

VN STUDENT HANDBOOK



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Southeast California College

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PHILOSOPHY

Southwest California College (SCC) is a faith-based academic institution that aims to educate, transform, and empower individuals for service. Its purpose is to promote a holistic view of a person's physical, psychosocial, spiritual, and developmental well-being through nursing education. We believe in a lifelong learning experience that prepares individuals to enhance optimal health, maintain wellness, and prevent illness in a collaborative culture of teaching and learning and mentorship. Our educational mission emphasizes respect for human dignity and empowers competence with compassion to serve individuals and families in a culturally diverse society.

MAN

Man is a person with mind, body, and spirit living within a society. The human body is a valued holistic being in need of assistance when there is lack in the physical, mental, and spiritual well-being. Vocational nursing assists man in restoring health and well-being.

HEALTH

Health is the state of balance in a person's physical, emotional, mental, & spiritual well-being. The role of the vocational nurse is to assist individuals and families to learn life style changes and practices that will promote health and well-being.

NURSING EDUCATION

Nursing education is a process of teaching and learning experience that follows a progression from the most basic to more complex concepts of nursing including leadership roles. It encompasses the three domains of learning including the cognitive operations, affective behaviors, and psychomotor skills.

TEACHING-LEARNING

Optimum learning takes place in an atmosphere of mutual respect between the learner and the educator through mentoring, counseling, and support. Nursing students succeed through focused study, participation in class discussions, mastery of clinical skills and concepts.

NURSING

Nursing is a science and art. It is a practice focusing on the health and wellbeing of individuals and families within a diverse society. Nursing coordinates and assists in meeting the basic human needs. Nursing also assists clients to maintain dignity and comfort in the final stages of life.

Southeast California College

MISSION STATEMENT

Southeast California College (SCC) fulfills its mission of preparing individuals to meet the health care needs of a culturally diverse society. Its motto is to educate, transform, and empower service to individuals, families, aggregates, and communities in a diverse society.

SCC believes that nursing is caring. It embraces Watson's philosophical framework of caring. It provides students an understanding of the nursing paradigm that includes the person, health, environment, and the nursing systems. It emphasizes a humanistic and altruistic care to meet the physical, emotional, psychosocial and spiritual needs of those in need of care. Watson believes that caring is with its goal in promoting health and wellness, altruism, and compassion.

Nursing and caring must co-exist in nursing practice. A caring attitude is not biological but is developed in the culture of the profession as a unique way of coping with its environment.

MOTTO: *Educate, Transform, & Empower, Service*

Institutional Purposes

In pursuit of SCC Mission, the following Core Principles and Objectives guide the school operation:

- Affirm holistic worldview and the value of self-worth and intensify every student's ability to contribute to the world of work at a professional level.
- Foster a caring and nurturing learning environment that promotes academic excellence, critical thinking and diversity, and instill a desire to continue learning throughout life.
- Employ qualified faculty members who possess both educational and professionally-related experience in their own fields, encourage professional development, and active participation in upholding the institution's mission, purpose and objectives.
- Support student population throughout their studies and beyond by means of tutorial services, academic advisement, counseling and referral, financial planning, and lifelong employment assistance.
- Provide students with a facility that is equipped with essential technologies and equipment; accessible library and resources relevant to the academic programs, as well as a safe, profitable, and healthy school environment.
- Remain committed to the policy of academic freedom where faculty may explore and disseminate new knowledge, communicate professionally and as citizens, enhance the intellectual vitality of the college and its students without fear of reprisal or reprimand.

Southeast California College

- Impart programs of learning that meet the needs of the individual and community and implement a consistent program evaluation process to ensure that skills and knowledge are adequate, appropriate and marketable for employment placements.
- Enhance a learning environment that cultivates respect for diversity, nurturing of curiosity and insistence upon high standards of thought, study, communication and mentorship.

Encourage students to broaden and deepen their knowledge of life, thought and values by understanding the institution's philosophy and its educational mission.

VN Program Description

The Vocational Nursing Program is a 13-month certificate program designed to prepare students to perform direct patient care under the supervision of an RN and/or a physician in an acute care hospital or in long term care facilities. Upon completion, graduates will be eligible to take the state licensing examination, NCLEX-PN. Total program clock hours: 1546 hrs

Conceptual Framework:

Human Being is a valued person in need of assistance, care, nurture, support, respect, preserving dignity in an individual.

Nursing is a human science of persons and human health. It aims to relieve and/or alleviate illness experiences mediated by professional, personal, scientific, esthetic, and ethical human care transactions.

Environment refers to both internal and external factors. The internal environment includes a person's awareness and consciousness while the external environment includes a person's family, culture, community & society. These environments affect the health and well-being of a person.

Health is defined as a high level of overall physical, mental, and social functioning; a general adaptive-maintenance level of daily functioning; and the absence of illness, or the presence of efforts leading to the absence of illness.

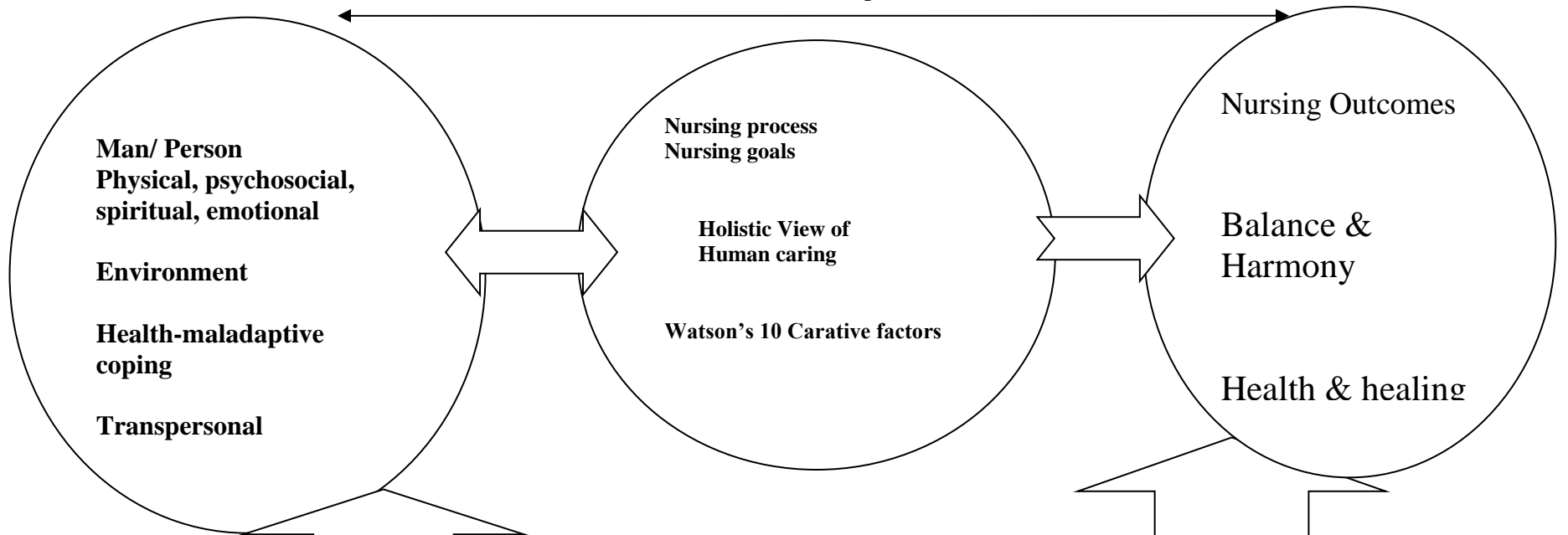
Actual caring occasion involves actions and choices by the nurse and the individual. The moment of coming together in a caring occasion presents the two persons participating in planning for the best action to resolve health problems.

