

OHLONE COLLEGE

NURSING STUDENT

HANDBOOK

2008-2010

Revised: May 2005, May 2006, Oct 2007, March 2008

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INTRODUCTION

Welcome to the Ohlone College Nursing Program.

Our program is unique in that we admit nursing students twice each year, offering all nursing courses twice a year.

Your Student Handbook was designed to provide you with essential information to assist you with systematic progression and completion of the program. Read all sections of the Student Handbook carefully. Then sign the Accountability Form. Your N301 instructor will ask you to return this page to the Health Science Office. Please list any suggestions you might have for improving or embellishing the Handbook. This Handbook is yours and the faculty want it to be useful, so let us hear your feedback. It is a legal document that contains the policies of the Nursing Program at Ohlone College.

Again, welcome to the nursing program. We look forward to assisting you in a productive learning experience.

ACCOUNTABILITY FORM

I, _____ have read and am aware that I am responsible for following all policies included in the Nursing Student Handbook.

(Signature)

(Date)

***Please turn this signed form in to the Health Sciences Executive Assistant in the Division Office before Friday of the second week of school.

Additional Suggestions/Comments:

RELEASE FOR PHOTOCOPYING/SCANNING STUDENT’S WORK

I, _____, will/will not allow the Ohlone College nursing department to photocopy, scan or duplicate my work for academic purposes. I understand that my confidentiality will be protected, as my name and relevant identifiers will be removed from all documents and materials retained and reproduced for academic purposes. I understand materials which are duplicated will be utilized for teaching purposes within the nursing program and will not be available for publication or public viewing. I also understand that I may withdraw authorization to allow Ohlone College nursing department to photocopy, scan, or duplicate my work at any time by submitting a request in writing (to the Assistant Director – Nursing) to terminate or cease said activity.

(Signature)

(Date)

RELEASE FOR VIDEOTAPING DURING SIMULATION

I, _____, will/will not allow the Ohlone College nursing department to videotape my performance during simulations. I understand that the videotapes will only be used for teaching purposes within the nursing program and will not be available for publication or public viewing.

(Signature)

(Date)

Nursing Student Conduct Disclosure

The following policy applies to all students admitted to Ohlone College Nursing Program:

1. Students who have previously been enrolled in another nursing program and failed a nursing course will be subject to the conditions of the Ohlone College nursing program's policy. The policy states that a second failure will result in ineligibility for readmission to the nursing program. Faculty will assess and apply this policy as required.
 2. The Ohlone College nursing faculty reserves the right to obtain information surrounding the circumstances under which the student exited the previous nursing program. If the exit involved lack of patient safety or a break of ethics or misconduct without remediation, the student may be:
 - A. Denied admission to the Ohlone College nursing program.
- OR
- B. Admitted with conditions. These conditions will be clearly communicated to the student before the first day of class.
 3. Previous misconduct resulting in a suspension or expulsion from another college or nursing program may result in denial of admission.

Newly admitted students previously enrolled in another nursing program must provide the following:

1. A written statement that addresses your reasons for seeking admission to the Ohlone College nursing program.
2. A statement from the Dean/Director of your previous nursing program outlining why you left that program and verification that you are academically and personally eligible to continue in that program.

I give my permission to the Ohlone College nursing program director to investigate any of the above described situations not fully addressed in the documentation provided by the student. I understand that less than full disclosure will have consequences.

Signature

Date

EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY STATEMENT

Ohlone College is committed to equal opportunity in educational programs, employment and campus life. The College does not discriminate on the basis of age, ancestry, color, disability, gender, marital status, national origin, parental status, race, religion, sexual orientation, or veteran status in any access to and treatment in College programs, activities, and application for employment.

Equal educational opportunity includes, but is not limited to: admission, recruitment, extracurricular programs and activities, facilities, access to course offerings, counseling and testing, financial assistance, employment, physical education, and athletics. Equal employment opportunity includes but is not limited to providing and safeguarding the opportunity for all persons to seek, obtain and hold employment and qualify for advancement in the District without discrimination.

Ohlone College is committed to nondiscrimination in compliance with the Civil Rights Act; Title IX of the Education Amendments of 1972; the Rehabilitation Act of 1973 (Sections 503 and 504); the American with Disabilities Act of 1990; Executive Orders 11246 and 11375; the Vietnam Era Veterans Readjustment Act of 1974; the Age Discrimination in Employment Act of 1967; and nondiscrimination laws of the State of California.

Approved by Board of Trustees 1-13-93

Staff Inquiries:

Director of Human Resources
Building 1
Ohlone College
P.O. 3090
Fremont, CA 94539
(510) 659-6201

Student Inquiries:

Vice President, Student Services
Building 1
Ohlone College
P.O. 3090
Fremont, CA 94539
(510) 659-6262

OHLONE COLLEGE NURSING PROGRAM PHILOSOPHY

The nursing faculty plans and implements a program of study organized around Roy's Adaptation Model of nursing practice and derived from the following beliefs:

Humankind

Every human being is a unique person with complex biologic, psychosocial, cultural, and spiritual components in constant mutual interaction with their environment. The continuum between health and illness can be seen as the ability to adapt to a changing environment. An adaptive response promotes integration of life processes to work as a whole to meet human needs. An ineffective adaptation response fails to contribute to this integration, resulting in unmet human goals.

Health and Illness

Health is a process of becoming integrated and whole that reflects the positive interaction of the person and environment. Health is a dynamic state that continually changes as an individual and family interacts with their internal and external environments. Health in itself is not negative or positive, but a reflection of the individual's/family's physical, emotional, intellectual, social, developmental, and spiritual well being. Illness is a state of imbalance in human environmental integration. The most positive state of health is the maximum level of adaptation at any given time and place. Many variables affect the level of health, including genetics, age, life-style, perception of health and illness, health promotion activities, values, beliefs, and culture.

Nursing

Based on the above definitions of health and illness, the nurse's role is one of identifying adaptive and ineffective responses to illness, and helping to expand adaptive abilities by enhancing human and environmental transformation. We believe that optimum health is a right for all people and not a privilege. This nation's most valuable resource is the health of its people. We advocate equal access to health care, and encourage individuals/families to make autonomous and informed health care decisions.

Nurses have a responsibility to be knowledgeable about theories, principles, and applications of biological and social sciences. The nurse uses this knowledge to promote the health of individuals/families/groups, or when necessary, to dignify death and ease the dying process. Nursing is practiced through the framework of the nursing process. The nurse uses the following skills and resources in nursing practice, which are identified as program themes: critical thinking, communication, management, teaching, professionalism, and community. Nurses must interact with health professionals in a collaborative effort to provide effective health care. Patient advocacy is central to the nursing role. Nurses are obligated to behave in a professional, ethical manner. The curriculum threads include: pain management, pharmacology, nutrition, human maturation, cultural diversity, and caring.

We believe human beings are integral with their physical and social environments, existing in a vast network of interdependent relationships within our Earth community. The health of individuals is directly related to the health of the various groups and communities upon which they depend and to which they belong. The future well-being of humankind in environmental interactions approaches as a defining moment for nursing. The role of the nurse is to promote health in individual, community, and environmental contexts, since these contexts must be addressed together in creating a healthy future.

Associate Degree Nursing Practice

The purpose of the nursing program at Ohlone College is to prepare beginning practitioners who will function in the common domain of registered nurse practice after licensure. Graduates are prepared to care for a group of clients within a variety of structured health care settings, to collaborate with other health professionals, and to carry out independent, dependent, and interdependent nursing measures. Graduates are also prepared to continue learning through experience and education. In addition, the

graduate is expected to participate in the development of the profession through engagement in the mentoring role and through affiliation with professional organizations. The faculty supports education and practice in nursing at its multiple levels. The faculty recognizes that the scope of practice for all levels of nursing is influenced by a variety of factors, both within and external to the nursing profession.

Nursing Education

Nursing education is the process by which students are socialized into the profession of nursing. We believe the educational experience is stimulating and desirable, and that it supports growth in individuals. We believe nursing education is obligated to base curriculum decisions on realistic conceptions of nursing roles and practice as a multi-level occupation. At the associate degree level, the curriculum must provide students with skills and knowledge utilized in the common domain of nursing practice and when possible derived from evidence based research. Prior learning achieved by some students is acknowledged through formal procedures. The Nursing Faculty encourages life-long learning in nursing and recognizes that the Associate degree can be an end point for formal nursing education or can be a bridge for advanced practice.

Teaching and Learning

Learning is the process by which behavior is changed as the individual acquires, retains, and applies knowledge, attitudes, skills, or modes of thought. The ultimate responsibility for learning rests with the learner. A person learns when a need or problem is encountered. This need motivates the search for information as an individual progresses toward a goal or problem solution. A by-product is the reinforcement of desire for further learning and an increased belief in one's ability to continue to be successful in learning situations.

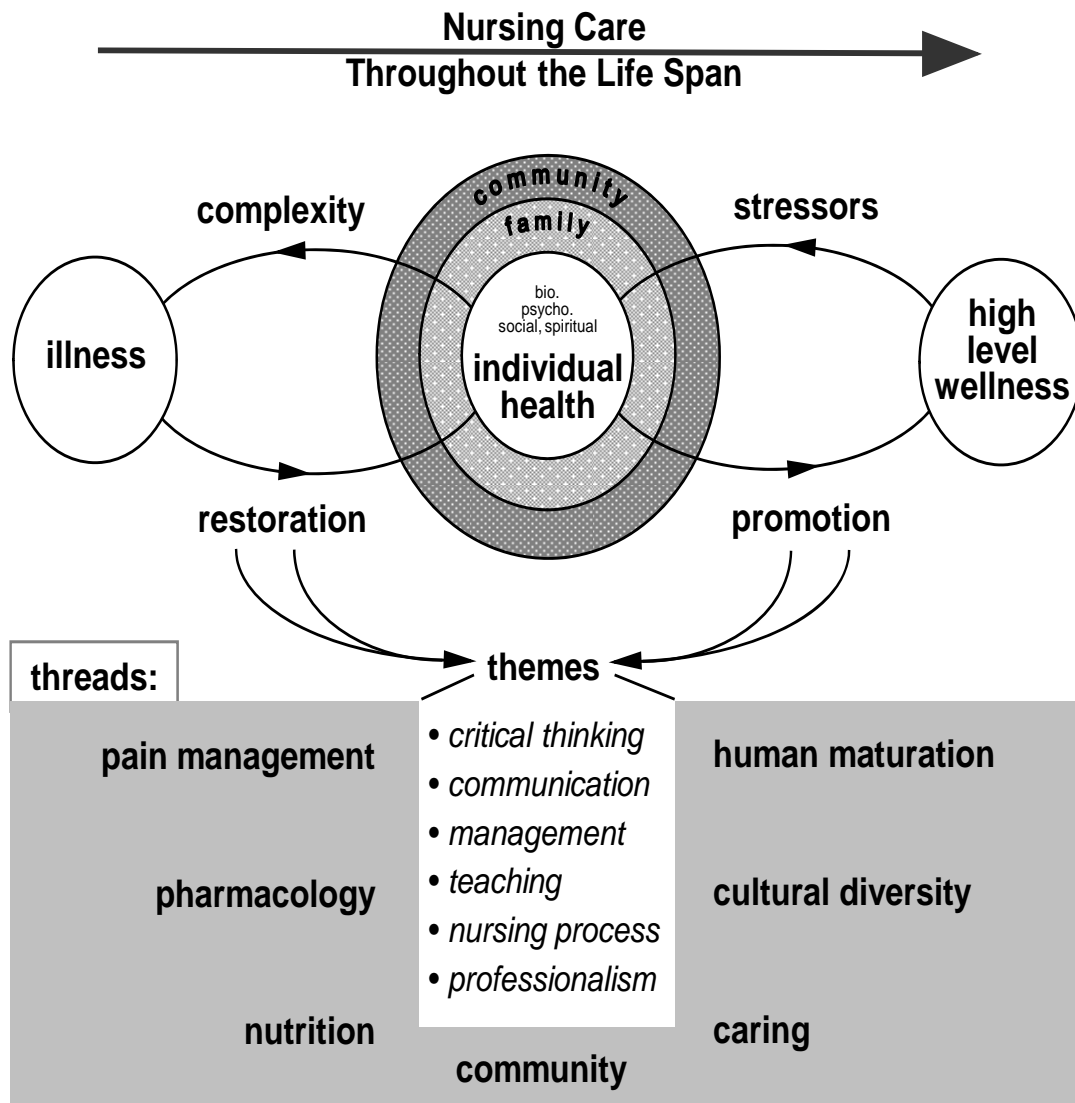
Human beings have a natural potential for learning. This desire for expansion of knowledge and experience can be achieved through and built upon the student's previous experience, actively involving the learner in the process, and thereby moving from the familiar to the unfamiliar. Significant learning takes place when the subject matter is perceived by the adult learner as having meaning for one's own purpose. Learning is acquired through the repetition and reinforcement of successful behaviors, which contributes to desired behavior patterns. A variety of opportunities for application of knowledge encourage the learner to develop and apply critical thinking skills

