to adhere to the Hartnell College Board Policy and the Hartnell College District <http://www.hartnell.edu/drug-free-workplace-policy>. Hartnell maintains a drug-free campus by prohibiting the manufacturing, distribution, dispensing, possession or use of controlled substances as listed in Section 22: The Drug Free Schools and Communities Act Amendment of 1989 (Public Law 101-226), which includes, but is not limited to, substances such as marijuana, heroin, cocaine, amphetamines, and alcohol.
- B. Abuse of a substance may include prescription or over-the-counter medications that are known to impair or alter judgment. These may include, but are not limited to, benzodiazepines, Schedule IV medications, marijuana, and alcohol.
- C. “Campus” refers to off-site locations where students are involved in authorized college activities, including healthcare agencies and community sites.
- D. Consequences of drug abuse violations include, but are not limited to, student disciplinary action pursuant to California Education Code and District policy. Drug abuse violations in any client care environment results in immediate dismissal from the clinical setting and possible academic failure.
- E. The provisions of this policy are subject to California and federal laws.
- F. The clinical instructor has the responsibility to remove the student from the clinical site if the student is behaving in an unsafe manner or is suspected of impairment.
- G. The student may be subject to a drug screen under circumstances described below:
  1. Abandonment: Leaving the clinical site prior to a requested drug screen without permission of the clinical instructor.
  2. Refusal to Cooperate: Refusal to comply that compromises safety is grounds for academic failure.
  3. Unfit for Duty: A student suspected of being unfit for duty will be subject to a drug screen. Behavior that compromises safety is grounds for academic failure.
  4. Reasonable Cause: A clinical instructor may require a student to submit to a drug screen if the hospital staff/management believes a student has violated a drug-free policy.
- H. Confidentiality of Drug Test Results: All test results are handled in a confidential manner. No information is released without written consent of the student, or as required by law.
- I. Positive Drug Screening Results: Students with positive drug screens related to non-prescribed, illegal medications are counseled. If dismissed, students must submit proof of treatment prior to reapplication.
- J. Documentation of a student unfit for duty is related to a student’s inability to satisfactorily perform safe client care, or the student’s safety risk to self or others. Possible observations related to impairment may include, but are not limited to
  1. excessive drowsiness and/or sleepiness
  2. odor of alcohol or marijuana on breath or clothing
  3. slurred and/or incoherent speech
  4. unusually aggressive, hyperactive or passive behavior



5. unexplained absences from clinical setting during assigned hours
  6. unexplained change in mood
  7. lack of manual dexterity
  8. lack of coordination in walking, unsteady gait
  9. unexplained or frequent accidents or injuries
  10. glossy, red eyes, unusually dilated or constricted pupils
  11. tremors
  12. repeated inability to concentrate
  13. injection wounds (track marks) on the body
- K. When possible, observations are witnessed and confirmed by another faculty, clinical staff member, or a member of agency management.
- L. The student is informed of the concern, and a drug screen may be requested.
- M. The student may request that a peer accompany him/her through the process, except during urine/specimen collection.
- N. Arrangements are made for the student to be taken home. If the student insists on driving home, security will contact the local police department.
- O. Students are required to complete an approved substance abuse treatment program prior to readmission to the nursing, respiratory care practitioner, or emergency medical technician program.
- P. Clinical setting searches: Clinical agency representatives may request security searches of students' personal property and person in cases where there is reasonable cause to suspect a safety risk. While no search is conducted without the student's consent, consent to search may be condition of placement in the clinical setting. Uncooperative or unsafe behaviors during security searches are grounds for academic failure.

### III. DRUG TESTING FOLLOW UP

- A. The student may request a second test of the same sample at the same or different lab, at the student's expense.
- B. The dean may make appropriate referrals to the impaired student
- C. Students who receive a positive screening result are dismissed from the NAH program and referred for counseling.
- D. If readmission is possible, requirements may include
1. participation in an approved rehabilitation program
  2. periodic verification of continued compliance with the approved rehabilitation program
  3. a specified period for rehabilitation
  4. verification of successful rehabilitation
- E. If the student fails to meet the established rehabilitation requirements, the student is ineligible for readmission.
- F. If the student is readmitted, the student may be subject to periodic and screening requirements for substance(s) detected in the positive screen.

#### REFERENCES:

- California Board of Registered Nursing, Board Approved 5/24/2003. EDP-B-03 (2016). Impaired Nursing Students: Guidelines for Schools of Nursing in Dealing with the matter of nurse students impaired by alcoholism, drug abuse, and emotional illness. Retrieved from [www.rn.ca.gov/pdfs/enforcement/discguide.pdf](http://www.rn.ca.gov/pdfs/enforcement/discguide.pdf)
- California Board of Vocational Nursing and Psychiatric Technicians (2015). *Vocational nursing practice act with rules and regulations*. Retrieved from [http://www.bvnpt.ca.gov/about\\_us/laws.shtml](http://www.bvnpt.ca.gov/about_us/laws.shtml)

<http://www.bvnpt.ca.gov/pdf/discguide.pdf>

California Legislative information

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=BPC&division=2.&title=&part=&chapter=6.&article=3](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=BPC&division=2.&title=&part=&chapter=6.&article=3).

Emergency Nurses Association/International Nurses Society on Addictions (2017). *Joint position statement: substance use among nurses and nursing students*. Retrieved from [http://ac.els-cdn.com/S009917671730168X/1-s2.0-S009917671730168X-main.pdf?\\_tid=e278a0a6-602d-11e7-951f-00000aab0f26&acdnat=1499113764\\_09b09893c182847980230beca38cd8ea](http://ac.els-cdn.com/S009917671730168X/1-s2.0-S009917671730168X-main.pdf?_tid=e278a0a6-602d-11e7-951f-00000aab0f26&acdnat=1499113764_09b09893c182847980230beca38cd8ea)

Hartnell College policy on drug free workplace <http://www.hartnell.edu/drug-free-workplace-policy>  
[http://www.hartnell.edu/sites/default/files/Library\\_Documents/board\\_documents/policies/5230.pdf](http://www.hartnell.edu/sites/default/files/Library_Documents/board_documents/policies/5230.pdf)

Respiratory Care Board of California (2016). Business and Professions Code, Section 3710.1. Retrieved from <http://www.rcb.ca.gov/applicants/lawsregs.shtml>

The Commission on Accreditation for Respiratory Care <http://www.coarc.org>

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## 9: GRADING CRITERIA

### PURPOSE

To establish standardized academic grading criteria and standards that optimize student success.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Review remedial plans of action, in collaboration with the faculty.
  - 4. Review all failures/dismissals in collaboration with the faculty.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Record grades and notify students of academic standing.
  - 3. Notify the dean about students at risk of failing.
  - 4. Develop individual performance improvement plans with the student in collaboration with the dean.
- C. Student
  - 1. Read and seek clarification of
    - a. All course and clinical objectives.
    - b. Hartnell College Catalog and academic policies and procedures.
    - c. Hartnell College NAH Policy and Procedure Manual.
  - 2. Review current grades.
  - 3. Contact the faculty of record if uncertain of current academic standing.

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## POLICY

### I. POLICY STATEMENT

NAH faculty grading criteria are founded on student development theory and proven pedagogical practices. Faculty value student engagement and employ early alert practices for students at risk.