Transpersonal concept is a human-to-human relationship where subjective information becomes a story for both to share. Transpersonal caring seeks to connect with and embrace the

spirit or soul of the other through the processes of caring and healing and being in a human-to-human relationship.

Conceptual Framework

CONCEPTUAL FRAMEWORK
Educate, Transform, & Empower for Service



ILLNESS

The person, human health and maladaptive coping may cause disturbance in the health-wellness continuum resulting in illness.

WELLNESS

Implementing Watson's theory of human caring using the 10 carative factors will result in balance and harmony between health and healing.

Health and Wellness Continuum

Originatiojn4.17
Revised4.19
Revised4.21
Revised8.23

VN Program Terminal Objectives: At the end of the program, graduates will be able to:

1. Promote holistic care grounded by Christian worldview that respects beliefs and values of individuals and groups across the life span with compassion and altruism.
2. Utilize knowledge and skill competencies and decision making strategies to provide safe and competent care to individuals/families in an acute care, sub-acute, rehabilitation, and long-term care facility.
3. Responsible for individual professional growth and development for safe and competent nursing practice.
4. Subscribe to ethical/legal principles of nursing practice as a patient advocate and family educator to promote optimal health and well-being.
5. Function within standards of practice as a vocational nurse in a collaborative relationship to communicate, document, and coordinate patient care.
6. Enhance a culturally congruent care in serving a diverse and multicultural population in the community through primary, secondary, and tertiary health care.
7. Utilize information technology to facilitate health care delivery and improve quality of care.
8. Participate collaboratively in the implementation of safe practice.

Curriculum Objectives:

Term I: At the end of the term, students will:

1. Discuss the structures and functions of human cells, tissues, and systems' structures and functions.
2. Discuss the practice within the roles of the vocational nurse as a member of the health team.
3. Discuss and apply ethical/legal aspects of the student and licensed vocational nurse.
4. Apply history taking techniques of biological, cognitive, and psychosocial development throughout the human life cycle from conception to death.
5. Apply Watson's nursing process in the analysis of data in clinical situations and in problem solving.
6. Integrate principles of nutrition in clinical situations and coordinate plan for health promotion.
7. Discuss and apply principles of hygiene, body mechanics, asepsis, measurements, specific nursing skills and procedures, and administration of therapeutic agents in variety of health care settings.
8. Discuss the provider role of the vocational nurse applying the nursing process in decision-making, and problem solving
9. Implement therapeutic communication techniques as an integral component of history taking, and physical assessment.

Term II: At the end of the term, students will:

1. Apply the nursing process in common health/illness situations experienced by adults and older adults across the life-span.
2. Discuss principles of pharmacology, drug effectiveness, adverse reactions/effects, and identify needs for family/client teaching.
3. Apply the nursing process to the care of clients with common health/illness problems/needs and coordinate with the RN and/or physician.
1. Implement the plan of care in coordination with the registered nurse and maintain safe practice in the care of individuals and families in a diverse society.
2. Assume the provider care role for clients in the adult cycle stages in a variety of clinical settings and social conditions.
3. Discuss health promotion measures specific for adults and elderly in different health care settings.

Term III: At the end of the term, students will:

1. Apply nursing process in common health/illness situations experienced by child bearing and childrearing families.
2. Discuss and apply principles of pharmacology for the childbearing and childrearing families.
3. Apply nursing process to the older adults and to the clients with mental health issues.
4. Implement a provider care role for childrearing and childbearing families in various health care settings.
5. Integrate principles of nutrition for health promotion among childbearing and childrearing families and to older adults.
6. Explain health promotion strategies for the childbearing and the childrearing families including older adults in a restorative care.
7. Explain health promotion strategies for patients and families with mental health issues.

Term IV: At the end of the term, *students will:*

1. Assume vocational nursing opportunities and/or responsibilities in making transition to the provider of care role and member of the discipline of nursing as a licensed vocational nurse.
2. Apply concepts of family roles and the roles of a vocational nurse to childbearing and childrearing families in the community.
3. Apply concepts of community nursing to individual families for health promotion through primary and secondary prevention.
4. Assume leadership roles of a vocational nurse in different clinical settings or community settings.
5. Apply principles of being a leader as a licensed vocational nurse.
6. Apply knowledge of disease prevention in primary, secondary, and tertiary health care settings as a vocational nurse in the community.
7. Assume the role of a vocational nurse as a team leader in a community health care setting

SCHOOL HOLIDAYS

HSCC observes eight Holidays per year that includes:

1. New Year
2. Martin Luther King
3. Memorial Day
4. Independence Day
5. Labor Day
6. Veteran's Day
7. Thanksgiving Day, &
8. Christmas Day.

Holiday break between Christmas and New Year will be two weeks and will vary based on the calendar year.

ACADEMIC POLICIES

ADMISSION PROCEDURES AND REQUIREMENTS FOR THE LVN PROGRAM

Pursuant to California Code Section 2526 (a) (12), Southeast California College (SCC) admits students who possess the appropriate credentials and demonstrate capacity or potentials of successfully completing the educational programs offered by the institution. All students will be evaluated and admission decisions will be made on an individual basis.

Southeast California College (SCC) offers year round admission. Applicants must see an admission advisor to discuss requirements specific to each program for admissions. Upon registration into the program, each student is assigned an advisor.

GENERAL ADMISSIONS POLICIES

Below is a list of specific requirements and procedures for admission to the college:

- Initial visit to the campus is encouraged prior to enrollment to obtain a good view of the college's facilities and equipments.
- Upon passing the entrance exam (TEAS Test), applicants will complete an application form and have a personal interview with an admission representative.
- Enrollment agreement form must be signed. Applicants below 17 years old need to have a signature from parents or guardian.
- A criminal background clearance before enrollment is required. Information on how to obtain this clearance will be given to the candidate during the admissions interview.
- Registration fees in all programs are non-refundable.
- The Vocational Nursing Training Program (VN) at SCC accepts Ability-to-Benefit (ATB) to ESL students.