Teaching is the facilitation of learning and requires valuing the student as a person and understanding the student's learning needs. Learning is facilitated by timely feedback which is understandable to the learner. Lack of feedback prevents progress and leads to frustration. Essential to the student's ability to incorporate constructive feedback (i.e., to make necessary changes in behavior) is a clearly understood plan collaboratively developed by learner and teacher to meet the learner's individual learning needs. The plan includes objectives, timelines, and evaluation.

1978. Revised 1983, 1985, 1988, 1993, 1996, 1997, 1998, 2006

Revised 6/01/06

Student handbook, Part 1



Ohlone College Curriculum Model

Revised 2/08

DESCRIPTION AND SEQUENCING OF GENERIC NURSING COURSES

There are nine (9) courses in the Ohlone College Nursing Program. These courses are arranged in four (4) levels; Level I Courses: N 301 & N 302; Level II Course: N 303; Level III, Courses: N 304 & N 305; Level IV Course: N 306, N 307. Regularly entering students who progress through the program without interruption will follow Path I.

Level I: Courses: N301 & N302 must be taken in sequence. The student must earn a grade of "C" or better in each of these courses to progress to the next course. The student may, however, re-enroll in the failed course the next semester if space is available.

Level II: Course N303 spans over the course of the semester. The student must earn a grade of "C" or better in this course to progress to the next course. The student may, however, re-enroll in the failed course the next semester if space is available.

Level III: Courses N304 & N305 must be taken in sequence. The student must earn a grade of "C" or better in each of these courses to progress to the next course. The student may re-enroll in the failed course the next semester if space is available.

Level IV: Courses N306 & N307 must be taken in sequence. The student must earn a grade of "C" or better in each of these courses to progress to the next course. The student may re-enroll in the failed course the next semester if space is available.

DESCRIPTION AND SEQUENCING OF NURSING MOBILITY COURSES

There are six (6) courses in the Ohlone College Nursing Mobility Program. These courses are arranged in three (3) levels: Level I, Level II, Courses N304 & N305, Level III, Courses N306, N307. **STUDENTS ARE ACCEPTED ON A SPACE AVAILABLE BASIS!**

Level I: LVN Bridge to Registered Nursing taken at Chabot College, N 70. The student must earn a grade of "C" or better in this course to go on to Level II. The student may, however, re-enroll in the failed course at its next offering. Mobility courses are usually offered **infrequently on a space available basis.**

Level II: Courses N304 & N305 must be taken in sequence. The student must earn a grade of "C" or better in each of these courses to progress to the next course. The student may, however, re-enroll in the failed course the next semester if space is available

Level III: Courses N306 & N307 must be taken in sequence. The student must earn a grade of "C" or better in N306 to progress to the last course. The student may re-enroll in the failed course the next time it is offered if space is available.

ACADEMIC POLICIES FOR THE NURSING PROGRAM

EVALUATION and GRADING

The nursing faculty believes that the evaluation of student progress is a continuous process within which both teacher and learner assume responsibility for assessment of learning needs. The following components of the evaluation process are included as a general procedure in all nursing courses.

1. Attain a minimum average of 74% on required theory exams. Students are not able to repeat a theory exam.
2. Receive a satisfactory clinical grade.
3. Receive a satisfactory rating in all skills lab requirements.
4. Receive a satisfactory grade on all written assignments; i.e., process recordings, nursing care plans, and math exams.

If the student successfully completes all of the above criteria, the student will receive a letter grade according to the grade attained in the theory component of the course. If the student does not meet any one of the remaining criteria, numbered 2, 3 and 4 above, a grade of D will be assigned irrespective of the grade attained on theory requirements.

GRADING

Nursing students must achieve a "C" or better in Anatomy and Physiology, Microbiology, Nutrition, Developmental Psychology, Speech and all nursing courses. The following courses are identified as nursing courses and must be taken for a letter grade:

N301, 302, 303, 304, 305, 307, NM115M, NM115F.

The grading scale (adopted by the Nursing Faculty in Fall 1984) used for nursing courses is as follows:

A 90-100
B 82-89
C 74-81
D 66-73

Progression in the nursing program is contingent upon taking nursing courses in a specifically designed sequence and achieving a grade of "C" or better in each course.

CONDITIONS FOR PROGRESSION IN THE NURSING PROGRAM

Students should progress through the nursing program via the published course track within four semesters. Should a student earn a not-passing grade or request a "stop-out," (regardless of the circumstance) a student may take up to a maximum of six consecutive semesters from the original program entry date to complete all the required nursing courses.

Exiting the Program: Student Responsibility

Should you earn a not-passing grade or request a "stop-out" you will need to notify the Nursing Program Director, Nursing Office, Building 25 (510-659-6030), within two (2) days after receiving the grade. Additionally, it is the student's responsibility to send a letter of resignation to the Nursing Program Director within 10 days of the departure date. Upon receipt of the letter of resignation, the Program Director will send a letter to the student reconfirming why the student left and restating faculty recommendations regarding re-admission in the program. The student must also meet with the course faculty to develop a student action plan for success to be completed prior to program re-entry.

Reasons for Exiting the Program

Not Passing Grades: D, F, W, and I

Each nursing and science course must be passed with a grade of "C" or above. A failed or not passed (D, F, NC, I or WF) course may be repeated one time only based on space availability. According to college policy, courses assigned a grade of "I" must be completed within one year or the grade ("I") will revert to a grade of "F." Assignment of an "I" in nursing courses is rare and based upon unique circumstances requiring a review by the Admissions and Promotions Committee prior to assignment.

In the event of unsuccessful performance, copies of students' work may be made available within and outside the nursing department for faculty input.

Stop Out Policy

Stop out is defined as a temporary leave of absence from the nursing program, available to students in good standing (passing nursing theory and clinical). Stop outs are strongly discouraged. Re-entry into the nursing program is dependent on space availability and student must complete the program within 3 years from the original program entry date.

Students with the following circumstances based on the Family Leave Medical Act (FMLA, 1995) may request a one-time stop out while attending the nursing program:

- a. the birth of a child
- b. student's own serious health condition

- c. the care of a spouse, domestic partner or significant other, child or blood parent with serious health condition.

Students requesting a stop for reasons other than those circumstances under FMLA will be reviewed by the Admissions and Promotions Committee.

If the student wishes to return to the program following a stop out, the following procedures must be followed:

- a. Write a letter of intent to return to the Admissions and Promotions Committee.
- b. Student will be admitted based on space availability.
- c. Completion of student action plan.
- d. Review by the Admission and Promotions Committee.

Deferral of admission to the Nursing Program

A student who has been accepted to the nursing program but requests deferral of admission until the following semester will only be allowed to do so if the following conditions are met:

Verifiable circumstances based on the Family Leave and Medical Act (FMLA, 1995):

- a. birth of a child
- b. student's own serious health condition
- c. the care of a spouse, domestic partner or significant other, child or blood parent with a serious health condition.

The student will be allowed only one deferral (1 semester). If the student is unable to begin the program after one deferral, the student will be required to reapply to the nursing program.

Readmission Policy

I. Students Who Leave the Program in Less than Good Standing:

Less than good standing is defined as a theory test average less than 74% (D) or Unsatisfactory clinical rating and performance at course completion.

A student who leaves the program in less than good standing will be re-admitted to the program one time only based on space availability. The student who is readmitted to the program will be placed in the course s/he was taking when s/he left the program. The student must complete the program within 3 years from the original program entry date.

II. Criteria for Determining Readmission to the Nursing Program

A. Failure in Nurs-301:

Student must reapply to the nursing program and receive notification of admission from the Nursing Program Director. The student can not fail any course following readmission. If the student fails any course following readmission, the failure will be considered as second failure and student will not be allowed to continue.

B. Failure in Nurs- 302 thru N-307:

If there are more students applying for readmission and there is not enough space for all the applicants, students will be readmitted based on the following priority selection criteria:

First Priority: Student who was granted a stop out.

Second Priority: Student who failed theory.

Third Priority: Student with unsatisfactory Clinical Performance.

Fourth Criteria: Student who failed theory **and** received unsatisfactory clinical performance.

III. Procedure for Readmission to the Nursing Program

1. Student must submit a letter of intent to return to the Admissions and Promotions Committee at least 6 weeks prior to the beginning of the course to which the student wishes to return to.
2. Admissions and Promotions Committee (A and P) will review student's application and determine student's eligibility for readmission.
3. Student must show verification of completion of all action plans agreed to prior to leaving the program. This must be submitted with the letter of intent to return to the program.
4. The A and P committee reserves the right to require the student to demonstrate skill competency prior to returning.
5. Student will be notified of the committee's decision as soon as eligibility is determined and space availability is confirmed.

Revised 12/05

Drop (Withdraw)

Students in good standing (earning a "C" or above in course) may drop a nursing course without penalty. If the student is not in good standing, a grade of "F" will be awarded and for purposes of progression in the program, will be treated as an earned "F."

Re-Entering the Program: Student Responsibility

Repetition of a course is dependent upon faculty recommendation and space availability. If a student is out of the program for three courses or one semester, the skills lab and math exam must be successfully completed before re-entering the program. Faculty retains the right to require remediation for theory, clinical and/or skills to address individual student needs and to ensure patient safety. It is the responsibility of the student to notify the Admission and Promotion Committee at least six weeks before re-entry of the student's desire to re-enter the nursing program. The Committee will inform you at the earliest possible time to confirm your re-entry date. All nursing courses must be completed within three years of the original program entry date. It is the responsibility of the student to track all required nursing courses and to record grades and demonstrate completion of the student action plan.

Ineligible for Re-Admission

Failure of Generic Course:

N301, 302,303, 304, 305, 306, 307 These courses are sequential. Each course must be passed before progressing to the next course.

If the same course is failed twice, the student will not be eligible to re-enter the nursing program. Additionally, if a student does not pass two separate nursing courses anytime while in the program he or she will not be eligible to re-enter the nursing program.

Failure of Mobility Course

N304, 305, 306, 307 These courses are sequential. Each course must be passed before progressing to the next course.

If the same course is failed twice, the student will not be eligible to re-enter the nursing program. Additionally, if a student does not pass two separate nursing courses anytime while in the program he or she will not be eligible to re-enter the nursing program.

OHLONE COLLEGE POLICY ON ACADEMIC INTEGRITY

What is Academic Dishonesty?