- A. A 70% or “Pass” must be achieved in all nursing and respiratory care core courses to advance to the next semester/module. If a student achieves less than 70% or No Pass in a non-clinical course, the student must repeat all courses for that semester. A No Pass in a clinical course results in dismissal from the program and the student is not eligible for re-admission.
- B. Notification of Academic Standing letters are issued to students by the faculty of record before the Hartnell College withdrawal date for that semester/module.
  - 1. Upon receipt, the student must sign and return the Notice of Academic Standing letter to the faculty of record.
  - 2. The signed letter is placed in the student’s file.
- C. Grading system:
  - 90-100% = A Excellent
  - 80-89.9% = B Good

70-79.9% = C Satisfactory  
60-69.9% = D Unsatisfactory  
59.9 & below = F Failure

- D. Final grades are not rounded, and faculty do not grade on a curve.
- E. Extra credit is not granted for educational activities.
- F. The determination of a students' grade by the faculty of record is considered final.
- G. Each semester, students must pass a medication administration and calculation competency with 100% grade prior to administering medications to patients. Inability to administer medications results in academic failure related to unmet course objectives.
- H. Completion of assignments and examination/quiz scores are recorded in the courses' online grade book and released to students in a timely fashion.
- I. Grading rubrics are used to identify and evaluate expected criteria for course assignments.
- J. Written assignments (homework, projects, standardized assessments, self-evaluation rubrics) are completed within the assigned time period.
- K. Ten percent is deducted for each day an assignment is submitted past the due date/time.
- L. Students submit Test Item Query forms when challenging answers to specific test items.
- M. Standardized tests may account for no more than 10% of course grades.
- N. Faculty engages students and encourages student self-appraisals of college work.
- O. Students are encouraged to discuss grades and seek formative evaluations from faculty of record on a regular basis.
- P. NAH courses may not be audited.
- Q. Each student completes at least one interprofessional education (IPE) simulation experience per semester in order to advance in the program.

## II. PROCEDURE

- A. Theory classes
  - 1. Standardized proctored and practice assessments may be administered each semester/module according to the content focus and may count towards the academic grade.
  - 2. Assignments, essays, quizzes, and exams may be assigned/administered and may count towards the academic grades.
- B. Clinical classes
  - 1. Evidence of meeting the clinical objectives is based on observations of clinical performance, evaluation of written assignments, assessment of student participation in pre and post conferences, and evaluation of summative ratings on clinical objectives.
  - 2. Passing a medication administration and calculation competency is required each semester. Only students who pass the medication administration and calculation competency may pass medications in clinical settings.
    - a. Students are expected to complete practice exercises, attend workshops, and come prepared to pass the medication administration and calculation competency with a score of 100%.
    - b. Initial medication administration and calculation competency assessment for the semester/module is scheduled during class hours. Subsequent competency attempts are scheduled outside of regularly scheduled class time.

- c. Students who fail the first attempt are required to complete supplemental learning materials.
    - d. A second unsuccessful attempt results in a written remediation plan. The student is given additional learning materials.
    - e. A third unsuccessful attempt results in a Performance Improvement Plan. The student cannot pass course objectives with repeated failures and is at risk for academic failure.
    - f. The student may petition the dean and the faculty to request additional attempts.
  3. Clinical performance evaluations are completed by the student and faculty at mid-term and end of the course. Students or faculty may initiate an evaluation at any time deemed necessary for feedback and guidance.
  4. A less than satisfactory performance in the clinical setting may result in a
    - a. verbal counseling
    - b. written Performance Improvement Plan
    - c. academic failure
  5. Failure to complete the Performance Improvement Plan by the specified time frame or continued unsatisfactory performance may result in academic failure.
  6. Failure in clinical courses occurs when clinical performance objectives are not met, required written work is unsatisfactory, or when students withdraw after the published drop date.
  7. Causes for clinical failures include but are not limited to the following:
    - a. Unsafe client care.
    - b. Unprofessional or inappropriate behavior with instructor(s), peers, clients or hospital staff.
    - c. Impaired judgment or an alteration in physical function that indicates a safety risk to the student or others. (see Policy 7).
    - d. Unlawful behaviors.
  8. The student is entitled to due process through the Hartnell College Student Grievance Procedure.
- C. Skills Lab/Clinical Knowledge Practice
  1. Guidelines for evaluation of skills-based courses:
    - a. Assessment and evaluation of assignments, exams, skills competencies, simulation experiences, and clinical knowledge practice may be achieved in multiple ways, as determined by the faculty of record in collaboration with theory and clinical instructors.
    - b. Evaluation methods may include videotaping, peer review, or faculty review, and may be accomplished in the clinical setting or classroom laboratory setting. The evaluation is expected to be completed in a given time allotment.
    - c. The student maintains completed competency checklists until graduation.
    - d. A scoring rubric is used for grading.
  2. Students come prepared to successfully demonstrate competency.
  3. Unsuccessful completion of skill competency results in the following actions:
    - a. Unsuccessful first attempts result in verbal learning contracts between the student and the instructor.

- b. Unsuccessful second attempts result in a written learning contract between the student and instructor(s).
  - c. Unsuccessful third attempts result in a Performance Improvement Plan. A student with multiple failures is at risk for academic failure.
  - d. The student must petition the Dean for additional attempts.
- D. Clinical Reasoning Seminar
- 1. The student comes prepared and actively participates in the seminar each week.
  - 2. A grading rubric is used to measure student achievement.
  - 3. The student completes a self-evaluation each week and submits it by the established deadline.
- E. Supervised Skills Practice
- 1. Supervised skills practice is a positive attendance course. To receive credit (pass/no pass) students must complete the minimum number of hours required.

Original: 6/26/03

Reviewed/Revised: 5/08; 06/12; 04/14; 06/04/14

APPROVED: 07/09; 06/11; 06/12; 06/04/14; 07/14, 04/15, 09/15

## 10: MEDICATION ADMINISTRATION

### PURPOSE

To provide guidance to clinical agencies to identify how NAH students are prepared to administer medications in the clinical settings. To communicate how agency staff assist students with medication administration in clinical settings.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
- C. Faculty of Record
  - 1. Follow Just Culture Model.
  - 2. Read and seek clarification of all hospital/agency specific policies and procedures related to medication administration.
  - 3. Discuss student non-compliance with medication administration policy with the student, Dean of Academic Affairs: NAH, and involved faculty.
- D. Student
  - 1. Read and seek clarification of:
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. Hartnell College NAH Program Policy and Procedure Manual.
    - c. All specific hospital/agency Medication Administration policies and procedures.
  - 2. Attend all required classes and clinical experiences.
  - 3. Follow criteria as outlined in the Hartnell College medication competencies.

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## POLICY

### I. POLICY STATEMENT

NAH students are provided supervised medication administration opportunities in both simulated and actual clinical environments. Hartnell College NAH programs have adopted the Just Culture Model when evaluating compliance with medication policies and procedures. Students follow the clinical agency's medication administration policies and procedures.