Applicants enrolling in the college who have misdemeanor or conviction should be aware that they may not meet applicable licensure or certification requirements and may not be able to secure employment in the field. Certain misdemeanors may prevent a student from successfully completing the desired program due to the inability to place students for externship to clinical sites. The College reserves the right to deny admission.

Certification and licensing eligibility concerns and effects of criminal background on your program goals must be discussed with your Admissions representative.

To be admitted into the licensed vocational nursing training program, the applicant must meet the following requirements:

1. Must pass a standardized TEAS entrance exam. Minimum passing scores for the TEAS entrance exam are shown below:

<u>TEAS Examination</u>	<u>Minimum Scores</u>
Math	25
Science	10
Verbal	48
Reading	11

94 (100%)

Applicant must pass the VN entrance exam at 75% or better to be eligible to enroll into the program.

If the applicant fails the entrance exam, the following provisions are given:

- If the applicant fails the TEAS Entrance TEST, he/she must wait 7 days before attempting to retake the entrance exam for admission into the VN program.
2. If the applicant passed the standardized entrance exam, he/she will be advised to meet with the admission adviser for further details about the VN program.
 3. Student must be 17 years old at the time he/she becomes eligible to take the licensure examinations.
 4. Submit a copy of high school diploma, transcripts, or GED prior to official acceptance. Students enrolling in this program will not be allowed to start classes until acceptable documentation is submitted.
 5. High School documentation from a country other than the United States must be translated and certified to be at least the equivalent of a U.S high school diploma by an agency that is a member of the National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluation (AICE) such as WES
 6. Health Screening and/or immunizations are required prior to clinical assignments. Records of health screening and immunizations are on file to be submitted to the clinical sites prior to clinical training.
 7. Standardized entrance exam passing scores are valid for five years. If a student drops from a program and re-enters into the same or different program after five years, the student will be required to retest.
 8. Must submit a criminal background clearance
 - 9.

SCREENING AND SELECTION CRITERIA

Pursuant to California Code of Regulations section 2526 (a)(13)(14), the admission committee including the Director of Nursing will select students for the LVN program based on the following:

- a. High School Diploma or GED
- b. Pre-Entrance Exam Results: TEAS Results of 75% or better
- c. Results of personal interview by the ADON and/or program director
- d. Pre-requisite GPA of 2.0 or better (or GPA in similar course work)
- e. Must be 17 years old or older
- f. Pass the criminal background clearance
- g. Previous employment, training or experience in the medical field.
- h. Certifications (optional)

The Department of Health Services states that a person convicted of a felony that relates to the duties and responsibilities of a Nursing Assistant may be disqualified from obtaining a certificate. Students may seek additional clarification from the Director of Nursing Program. Students with felonies will not be excluded from SCC, but may not be able to obtain certification after completion of the program.

Potential students must be in good health and have the physical, social and psychosocial ability to perform the duties of a nursing assistant which will include walking, lifting, and caring for severely ill clients; bathing, dressing, and feeding patients; exposure to biohazards and infectious waste; writing, talking, and interacting with clients; performing vital signs and many other potentially strenuous and demanding tasks associated with the nursing profession.

Additional Admission Policies and General Information

1. Students must complete and return the Registration form to Southeast California College (SCC).
2. It is possible that an additional “Background Check” may be requested. This is an additional security check that is required by a clinical facility. Only students who have been accepted into the LVN program and have been specifically requested to do so will need to complete the additional background check. The estimated cost for the Background Check varies from \$60 to \$85. If this check is needed; you will be given specific instructions.
3. The application forms must be returned to SCC by the stated deadline.
4. A maximum of twenty four students plus two alternates may be selected for each Licensed Vocational Nursing class.
5. A personal interview will be required for entrance into the VN program.
6. If more than thirty qualified students apply, a lottery system may be used to select students for each class. Those on the waiting list will have first priority for the next scheduled class.
7. A completed SCC or BVNPT application does not guarantee that a student will be admitted to the program.

ATTENDANCE POLICY

Pursuant to California Code of Regulations, Section 2526 (a) (17)(B), Southeast California College (SCC) strongly encourages students to attend 100% of scheduled class time in order to acquire the knowledge and skills that build toward success. Each class day offers new and important theory/clinical information and skills necessary for success. We understand emergencies do arise; therefore, the minimum attendance requirement is 95% of both scheduled theory and clinical hours per term. The following are the attendance requirement guidelines.

Attendance and Punctuality

Tardiness and absences must be discussed with the instructor. Make-up for absences is only for medical emergency reasons.

The student may not miss more than one theory class session or clinical day. The student who has more than one clinical class absence will be dropped and must petition for reinstatement/continuation in the program.

Being tardy two times (x2) for more than 5 minutes each time in theory but less than 30 minutes to the clinical will be counted as one absence.

1. All absences must be excused by the area instructor or Director of Nursing. To credit as an excused absence, students are required to notify school or instructor 30 minutes prior to start of class/clinical. If proper notification is not provided, an unexcused absence is credited.
2. Students will be expected to make up all work which is necessary and to meet objectives. In the clinical area make-up work will be based on the needs of the individual student and may be accomplished in the clinical area. Clinical make-up for OB and pediatric can be done in the OB and Pediatric simulation lab. All clinical make-up must be arranged with the clinical instructor and will be done in the clinical site doing hands on or direct patient care. Simulation lab make-up will only be for OB. Make up for Pediatric absences can be made up in the skills lab arranged with the instructor doing hands on patient care.
3. Students are required to arrange all make-up activities with instructor upon return to class. Classroom activities for make-up work include research work or projects as assigned by the instructor based on the objectives missed or make-up can be arranged with another class instructor in a different cohort if ongoing for specific objectives missed.
4. Make-up for exams missed must be completed within two days of return of class. No make-up exam will be given for unexcused absences.
5. If a student arrives to class after the scheduled start time (including breaks and lunches), the student will be considered tardy. A tardy without a legitimate excuse is recorded and will be contained against total attendance credit.
6. Students who arrive late for class must check in at front desk and obtain a "Permission Slip" prior to reporting to class. If the class is already in session, the student will remain in the library until the next class break.
Cutting class will be considered as an absence.
7. Student must maintain 95% attendance of scheduled class attendance to be satisfactory and will receive notification if attendance is less than 95%, and be placed on Probation Status if attendance is below 95%
8. When placed on Probation Status, a student will be notified in writing and will attend mandatory tutorial after school until objectives are met. Failure to raise attendance to the required minimum may result in student termination.