Academic dishonesty occurs when a student attempts to show possession of a level of knowledge or skill that he or she does not possess. The two most common kinds of academic dishonesty are “Cheating” and “Plagiarism.” Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means. Plagiarism is representing the work of someone else as your own and submitting it to fulfill academic requirements.

It ' s your responsibility to know what constitutes academic dishonesty. If you are unclear about a specific situation, speak to your instructor. The following list exemplifies some of the activities defined as academic dishonesty.

Cheating

1. Copying, in part or in whole, from someone else's test.
2. Submitting work presented previously in another course, if contrary to the rules of either course.
3. Altering or interfering with grading.
4. Using or consulting, during an examination, any sources of materials not authorized by the instructor.
5. Committing other acts, which defraud or misrepresent.

Plagiarism

1. Incorporating the ideas, words, sentences, paragraphs, or part of another person's writings, without giving appropriate credit, and representing the product as your own work.
2. Representing another's artistic/scholarly works (such as musical compositions, computer programs, photographs, paintings, drawings, or sculptures) as your own.
3. Submitting a paper purchased from a research or term paper service.

Other Specific Examples of Academic Dishonesty

1. Purposely allowing another student to copy from your paper during a test.
2. Giving your homework, term paper or other academic work to another student to plagiarize.
3. Having another person submit any work in your name.
4. Lying to an instructor or university official to improve your grade.
5. Altering a graded work after it has been returned, then submitting the work for regrading.
6. Removing tests from the classroom without the approval of the instructor.
7. Stealing tests.
8. Having a typist correct work for spelling or grammar, if contrary to the rules of the course.
9. Forging signatures on drop/add slips or other college documents.

Consequences of Academic Dishonesty

Academic and/or administrative sanctions may be applied in cases of academic dishonesty. Depending on the seriousness of the infraction, you may:

1. Receive a failing grade on the test, paper, or exam;
2. Have your course grade lowered, or possibly fail the course;
3. Under the standards of student conduct a student may receive:
 - a. Warning
 - b. Reprimand
 - c. Probation
 - d. Suspension
 - e. Expulsion

The Vice President of Student Services/Deputy Superintendent maintains a record of students who have engaged in academic dishonesty. This information is used to identify and discipline students who have been reported for academic dishonesty more than once.

Academic Integrity

The nursing faculty believes that personal integrity is a fundamental characteristic required for nursing practice. Therefore any student behavior that violates the code of academic integrity is subject to penalty. The penalty may include a lowered grade, probation or suspension from the program. Examples of academic misconduct include but are not limited to the following:

- *Submitting another individual's work as one's own (paper, process recording, homework, nursing care plan).*
- *Cheating during an examination. This includes accessing online exams after submission, printing online exams and/or copying exam to email.*
- *Copying information word for word from a source and then claiming it as one's own.*
- *Permitting another student to copy one's work during an examination.*
- *Removing an examination from the classroom without the instructor's permission.*

An admission of guilt by the student will be dealt with by the classroom instructor.* The penalty may range from a verbal warning, to assignment of an F for the exam or assignment, to disciplinary probation** for the student. The penalty of disciplinary probation is administered at the Dean level. Regardless of the penalty incurred, a report of the misconduct shall be filed with the Dean. If the student is put on disciplinary probation by the Dean, this must be communicated to the Vice President, Student Services.

Conversely, a non-admission of guilt by the student (student maintains she/he is innocent of alleged misconduct) requires a formal proceeding. The matter shall be referred to the Dean for investigation. At this level, the student has the opportunity to refute the charges. If the matter is not resolved, the student has a right to a hearing. See College Due Process Procedures, which may be obtained through the Admissions and Records Office or the Office of the Vice President, Student Services.

* However, the student has the option of having the matter handled directly by the Dean.

** **DISCIPLINARY PROBATION:** Exclusion from participation in privileges or extracurricular college activities set forth in the written notice of disciplinary probation for a specified period of time.

Expectations during exams:

To help prevent any possibility of dishonesty in others, there will be no beverages of any kind allowed on the desk or floor during tests. All jackets, coats, backpacks and purses will be placed at the rear of the room. No hats to be worn during the exam. No calculators except as specifically allowed by the instructor. No bathroom or phone call breaks during the test---it will mean you are done. Be prepared to change desks and/or computers.

Attendance, Conduct

Regular classroom attendance in theory is **expected** and essential for successful academic work and practice. Faculty may elect to establish attendance policies including assignment of a failing grade for excessive absence. All exams including the final will be scheduled during the course's beginning and ending dates noted in the schedule. Students are responsible for all make-up work due to absences and must arrange with the instructor. All course work (make-up exams, skill checks and all course assignments) must be completed no later than two days following the course official ending date. A missed exam must be reported to the instructor prior to the scheduled time of the exam and must be made up the first day back to school whether it be a clinical or theory day. Exact arrangements are to be made with individual clinical instructors. If the above procedure is not followed, a grade of zero will be recorded for the exam in question. No make-up will be given.

Full attendance in the clinical area and skills laboratory is **expected** in order for objectives to be met and to provide adequate opportunities for evaluation. In the unavoidable event that the student must miss clinical and/or skills laboratory time, the student must obtain permission for this absence by contacting the assigned clinical instructor. Students who are members of Armed Forces Reserve Units are required to schedule military duty outside of regularly scheduled clinical hours. Further, it is the responsibility of the student to plan for compensatory activities with the instructor before returning to the clinical area. Absences may result in a clinical grade of unsatisfactory for the course. Absences in any clinical rotation of more than 1 day will prompt the instructor to review clinical progress with the student. **Repeated absences across courses will be reviewed by the total faculty and specific attendance expectations will be set.**

If at any time in the judgment of the nursing instructor, a student's conduct displays a potential harm to the well being of patients, the student will be directed to leave the clinical area.

Students who wish to audiotape faculty lectures should notify the faculty member prior to taping.

Students are forbidden to videotape and/or post faculty lectures onto the internet without obtaining permission from the individual faculty in advance.

The Joint Commission Requirements

A current CPR certificate (American Heart Association that will not expire during the two years of the nursing program), current immunization status per CDC recommendations for Health Care Workers, required blood titers, and record of health exam must be on file in the Health Sciences Office for any student to participate in any clinical assignment. Commencing Fall 2004, the Student Health Center will impose a \$50.00 fee for the mandatory health screening. See acceptance letter for specific dates and details.

Policy On Student Criminal Background Checks and Urine Drug Screening

The Joint Commission Comprehensive Accreditation Manual for Hospitals 2004 now requires that all staff members, students, instructors and volunteers meet new standards relating to criminal background and freedom from drugs. This policy affects any students enrolled in the following health sciences programs at Ohlone College: registered nursing, respiratory therapy, physical therapist assistant, and phlebotomy.

1. Criminal background check. Students must clear a criminal background check before admission to the listed health sciences programs. Failure to undergo the background check will result in dismissal from the program. If the background check indicates criminal behavior the student may be dismissed from the program. Students may appeal the decision and will have the opportunity to present information to dispute the background check.
2. Drug testing. The Health Sciences Division maintains a no tolerance policy regarding substance abuse. Students must clear a urine drug test. Failure to undergo the drug test will result in dismissal from the program. If the drug screen comes back diluted or adulterated the student will be allowed one retest. If the student fails the second test, the student will not be admitted to the program.

Students are responsible for all costs associated with criminal background check and drug screening. Students must further agree that all results are available to the program and the clinical sites associated with the program. Should a clinical agency refuse to place a student based on the outcome of the background check and/or the drug screen, the program has no responsibility for arranging alternate clinical placements.

Further information and paperwork for obtaining the required background check and urine screening will be provided upon admission to the designated program.

Health, Illness, Injury, Accommodations

A physical examination is required upon admission to the nursing program and upon re-entry after an absence of over a year. Forms and copies of the original health exam may be obtained in the Division Office from the Health Sciences secretary. Evidence of a negative PPD every year or chest film every 3 years is required at the beginning of each year. A second PPD is also required before attending all clinical facilities. Tetanus shots required every 10 years. Documented evidence of Rubella immunity, Rubeola immunity, and Hepatitis B, and/or Hepatitis titer and Varicella immunity is a one-time requirement due upon admission to the

program. All data regarding health status, immunizations, Standard Precautions testing and CPR certification must be kept current and on file in the Health Sciences office or Student Health Center. **The faculty requests that each student keep a personal copy of all laboratory results and immunizations.** Each clinical instructor will verify currency of student records prior to allowing participation in clinical assignments. Hospital facilities require this information in order to guarantee the health and safety of those who care for patients and the patients themselves. The Joint Commission requires health care providers, including students receive a flu shot on a yearly basis or sign a waiver of refusal.

Pregnancy may pose special problems for women students. While the student's continuation in the program during pregnancy is not discouraged, it is necessary that the faculty be informed of the pregnancy as soon as possible. When a student becomes pregnant, she must notify the Nursing Program Director in writing and sign a release form absolving the college from liability due to illness or injury, which may occur during the clinical experience. A signed statement from the attending M.D. verifying that the student may safely participate in the program without restrictions must all be obtained and kept on file in the Health Science Division Office. The form "Report of Medical Examination During Pregnancy" is located in the Health Science Office. It is the student's responsibility to provide the completed form as soon as possible upon identification of the pregnancy.

Illness may interfere with the achievement of educational objectives and/or patient welfare. Instructors may require that the student provide documentation from a physician of the student's ability to return to the clinical area relative to the attainment of educational objectives.

The College, through Worker's Compensation, covers costs associated with emergency treatment of injuries to students that occur in the clinical facility. Any injury sustained in an on-campus laboratory/class is not covered by Worker's Compensation. Students injured on campus must assume financial responsibility for medical care.

Students who seek accommodations must identify their needs to the Nursing Program Director upon admission to the Nursing Program and individual course faculty at the beginning of each course. It is the student's responsibility to provide complete documentation for the type and need for accommodation prior to the granting of any accommodation. The Program Director will ascertain the validity of the documentation. Certain functional abilities are essential to provide safe, effective nursing care during clinical education and practice as a registered nurse. These abilities include, but are not limited to: ability to make and interpret accurate visual observations, ability to communicate effectively, both verbally and nonverbally, ability to maintain accurate patient records, ability to perform complete physical assessment, perform procedures, administer medications and assist with patient care activities, ability to develop and refine problem-solving skills critical to practice as a nurse, ability to maintain personal integrity, empathy and compassion for others and lastly, the ability to adapt to and function effectively in stressful situations and conditions.

**Ohlone College
Nursing Program
Procedures for the Student Impaired by
Alcohol, Drug Abuse, and/or Emotional Illness**

Impairment or impaired practice occurs when alcohol, drugs, and/or psychiatric illness interfere with the student nurse's judgment, cognitive, interpersonal and psychomotor skills so that the student is unable to function safely in a professional role.

In the matter of nursing students impaired by alcoholism, drug abuse, or emotional illness, the Ohlone College nursing faculty agrees with the California Board of Registered Nursing, which recognizes:

1. These are diseases and should be treated as such;
2. Personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and/or a grave danger to the patients in their care;
3. Nursing students who develop these diseases can be helped to recover;
4. It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
5. Confidential handling of the diagnosis and treatment of these diseases is essential.

STUDENTS IMPAIRED BY ALCOHOL AND/OR DRUG ABUSE

PROGRAM EDUCATION

The Ohlone College Nursing Program has integrated content on substance abuse throughout the curriculum, with the primary content taught in N306 Mental Health and Gerontological Care.

SELF IDENTIFICATION

If a nursing student is aware of being impaired by alcohol and/or drugs, the student is urged to seek immediate help, realizing that such problems, if left unattended, could prevent the student from satisfactorily completing course objectives and obtaining licensure to practice nursing in the State of California.