### II. PROCEDURE

- A. Lead instructors discuss course objectives, course content, and skills taught with agency administrators at the beginning of each semester. Instructors on each clinical unit post course objectives, course content, and skills taught at their clinical unit and discuss them with the clinical staff.
- B. Medication administration protocols are introduced progressively in theory and laboratory skills courses. Medication administration in the clinical setting is determined by the content taught and tested in a specific semester/module.
- C. Medication administration-related practices are in accordance with the clinical agency's

policies and procedures.

1. After successful demonstration of medication administration skills in a simulated environment, the student performs medication administration in the clinical setting with instructor supervision according to professional scope of practice. Procedural guidelines and references are listed in course syllabi. Students are encouraged to seek clarification with faculty.
- D. A dosage calculation and medication administration exam is administered every semester/module. Students must pass the exam with a score of 100% before administering medications with a clinical instructor.
- E. The instructor supervision in the clinical setting may be delegated to a licensed staff member in accordance with agency policy. Circumstances include the following:
1. Assessing the student's knowledge of the medication, the prescription, pertinent side effects, relevant labs or assessments, key teaching points for the individual, and how to measure the effectiveness of the medication
  2. Verifying the medication prescription according to agency policy or standardized protocol
  3. Obtaining the medication from medication dispensing system, storage bin, medication cart, or refrigerator according to agency policy
  4. Checking the dosage calculations as needed
  5. Verifying the prepared medication against Medication Administration Record
  6. Overseeing the medication administration (except where noted below)
  7. Supervising the medication administration documentation
  8. Evaluating the individual's response to the medication
- F. Direct supervision includes overseeing the entire medication administration process, from preparing the medication to evaluating its effectiveness.
- G. Vocational nursing students may not administer intravenous medications or fluids.



**Associate Degree Nursing: Instructor Role:**

1 <sup>st</sup> semester	2 <sup>nd</sup> semester	3 <sup>rd</sup> semester	4 <sup>th</sup> semester
<ol style="list-style-type: none"> <li>1. Oversee every step of the medication administration process.</li> <li>2. Approve a licensed professional to oversee the administration of medications as above. Exception: all medications and/or fluids administered intravenously.</li> </ol>	<ol style="list-style-type: none"> <li>1. Verify all student-prepared medications against MAR/standardized protocols.</li> <li>2. Supervise medication administration, including intravenous medications and fluids administered through peripheral lines.</li> <li>3. After medication verification, approve the independent administration of oral and alternate route medications, according to agency policy.</li> <li>4. Directly supervise the administration of RhoGam.</li> <li>5. Approve a licensed professional to oversee the administration of medications as described above.</li> </ol>	<ol style="list-style-type: none"> <li>1. Verify student-prepared medications and/or blood products against MAR/standardized protocols.</li> <li>2. Oversee medication administration, including peripheral intravenous fluids/medications and central line intravenous fluids/medications, according to agency policy.</li> <li>3. After medication verification, approve the independent administration of medications including flushing peripheral IVs/INTs independently, according to agency policy.</li> <li>4. Approve a licensed professional to oversee the administration of medications as described above.</li> </ol>	<ol style="list-style-type: none"> <li>1. Verify student-prepared medication and/or blood products against MAR/standardized protocols.</li> <li>2. Oversee medication administration, including IVPB, IVP, IV fluids, and blood products given through INTs, peripheral, and central lines/PICCs.</li> <li>3. After medication verification, approve the independent administration of medications, including flushing peripheral IVs/INTs, according to agency policy.</li> <li>4. Approve a licensed professional to oversee the administration of medications as described above.</li> </ol>

**Vocational Nursing: Instructor Role:**

Module 1	Module 2 and 3	Module 4 and 5
<ol style="list-style-type: none"> <li>1. Supervise medication administration in simulated environment only.</li> </ol>	<ol style="list-style-type: none"> <li>1. Oversee every step of the medication administration process.</li> <li>2. Verify student-prepared medication and/or blood product against MAR/standardized protocols.</li> <li>3. Directly supervise the administration of RhoGam.</li> <li>4. After medication verification, approve the independent administration of oral and alternate route medications, according to agency policy. Exception: intravenous fluids/medications and blood products.</li> <li>5. Approve a licensed professional to oversee the administration of medications as described above.</li> </ol>	<ol style="list-style-type: none"> <li>1. Verify student-prepared medication and/or blood product against MAR/standardized protocol.</li> <li>2. After medication verification, approve the independent administration of medications, according to agency policy. Exception: intravenous fluids/medications and blood products.</li> <li>3. Approve a licensed professional to oversee the administration of medications as described above.</li> </ol>

**Respiratory Care Practitioner: Instructor/Staff Role:**

Semester 1	Semester 2 and 3	Module 4 and 5
<ol style="list-style-type: none"> <li>1. Supervise medication administration in simulated environment only.</li> </ol>	<ol style="list-style-type: none"> <li>1. Oversee every step of the medication and oxygen administration process.</li> <li>2. Verify student-prepared medication and oxygen against MAR/standardized protocols.</li> <li>3. After medication verification, approve the independent administration of inhaled medications, according to agency policy.</li> <li>4. Approve a licensed professional to oversee the administration of medications as described above.</li> </ol>	<ol style="list-style-type: none"> <li>1. Verify student-prepared medication against MAR/standardized protocol.</li> <li>2. After medication verification, approve the independent administration of medications and oxygen, according to agency policy.</li> <li>3. Approve a licensed professional to oversee the administration of medications and oxygen as described above.</li> </ol>

Original: 11/21/2013  
 Reviewed/Revised: 12/13; 01/14; 02/14; 06/04/14  
 Approved: 01/14; 02/14; 06/04/14, 03/15, 11/15

## 11A: EXAMINATION DEVELOPMENT AND REVIEW

### PURPOSE

To standardize exam construction, a writing style protocol and review that promotes uniformity among the Hartnell College NAH faculty.

### RESPONSIBILITY

- A. Dean of Academic Affairs: NAH
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Participate on the Curriculum Committee as assigned.
- C. Student
  - 1. Read and seek clarification of:
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. Hartnell College NAH Policy and Procedure Manual.

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## POLICY

### I. POLICY STATEMENT

The NAH faculty incorporates standardized protocols for the development of all exams in the respective programs. These standardized protocols serve as an aid to students and faculty. Writing style protocols are incorporated to ensure sound internal curriculum evaluation and to reflect professional licensing examinations.

### II. PROCEDURE

- A. General guidelines for writing test questions:
  - 1. Writing Style Protocol: A writing style protocol provides faculty with clear guidelines for item writing to help minimize ambiguity and to ensure uniformity in the presentation of exams throughout the curriculum.
    - a. Use gender-neutral language: Use of pronouns that are styled to designate male or female should be avoided unless required to complete the question.
    - b. Avoid use of proper names: Use client, adult or child. Do not develop creative names (e.g. May B. Sick) as they can be insensitive to the client's situation.
    - c. Use a parsimonious (succinct) writing style: Avoid using "of the following" and scenario based questions.
    - d. Questions should be independent of each other.
    - e. Use person-first language: Place the person first when constructing the sentence.
    - f. Style drug names uniformly using generic names.
    - g. Present a single, clearly defined question.