Clinical Attendance Policy

Successful completion of the course in the Vocational Nursing Program requires regular attendance in the clinical area. Absence may result in a student not earning a clinical grade of “Pass” in the clinical portion of the course. This policy is intended to assist the students in meeting the Clinical Objectives.

Attendance and Punctuality

Tardiness and absences must be discussed with the instructor. Make-up for absences is only for medical emergency reasons.

The student may not miss more than one theory class session or clinical day. The student who has more than one clinical class absence will be dropped and must petition for reinstatement/continuation in the program.

Being tardy two times (x2) for more than 5 minutes each time in theory but less than 30 minutes to the clinical will be counted as one absence.

First Clinical Absence

One clinical day absence will require documentation by the instructor in the Clinical Evaluation and Anecdotal Notes of the Clinical Objectives missed. The student will be issued a written warning and verbally counseled.

Second Clinical Absence

Two clinical absences will require documentation by the instructor in the Clinical Evaluation and Anecdotal Notes of the Clinical Objectives missed.

a. The student will be issued a written Warning Status, again stating the objectives missed and the requirements needed to be removed from Warning Status.

b. The student *MUST* make arrangement with the clinical instructor for clinical make-up to be made within 48-72 hrs. of absence.

- Two or more clinical absences will require documentation by the instructor in the Clinical Evaluation and Anecdotal Notes of the Clinical Objectives missed. Student will be referred to the Director of Nursing for determination of action. The student maybe dropped from the program. It is only in emergency situations where absences maybe excused.
- A written note from the primary physician to justify absence needs to be submitted upon first day of return and make-up must be arranged with instructor within 48-72 hours of absence. Family emergencies such as death of a family member, evidence that shows proof of circumstance needs to be submitted to the instructor. Failure to complete make-up days will result in documentation of failure to complete clinical objectives and will result in clinical failure or maybe dropped from the program.

A MAXIMUM OF TWO MAKE-UP DAYS ARE ALLOWED FOR THE ENTIRE VOCATIONAL NURSING PROGRAM

RESCHEDULING EXAMS POLICY

RESCHEDULING Make-up WITH PRIOR NOTICE

1. When students are aware in advance they will not be able to take an exam at the scheduled time, the student must contact the instructor no less than two (2) school days before the exam date.
2. The instructor will make necessary arrangements for student to take the exam prior to the date is to be given to the test of the class, therefore, the student will receive full credit for all points earned on the test.

RESCHEDULING Make-up WITHOUT PRIOR NOTICE

1. If determined that a student did have two or more days notice that he/she would be absent on a test date and failed to contact the instructor to make the proper arrangements for rescheduling, the student will be unable to make up the test.

CRITERIA FOR MAKE-UP EXAMS

1. Before any make-up exam may be taken, the student must contact the instructor on his or her first day returning to school. Any student who does not adhere to the terms of this policy will receive a grade of zero ("0") on the exam.
 - a. Student must have an excused absence for the absent day.
 - b. Student must bring written verification of illness or personal emergency to the instructor.
 - c. Student must contact the instructor on the student's first day returning to school in order to schedule a make-up exam.
 - d. All make-up exams must be taken within two days of return to school.
 - e. Pop quizzes may not be made up.
2. A maximum score of 78% may be awarded for make-up examination, test or quizzes.

Remediation Policy

VN Terms I, II, III, IV

The remediation process from Terms I to IV follow the Remediation Algorithm to ensure students' successful completion of the program.

It includes the following areas:

1. Clinical event
2. Behavioral/ Attendance Issues
3. Theory Deficit

Instructors monitor student's academic performance including clinical skills competency in the application of concepts to clinical practice. If issues arise related to the areas above, the instructor will follow the remediation algorithm to correct deficiencies, deficits and or other issues.

The instructor identifies the specific issue in order to plan a course of action to take. The goal to correct a student deficiency is to help student achieve a satisfactory academic performance. The remediation algorithm will be followed in the remediation process.

If after, remediation, the goal is not achieved and there is no progress, a decision may be made to end the remediation process.

NOTE: Remediation Algorithm on next two pages. Included is the academic counseling form used by instructors during the remediation process.

Grade Appeal Policy

Students may appeal a grade received in a class through the following steps:

1. The student must communicate with the faculty member that issued the grade within 24 hours of receipt of the grade.
2. The student may also request in writing to the director of nursing who will meet with the faculty member to discuss the student's appeal, and review the supporting documentation provided by the student. The director of nursing will make the final recommendation.

Note: Students are given a student handbook for the LVN program that details a summary of the program. The handbook includes the scope of the class, syllabus, class calendar, grading rubric and specific policies and contract

GRADING POLICY

Pursuant to the California Code of Regulations Section 2526 (a) (15)(16), an evaluation methodology for student progress is designed to monitor student progress in the program on the basis of the following criteria.

1. Students are evaluated on their ability to apply nursing theory and skills learned in the classroom and lab to their practice in the clinical setting. These skills are represented in the specific clinical objectives included in the curriculum. The clinical objectives are to be successfully met by the student in each term as outlined and evaluated by the Clinical Instructor.
2. If a student fails to meet the objectives, the student's performance jeopardizes minimum patient care standards. If a student performance jeopardizes patient safety but was due to patient behavior as documented, a "Warning Status" maybe issued to the student. Students are informed in writing of unsuccessful performance and shall be counseled regarding their deficiencies. The method(s) for correcting deficiencies and/or removal from Warning Status must be clearly outlined in writing.
3. A follow-up evaluation is conducted on a predetermined date and documented in writing. Students whose performance remains below minimal acceptable standard will receive a clinical grade of Fail and may be dismissed from the program.
4. A clinical grade of Pass or Fail is based on satisfactory achievement of all clinical objectives.
5. Evaluation of clinical performance is based on specified clinical grading criteria that are objectively graded by the instructor. When the clinical grade is summated, the clinical grade will be **Pass or Fail**.

CATEGORIES:

1. The clinical grading criteria includes the following areas:

Clinical Performance	50%	_____
Skills Competency	50%	_____

		100%

Final Grade: 75% or higher

Clinical Grade will be recorded as **PASS or FAIL**.

2. The Clinical Performance Evaluation Form has four categories: Exemplary, Proficient, Unsatisfactory, and Not Applicable. The definitions to these terms are as follows:

E = Exemplary = All objectives successfully completed. (85-100%)

P = Proficient & Safe (75-84%) = One or more objectives not successfully completed as specified within the evaluation; lacking basic knowledge and/or understanding of objectives. Two "U" grades equal a clinical Fail.

U= Unsatisfactory (65-74%) = Needs Improvement “NI”. One or more objectives not successfully completed as specified within the evaluation or incomplete knowledge base. Three “NI” equals ‘Unsatisfactory’. A written academic warning will be issued & student must seek counseling with career development.