Counselors can provide information and resources regarding alcohol and drug abuse. Counselors maintain strict confidentiality and are not members of the nursing faculty, nor do they communicate students' personal issues. Students may contact their assigned counselor or any other counselor with whom they feel comfortable. Appointments can be made by calling (510) 659-6110 or by visiting the Counseling Center. The Ohlone College Student Health Center can make referrals to other counseling resources including personal, professional counselors and 12-Step Programs, such as Alcoholics Anonymous and/or Narcotics Anonymous meetings.

FACULTY ASSESSMENT, INTERVENTION AND SUPPORT

Behaviors that may indicate a student is impaired by alcohol and/or drug abuse include, but are not limited to:

- Physical symptoms: smell of alcohol on the breath, altered gait, slurred speech, evidence of track marks, dilated or constricted pupils, unexplained red eyes and runny nose, unkempt or deteriorated appearance
- Impaired judgment
- Mental or emotional symptoms: labile attitude, mood swings, emotional outbursts, change in alertness (e.g. unable to concentrate, sleeping, disorientation) exhibiting signs of increasing restlessness, anger, sadness, depression, or being easily irritated and overly sensitive to criticism
- Disruptive, inappropriate, or inconsistent behavioral pattern: dropping or failing grades, assignments completed with performance varying from adequate to outstanding, unexplained deterioration in clinical performance, increasing pattern of tardiness, taking long lunch breaks or frequent bathroom breaks, absenteeism (especially on Mondays, Fridays, and/or on a high performance requirement day), poor interpersonal skill such as antisocial or isolating behavior, becoming argumentative or secretive

A reasonable suspicion may arise from the following circumstances: report of suspected abuse from peers or staff; accident or injury on the job; altercation with other students, instructors, clinical agency personnel, or clients; obvious impairment of physical or mental abilities such as slurred speech, difficulty in maintaining balance, or unexplained significant deterioration in clinical performance; student's behavior posing a danger to the safety and well-being of self or others in the classroom or clinical setting; the student's admission regarding alcohol or drug abuse; or any other reasonable evidence giving rise to suspicion of use of alcohol, illegal drugs, or inappropriate use of legal drugs.

When the instructor has a reasonable suspicion that alcohol, illegal drugs or their metabolites, or an inappropriate amount of legal drugs is present in a student's body, the student will be required to leave the classroom or clinical unit **immediately** and to submit to a urine or blood alcohol/drug test **immediately**, at a designated site. No testing of the student will be conducted without the student's consent. However, a student's consent to alcohol/drug testing is required as a condition of continued enrollment and refusal of the student to submit to such a test shall be sufficient reason for dismissal. Any student failing such a test will be subject to immediate suspension from the program. If on campus, security will be contacted.

The instructor will **document impaired behaviors in relation to the student's ability to meet course or clinical objectives** on the Nursing Department Student Counseling form. If alcohol/drug testing is required, a detailed description of the incident and a copy of the test results will be included. The Dean will be notified immediately. A copy of the written counseling form will be submitted to the Dean and placed in the student's file. The Dean and instructor will meet with the student within two working days following the incident. Students who drug test positive will be immediately suspended from the Nursing Program. It is the student's responsibility to seek rehabilitation from a licensed chemical dependency counselor.

The Dean will write a letter detailing problem behaviors and program requirements. A contract will specify criteria for readmission to the Nursing Program. A copy of this letter and contract will be sent to the student and instructor, and be placed in the student's file. The student has the option to respond in writing.

SUSPENSION

The student will receive a disciplinary suspension from the Nursing Program for a minimum of one year. The suspension will be in accordance with the Ohlone College Standards of student Conduct and Discipline and Due Process Procedures. Documentation that the student has remained drug and/or alcohol free for a minimum of one year and is safe to return to the Nursing Program must be provided by a licensed chemical dependency counselor. Upon receiving sufficient evidence of rehabilitation, the student will be viewed as in good standing able to reapply to the Nursing Program and readmitted, space available.

READMISSION

Readmission requirements are:

- Submit an application for readmission to the Nursing Program Admissions and Promotions Committee. A letter should be attached addressing how the student met the contract criteria with substantiated documentation.
- Ask a licensed chemical dependency health counselor to submit a letter to the Dean indicating that the student has been drug and/or alcohol free for a period of one year, has actively participated in rehabilitation, and is safe to return to the Nursing Program. This letter must be sent directly from the counselor to the Dean.
- Reentry is based upon a space available basis.
- Upon reentry, the student is required to provide a monthly report regarding continuing rehabilitation from a licensed chemical dependency counselor to the Dean. The report must be sent directly from the counselor to the Dean.
- A second documented incident of unsafe impaired behavior will result in expulsion from the Nursing Program with no possibility of reentry.

STUDENTS IMPAIRED BY EMOTIONAL ILLNESS

SELF-IDENTIFICATION

If a nursing student is aware of being impaired by emotional illness, the student is urged to seek immediate help, realizing that such problems, if left unattended, could prevent the student from satisfactorily completing course objectives and obtaining licensure to practice nursing in the State of California. The Ohlone College Student Health Center can make referrals to personal, professional counselors.

FACULTY ASSESSMENT, INTERVENTION AND SUPPORT

Behaviors that may indicate a student is impaired by emotional illness include but are not limited to:

- Physical symptoms: unkempt or deteriorated appearance
- Impaired judgment
- Mental or emotional symptoms: labile attitude, mood swings, emotional outbursts, change in alertness (e.g., unable to concentrate, sleeping, disorientation), exhibiting signs of increasing restlessness, anger, sadness, depression, or being easily irritated and overly sensitive to criticism
- Disruptive, inappropriate, or inconsistent behavioral pattern: dropping or failing grades, assignments completed with performance varying from adequate to outstanding, unexplained deterioration in clinical performance, poor interpersonal skills such as antisocial or isolating behavior, becoming argumentative or secretive.

A reasonable suspicion may arise from the following circumstances: report of suspected illness from peers or staff; altercation with other students, instructors, clinical agency personnel, or clients; obvious impairment of mental abilities such as significant deterioration in clinical performance; student's behavior posing a danger to the safety and well-being of self or others in the classroom or clinical setting; the student's admissions regarding emotional illness; or other reasonable evidence giving rise to suspicion of emotional illness.

Any student demonstrating impaired behavior in the classroom or clinical setting will be asked to leave immediately. **The instructor will document impaired behaviors in relation to the student's ability to meet course or clinical objectives** on the Nursing Department Student Counseling form. A copy of the written counseling form will be submitted to the Dean and placed in the student's file. The Dean and

instructor will meet with the student within two working days following the incident. It is the student's responsibility to seek rehabilitation from a licensed psychiatric professional.

The Dean will write a letter detailing problem behaviors and program requirements. A contract will specify criteria for readmission to the Nursing Program. A copy of this letter and contract will be sent to the student and instructor, and be placed in the student's file. The student has the option to respond in writing.

SUSPENSION

The student will receive a suspension from the Nursing Program for a minimum of one semester. The suspension will be in accordance with the Ohlone College Standards of Student Conduct and Discipline and Due Process Procedures. Documentation that the student is safe to return to the Nursing Program must be provided by a licensed psychiatric professional. Upon receiving sufficient evidence of rehabilitation, the student will be viewed as in good standing and able to reapply to the Nursing Program.

READMISSION

Readmission requirements are:

- Submit an application for readmission to the Nursing Program Admissions and Promotions Committee. A letter should be attached addressing how the student met the contract criteria with substantiated documentation.
- Ask a licensed psychiatric professional to submit a letter to the Dean indicating that the student has actively participated in rehabilitation and is safe to return to the Nursing Program. This letter must be sent directly from the counselor to the Dean.
- Reentry is based upon a space available basis.
- Upon reentry, the student is required to provide a monthly report verifying continuing rehabilitation from a licensed psychiatric professional to the Dean. The report must be sent directly from the counselor to the Dean.
- A second documented incident of unsafe impaired behavior will result in expulsion from the Nursing Program with no possibility of reentry.

"Confidential handling of the diagnosis and treatment of these diseases is essential." (Guidelines for Schools of Nursing in Dealing with The Matter of Nursing Students Impaired by Alcoholism, Drug Abuse and Emotional Illness). Information regarding the impaired student's performance will be shared with other instructors on a need to know basis.

Questions regarding this policy may be directed to the Dean in the Health Science Office. (510-659-6030)

Adopted by the Nursing Faculty at Ohlone College, 1980.

Revised 1993, 1996, 1998, 2000.

Approved by the Board of Trustees January 13, 1994

NURSING STUDENTS

GENERAL INFORMATION

OHLONE COLLEGE NURSING INFORMATION WEB SITES

American Nurses Association/California
www.nursingworld.org

Association of California Nurse Leaders
www.acnl.org

California Association of Practitioners of Infection Control
www.cacc.net

California Board of Registered Nursing
www.rn.ca.gov

California Coalition of Nurse Practitioners
www.ccnnp.org

California Association of Nurse Anesthetists
www.ccanainc.org

California Nurses Association
www.calnurse.org

Discover Nursing
www.discovernursing.com

National League for Nursing
www.nln.org

NURSING STUDENTS GENERAL INFORMATION Dress Code

Personal Grooming:

Good personal grooming is essential. Clean hair, a daily bath or shower, use of an effective deodorant and clean undergarments are all components of satisfactory grooming. Good mouth care is essential. Avoid strong odors (onions, garlic, and tobacco). Hair must be clean, worn off the collar (men and women) in a neat style at all times while in uniform. Men's beards are to be trimmed and neat in appearance. Nails must be clean and short. Nail polish, unchipped, in a neutral color may be worn. Scents of any type are not permitted, including perfumes, colognes and personal hygiene products that are scented. Tattoos need to be concealed under clothing. All clinical facilities **ban artificial nails**.

Uniform

Students must be in clean uniform whenever involved in patient care. This includes:

1. White oxfords (not canvas) in a style where toes are covered; males have the option of wearing black.
2. Stockings or white socks for women; white socks for men.
3. For men, white trousers and tunic with Ohlone College nursing patch on left shoulder that is neatly attached.
4. For women, white uniform of appropriate conservative style and length, with Ohlone College nursing patch on the left shoulder that is neatly attached. (Patch may be purchased at Ohlone bookstore.)
 - A. Tops made of T-shirt material and lace blouses are not permitted.
 - B. White slip must be worn under the dress uniform.
5. Uniforms must be made of opaque (non-see through) material.
6. No jeans are acceptable when obtaining patient assignment.
7. Uniforms must be neat, clean, pressed if necessary and free of body odor on a daily basis. Shoes are to be polished and laces washed as needed to be clean and white.

Nursing Photo I.D. Badge:

Special I.D. Badges identifying you as Ohlone College nursing students are required to be worn when you are at clinical sites. To obtain your nursing I.D. badge, first register for your courses. Special arrangements, announced by course faculty, are made at the beginning of each semester to have your picture taken. There is a fee associated to obtain your I.D. Badge. **Additionally, many health care facilities will require that you wear a temporary hospital name tag. See course instructor for additional direction. Replacement ID badges must be obtained if a student has lost their badge.**

If you run into any problems please contact JoAnne Serran (510-659-6030) in the Health Science Office.

For security reasons, the I.D. badges must be surrendered should you discontinue in the nursing program, withdraw from Ohlone College, or upon graduation. It will become the property of the Health Sciences Division and will be placed in your student file.

Jewelry:

1. Costume jewelry is not acceptable with uniform attire.
2. Jewelry is limited to wedding rings, engagement rings, simple small rings. Single small pierced ear studs are allowed. **No other body jewelry or body piercings, including tongue jewelry are permitted in a visible location.**
3. If chains are desired, they must be worn beneath the uniform.
4. Further restrictions may apply in special areas of the hospital or according to agency policy, such as surgery or maternity.