- h. Include in the stem any words duplicated in the options/distracters.
  - i. Take care when using *best*, *first*, *most important*, *highest priority* etc. All answers must be correct with only one being the first or the best, etc.
  - j. Avoid the word *appropriate* as it may have many different interpretations. It can be vague, confusing, and debatable.
  - k. Avoid use of *except* test items. A question using *except* places the focus on an incorrect action/response.
  - l. When using *select all that apply* (SATA), bold or underline the phrase. Minimum of five distracters should be used for any SATA question. These questions have more than one right answer, but never all.
  - m. The healthcare professional (RN, LVN, RCP) performs the correct action and evaluates for incorrect actions.
  - n. All necessary information is included in the stem.
2. Writing Test Item Distracter Guidelines:
    - a. Present options in a logical order.
    - b. Make options consistent in length.
    - c. Avoid “*all the above*” and “*none of the above*.”
    - d. Avoid multiple-multiple format questions. If used in the exam, multiple-multiple will not constitute more than 5% of the exam.
    - e. Make distracters plausible and homogeneous.
    - f. Do not write partially correct answer choices. The entire choice must be correct or incorrect.
    - g. Vary placement of correct answer.
3. Writing Test Item Rationale Guidelines:
    - a. Use a narrative format. Explain why the correct answer is correct, then explain the other options in sequence.
4. Measuring Critical Thinking: Questions that measure critical thinking must contain four criteria:
    - a. Include rationale for each test item.
    - b. Majority of questions will be written at the application or above cognitive level. Cognitive Domains or Levels are defined below: See Appendix A for sample verbs commonly used for each cognitive level.
      1. Remembering: Recall of facts and specific information, requires memorization.
      2. Understanding: Ability to describe and explain the material.
      3. Applying: Use of information/knowledge in a new situation. Requires at least two facts placed in the question.
      4. Analyzing: Ability to break down material into component parts and identify the relationships among them. Requires three or more facts. This is the highest level question that can be asked using a multiple choice question.
      5. Evaluating: Ability to judge the value of material, based on definite criteria.
      6. Creating: Ability to combine elements or develop a new product.
    - c. Require multilogic thinking to answer questions.
      1. Multilogical thinking is defined as thinking that requires knowledge of more than one fact to logically and systematically

apply concepts to a clinical problem.

- d. Require a high level of discrimination to choose from among plausible alternatives.

#### B. Exam Development Protocol

1. Faculty members are required to blueprint all exams. Test blueprint will include: class objective, cognitive level, integrated process, and client need. See Appendix B. Blueprinting is most useful prior to administration to ensure a broad range of content is tested, objectives truly link to the questions, and various types of questions are used.
  - a. Integrated processes include the nursing process, respiratory protocols, caring, teaching/learning, and communication.
  - b. Nursing Process consists of Assessment, Diagnosis, Planning, Implementation, and Evaluation (ADPIE).
  - c. Client needs include Safe, effective care environment; Health promotion and maintenance; Psychosocial integrity; Physiological integrity.
2. All courses have a comprehensive final exam. Multiple choice and alternative format questions are preferred.

#### C. Test Analysis

1. Faculty members are required to conduct an item analysis for every exam administered. This includes reviewing the test item's difficulty level, point biserial correlation coefficient (PBCC), and response frequencies. Also, KR 20 and standard deviation will be calculated for the overall exam using exam analysis software.
2. The following statistics are collected:
  - a. Number of students taking the exam
  - b. Number of items
  - c. Total possible points
  - d. Range of scores from High to Low
  - e. Average score or Mean
  - f. Median score is the midpoint where 50% of scores are above and 50% are below the median score.
  - g. Mode (most frequently occurring score)
  - h. Standard deviation is the variance from the mean
    1. Reliability Coefficient: (Kuder-Richardson) KR 20 that is a measure of internal consistency or reliability calculated by exam analysis software with an acceptable range: greater than 0.65
      - a. 65% of the total score variance is attributed to the true score variance indicating the exam is reliable (high scoring students consistently answered questions correctly and low-scoring students consistently answered questions incorrectly).
      - b. KR-20 scores less than 0.65 indicate more homogeneity among students/instructor or that the average difficulty level for the exam was higher.
  - i. Difficulty level of each test item
    1. Difficulty level equals number of students who answered correctly and divide by the total number of questions.

2. Acceptable range for point-biserial: 0.30-0.90.
  3. Optimum level of difficulty for a four-option, multiple choice test items is 63%. *Average difficulty level for test items on nursing exams is 75-85%.*
  4. Faculty review items that are answered correctly by less than 30% of the class.
  5. Items that are answered correctly by 90% or more of the class may be considered a Mastery item, or the question may be too easy and needs to be reviewed.
- j. Item discrimination is a calculation that measures the ability of a test item to distinguish between those who know the content, and those who do not.
1. Item discrimination ratio (IDR).
    - a.  $IDR = \% \text{ of upper } 27\% \text{ who answered correctly} - \% \text{ of the lower } 27\% \text{ who answered correctly.}$
    - b. Acceptable range: 25% or above. IDR's >40% are considered excellent discriminators.
    - c. IDRs below this level are considered poor discriminators.
    - d. Negative IDRs occur when more students in the lower-scoring group answer correctly than by students in the upper-scoring group.
    - e. Items with a zero or negative discrimination must be reviewed carefully before using them again.
  2. Point biserial correlation coefficient (PBCC) measure variance of the entire group, not just the high/low scorers.
    - a. The closer the PBCC is to +1, the better the item is at discriminating between those who know the content and those who don't.
    - b. Range:
      1. 0.30 and above: Excellent item
      2. 0.20 – 0.29: Good item
      3. 0.15 – 0.19: Acceptable item
      4. 0.10 – 0.14: Marginal item
      5. 0.09 and below: Poor item (should be carefully reviewed and probably edited)
- k. Response frequencies represent the number of students who choose each option/distracter.
1. Identify options that were not chosen by anyone. Faculty should review and edit these 'non-distracters' as needed.
- l. Faculty review options include
1. giving credit for more than one answer, only if more than one option provides a reasonable answer.
  2. nullifying the test item by giving credit for all four choices. The result is increased scores for the students who answered incorrectly; scores remain the same for students who answered correctly.
  3. dropping the question. This is the least preferred action. This reduces the total number of questions that comprise the exam.

However, this increases the value of the remaining questions.

4. Revising the test question for future use.

D. Data Storage for Faculty-written Examinations

1. The original exam is stored in a locked cabinet. Included are a copy of the answer key with rationale, the master Scantron, student Scantrons, and any pages from the exam that required the student to answer on the exam directly.
2. Analysis results, original and re-scored rosters are maintained with original exam.
3. Exams are stored for a minimum of two years for nursing and five years for respiratory care program.
4. Exams are shredded for confidentiality and test integrity.

References:

- Caputi, L. and Engelmann, L. (2005). *Teaching nursing. Volume 1: The art and science*. Glen Ellyn, IL: College of DuPage.
- Morrison, S., Nibert, A., and Flick, J. (2006). *Critical thinking and test item writing*, (2<sup>nd</sup> ed.) Houston, TX: Health Education Systems, Inc.
- Oermann, M. H. and Gaberson, K. B. (1998). *Evaluation and testing in nursing education*. New York: Springer Publishing Company.