N/A = not applicable: Not applicable to this clinical situation.

THEORY GRADING POLICY

Theory grades are based on the following grading criteria

Quizzes	30%	_____
Mid-term	20%	_____
Homework/ATI	10%	_____
Final Exam	30%	_____
Attendance	10%	_____

Total		100%

Final grade: 75% or higher

1. Achievement of Theory Objectives may be demonstrated by passing a criterion-based examination with a minimum grade of “B” (80%) or greater accuracy.
2. Students absent from a class are responsible for obtaining missed materials/information for meeting the course objectives.
3. Those students arriving late for a class assignment will be admitted when the class is given a break. (*See Attendance Policy for unexcused absences*).
4. If a regularly scheduled test or quiz is in progress when a student arrives, the student will be admitted and will be allowed the remaining time to complete the test or quiz. No extra time is allowed. No student will be admitted for a “pop” quiz.
5. Any student who fails to achieve a combined grade (from 70% theory and 30% clinical grade) of 80% or better in the course may not progress to the next course in the program. Clinical grade will be “F” if clinical grade is below 75%, or “P” if grade is >75%. Clinical Grade is either PASS or FAIL.
6. If a student fails to meet the objectives, the student’s performance jeopardizes minimum patient care standards. If patterns of behavior/performance interfere with a student’s progress, the student may be placed on a “Warning Status”. Students are informed in writing of unsuccessful performance and shall be counseled regarding their

deficiencies. The method(s) for correcting deficiencies and/or removal from “Warning Status” must be clearly outlined in writing.

Final grades are based upon successful completion of all objectives and passing the final exam.

Material that is turned in late will receive a reduced grade. The final exam will only be given to students who have completed all of the objectives. Students must achieve 75% on the final exam to pass the course. Students who miss or fail the final exam may take a make-up exam. Only 78% grade maximum is awarded to make-up examinations.

Letter Grade	Percentile Range
A	96-100%
A-	93-95%
B+	89-92%
B	86-88%
B-	83-85%
C+	79-82%
C-	75-79%
F	<75%

Homework/Assignments

1. All assignments are due as scheduled on the syllabus or calendar
2. Attendance hours are kept daily; grades/hours are calculated periodically
3. Students are encouraged to keep a record of their work for check and balance

Grading Calculation Exemplar

Name: _____ Program _____
 Cohort: _____ Start Date: _____ End Date: _____

Theory Grading Criteria:

Quizzes	30%	_____	89%	x	30%	=	26.7	
Mid-term	20%	_____	85%	x	20%	=	17.0	
Home work	10%	_____	90%	x	10%	=	9.0	
Final Exam	30%	_____	88%	x	30%	=	26.4	
Attendance	10%	_____	90	x	10%	=	9.0	
Total								88.1
		100%						

Final Grade _____ **88.1**
Letter Grade _____ **B+**

Clinical Grading Criteria:

Clinical Performance	60%	_____	88%	x	60%	=	44	
Skills competency	40%	_____	87%	x	40%	=	43.5	
Total								87.5
		100%						

Clinical Grade is PASS or FAIL

CREDIT GRANTING POLICY

Pursuant to the California Code of Regulations Section 2526 (a)(17)(A), students who have successfully completed academic courses and/or who have relevant knowledge and/or skills acquired in an accredited institution will be given Advanced Standing in the Vocational Nursing Program.

TRANSFER of CREDIT

1. Credit will be granted for related previous education completed in:
 - a. Accredited vocational or practical nursing courses
 - b. Accredited registered nursing courses
 - c. Accredited psychiatric technician courses
 - d. Armed services nursing courses
 - e. Certified nurse assistant courses
2. The courses for transfer credit must have been within the past five years.
3. Official transcripts and/or copies of Certificates of Completion must be submitted for credit to be granted.
4. Placement of students requesting transfer of credit will be based on units completed as reflected in the transcript of record. The school makes a decision to award or withhold credit based on a review of the application's transcripts ONLY.
5. Credit will be granted based on content and hours of the transferring courses and must be equivalent to courses at the Southeast California College Vocational Nursing Program.
6. Work completed at exempt institutions and other institutions including foreign institutions require an institutional equivalency report.
7. Credit may be granted for relevant knowledge/skills acquired through prior experience or knowledge/skills acquired in a non-traditional setting, or studies which are essentially equivalent to a course for which credit is being requested. Applicants will test for credit related to previous experience.
8. Hours of credit will be calculated based on hours of equivalency.
9. A Petition for Advanced Standing must be filed with the Director of Vocational Nursing Program six weeks prior to the anticipated start date for the courses to which Advanced Standing is being requested.
10. For CNA to LVN transition: Competency-based credit shall be granted for knowledge and/or skills acquired through experience. Credit shall be determined by written and/or practical examinations. Request for credit granting and approval must be done and completed before commencing the Vocational Nursing program.

Notice Concerning Transferability of Credits and Credentials Earned at Southeast California College (SCC)

“The transferability of credit you earn at SCC is at the complete discretion of an institution to which you may seek transfer. Acceptance of the diploma you earn in Vocational Nursing, and Home Health Aide Training is also at the complete discretion of the institution to which you may seek to transfer. If the diploma that you earn from this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain your attendance at this institution meet your educational goals. This includes contacting an institution to which you may seek to transfer after attending SCC to determine if your credits or diploma will transfer.”

Ability to Benefit (ATB)

The ability to benefit (ATB) testing will be used to enroll students towards a career pathway program that SCC offers. The Ability to Benefit (ATB) testing is a testing program offered to ESL students that will help determine their career paths.

ALTERNATE STUDENT POLICY

Southeast California College (SCC) will admit alternate students in each new class to replace students who may drop out. The number of alternate student admitted may not exceed 10% of the school’s Board approved number of students per class. Prior to first official class (curricular) day, alternate students will be informed in writing of their alternate status and that they may be dropped from the program. Alternate students may participate in classes until the commencement of scheduled clinical experiences at approved clinical facilities.

Upon commencement of clinical experience at approved clinical facilities, the actual number of students in the class may not exceed the number of students approved by the Board for that particular class. The Director will select regular and alternate students by the first official class day with the selection based on the following:

1. Admissions Assessment Examination Scores (Math and English)
2. Nursing experience
3. Writing skills
4. Pre-enrollment interview
5. Completion and accuracy of enrollment application
6. Completion of financial aid and/or promissory note

Regular and alternate students will receive written notification of their status on the first official class day with the alternate student(s) assigned numbers to designate their position when and if opening occur in the class.