Lab Coats/Sweaters:

1. An all white lab coat may be worn over the uniform in the clinical areas.
2. If a lab coat is worn, a school patch must be attached neatly to the left shoulder sleeve in the manner specified for the school uniforms and I.D Badge visible at all times.
3. A lab coat will be needed to wear over appropriate street clothes for obtaining patient assignments and for some clinical experiences. Appropriate street clothes exemplifying a professional demeanor is required. Jeans are not considered appropriate clothing.
4. If a sweater is worn, it must be plain white. (Avoid wearing a sweater when giving direct patient care.)

Equipment:

A stethoscope, a microshield (for doing CPR on a patient), **protective eye wear**, watch with second hand and bandage scissors are required at all times in clinical and considered part of the complete uniform. The scissors may be any size suitable to the pocket size of the uniform. These items as well as hemostats, penlights and pocket organizers may be purchased at the Ohlone College Bookstore or medical supply outlets. Some items may be purchased via fundraisers on campus for the nursing club. Additionally all students will be required to purchase a skills kit upon acceptance to the program.

Psychiatric Affiliations:

1. Conservative street dress with pockets is to be worn in place of student uniforms.
2. Dangling necklaces, looped earrings, backless shoes, sandals, high heeled shoes and T-shirts with printed messages or logos are not permitted.
3. Stockings or socks must be worn at all times.
4. Jeans are not permitted.
5. Student picture I.D. badge must be worn at all times while in the facility or on the grounds and must be visible.

Adherence to this dress code is mandatory. Students not appropriately attired and well groomed may be sent home from the clinical area without credit for the day. In the unlikely event that the college dress code conflicts with the hospital's dress code, the student should follow the hospital policy. The policy at Washington hospital states that all nursing staff wears white uniform. Students will adhere to this policy while attending Washington Hospital clinical rotations.

Outstanding Student Award

Each year, one student who has completed a minimum of 4 nursing courses is selected as an "Outstanding Student" for their academic and leadership achievements in the nursing program.

The criteria for the award include:

1. Sets an example for others in clinical practice.
2. Demonstrates professional communication skills.
3. Demonstrates initiative and creativity in pursuing nursing practice and educational goals.
4. Contributes to the success of other nursing students and the nursing program.
5. Maintains a GPA of 3.0.

The outstanding student will receive the award at the Awards ceremony during Spring Semester.

State Board Examinations

The National State Board Examination for Registered Nurses (NCLEXRN) is offered by appointment following graduation. In order to qualify to take the exam, a student must have completed all nursing courses and other A.D.N. program requirements by the end of the semester prior to the exams and file the required forms for graduation in the Admissions and Records Office. Please note Graduation filing deadlines in course schedule. Failure to file for graduation will result in delayed graduation. Students must file forms with the Board of Registered Nursing. These forms are provided during the fourth semester of the nursing program.

During semester three of the nursing program, it is critical that you pick up the Ohlone College **Graduation Checklist** (in counseling area) and complete it with a counselor. This will avoid the sad circumstance of finding out that you have not met degree requirements, and it is too late to take them before your projected graduation date. **DO NOT PROCRASTINATE**; make an appointment with a counselor now.

Student Rights

It is the right of any student to confer with the Dean of Health Sciences, regarding concerns which the student feels is not being addressed by the faculty. An appointment may be made with the Health Science Secretary by calling (510) 659-6030.

Ohlone College Complaint Procedure

A student may file a complaint when he or she believes that a faculty or College staff member has violated College rules, policies or procedures, or other local, State or Federal laws. There are two types of complaints: academic and general student complaint.

Academic Complaint

An academic complaint may be filed with a Dean when a student feels that a faculty member has violated State law, Federal law, or College policies and procedures relative to grading or other academic matters.

All grades awarded by the instructor of record shall be final. The State Education Code (55760) permits a complaint to be filed with respect to grading only in situations where a grade was assigned due to a “mistake, fraud, bad faith, or incompetence.”

General Student Complaint

A general student complaint may be filed by a student who feels an action of a College staff member, office, or group violates existing College rules, policy, or procedures; or other local, State and Federal laws. A complaint of discrimination or sexual harassment is not included in this category.

The Complaint Procedures are formalized procedures to ensure timely resolution at the lowest possible level. The first step is the informal resolution stage, which involves the student who has a complaint and the staff member or specific group who is the other party in the complaint. The student must notify the staff person or representative of a group that s/he wishes to make an appointment for an informal meeting to review an action within ten (10) days of its occurrence. In the absence of the instructor or staff person and after a good faith effort to make contact, the student may directly contact the Dean. Additional information is available from the Vice President, Student Services (510 659-6262).

Title IX Complaint Procedure

7.1 GENERAL PROVISIONS

7.1.1 Coverage

- A. These procedures apply to all complaints which may arise in matters involving rights provided for under the Fremont-Newark Community College District Title IX Policy. The policy commits the Fremont-Newark Community College District to providing equal education and employment opportunity as required by Title IX of the Education Amendments of 1972.
- B. Matters relating to grades, matriculation, and academic discipline not involving Title IX shall be subject to separate proceedings.

7.1.2 Eligibility

Any eligible person believing they have been the recipient of a Title IX injustice through the action of an employee, supervisor, teacher, or other person acting on behalf of the Fremont-Newark Community College District may bring an informal or formal complaint under these procedures.

7.1.3 Interpretation of Coverage

- A. Where a dispute exists as to whether a particular matter is subject to coverage by these procedures, the Fremont-Newark Community College District reserves the right to make the final judgment through the offices of the President/Superintendent.
- B. The President/Superintendent will deny application of the procedures: Where the matter in question clearly involves issues of broad policy in which the complaining party has no direct interest; where the President/Superintendent has good reason to believe that a complaint has been brought in bad faith for political or similarly inappropriate reasons; or in other circumstances in which use of these procedures would clearly endanger their effectiveness as an instrument for the redress of complaints.

7.1.4 Burden of Proof

The burden of proof regarding the validity of the Title IX violation shall be on the Petitioner.

7.1.5 Retaliatory Action

Any retaliatory action of any kind taken by an employee or student of the Fremont-Newark Community College District against any other employee or student of the Fremont-Newark Community College District as a result of the person's seeking redress under these procedures, cooperating in an investigation, or other participation in any proceeding under these procedures is prohibited and shall be regarded as a separate and distinct complaint under these procedures.

7.2 DEFINITIONS

- A. Title IX Coordinator: The person designated to assure that all programs and activities of the Fremont-Newark Community College District are free of any policy, procedure, practice, regulations, or similar guideline which may result in sex discrimination in violation of Title IX. Current designee is the Vice President, Student Services.
- B. Title IX, Education Amendments of 1972: A Federal law which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity receiving Federal assistance."
- C. Complaint: A synonym for disagreement or dispute.
- D. District: Fremont-Newark Community College District.
- E. Employee: A person who receives payment for services rendered, and who is listed on a Fremont-Newark Community College District payroll. (This does not include consultants.)
- F. Student: A person currently enrolled in any course at the Fremont-Newark Community College District.
- G. Academically Deficient Student: A student whose grade point average for all work accomplished in the Fremont-Newark Community College District is less than 2.0.

- H. Petitioner: The person who alleges that he/she has been discriminated against in violation of Title IX.
- I. Respondent: The party or parties charged by a petitioner with having discriminated in violation of his/her Title IX rights.

7.3 INFORMAL PROCEDURE

- A. The petitioner should first discuss his/her complaint with his/her immediate supervisor or counselor.
- B. If the Petitioner's complaint remains unresolved, he/she may discuss it with his/her supervisor's supervisor.
- C. If the circumstances of the complaint prevent using Steps A or B, or if the supervisor does not resolve the complaint within five (5) working days, the employee or student may discuss the complaint with the Title IX Coordinator.
- D. If an examination of the complaint finds that institutional policies, rule, or regulations have been violated, the Title IX Coordinator will bring the matter to the attention of the President/Superintendent, who shall take the appropriate administrative steps to enforce the policies, rules or regulations to resolve the complaint.
- E. If the Title IX Coordinator determines that the complaint involves a question of judgment or opinion not covered by College policies, rules, or regulations, the Title IX Coordinator may counsel with the President/Superintendent and such other persons as may be appropriate to resolve the complaint.

7.4 FORMAL PROCEDURE

(Amended 1-27-93)

7.4.1 Title IX Complaint in Writing

- A. The formal procedure may be used in the following situations:
 - 1. If the Petitioner's complaint alleging Title IX discrimination has not been resolved by the informal procedure or if the petitioner does not want to use the informal procedure.
 - 2. If the respondent to the allegations wishes to appeal the resolution of the allegation which has reached under the informal procedure.
- B. In either situation, the petitioner or respondent may submit a request in writing to the Title IX Coordinator to have the complaint or resolution considered under a formal procedure. The request shall state the alleged injustice or resolution and the circumstances.

7.4.2 Procedure

The Title IX Coordinator will schedule a formal hearing within ten (10) working days, or as soon thereafter as possible. When the formal hearing has been scheduled, the Title IX Coordinator will notify the respondent or petitioner of the date of the hearing and will furnish them with a copy of the written request.

7.4.3 Hearing of the Title IX Complaint

- A. The Title IX Coordinator shall hold a hearing to hear the complaint and receive information from such witnesses as may be appropriate to evaluate the complaint. Proceedings shall be conducted in closed hearings unless the respondent has requested public hearings.
- B. During the presentation of the information, testimony from witnesses, and arguments before the Title IX Coordinator, the petitioner and one accompanying person and the respondent and one accompanying person shall have the right to be present. Unless the hearing has been designated as public, the proceedings shall be closed to all other persons.
- C. Any District office holding any information relevant to the complaint shall make such information available to the Title IX Coordinator for purposes of the hearing, so long as the release of such information is not in violation of legislation regarding privacy of records or the rights of others.
- D. Unless the proceedings have been designated as public, all information gained as a result of participation in the proceedings by the Title IX Coordinator, parties to the hearing, accompanying persons or witnesses, shall be held in strictest confidence.
- E. All notes, statements, records, documents, or exhibits received during the hearings shall be secured in the office of the President/Superintendent. They shall be retained for a period of three (3) years following the last official action in regard to the complaint, after which all such material shall be destroyed.
- F. Following the conclusion of the formal hearing, the Title IX Coordinator shall report his/her findings together with the rationale for the recommended disposition of the complaint in the form of a written statement to the President/Superintendent of the District.
- G. The Title IX Coordinator shall make every reasonable effort to reach a finding and present his/her recommendations to the President/Superintendent no later than fifteen (15) working days following the commencement of the formal hearing.

7.4.4 Appeal of Recommendations of the Title IX Coordinator

The petitioner or the respondent may appeal the recommendations of the Title IX Coordinator to the President/Superintendent. Such appeal shall be in writing and must be made within three (3) working days of the receipt of the recommendations.

7.4.5 Decision by the President/Superintendent

The decision of the President/Superintendent shall be final, unless the petitioner or respondent shall make written appeal for review to the Board of Trustees within fifteen (15) working days of receipt of notification of the President/Superintendent's final decision.

7.6 APPEAL TO THE BOARD OF TRUSTEES

Appeal of Decision of the President/Superintendent:

- A. Upon receipt of a written appeal of the final decision of the President/Superintendent, the Board of Trustees shall decide to hold a hearing to hear the appeal or the deny the appeal.
- B. Should the Board of Trustees decide to hold a hearing, such hearing shall be ordered within thirty (30) days after receipt of the appeal.