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**11A: Appendix A**  
HARTNELL COLLEGE NAH

**Verbs Associated with Cognitive Levels**

<b>Remembering</b>	<b>Understanding</b>	<b>Applying</b>	<b>Analyzing</b>	<b>Evaluating</b>	<b>Creating</b>
Define	Describe	Apply	Analyze	Appraise	Compose
Identify	Differentiate	Calculate	Categorize	Assess	Construct
Know	Discuss	Classify	Compare	Determine	Create
List	Explain	Develop	Contrast	Evaluate	Derive
Name	Infer	Examine	Deduce	Judge	Design
Recognize	Interpret	Generalize	Detect		Formulate
Relate	Outline	Illustrate	Distinguish		Invent
State	Rephrase	Show	Investigate		Modify
Tell	Restate	Solve	Separate		Plan
Write	Reword	Use			Predict
					Produce

**11B: Appendix B**

**HARTNELL COLLEGE NAH EDUCATION  
Test Blueprint Questions 1-25**

**Course:** \_\_\_\_\_ **Exam#:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Item #	CO	CL	NP/IP	CN
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

Key:

CO=Class Objective

CL=Cognitive Level

NP=Nursing Process Step (A, An, P, I, E)/IP-Integrated Process=Caring (Ca), Teaching (TL), Communication (Co)

CN=Client Need- Physiological (Phy), Psychosocial (PS), Health promotion (HP), Safe, effective care environment (S).





Hartnell College  
Nursing and Allied Health Program



Exam Item Query Form

Must be submitted within 3 school days after exam has been graded

Student: \_\_\_\_\_

Course: \_\_\_\_\_

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

**SAMPLE**

I am challenging the following test item:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Rationale:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Two published resources available to classmates that validate the challenge.

1. Text/Syllabus/Professional Journal: Title/Page Number:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Text/Syllabus/Professional Journal: Title/Page Number:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 11B: EXAMINATION ADMINISTRATION

### PURPOSE

To standardize exam administration and assessment review procedures to promote scholarship of instruction and student success in NAH.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Participate on the Curriculum Committee as assigned.
- C. Student
  - 1. Read and seek clarification of
    - a. Hartnell College Catalog and academic policies and procedures
    - b. Hartnell College NAH Policy and Procedure Manual

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## POLICY

### I. POLICY STATEMENT

NAH faculty incorporates standardized protocols for the development and administration of all exams in the respective programs. Standardized protocols serve as an aid to students and faculty. Writing style protocols foster sound internal assessment of curricular content and scholarship of instruction. Students become experienced with assessment styles used in contemporary professional licensing examinations.

### II. PROCEDURE

- A. Exam Administration Protocol
  - 1. Exam formats include paper/pencil and computer assisted testing.
  - 2. As a guideline, 1.5 minutes are allotted per question. National average is 1.2 to 1.36 minutes for multiple-choice questions per National Council for State Boards of Nursing (NCSBN) and National Board for Respiratory Care (NBRC). Mathematical computation questions requiring multiple steps are allotted up to three minutes per question.
  - 3. Exams are administered in an environment that is conducive to success. Students are advised to remain quiet during the exam and are seated at least two arm lengths apart. If space does not allow for separation, students are issued different versions of the exam.
  - 4. Exams are proctored by faculty or a designee. The proctor does not leave the room during the exam.
  - 5. Students are encouraged to use the restroom prior to starting the examination. If necessary, one student may leave the room at a time if/when an escort is available.
  - 6. No student may leave the room without permission from the proctor.

7. Students are required to include names and ID numbers on tests and Scantron©. For computerized exams, students log in using personal codes.
  8. Students are advised to come to the front of the classroom with questions for the proctor to minimize disruptions for other students. Faculty speaks to students during an exam in the least disruptive manner possible.
- B. Exams using Scantrons©
1. Students enter responses on the Scantron before the end of the exam. The student is not allowed to enter responses after the exam time has elapsed.
  2. Only responses on the Scantron are accepted. The exception is responses to alternate format questions, as indicated.
- C. Computerized Exams
1. Students must finish the exam in the allotted time. Once the exam shuts off, students cannot reenter the exam.
  2. Faculty provides directions for entering responses to alternate format questions.
- D. Testing Environment
1. All student possessions (backpacks, hats, notes, food, etc.) are deposited at the front or sides of the room. Students are provided pencils, calculators, and scratch paper, when necessary for the examination.
    - a. Students use a school-issued calculator. All mathematical calculations work must be shown on the exam or on the scratch paper.
  2. No cell phones or electronic devices are permitted during examinations.
  3. Students who talk during an exam earn a grade of zero for that exam.
  4. Once an exam is submitted by the student, the student leaves the classroom and cannot reenter for any reason.
- E. Department of Supportive Programs and Services (DSPS)
1. Reasonable accommodations are provided to students who submit paperwork confirming assessment by DSPS personnel.
  2. Students are provided reasonable accommodations when the “Confidential Request for Reasonable Accommodations” is received a week prior to the exam date.
  3. Students with DSPS accommodations are subject to same testing protocols as other students.
  4. Violations of testing protocols in DSPS results in disciplinary actions including but not limited to assigning a grade of zero for the exam.
- F. Exam Review
1. Faculty supervises exam reviews. Copies of exams are never returned to students.
  2. Exam review takes place after the completion of each exam.
    - a. For printed exams: the answer key with rationale is posted around the classroom for students to review in silence. No books or papers are permitted. Students may not copy the exam questions.
    - b. For instructor written, computerized exams, the rationale will be on for a limited time, while supervised in the classroom.
    - c. No recording, or photographs, or notes are to be taken during exam review.
  3. Exam review does not take place after final exams. Students may make an appointment to review a final exam after the completion of the term.
  4. Students may make an appointment to review their exam individually, or in small groups with the instructor.

### G. Student Test Item Queries

1. As professionals, faculty and students do not engage in verbal debate regarding any test item.
2. Students have three days after the exam has been graded to challenge exam questions.
3. One Test Item Query Form is completed per question.
4. Questions under review are described on the Query Form and the student's rationale for query is provided.
5. A minimum of two to three scholarly resources/references that support the student's answer choice are required. Sources should be listed in the course syllabus or available to all students.
6. The Query Forms are reviewed by faculty and decisions are rendered within five days.

### H. Standardized Computer Testing

1. NCLEX and NBRC questions use a computer adaptive test (CAT) model. Faculty may offer quizzes or exams that require the use of the computer (e.g., course management systems, standardized testing).
2. Standardized exams are integrated into the curriculum. Standardized tests are offered during each semester/module.
3. Students earn credit/points for completing practice exams and remediating or retaking exams.
4. In the absence of a proctored exam, students take online quizzes under the same honor system as if in the classroom as outlined in Procedure A of this policy.

### G. Quizzes and Examinations

1. Missed examinations must be rescheduled with the faculty of record.
2. Missed quizzes may be rescheduled at the discretion of the faculty of record. Only one missed quiz can be made up.
3. The faculty of record may allow a tardy student to take the quiz/exam within the remaining time allotted.