Students will review student status notification, sign and date, and return to the Director to be placed in their academic file. Alternate students will be evaluated prior to beginning of clinical rotations to determine their final

status. Evaluation will be based on attendance, test and quiz scores, and overall compliance with policies and procedures as outline in the School Catalog.

Regular students not meeting the required standards of the school may be terminated and replaced with an alternate at the discretion of the Director.

Alternate students should attend class until the commencement of the scheduled clinical rotation. Alternate students may withdraw at any time and be refunded any tuition paid with the exception of the registration fee and those items listed in section A.

Determination of final class roster will be as follows:

1. Regular students must be maintaining Satisfactory Academic Progress (SAP) in order to continue in the program.
2. Regular students who are not meeting SAP before commencement of scheduled clinical rotation will be terminated and will be replaced by alternate students maintaining SAP.
3. An alternate student must be at SAP to become a regular student
4. If all regular students are at SAP at the time of evaluation, no terminations will be made of regular students
4. Alternate students are ranked based on SAP when replacing regular students.
6. Regular students who are terminated are liable for all costs incurred until the last day of attendance as indicated in section B. Any remaining balance is the responsibility of the student.
7. Alternate students who do not become regular students will be financially responsible for all of section A.
8. Alternate students who become regular students will be responsible for the charges in Section B, in addition to all other costs incurred during the duration of the program as outlined under Tuition, Fees and Other Charges.

Sections:

(A) Alternate Student Financial Responsibility Textbooks/ Handout/Copies CPR Class/Card Background Check Physical and Lab (1 Hepatitis Shot) Fire Class/Card Management of Assaultive Behavior (MAB) Class/Card 180 hours of Tuition.

(B) Regular Student Financial Responsibility Textbooks/ Handout/Copies CPR Class Background Check Physical and Lab (Full Hepatitis Series) Fire Class/Care Management of Assaultive Behavior (MAB) Class/Card Uniform and Supplies 180 hours of Tuition

Family Education Rights and Privacy Act (FERPA)

Under Code of Education, Section §§ 99.5 and 99.36 an educational agency or institution may disclose information to an eligible student's parents in a health or safety emergency, regardless of whether the student is a dependent for Federal income tax purposes, and may disclose information to parents under any circumstances if the eligible student is a dependent for Federal income tax purposes.

Section 99.32 requires an educational agency or institution to maintain with each student's education records a record of each request for access to and each disclosure of personally identifiable information from the student's records, including the names of the additional parties to which the receiving party may re disclose the information on behalf of the agency or institution.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." In accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA), Southeast California College affords parents or eligible students the following rights:

- The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. The student should submit to the Executive Director or Registrar a written request that identifies the record(s) the parent or eligible student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may

be inspected. Normally, review will be allowed during regular office hours under appropriate supervision.

The College is not required to provide copies by mail of records, unless for reasons such as great distance, it is not possible for parents or eligible students to physically review the records. A copy of records may be obtained for \$1.00 per page unless grade information is contained on the record in which case transcript charges apply. Parents or eligible students are responsible for mailing expenses.

- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading. The parent or eligible student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changes, and specify why it should be changed. If the College decides not to amend the records as requested, the College will notify the parent or eligible student in writing of the decision and the right to a formal hearing regarding the request. Within 45 days of the hearing, the College will notify the parent or eligible student of the final decision.

Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them.

The College requires a 24-hour response after notification. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification for the College is through its Catalog.

SATISFACTORY ACADEMIC PROGRESS POLICY

Pursuant to the CCR § 668.34 Satisfactory academic progress:

To be eligible for federal, state and university aid, students are required by the U.S. Department of Education to maintain Satisfactory Academic Progress (SAP) toward their program objectives.

SCC defines Satisfactory Academic Progress (SAP) by the following three criteria:

1. Meeting a minimum cumulative grade point average requirement (GPA) of 2.0
2. Passing each term including term exit exam to follow Pace of Progression in the program.
3. Satisfactory completion of all class objectives and other requirements to progress in each term of the VN program as stipulated in the progression paradigm below.

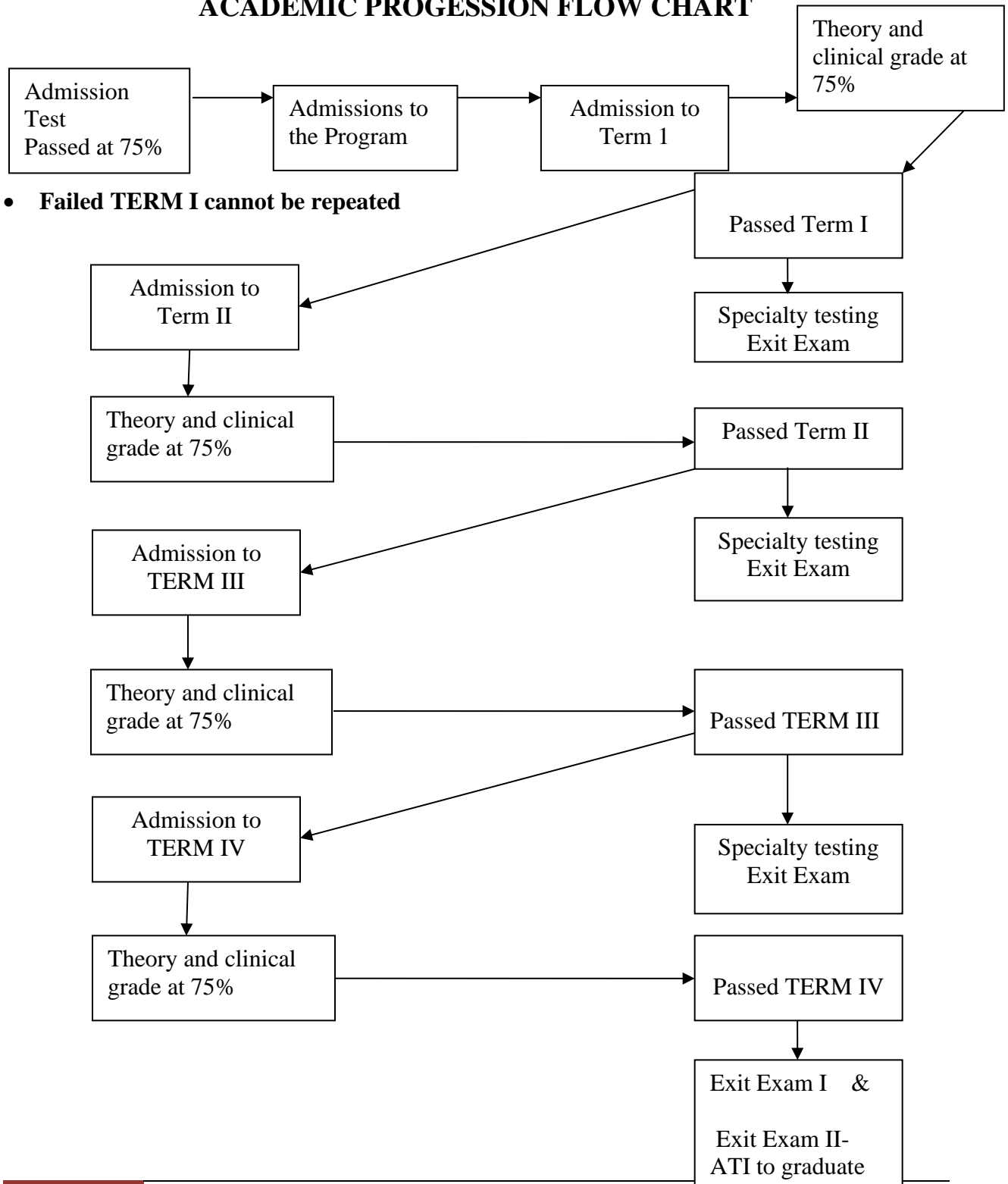
Students accepted into the Vocational Nursing Training Program have to pass the placement test as the first step in the academic progress paradigm.