7.6 PROCEDURE FOR HEARING

- A. All written documents concerning the complaint, hearings, and appeals shall be available to the Governing Board.
- B. Petitioners and respondents shall have the right to appear in person on their own behalf, with counsel, or such representation as they consider necessary and be heard.
- C. All appeal hearings shall be held in Closed Session of the Board of Trustees unless the appealing petitioner or respondent requests an open hearing in their written appeal.
- D. The findings and decision of the Board of Trustees on said appeal shall be final and conclusive on all parties.
- E. If the appeal of the petitioner is sustained, the Board of Trustees shall direct the President/Superintendent to take the appropriate administrative steps to resolve the complaint.

Title IX Complaint Procedure excerpt from Ohlone Community College District Policy Manual

Complaint Procedure - Nursing Department

The Complaint Committee shall provide an orderly procedure for the student who believes there was prejudice, arbitrary or capricious action in the evaluation of his/her academic and/or clinical performance.

Procedure

The procedure is to be initiated only after the student has sought to resolve the problem in a joint meeting with the involved instructor(s) and with the Dean.

Student

The student who wishes a hearing before the Complaint Committee should present to the Dean of the nursing program a written statement of the grounds for the complaint within four (4) instructional days following the incident. The written statement should provide the following data:

1. Clarification of the charges: an account of the facts pertinent to the complaint. The student should be as specific as possible in respect to the evidence he/she introduces. The student should be cautioned to present the facts only and not make the letter a vehicle for unsubstantiated charges. This document is intended as a source of information for the committee members.
2. Evidence that the student has sought to resolve the problem in consultation with the instructor(s) and has attempted to resolve it in a meeting with the Dean of the program and the instructor(s) involved.
3. Optional: The student who wishes a hearing before the Complaint Committee may consult with an Ohlone college academic counselor.

Dean—Responsibilities

1. Accept the written complaint from the student.
2. Within two instructional days of receiving the student's written complaint, notify the Executive Board of the NSOC of the need for appointing two faculty and two student members to serve as the Complaint Committee. The Dean shall notify the selected faculty members and students.
3. Set up the time and place for a committee meeting and notify persons involved.
4. Notify the instructor(s) and request evaluation materials used in determination of action.
5. Arrange for copies of materials submitted by involved parties to be available for each committee member.
6. Arrange for the tape recording of the committee meeting.

7. When committee meets:
 - a. Orient members of the committee to purpose and guidelines.
 - b. Distribute copies of materials to members. Allow opportunity for members to review materials.
 - c. Lead discussion of committee members.
 - d. Conduct balloting of the decision.
 - e. In case of a tie vote, the Dean of Health Sciences, will consider available materials, review the vote, if necessary consult with the Vice President of Instruction and take action to break the tie.

8. Submit the tape recording of the committee meeting and the materials submitted by both parties to the Division Secretary, Health Sciences, as a permanent record.

Committee Guidelines

1. The Committee will talk with both parties in the case separately.
2. The Committee may request clarification in writing or by interview from either party.
3. The Committee's final vote will be by written ballot.
4. The Committee's decision shall be reached within five (5) instructional days after the Dean receives the written complaint. A written summary of the decision shall be given to both parties and submitted to the Dean of Health Sciences.

RECOMMENDED BY-LAWS
FOR THE NURSING STUDENT CLUB OF
OHLONE COLLEGE

NAME OF THE ORGANIZATION

- Section 1. Name. The name of this organization is the Nursing Student Club of Ohlone College, Fremont, California. The abbreviation NSOC shall be used to identify this organization.

**ARTICLE II
PURPOSE AND FUNCTION OF THE ORGANIZATION**

- Section 1. Purpose. The purpose of this organization is to promote:
- a. Effective communication among NSOC members and nursing faculty.
 - b. Personal and professional growth of the students.
 - c. Membership and participation in the California Nursing Students' Association.
 - d. Participation in curriculum decisions and program planning.
 - e. Awareness of community needs and opportunities for service.
- Section 2. Functions. The functions of this organization shall be to:
- a. Provide opportunities for exchange of information relevant to the concerns of NSOC members.
 - b. Provide opportunities for cooperative efforts between NSOC and other Nursing School clubs, professional organizations and Ohlone campus groups.
 - c. Provide for dissemination of information to NSOC members regarding scholarships, honors, awards, professional growth, support services, etc.
 - d. Initiate and coordinate special projects for professional enrichment.

**ARTICLE III
MEMBERSHIP**

- Section 1. Membership is granted to all students who are currently enrolled in the Ohlone College Nursing Program and who are in good standing with this organization.
- Section 2. Pre-Nursing Students are welcome to attend.
- Section 3. The rights of voting and holding office are reserved for currently enrolled Nursing Students.

**ARTICLE IV
OFFICERS AND CLASS REPRESENTATIVES**

- Section 1. The officers shall be a Chairperson, Vice-chair, Secretary, and Treasurer, all of whom shall be elected by the class representatives and members from each current class. There shall be at least one faculty advisor, appointed by the Dean.
- Section 2. Officers shall be elected from any of the currently enrolled nursing students.
- Section 3. There shall be two representatives from each class who may serve from one to four semesters. Representatives may also hold an office or an appointed position.
- Section 4. In addition, there shall be one member appointed to the College Inter-Club Council, one to the Nursing Faculty Curriculum Committee, and one to the Alumni Committee. A chairperson shall be appointed for each additional committee established by NSOC.

**ARTICLE V
QUALIFICATIONS AND DUTIES OF OFFICERS AND
REPRESENTATIVES**

- Section 1. Qualifications for officers and class representatives.
- a. Interest and availability to serve.
 - b. Leadership qualities and abilities to carry out the duties of the specific office.
- Section 2. Duties of the Officers:
- a. The Chairperson shall:
 - 1) Call and preside at all club meetings.
 - 2) Assume responsibility for coordination of all officers' and representatives' duties.
 - 3) Obtain, prepare, and submit a club charter to ASOC at the beginning of each semester.
 - 4) Assume responsibility for official communication to and from members of NSOC.
 - 5) Prepare and post agendas and meeting notices.
 - 6) Promote membership and participation in CNSA and file for a charter when required.
 - 7) Coordinate the selection and sending of delegates and interested students to CNSA conventions.
 - 8) Be willing to attend area and state CNSA conventions if class scheduling permits.
 - b. The Vice-Chairperson shall:
 - 1) Call and preside over club meetings when the chairperson is absent.
 - 2) Serve as coordinator of all club activities, such as fund raisers, Nurse Day, brown bag lunches, community outreach events, social events, forums, support groups, etc.
 - 3) Be responsible for posting notices for all special events.
 - 4) Be willing to attend area and state CNSA conventions if class scheduling permits.

- c. The Secretary shall:
 - 1) Take minutes at all club meetings.
 - 2) Prepare and distribute copies of minutes to all officers, class representatives, and advisors.
 - 3) Post one copy of each minutes in the Skills Lab, one copy in Building 5 as per ICC regulations and one copy in the NSOC binder in the nursing office.
 - 4) Keep records of all club correspondence.
 - 5) Conduct all general correspondence.
 - 6) Be willing to attend CNSA conventions if class scheduling permits.
- d. The Treasurer shall:
 - 1) Act as custodian of NSOC club funds and records.
 - 2) Make accurate entries of acquisition and disbursements of club funds.
 - 3) Prepare a club budget annually in the Fall with the chairperson, vice-chair, secretary, and one faculty advisor.
 - 4) Secure approval of all expenditures.
 - 5) Submit an ASOC form for control of funds to the college business office.
 - 6) Be willing to attend CNSA conventions if class scheduling permits.
- e. Class Representatives shall:
 - 1) Attend all NSOC meetings or arrange for a substitute from their class.
 - 2) Be responsible for communication of information between the NSOC general meeting and their class.
 - 3) Be responsible to communicate input from their class to the general meeting on issues being proposed.
 - 4) Be willing to secure volunteers from their class to participate in club functions and special activities.
 - 5) Establish communication between class members by memos or telephone to inform and encourage class members to participate in all special and planned events.
 - 6) Encourage all class members to attend the general meetings.

ARTICLE VI ELECTIONS AND VOTING POWERS

- Section 1. Election of officers shall take place at the first meeting of the fall semester. The date and time of the meeting is to be set at the last meeting of the Spring Semester.
- Section 2. Elections shall be by written ballot
- Section 3. Officers shall be elected by a simple majority vote.
- Section 4. A re-vote by written ballot shall be taken to break a tie. A second tie shall be broken by a drawing.
- Section 5. A faculty advisor shall appoint two tellers who shall count the ballots and report the results.

- Section 6. A term of office for all elected officers shall be one school year. In the event the officer is unable to complete the term, a replacement may be appointed by the remaining officers to complete the semester.
- Section 7. An unfilled office shall be filled by special election at the beginning of the next semester.
- Section 8. Voting power. The voting body at all NSOC meetings shall consist of those officers and members present.
- Section 9. All general proposals shall be passed by a simple majority.
- Section 10. If a member is unable to attend the NSOC meeting, the member still has the power to vote. However, it is the member's responsibility to contact one of the Elected Officers and submit a vote by proxy prior to the voting time of the meeting.

ARTICLE VII COMMITTEES

- Section 1. The following positions shall be filled by interested members or appointed by the elected officers.

ICC Representative	Fund-raiser Coordinator
Alumni Coordinator	Outreach Coordinator
Curriculum Committee Representative	Advocate Program Coordinator
Nursing Issues Specialist	Mentor Coordinator
Social & Community Service Coordinator	

- Section 2. Standing Committee

The following appointees shall perform their tasks and report directly to the Chairperson.

- a. Inter-Club Council (ICC) Representative shall:
 - 1) Agree to attend ALL ICC meetings or if unable to attend will assure attendance of an alternate.
 - 2) Represent, and present the collective views of NSOC and ICC meetings.
 - 3) Report pertinent information by attendance or written correspondence at each NSOC meeting.
- b. Alumni Coordinator shall:
 - 1) Assist faculty representative in coordination of functions, which encourage involvement of alumni.
 - 2) Provide information concerning these activities at NSOC meetings, either in person or by written correspondence.
- c. Curriculum Committee Representatives shall:
 - 1) Consist of one student representative from each semester.
 - 2) Agree to attend all Faculty Curriculum Committee meetings or arrange for an alternate to attend.
 - 3) Agree to act as liaison between NSOC, members of class and the Faculty Curriculum Committee.
 - 4) Report back at NSOC meetings all pertinent information either in person or by written correspondence.

- d. Nursing Issues Specialist shall:
 - 1) Provide NSOC members with information concerning current legislative proposals of interest and importance to those in nursing and other related health care professions.
 - 2) Assist in coordination of NSOC involvement in CNSA.
 - 3) Be responsible to see that a report is given to NSOC members from CNSA conventions.
 - 4) If desired, serve as liaison with state nursing association-legislative/political action committee.

The following appointees shall perform their duties and report to the Vice Chairperson.

- a. Social and Community Service Coordinator shall:
 - 1) Develop and coordinate community service activities including those which will utilize the knowledge base and skills of NSOC members.
 - 2) Organize various social activities of interest to NSOC members.
 - 3) Report on upcoming plans and activities at NSOC meetings either by written correspondence or in person.
- b. Fund-raiser Coordinator shall:
 - 1) Develop and coordinate fund-raising events for NSOC.
 - 2) Report on upcoming plans and activities at NSOC meeting either by written correspondence or in person.
- c. Outreach Coordinator shall:
 - 1) Coordinate, schedule, and publicize for “brown bag” lunches.
 - 2) Make available to interested members information concerning further educational opportunities, including other campus representatives.
 - 3) Compile information obtained, into a “library” available to interested students in the Skills Lab.
- d. Advocate Program Coordinator shall:
 Coordinate and administer the Advocate Program, a support network provided for new incoming nursing students.
 - 1) Plan and coordinate the Welcome luncheon for each new first-semester class.
 - 2) Assign each new first-semester student an “advocate” from the second semester class.
 - 3) Encourage communication between advocates and new students.
 - 4) Ensure continuation of the program in the following semester.