#### References:

- Caputi, L. and Engelmann, L. (2005). *Teaching nursing. Volume 1: The art and science*. Glen Ellyn, IL: College of DuPage.
- Morrison, S., Nibert, A., and Flick, J. (2006). *Critical thinking and test item writing*, (2<sup>nd</sup> ed.) Houston, TX: Health Education Systems, Inc.
- Oermann, M. H. and Gaberson, K. B. (1998). *Evaluation and testing in nursing education*. New York: Springer Publishing Company.

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## 12: HIGH FIDELITY SIMULATION

### PURPOSE

- A. To establish behavioral expectations of professionalism during high fidelity simulation (HFS) experiences similar to expectations in other clinical experiences.
- B. To facilitate and guide learners as they develop clinical judgment, decision-making, and clinical reasoning skills through active learning.
- C. To promote consistency in facilitator support through ongoing faculty development in high fidelity simulation.
- D. To promote fidelity and environmental safety through the use of tools, resources, and participants.

### RESPONSIBILITY

- A. Dean of Academic Affairs: NAH
  1. Annually review the NAH Policy and Procedure Manual.
  2. Annually align NAH policies with Hartnell College administrative and board policies.
  3. Collaborate with faculty regarding content.
- B. NAH Faculty
  1. Annually review the NAH Policy and Procedure Manual.
  2. Maintain a safe learning environment.
  3. Collaborate with nursing faculty, allied health faculty, and the dean to determine specific needs and requests for achieving learning outcomes.
- C. Student
  1. Maintain professional integrity related to simulation.
  2. Read and seek clarification of:
    - a. Hartnell College Student Handbook.
    - b. Hartnell College NAH Policy and Procedure Manual.
    - c. Assigned coursework related to simulation.
- D. Participation and observation during simulation activities.
  1. Discuss with faculty of record any specific learning requests, needs, or concerns.
  2. Sign the Confidentiality and Videotaping Recording Agreement.
  3. Arrive on time and prepared for the clinical simulation activity.

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## POLICY

### I. POLICY STATEMENT

The Hartnell College NAH Program offers a high fidelity simulation (HFS) learning environment that provides simulated clinical experiences. The use of this teaching and learning methodology offers faculty-facilitated clinical experiences for students during all levels of the NAH programs.

### II. PROCEDURE

- A. Each learner participant has Confidentiality Videotaping Recording Agreement on file for each academic year. Adherence to the confidentiality agreement will be strictly enforced. Breach of confidentiality may be grounds for dismissal from the program. Non-

participant observers are also required to sign a confidentiality agreement and adhere to the same standards of respect and professionalism.

- B. All simulation and debriefing sessions may be recorded by authorized personnel. Any recording or photos by students is prohibited.
- C. Students may be videotaped/filmed/photographed for use in print or electronic media for marketing/publicity by the NAH department and Hartnell College without compensation.
- D. Learner orientation to HFS and to necessary equipment is required prior to assigned participation. The student is expected to come to simulation prepared with pre-briefing material completed and ready to be submitted (this is the student's "ticket to participate in simulation").
- E. Clinical attire and a lab coat for students and faculty are required for participation in HFS unless otherwise communicated by NAH faculty. The student is expected to bring standard clinical equipment to simulation (e.g. stethoscope, watch).
- F. Scheduling for use of HFS laboratory is coordinated through the Simulation Lab Coordinator or designee.
- G. Collaboration and planning is recommended at minimum of one week or more prior to scheduled simulation in efforts to promote optimal learning and preparation time.
- H. Faculty not in attendance will receive necessary feedback on learner preparedness, attendance, and clinical behavior.
- I. Evaluation of simulation experiences is completed by participating students at least annually, and as necessitated by facilitator or other nursing faculty.

### **III. STANDARDS FOR STUDENT PERFORMANCE IN SIMULATION**

- A. Be accountable for all previous knowledge and skills learned in the applicable NAH program.
- B. Maintain respect for self and others.
- C. Enjoy, engage, and participate in the process. Be open to roleplaying and new experiences.
- D. Expect to make mistakes and learn from them.
- E. Follow guidelines presented in orientation.
- F. Exhibit professional behaviors while interacting with patient, peers, and faculty.
- G. Follow established standards of care for nursing and respiratory care.

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## 13: CONFIDENTIALITY AND PROFESSIONALISM

### PURPOSE

To establish guidelines for professional conduct in all aspects of communication and interactions related to Hartnell College Nursing and Allied Health.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Annually align NAH with Hartnell College Administrative and Board Policies
  - 4. Collaborate with faculty regarding content.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Collaborate with all nursing faculty, allied health faculty and the dean to determine specific needs and requests regarding professionalism and related behaviors.
- C. Student
  - 1. Read and seek clarification of
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. Hartnell College NAH Policy and Procedure Manual.
  - 2. Collaborate with faculty of record to discuss specific learning needs.

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## POLICY

### I. POLICY STATEMENT

Individuals associated with the NAH community (students, staff, and faculty) are expected to conduct themselves in a professional manner at all times. Written and verbal communications are held to professional standards. Confidentiality and academic integrity standards are upheld.

### II. PROCEDURE

- A. Faculty and students maintain professional conduct in the classroom and other locations designated for learning.
- B. Clarity and validation are sought when making decisions related to professionalism and issues of privacy.
- C. Professional guidelines for engaging in online social networking, electronic mail, and other means of public communication are shared with students.
- D. Curricula contain educational programs designed to increase awareness about incivility in healthcare and repercussions of lateral violence.
- E. Professionalism
  - 1. According to the Code of Academic and Clinical Conduct section of the NAH Handbook, professionalism is represented in the following areas:
    - a. Academic integrity: accountability for actions
    - b. Academic dishonesty: work must be the result of the student's own thought,

- and effort
- c. Professional Code of Ethics: ethical, caring behaviors and respect for persons must be displayed
- 2. Professional responsibilities include, but are not limited to the following:
  - a. Professional appearance: adhering to dress code policy
  - b. Professional behavior: holding yourself to the highest standards; embracing responsibility; demonstrating caring behaviors; respecting patients, faculty, staff, or students (no incivility); communicating in a professional manor; possessing a teachable and accountable spirit
  - c. Reflective practice: reflecting on what went well/poorly and make needed adjustments to prevent problems next time; ability to receive constructive feedback and grow as a result
  - d. Preparedness: showing up on time and prepared for class/clinical
  - e. Performance: meeting standards of care/safety; demonstrating a commitment to excellence
- F. Confidentiality
  - 1. Privacy towards individuals encountered in healthcare settings is maintained in accordance with the Health Insurance Portability and Accountability Act (HIPAA). Refer to <http://www.cms.gov/HIPAAGenInfo/Downloads/HIPAAALaw.pdf>
  - 2. Privacy towards students is maintained in accordance with the Family Educational Rights and Privacy Act (FERPA). Refer to <http://www2.ed.gov/policy/gen/guid/pfco/ferpa/index.html>
  - 3. No identifiable information, including any portion of names, birthdates, medical record numbers, diagnosis, addresses, gender, race, ethnicity, photographs, and any other factor or situation of potential identification, can be removed, discussed, or communicated in any way. Communication includes face-to-face, phone, or electronic interactions. Communication with faculty and health care providers with a direct need for access to information is acceptable.
  - 4. Federal, state, and local laws and agency policies regulate the sharing of confidential information.
- G. Social Networks
  - 1. Sharing and posting personal information on social media, including photographs and screen names, should reflect professionalism and comply with college policies.
  - 2. Using social networking sites for posting, referencing, or disclosing information detailed in Procedure F is prohibited and may result in academic failure.
  - 3. Social network interactions between or involving current students and NAH faculty/staff is prohibited.
- H. Approved communication channels between faculty and staff are established by Hartnell College. Methods of communication include faculty office hours, college email, and course management systems.
- I. Acts of academic incivility are defined as “rude or disruptive behaviors which often result in psychological or physiological distress for the people involved – and if left unaddressed, may progress into threatening situations” (Clark, 2011). Examples include the following:
  - 1. Disruptive behaviors: phones, texting, computers, side conversations