Progression into the program from first term to the fourth term in the VN program requires successful passing of the term before proceeding into the next term. The Vocational Nursing program includes specialty testing at the end of each term starting from less complex nursing concepts to more complex nursing concepts.

When a student fails Term I, student cannot progress into Term II. Term I cannot be repeated. If a student feels s/he wants to continue, s/he has to reapply again to begin with Term I on a space available.

The progression flow chart below reflects student progression from term I to term IV. The minimum academic performance in order to progress in the program is 75%. The higher the academic performance, the higher is the probability of success in the licensure examinations.

ACADEMIC PROGRESSION FLOW CHART



Graduation Policy Candidacy to Graduate

In addition to the Academic Progression Policy, Section 2526 (a) (15) (B) and the Student Academic Progress (SAP) policy, SCC included the ATI supreme package as a tool to student's preparation for success in NCLEX.

After completion of Term IV, SCC will provide the following:

1. Students must pass each term successfully including the ATI term exit exams. The ATI exit exam scores each term is factored in to the student's final grade for the term.
2. Based on the Academic Progression Policy, students cannot advance to the next term if did not successfully pass the current term.
3. Students passing each term successfully according to the academic progression policy will graduate from the program.
4. An in-house NCLEX Review is conducted to graduates before the ATI Live Review.
5. The ATI Live Review is conducted before ATI EXIT EXAM I & II.
6. ATI Exit Exam I & II are processes to determine probability of graduate's success with NCLEX.
7. Exit Exam II is given to graduates who did not reach the passing mark of 75% in Exit Exam I.
8. SCC would encourage those who fail Exit Exam I & II to attend the extended learning program to prepare for success with the NCLEX-PN.
9. SCC will not have any non-graduates. The RONP to be sent to BVNPT will be the RONP for Graduates only.

EXPECTATIONS FOR STUDENT BEHAVIOR POLICY

STUDENT MISCONDUCT:

1. Students may be in violation of acceptable standards of behavior for:
 - a. Placing a patient in physical jeopardy
 - b. Placing a patient in emotional jeopardy
 - c. Failure to demonstrate competence
 - d. Gross negligence
 - e. Violation of SCC/BVNPT attendance policies
 - a. Failure to meet theory or clinical objectives
 - b. Failure to maintain personal composure
 - c. Violation of school drug and alcohol policies
 - d. Patient abandonment
2. When a faculty member perceives that a student may be experiencing difficulty, it is important that the student be informed that his/her behavior is inappropriate for a student nurse. It is important that a conference between instructor and student be held. This is the opportunity to assist the student in improving performance and to establish guidelines for more appropriate behaviors.
3. It is the primary objective of all instructors to de-escalate all problems before they reach critical levels.
4. Instances of student misconduct must be documented. Written Warning/Probation Status Notices are to be used for this purpose. In a clinical setting a note mentioning the incident and the results (e.g. Warning Status) must also be made in the Anecdotal Notes. The VN Director must be informed of students placed in “Warning Status” and is consulted before a student is placed on “Probation Status”. A conference with the instructor, the student and the VN Director may be scheduled to fully clarify the circumstances.
5. Students may be sent from the clinical facility to campus for advisement by the Nursing Administration. The student will receive an unexcused absence for the day.

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WARNING/PROBATION STATUS POLICY

A Warning Status may be initiated, if a student's performance jeopardizes minimum patient care standards, or when patterns of behavior/performance interfere with a student's progress. Warning Status may be initiated when the student is falling to meet theory or clinical objectives. Warning Status will be initiated when a student's cumulative grade falls below passing (75%).

PROCEDURE:

1. Students will be promptly informed in writing of unsuccessful performance.
2. Students placed on Warning Status will receive counseling, and the terms of the warning will be discussed with student and documented in writing, along with the inclusion of criteria for the removal of the Warning Status.
3. In the event that a student's performance remains below the minimal acceptable standard, the student will be dismissed from the program following an interview with the VN Director.
4. If at any time a student's performance is deemed unsafe or places the patient in jeopardy by the student's actions or lack of action, then the student may be terminated from the program without prior warning.

DISMISSAL/TERMINATION POLICY

Students may be terminated or dismissed from SCC, by either the academic dean or the VN Director, determined by the guidelines as follows:

1. Failure to maintain satisfactory academic or attendance progress levels towards graduation.
2. Cheating
3. Violation of the Southeast California College Drug, Alcohol and Weapon Policies.
4. Displaying conduct that reflects poorly upon the school, or interferes with other students and/or the learning process.
5. Failure to attend class for five consecutive days without appropriate notification to the administration.
6. Failure to return to class on the scheduled return date following a leave of absence

7. Failure to meet financial obligations to the school.
8. A student may also be terminated for failure to abide by the EXPECTATIONS FOR STUDENT BEHAVIOR POLICY, as restated in the Student Misconduct Policy as follows:
 - a. Placing a patient in physical jeopardy
 - b. Placing a patient in emotional jeopardy
 - c. Failure to demonstrate competence
 - d. Gross negligence
 - a. Violation of the HSIC and/or BVNPT Attendance Policies
 - b. Failure to maintain personal composure
 - c. Violation of HSIC Drug and Alcohol Policies
 - d. Patient abandonment

SKILLS LAB POLICY AND PROCEDURE

PURPOSE:

The Vocational Nursing Program Skills Lab is available to provide supervised time for students to increase their proficiency in clinical skills, such as review of mathematics, aspects of medication administration, clinical skills, assessment and clinical documentation.

The skills lab does NOT serve clinical make-up time to meet missed clinical objectives. All clinical make-up must be done at the clinical site for patient care.