Section 3. Ad Hoc Committees:

- a. Complaint Committee:
 - 1) The purpose of the Complaint Committee is to provide an opportunity for the student to appeal an arbitrary or capricious evaluation/grade.
 - 2) Upon receipt of a formal complaint, the Dean and the Executive Board will jointly appoint two students and two nursing faculty to form the committee.
- b. By Laws Committee:
 - 1) The purpose of the By Laws Committee shall be to review existing by-laws, and make recommendations for revision.
 - 2) The committee shall consist of volunteer members, and be activated as deemed necessary.

ARTICLE VIII FACULTY ADVISOR

- Section 1. There shall be at least one faculty advisor appointed by the Dean.
- Section 2. A faculty advisor must by college requirement, be present at every meeting and designated off-campus events.
- Section 3. The faculty advisor shall have no voting privileges.
- Section 4. The advisor shall serve for a period of one year or as directed by the Dean.

ARTICLE IX MEETINGS

- Section 1. Meetings shall be held at least once a month. Additional meetings are to be held as deemed necessary.
- Section 2. Meeting notices shall be posted on the bulletin board in the Nursing Skills Lab Room 8303 one week in advance.
- Section 3. Special Meetings may be called by the Officers. A faculty advisor is to be notified of any special meetings. Special meetings should be called only to do executive planning and scheduling in order to facilitate presentation of information at the next general meeting.

ARTICLE X DUES

- Section 1. The club shall determine if dues are to be collected and the amount thereof, at the first meeting of the year. Approval shall require a two-thirds affirmative vote by members attending.
- Section 2. The treasurer shall collect the dues.

ARTICLE XI AMENDMENTS

- Section 1. These by-laws may be amended by a two-thirds affirmative vote by NSOC members.
- Section 2. Amendments to these by-laws may be proposed by any member or ad hoc, by-law committee of NSOC. Approval shall require a two-thirds affirmative vote by members attending.
- Section 3. Copies of all proposed amendments shall be given to all members for review prior to any approval vote.
- Section 4. Amendments to these by-laws shall become effective immediately upon approval, unless otherwise specified in the amendment.

Adopted February 22, 1988
Amended June 1, 1990
Amended February 27, 1995

COMMUNICATION

Mailboxes

Mailboxes for faculty are located in the mail room. Messages from students to faculty can be transmitted via these mailboxes, telephone or email. Students can also access faculty during posted office hours. Communication from faculty to students occurs during classroom and clinical hours and/or via email.

Bulletin Board

The bulletin board inside the nursing skills lab is used for communicating general messages regarding seminars, skills lab hours, student meetings and changes in program procedures. Students should check email frequently since most all faculty and departmental communications occur in this manner.

Office Hours

Faculty members set aside five (5) office hours per week to meet with students. Available hours are posted outside each faculty member's office. On clinical days, nursing faculty are available at the clinical agency, after the completion of regularly scheduled clinical time. Students are encouraged to make appointments whenever possible so that adequate time will be available. Drop in visits during office hours will be handled on a first-come, first-served basis.

Phone Calls

- A. Students are asked to refrain from phoning instructors at home unless the instructor has given permission to do so. Each instructor has voice mail in the office and messages can be left. Faculty also has e-mail available on their computers and messages may be sent via this route.
- B. It is expected that students will keep their family and/or significant others informed regarding weekly clinical placement so that they may be located in the event of an emergency. Emergency calls should go through the nursing office, which in turn will contact the clinical instructor. Personal phone calls to students in the clinical area are to be restricted to emergencies.

Dean of Health Sciences/Student Meetings

Occasionally, student meetings will be scheduled by the Dean, Health Sciences to share important information and to gain student input on critical issues. When these meetings are scheduled, it is expected that all students will be present.

PORTFOLIO DEVELOPMENT OHLONE NURSING PROGRAM

Purpose: Professional development is the responsibility of each nurse and begins during the educational process. The development of a personal portfolio is an example of professional development and can be viewed as a tool for career advancement. Through the use of concrete, tangible evidence, the student is able to showcase their individual work and achievements, while highlighting key curricular events, in an easy-to-access portfolio. The portfolio can be used to assist with the process of obtaining employment in a competitive environment and, in some cases, may be an expectation from a prospective employer. Each student is expected to develop his or her own portfolio. Guidelines for the development of the portfolio are provided and faculty is available for consultation.

Directions: During the educational process the student will be creating a “working” portfolio that will be built over their educational process. Students should keep all work done over each course and at each course completion choose examples of work the student is most proud of and/or exemplifies unique or outstanding clinical experiences. Upon graduation the student should then review their portfolio and create a presentation portfolio that would include their best work, neatly presented in an attractive binder with dividers and plastic protectors.

Contents: Each course outline and list of course-specific skills (found in each syllabus)
Nursing Care Plan (with accompanying pathophysiology diagram)
Process Recording
Teaching Plan
Leadership activities (i.e., NSOC)
Awards/Scholarships/Community Service
Summary of clinical experiences

Course Content (content may vary)

N 301	Bed 10 Paper	N 302	Research Part
N 303	Ethical Paper		
N 306	Paper, Journals		
N 307	Summarize preceptorship activities, including delegation, team conference		

Revised 8-7-02; 6/06; 10/07

CLINICAL AND SKILLS LAB GUIDELINES

Clinical Agencies

The following hospitals are used regularly for clinical laboratory assignments for students enrolled in the Nursing Program.

a.	Kaiser, Hayward	(510) 784-8000
b.	Eden Medical Center	(510) 537-1234
c.	VA Hospital, Palo Alto (Menlo Park division)	(650) 493-5000
d.	Washington Hospital, Fremont	(510) 797-1111
e.	Valley Care Medical Center	(925) 847-3000
f.	Kaiser, Fremont	(510) 248-3000
g.	Kaiser, Oakland	(510) 752-1000
h.	Kaiser, Walnut Creek	(925) 295-4000
i.	St. Rose Hospital	(510) 264-4000
i.	Good Samaritan/Mission Oaks	(408) 559-2011

Orientation guides for each of these agencies are included in Appendix A. Review these clinical orientation guides prior to going to a new agency. Community agencies are also used for participative clinical experiences related to the specific objectives of a given course. Guidelines for these experiences are located in individual syllabi.

Clinical Expectations

1. Current CPR, health form, Standard Precautions and immunization information must be available at the beginning of each course and before the first clinical day. The instructor will check for:

Health and Immunization/CPR data	HIPAA information
Criminal Background Check	Urine Drug Screen
Negative PPD or Negative Chest X-Ray	Standard Precautions test results
2. Students **not** keeping this information updated will **not** be allowed to participate in clinical assignments. Verification of current data must be presented to the Student Health Center, who will update your records.
3. Transportation is the student's responsibility.
4. Clinical assignments will usually be posted at the hospital by 4:00 p.m. on the day prior to clinical experiences. Check with instructor for procedure used for evening clinicals.
5. If a patient is discharged or transferred to another unit, students are expected to select another patient with problems that fit the focus of the topic being studied. Consult with the charge nurse of the unit and/or phone the clinical instructor for assistance. Be sure that the patient selected hasn't been assigned to another student. Add your new patient selection to the assignment sheet.
6. Pre-clinical preparation is expected of all students. The clinical instructor will dismiss a student who is unprepared for his/her clinical assignment.
7. If a student is unable to be in the clinical area, or will be late, the student must notify his/her clinical instructor before the beginning of the shift of duty.
8. Frequent absenteeism will result in counseling by nursing faculty. Possible dismissal from

or failure in the course may occur.

9. Students are permitted to provide direct patient care only when an instructor is in the hospital.
10. Students are expected to arrive at the assigned clinical unit at least 10 minutes before the shift begins (i.e., at 6:50 a.m. for the 7:00 a.m. shift). (check with instructor for pm shifts)
11. Avoid bringing extra books, backpacks, purses, etc. into the hospital. Storage space is limited, and it is not safe to leave valuables on the units. Keep wallets, cash, etc. on your person. **Do not leave articles** locked in your car. Check with individual instructors for specifics.
12. At the nurses' station, students are expected to be collecting patient data, reading a chart or charting, or consulting with the instructor. It is not a place to visit with one another. **Students are never allowed to use photocopy machines for data collection from charts. This action violates 2003 HIPAA guidelines.**
13. Any discussion about a patient is to be of professional nature and is to be held only during clinical teaching time or with those who are directly concerned with a patient's care when in the clinical area. In any written assignment, identify the patient by initials and room number. Avoid any discussions of patients in the cafeteria or other public areas.
14. Smoking, eating, using cell phones and drinking coffee is to be done in designated areas of the hospital only; never in the nurse's station or in the patients' rooms. No photos of patients are allowed. One half hour (1/2/ hour) is allowed for lunch. Plan lunch and breaks with the team leader and/or primary care nurse to insure continuity of care for assigned patients.
15. Each nursing unit has the hospital's Procedure Manual, Policy Manual, and a Drug Book or PDR available as resources. Use these to refresh your memory, and/or learn a new procedure.
16. In many hospitals, every chargeable item has a charge "sticker" on it. Be sure you recognize these and know where to put them when you use supplies.
17. Answer lights and assist patients with trays and eating as required. Remember that your priority is to your assigned patient, but assisting other patients and hospital staff is also a learning experience.
18. When responsible for medications, check with the instructor daily, to see whether she wants to supervise medicine administration, even though you have been checked off on medications by a previous instructor.
19. Charting is different at each hospital. Students are expected to familiarize themselves with each hospital's method and have the instructor check charting when in a new area. **Use a black pen for charting** (this is the only color that makes clear copies).
20. An Incident Report/Unusual Occurrence Form must be completed whenever an incident occurs.
21. A student must inform the clinical instructor if he/she must leave the clinical agency prior to the time scheduled reporting off duty to the staff nurse.

General Guidelines

"When to Call Your Instructor During Clinical"

1. Whenever you do something for the first time in the hospital—whether or not you have passed it in the skills lab.
2. When you are not perfectly clear on what to do or how to do it (i.e., turning a patient who has had laminectomy surgery).
3. For anything to do with IVs, even though you have passed skills check lists (i.e., changing bottles, changing tubing, filters, etc.)
4. Every time you give medications, even though you have passed the Meds Check List. After you talk this over with your instructor (tell her what meds you have to administer, the route, etc.) she may give you permission to administer the meds without her being present—but it is your responsibility to notify her each time, and the decision is hers to observe you or not.
5. Whenever you do a sterile procedure, (i.e., dressing change, catheterization).
6. Whenever you do an intrusive procedure, (i.e., N/G tube insertion, enema).
7. Whenever you do a diagnostic procedure, (i.e., blood glucose finger sticks).
8. When you are getting behind in your assignment and feel you will not finish on time.
9. When you finish everything and have "nothing to do."
10. If anything unsafe happens to your patient (i.e., a fall).
11. If you are having difficulty with the nursing staff.
12. If you injure yourself in any way (i.e., needle puncture, back strain).

It is very helpful if you can plan with your instructor ahead of time so she will know when you need her. For example, at 7:30 tell her, "I have an IV that should be changed at 9:30."

Please try to remember that the instructors are here to help you to become a nurse. We (and you) want you to become the best nurse you are able to be! Tell us when:

1. You are especially unsure of how something is done.
2. This is the first time you have done something in the hospital.
3. You feel confident and do not want much assistance.