2. Rude remarks, sarcasm, vulgarity, cyber-bullying
  3. Lack of respect and regard for others
  4. Intolerance of cultural, ethnic, class differences
  5. Pressuring faculty to agree to demands
  6. Speaking negatively about students, faculty, and NAH
- J. Incivility can occur in any location associated with the delivery of NAH education, including the “live” or virtual classroom or clinical setting (Clark, 2011)
- K. The behavioral code of conduct for Hartnell College and NAH requires that all members of the health care community treat colleagues, students, and patients with dignity and respect. Any form of harassment, disrespect, or threatening action is not tolerated and may result in academic failure (ANA Code of Ethics). Members of the community must “communicate openly and intentionally and work together to create a culture of civility” (Clark, 2011).
- L. Horizontal (Lateral) Violence is harmful behavior, attitudes, actions, or words directed toward one individual by another individual that controls, denigrates, or injures the dignity of another.
- M. The conflict resolution policy guides responses to issues of incivility and lateral violence.

References:

- Clark, C. (2011). *Addressing incivility and bullying in nursing education: Creating communities of civility*. Webinar presented on 10/10/2011 by the National League for Nursing.
- U.S. Department of Education. (2014) *Family educational rights and privacy act regulations*. Retrieved from <http://www2.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf>
- U.S. Department of Health & Human Services (2011). *Health information privacy*. Retrieved from [www.hhs.gov/ocr/hipaa/finalreg.html](http://www.hhs.gov/ocr/hipaa/finalreg.html)

Original: 11/28/11

Reviewed/Revised: 04/29/14; 06/04/14

Approved: 12/11; 06/04/14; 07/14, 04/15, 09/15, 10/16

## 14: GRADUATION AND PINNING

### PURPOSE

To establish guidelines for planning and attending the pinning and Hartnell College graduation ceremonies.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
  - 3. Annually review and approve the plans for the pinning ceremony.
- B. Assistant Directors of Nursing and Director of RCP
  - 1. Chair the Pinning Committee.
  - 2. Collaborate with students, faculty, and the dean to plan and conduct the pinning ceremony.
  - 3. Retain fiscal management and responsibility for all pinning expenses.
- C. NAH Faculty
  - 1. Annually review the NAH Program Policy and Procedure Manual.
  - 2. Participate in the planning and attend the pinning ceremony.
  - 3. Act as faculty liaisons to students in the graduating classes.
- D. Students
  - 1. Read and seek clarification of
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. Hartnell College NAH Program Policy and Procedure Manual.
  - 2. Participate in the planning of the pinning ceremony.
  - 3. Attend the pinning and Hartnell College graduation ceremonies.

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## POLICY

### I. POLICY STATEMENT

Students in the Hartnell College NAH Program are encouraged to participate in annual pinning and graduation ceremonies. The traditional Pinning Ceremony marks the students' passage into the professions of nursing and respiratory care.

### II. PROCEDURE

- A. The Assistant Directors of Nursing and Director of RCP have lead responsibility for planning and conducting the pinning ceremony. The Assistant Directors of Nursing and Director of RCP acts as liaison to the Pinning Committee.
- B. The Pinning Committee, composed of representatives from all NAH classes, is elected by the student body or is appointed by the graduating RN, VN, and RCP class officers. The Pinning Committee is chaired by graduating students and the Assistant Directors of Nursing or Director of RCP.
- C. Pinning Committee chairs conduct planning sessions, post committee minutes, and update the Pinning Committee binder on a regular basis.
- D. Subcommittees include, but are not limited to the following: Decorations, Clean up,

- Program and Yearbook, Audiovisual, Volunteers, Reception, and Public Relations.
- E. The Pinning Ceremony usually occurs the day of the Hartnell College graduation ceremony.
  - F. The Pinning Ceremony for RCP usually occurs the day of the Hartnell College graduation ceremony.
  - G. The Pinning Committee chair or designee must contact the Hartnell College president and keynote speaker at least two months in advance and request his/her participation in the ceremony. The Pinning Committee chair must obtain approved written biographies of the college president and/or other speakers that are read as introductions at the ceremony.
  - H. All publications, letters, requests, speeches, and fundraising activities must be reviewed and approved by the Assistant Directors of Nursing, Director of RCP, or the dean.
  - I. Graduates who participate in the Pinning Ceremony are expected to attend the Hartnell College graduation ceremony.

### III. SITE

- A. The Pinning site location is reserved 5-6 months in advance by the Assistant Directors of Nursing and/or Director of Respiratory Care. An equipment list that includes chairs, tables, room set-up, audiovisual (AV) equipment, musical instruments, lighting, flags, podium, trash cans, etc., is submitted with the facilities request form. The request forms are obtained on the Hartnell College website. Submission of the room reservation and equipment list is the responsibility of the Assistant Directors of Nursing and Director of RCP.
- B. Two weeks before the event, the Pinning Committee audiovisual subcommittee members collaborate with the pinning site location managers. Traditionally, a podium, sound system, screen and projector are required. Customary AV fees-for-service may be paid by the NAH Program. Tablecloths with NAH insignia are available for use.
- C. Costs for decorations (optional) are the responsibility of the graduating classes.
- D. Costs associated with performing musicians (optional) are the responsibility of the graduating classes.
- E. Only seats for guests with special needs may be reserved.

### IV. PINS, STOLES, LAMPS, ROSES

- A. The Hartnell Program VN, RN, and RCP pins, stoles, and lamps are ordered from preapproved vendors. Under the direction of supervising faculty, the Pinning Committee Chair supplies graduating students with ordering information at least three months before graduation and tracks the orders. NAH does not assume responsibility for misplaced or incorrect orders. Students are responsible for the cost of their pins, stoles, and lamps.
- B. Graduates may borrow stoles and lamps for use during the pinning and Hartnell College graduation ceremonies. Personal checks covering the replacement costs of the borrowed items are collected prior to the ceremony. Uncashed checks are given back after borrowed items are returned.
- C. NAH purchases one long-stemmed white rose with burgundy and gold ribbons for each nursing graduate. The ordering and delivery of the roses is the responsibility of the faculty chair.

**V. INVITATIONS, PROGRAMS, STUDENT YEARBOOKS**

- A. NAH is responsible for the cost and distribution of the invitations. Invitations are ordered two months before the event. Traditionally, each graduate receives 10 invitations.
  - 1. The Assistant Directors of Nursing and Director of RCP assumes responsibility for updating the honored guest lists.
- B. Editing and printing of the program is the responsibility of the Assistant Directors of Nursing and Director of RCP. NAH covers the cost of the program.
- C. Student yearbook design, printing, and costs are responsibilities of the graduating classes.
- D. Costs and arrangements for photographs are responsibilities of the graduating classes.