INSTRUCTIONAL REFERRAL:

1. The instructor may refer a student to Skills Lab, if the instructor feels that the student needs to increase a knowledge base of clinical subjects.
2. A referral form, designating specific objectives to be met, will be issued to the student by the instructor. The Referral Form is taken to the Skills Lab to be signed off, after the objective is completed.
3. The signed Referral Form is to be returned by the student to the instructor.
4. The learning activities available in the Skills Lab are listed on the Referral Form. Other objectives may be specifically listed by the instructor in order to meet the student's needs.

STUDENT REFERRAL:

1. Vocational Nursing Students are encouraged to attend the Skills Lab independently, as well, to aid in increasing technical proficiency and/or expanding the student's knowledge base.
2. Posted outside the Skills Lab room.

(Referral Form)- next page

CLINICAL DRESS CODE POLICY

GENERAL:

Upon admission to the program, the Southeast California College (SCC) Vocational Nursing student will be expected to comply to the Clinical Dress Code Policy, which is composed from certain concepts, including asepsis, protection of the patient and to maintain a professional appearance. Any student not complying with these clinical dress policies will be sent home from clinical and will be given an unexcused absence. The school's policy regarding clinical absences will then be in effect.

CLINICAL DRESS GUIDELINES FOR VOCATIONAL NURSING STUDENT

1. Only the approved school uniform is to be worn by the student on the clinical units, as well as on campus, with the exception of certain designated events, which may require another type of specific dress policy.
2. The uniform should be laundered and free of wrinkles each time it is worn.
3. Clean, white, closed-toed shoes must be worn. If shoes with laces are worn, the laces must be clean. No clogs or open-toed shoes are allowed.
4. The picture I.D. name badge is to be worn in all hospital units at all times.
5. The student is to be dressed in full school uniform from before pre-conference and until after post-conference, throughout clinical training.

PERSONAL HYGIENE AND GROOMING

1. Good personal hygiene and grooming, including use of a deodorant, is expected.
2. No gum chewing or smoking is allowed in the hospital units. All hospital "No Smoking" policies must be observed.
3. Hair must be neat, off the collar and secured to avoid the possibility of falling into food or onto a sterile field. Hair must not be allowed to fall onto a patient.
4. Hair combs, clasps, barrettes and pins should be brown or black. They should be functional and not worn for decoration.

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5. Any make-up worn should be subdued.
6. No perfume or cologne is required. Scents in hairspray, deodorant, hand lotions, etc. are at times noticeable and may be offensive to patient.
7. Fingernails should be short and clean. No artificial nails of any kind may be worn. Nail polish is not allowed.
8. Jewelry carries microorganisms. Only one stud earring in each ear is allowed. Only wedding band and/or engagement ring is allowed (placed on one ring finger). No bracelets, ankles, necklaces, chains, etc., are allowed.
9. A current CPR card must be in the student’s possession while at a clinical assignment.
10. A CPR face shield is part of the student’s uniform when at a clinical assignment.

REQUIRED SUPPLIES

- | | |
|--|-------------------------|
| 1. Wrist watch with a sweep second hand | 4. Bandage scissors |
| 2. Picture I.D. badge
(placed just below left clavicle) | 5. Pen – black ink only |
| 3. Stethoscope | 6. Current CPR card |
| | 7. CPR face shield |

FULL UNIFORM: Female

1. Dark maroon uniform pants or skirt and white, soft collar, “polo” or “golf” shirt are to be worn with dark maroon cardigan (Dove label). Skirt length is to be no shorter than below the knee or Uniform pants only. No jeans, knit pants or tapered pants allowed.
2. Full-length stockings in white or natural colors when wearing a dress/skirt. Knee-length white or natural hose may be worn with pants. Socks are not allowed.
3. White or beige slip and bra.

FULL UNIFORM: Male

1. Dark maroon cardigan or vest (Dove label) with school emblem just below right clavicle. White, soft-collar, “polo” or “golf” shirt is worn underneath cardigan or vest.
2. White socks only.

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3. Dark maroon pants only. No jeans, knits, tapered pants or scrubs are allowed.

UNISEX UNIFORM:

1. Dark maroon cardigan or vest, with school emblem just below right clavicle on each garment and picture I.D. badge just below left clavicle. White, soft-collar, “polo” or “golf” shirt. No sleeveless tops.

INFRACTION OF THE CLINICAL DRESS CODE POLICY FOR STUDENTS

PURPOSE:

The purpose of the Dress Code Policy is to enhance the student’s professional appearance and self-esteem, to maintain the image of Southeast California College (SCC) and to comply with Universal Precautions.

The student is expected to comply with the Dress Code and to maintain personal behaviors that are appropriate for a Student Vocational Nurse. Infractions of the Dress Code Policy will be addressed as follows:

1. If the infraction is correctable (i.e., hair, jewelry, make-up):
 - a. The student must correct it and remain in the clinical area.
 - b. The clinical Instructor will document the infraction on the Student’s Evaluation in the Anecdotal Notes.
2. For infractions that are *not* correctable before the start of clinical (i.e., improper shoes, dirty uniform):
 - a. The student, at the discretion of the instructor, may be sent home.
 - b. An *unexcused* absence will be recorded.
3. Following repeated or flagrant violations of the Dress Code Policy:
 - a. The student’s dismissal from clinical may result.
 - b. An *unexcused* absence will be recorded.
 - c. The clinical instructor will document these infractions in the Student Evaluation Anecdotal Notes.
 - d. At this time a Warning Status will be issued.
 - e. Communication will be made to the Lead Instructor.
 - f. The Lead Instructor may also need to notify the VN Director.

Also refer to: Dress Code Policy
Unexcused Absence Policy

STUDENT GRIEVANCES PROCEDURE

Pursuant to California Code of Regulations Section (a)(17)(C), SCC defines a policy that if a situation arises in which a student has a complaint or grievance regarding grades, instructor or other topics related to the curriculum, the following procedures are in effect. A Referral Form will be issued, and the student will proceed as follows;

1. Make an appointment to discuss the matter with the Clinical Instructor, if applicable. If not resolved...
2. Make an appointment to discuss the matter with the Lead/Theory Instructor, if applicable. If not resolved...
3. Make an appointment to discuss the matter with the Director of Nursing or Director of Education, whichever is applicable. If not resolved...
4. Make an appointment to discuss the matter with the Executive Director of the school.
5. If the student is still not satisfied with the resolution or procedural changes implemented by this institution, he/she is encouraged to contact the following agencies:

**Bureau for Private Postsecondary
Education**
P.O. Box 980818
West Sacramento, CA 95798
(916) 445-3427

**Board of Vocational Nursing &
Psychiatric Technician Examiners**
2535 Capitol Oaks Drive
Sacramento, CA 95833
(916) 263-7800

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