**VI. ATTIRE**

- A. Graduates wear either Hartnell College graduation gowns over their clothing or professional attire with a lab coat. Gowns are purchased at the Hartnell College Bookstore. Shoes must not pose a risk to fall. Clothing and appearance should reflect professionalism.
- B. Honors cords, mortarboards, leis, and other graduation regalia are worn during the Hartnell College graduation ceremony, not during the Pinning Ceremony. Honors cords are for Associate Degree graduates only as outlined in the Hartnell College Student Handbook and Catalog. The Admissions & Records provides a list of students eligible for honor cords to the bookstore manager. Only students on the list may purchase the cords from the Hartnell College bookstore.
- C. Student hosts/ushers wear lab coats over professional attire as determined by the committee.

**VII. TRADITIONAL PINNING PROGRAM**

- A. Nursing
  - 1. Students file in from the back alphabetically, end of the alphabet first.
  - 2. Master of Ceremonies/Assistant Director opens the ceremony and initially welcomes all of the guests.
  - 3. The Dean of Academic Affairs: Nursing and Allied Health or designee welcomes all and explains the meaning of pinning.
  - 4. The Hartnell College president or designee speaks, often about the nursing program and student success.
  - 5. Class presidents share the classes' educational experiences.
  - 6. A keynote speaker may be selected by the graduates.
  - 7. Students receiving scholastic honors and scholarships are recognized at the ceremony.
  - 8. Nursing faculty members, chosen by the graduates, read the names of the graduates, place the stole with the pin on each graduate, present each with the lamp, and hand each a rose.
  - 9. Graduates proceed to the aisles, light their lamps, and recite The Nightingale Pledge, led by the dean or designated nursing faculty.
  - 10. A cake and coffee reception for students and invited guests may be held after the pinning ceremony. NAH assumes the costs of the reception. The Assistant Directors of Nursing are responsible for the ordering and delivery of the refreshments.
- B. Respiratory Care Practitioner

1. Students file in from the back alphabetically, end of the alphabet first.
2. Master of Ceremonies opens the ceremony and initially welcomes all of the guests.
3. The Hartnell College president or designee speaks often about the RCP program and student success.
4. The student class presidents share the class's educational experiences.
5. A keynote speaker may be selected by the students.
6. Students who receive scholastic honors and scholarships are recognized at the ceremony.
7. Names are called by a designated faculty member. Faculty members, read the names of the graduates, and place the stole with the pin on each student.
8. A cake and coffee reception for students and invited guests may be held after the pinning ceremony. NAH assumes costs related to the reception. The Director of RCP is responsible for the ordering and delivery of the refreshments.

Original: 4/07

Reviewed/Revised: 6/12; 04/14; 05/12/14

Approved: 06/12; 05/12/14; 07/14, 05/15, 09/15, 10/16

## 15: GIFTS FROM STUDENTS

### PURPOSE

To establish guidelines for faculty and staff regarding the acceptance of gifts from students.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Communicate to students that faculty may not accept major gifts.
- C. Student
  - 1. Read and seek clarification of:
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. Hartnell College NAH Policy and Procedure Manual
  - 2. Honor the policy.

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## POLICY

### I. POLICY STATEMENT

The Hartnell College NAH faculty and staff does not believe in accepting major gifts from students.

### II. PROCEDURE

- A. Students are encouraged to express gratitude by donating to a community program of their choice.
- B. Faculty and staff may accept minor gifts from students, such as group pictures, class memorabilia, and/or office items.
- C. Faculty and staff may not accept major gifts from students exceeding \$25.00.

Original: 11/21/2013

Reviewed/Revised: 12/13; 01/14; 02/14; 06/04/14

Approved: 01/14; 02/14; 06/04/14; 07/14, 05/15, 09/15, 10/16

## 16: INVASIVE PROCEDURES

### PURPOSE

To establish standardization of processes and structure for performing invasive procedures related to clinical skills on adult volunteers in the NAH learning laboratories.

### RESPONSIBILITY

- A. Dean of Academic Affairs: Nursing and Allied Health (NAH)
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Annually align NAH policies with Hartnell College administrative and board policies.
- B. NAH Faculty
  - 1. Annually review the NAH Policy and Procedure Manual.
- C. Faculty of Record
  - 1. Annually review the NAH Policy and Procedure Manual.
  - 2. Review procedure to be performed with student and volunteer
- D. Student
  - 1. Read and seek clarification of
    - a. Hartnell College Catalog and academic policies and procedures.
    - b. Hartnell College NAH Policy and Procedure Manual.

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## POLICY

### I. POLICY STATEMENT

NAH students are provided supervised opportunities in laboratory environments. Students are expected to exercise safe protocols when performing invasive procedures and to adhere to Hartnell College policies and procedures.

### II. PROCEDURE

- A. Participation in invasive skills is voluntary and requires supervision by a Hartnell College faculty member.
- B. Students provide live subject volunteers.
- C. Students review the selected competency with the faculty member prior to performing the procedure. Competency review includes, but is not limited to
  - 1. student knowledge and practice of sterile procedures, and safe disposal of sharps, blood and body fluids, and contaminated supplies and equipment;
  - 2. identification of indications, contraindications, and complications of the chosen procedure;
  - 3. evidence of successful completion of competency prior to performing the procedure;
  - 4. practice session immediately prior to performing skill on live subject.
- D. Written consent by live human subject is given to the supervising faculty member
  - 1. Supervising faculty must witness signatures on consent form after the process of consent has been reviewed with both student and volunteer.

- a. Review includes ethical rights of volunteers and information about the procedure including contraindications and possible complications, contraindications.
- E. Invasive procedures are limited to two attempts per procedure.
  - 1. Second attempts are at the discretion of the volunteer and/or the supervising faculty.
- F. Supplies for supervised invasive procedures are provided or distributed by NAH faculty, if available.

ORIG.DATE: 04/16  
REVIEWED/REVISED:  
APPROVED: 04/16, 10/16



### Consent for Invasive Procedure

I freely volunteer to have an invasive procedure performed by a Hartnell College NAH student. I understand my rights as a volunteer. Also, I understand that my participation is for educational purposes.

I declare that I know of no allergy to latex or have health problems that prohibit my participation in this learning exercise. I understand that the procedure will be supervised by a Hartnell College NAH faculty member expert in the protocol. I understand that there are inherent risks with any invasive procedure including, but not limited to, infection, bruising, bleeding, or pain. I declare that my participation is voluntary and I will not hold Hartnell College or any agent of the college liable for injury resulting from my participation.

\_\_\_\_\_  
Student Volunteer (print name)

\_\_\_\_\_  
Student Performing Skill (print name)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date                      Time

\_\_\_\_\_  
Date                      Time

\_\_\_\_\_  
Faculty Witness (signature)

\_\_\_\_\_  
Date                      Time

Copies to students and student files

ORIG.DATE: 04/16  
REVIEWED/REVISED:  
APPROVED: 04/16