Let's try to clarify before we get to the patient's bedside. If you feel that the feedback you're getting is not sufficient, please let us know. The expectations for clinical performance increase as you move through the program. We're all in this together—for the good of the patient and to help you to become a nurse.

Suggested Procedure for Collecting Data in the Clinical Setting

1. **Kardex/Electronic Record**—Gives a brief outline of procedures and/or tests that have been done, essential elements of care and a current listing of medications that the patient is receiving. It is valuable to look at the Kardex/Electronic Record briefly before beginning a review of the chart.
2. **Chart**—The chart is a more comprehensive picture of the patient. It is suggested that in reviewing a chart, focus be placed on the following:
 - a. **Face Sheet** (comes from the Admitting Office) will tell you date of admission, admitting diagnosis and/or symptoms, address name of a significant other, employer, religion, whether or not patient has insurance and advanced directives.
 - b. **Nursing History or Nursing Admission Sheet** gives a summary of what the patient was like on admission and an assessment of basic human needs from the perspective of a nurse. It also should include a statement related to the patient's perception of his medical diagnosis.
 - c. **History and Physical** (done by physician). This form, if on the chart, is word processed and easier to read than handwritten notes. If the word-processed copy is not on the chart, look at the physician's progress notes written on the day of admission. The process notes usually contain a brief history of the patient.
 - d. **Consultation** (with MD specialists). These reports, if present on a chart, usually are word processed and easy to read.
 - e. **Laboratory Reports**. Review laboratory data to determine whether or not results are within normal limits. Most report sheets have the normals printed on them. If there are numerous reports, look at the admission studies for a baseline and compare the most recent results with that baseline. **Check the computer system for current results.**
 - f. **Graphic Record**. Scan the graphic for information about vital signs, I & O, and weight for trends. It is most important to compare the past 24-48 hours with baseline data collected on admission.
 - g. **Nurses Notes and Physician Progress Notes**. Review the last 24-48 hours of notes to give you an idea of how the patient has been during that period at the beginning of each shift.

The remainder of the data on the chart should be reviewed as time permits. As mentioned earlier, it is important to look at baseline data and to compare where the patient is now in relationship to that data.

3. **Patient**—You may be expected to meet assigned patients during a pre-clinical preparation period. You may chat briefly with the patient and/or significant others present. Although you will not be doing "hands on" assessment or care, it is possible to make numerous observations regarding the patient during a brief encounter of this type. For example, you may observe skin color, breathing pattern, body size, facial expressions, mannerisms, color of urine (if Foley present), etc.

Nursing Skills Laboratory

Throughout the two years of the nursing program, you will have assigned and independent hours in the lab to complete assignments and to review and master skills.

The lab is staffed with exception of clinical days from 8:00 a.m. to 5:00 p.m. most Mondays-Wednesdays by a Skills Lab Coordinator who is available to assist you in most of your learning endeavors. A weekly schedule of lab hours is posted outside of the Skills Laboratory.

- A. Nursing Skills Laboratory Coordinator's role includes:
 - 1. Assisting students in locating media and equipment for self-paced learning of specific nursing skills.
 - 2. Assisting Nursing Faculty in preparation of equipment and media for laboratory presentation of specific skills.
 - 3. Evaluation of skills performance of students who are required to successfully demonstrate a specific skill or skills in order to complete the theory or clinical objectives of a nursing course in which the student is currently enrolled.
 - 4. Evaluation of skills performance of students who have completed the self-paced review of nursing skills that are required of candidates seeking advanced placement in the Nursing Program, or who are returning to the Nursing Program after taking a "Stop-Out" from the usual student progression.

- B. Nursing Skills Laboratory Coordinator role does NOT include the responsibility for teaching nursing skills, i.e., the preparation or presentation of a nursing skill to a student or students who seek a specific skills check-out before the skills has been taught in the nursing theory progression of the Nursing program.

COLLEGE SERVICES

Counseling

Nursing students should:

1. Consult with a nursing counselor to evaluate previous non-nursing course work needed for transfer.

Transfer Credit—Transfer credits are awarded consistent with Ohlone College policy for

1. Science and Nursing courses (completed within the last four years and with a grade of "C" or better) and
2. Liberal Arts courses.

Ohlone College offers a full range of counseling services. Academic, career, and personal counseling is available through the Counseling Center. To insure smooth progression through the nursing program, nursing students must see a counselor before entering the program and are strongly encouraged to seek counseling before entering the second year.

Students considering enrolling in a BS program upon earning the AS in Nursing at Ohlone should work closely with a counselor to assure that all general education courses are transferable and equivalent to the university and nursing department's requirements.

Ohlone College Learning Resource Center
www.ohlone.edu/org/library

**Resources for Allied Health, Nursing, Physical Therapy, and
Respiratory Therapy Students
2008-2009**

**Learning Resource Center (LRC) at the
Newark Center for Health Science and Technology**

The LRC is an essential learning resource for students in the various health programs at Ohlone College. Librarians are available to teach students how to locate information and use library resources effectively.

Newark Center LRC Hours

Spring 2008 Semester

Monday - Thursday:

9:00am - 7:00pm

Friday:

9:00am - 2:00pm

Contact: Barbara Duggal, Newark LRC Coordinator
bduggal@ohlone.edu
742-3127

LRC Faculty and Staff

Lesley Buehler, Dean, 742-3126

Linda Dickerman, Library Technician, 659-6167

Barbara Duggal, Librarian & Newark Center Coordinator, 742-3127

Jamillah Gabriel, Library Technician, Circ. Desk, 659-6160

KG Greenstein, Instruction and Reference Librarian, 979-7580

Rebeca Ortega, Library Assistant, 659-6160

Kathy Sparling, Systems Librarian, 659-6164

Resources: How to Find Allied Health, Nursing, Physical Therapy, and Respiratory Therapy Information

An invaluable resource for Ohlone students, the Ohlone College Library provides access to 61,000+ books, 17,000+ electronic books, 225+ print journals, 1,700+ instructional videos and DVDs, course reserve items, and 10,000+ full text periodicals available through 35 subscription databases.

There is a small print collection of nursing and allied health journals and books at the Newark campus. You can request materials from the Fremont campus. Please see instructions for requesting library materials at: <http://www2.ohlone.edu/org/library/holds/holds.html> or call the Fremont campus Library circulation desk at 659-6160.

Online Library Catalog

- **H.A.N.S. (*Have a Nice Search*)** is the name of Ohlone College Library's web based online catalog. Use H.A.N.S. to look for books, electronic books, media, course reserve items, and other materials in the Ohlone College Library. Search HANS to find out if the Library subscribes to a specific journal, either in print or electronically. Access H.A.N.S. from home or office via the Library's Web page: <http://www.ohlone.edu/org/library>

Online Periodical Databases for Allied Health and Nursing Literature

Note that as of January 2008, there are a number of new health and medical electronic resources available through the Ohlone College Library web site. Please see the list of library databases, including descriptions at: <http://www2.ohlone.edu/org/library/databases.html>

The primary electronic databases for locating journal articles in the nursing and allied health areas are:

- ***CINAHL Plus with Full Text (Cumulative Index to Nursing & Allied Health Literature)*** Search for citations to 1,200+ nursing and allied health journals. Please note that not every article is available full-text. Be sure to follow the "Find Full-Text Options" link that displays at the end of the citation for additional full-text availability. If you are unable to locate the full-text of an article, please ask a librarian for assistance.

- **OVID; Journals@Ovid (Lippincott Williams & Wilkins Nursing & Health Professions Premier Collection)**

Provides full text coverage of over 60 current, highly respected nursing titles covering both general and specialty subjects.

Content includes: AJN (American Journal of Nursing), Nurse Educator, Nursing Research and many other core nursing titles.

Accessing Electronic Periodical Databases

- Please note that you can access all of the electronic library databases from off campus via the Internet. Start at the Ohlone College Library Web page, click on “Search for Articles” and then click on the database you want to search. Databases are grouped by broad subject areas.
- You can cross search selected databases, H.A.N.S., and relevant web sites by performing a “Central Search.” From the Library home page click on “More Central Search Options,” then click on “Biological and Health Sciences,” select the box for “Nursing and Allied Health,” and enter your search terms. From off campus, you will be prompted for your last name and student I.D. number. If you have questions about how to search the databases or have trouble logging in, please see a librarian for assistance or call the information desk at the Fremont campus (510) 659-6171.

World Wide Web

- Wireless Internet access is available in the Newark LRC. To get a list of useful Allied Health websites, go to the Library's Web page, click on **Links to Internet Resources**, and scroll down under the general subject areas to **Nursing and Allied Health**.

Library Nuts and Bolts

Circulating Books

- Circulating books can be checked out for 3 weeks; limit of 4 per subject. Students may use H.A.N.S., the online catalog, to place a hold request for a book that is checked out.

Audio-visual materials

- Currently, you may view nursing and allied health videos and DVDS in the Newark Center LRC media room, located behind the Circulation/Information desk.

Periodicals (Magazines & Journals)

- Currently, a small collection of print nursing and allied health journals is housed in the Newark Center LRC. Print periodicals are for library use only. Many periodicals are available full-text through our on-line periodical databases.

Study Spaces

- Numerous group study rooms are available for students on a first come first serve basis.
- Individual carrels, comfortable seating.

Course Reserves

- Many course reserves are available electronically through H.A.N.S., the Library's online catalog. In addition, upon request by instructor, reprints of journal articles may be kept at the Circulation Desk. The Circulation Desk employs an honor system to keep track of the articles. Students are expected to take not more than three articles for a maximum of two hours, due to copyright restrictions. Students are encouraged to bring the course syllabus to avoid confusion about which articles the instructor wants them to read. These articles are for use in the library only. Students request reserve items by filling out a yellow reserve request form. Student I.D. is taken for reserve items.

Selected Local Medical Libraries

**please double check outside library services and availability by following the links provided below

Washington Community Health Resource Library

<http://www.healthlibrary.org>

2500 Mowry Ave.

Fremont, CA 94538

Phone (510) 494-7030 - TDD (510) 494-7050

Lane Medical Library

Certain services limited to Stanford students and faculty

<http://www-med.stanford.edu/lane/>

Stanford University Medical Center

Stanford, CA 94305

Phone: (650) 723-6831

Milton J. Chatton Medical Library, Santa Clara Valley Medical Center

<http://www.scvmed.org>

751 S. Bascom Ave.

San Jose, CA 95128

Phone: (408) 885-5650

Planetree Health Resource Library

<http://www.planetreesanjose.org/>

Free and open to the public.

15891 Los Gatos-Almaden Rd.

Los Gatos, CA 95032

(408) 358-5667

Selected Local Medical Libraries

UCSF Medical Library (Kalmanovitz Library)

<http://www.library.ucsf.edu/>

Certain services limited to UC students and faculty

Medical Sciences Building

530 Parnassus Ave.

San Francisco, CA 94143

Phone: (415) 476-2334

ValleyCare Health Library and Ryan Comer Cancer Resource Center

<http://www.valleycare.com/>

Free and open to the public

5725 W. Las Positas Blvd., Suite 270, Pleasanton, CA 94588.

Located on the 2nd floor of the ValleyCare Medical Plaza.

Corner of Stoneridge and W. Las Positas Blvd.

(925)-734-3315

Financial Aid

In addition to college semester fees, the greatest outlay of money occurs during the early part of the first semester and the last semester before graduation. In the first semester, approximately \$1500 will be spent for books; accessory items like pencils and paper; two uniforms (one is sufficient if it can be washed overnight); lab coat; shoes; stethoscope; bandage scissors, **protective eyewear** and microshield. Please delay purchasing a stethoscope until the skills lab supervisor makes suggestions for the appropriate type of instrument. (See Appendix for breakdown of expenses for two years.

Subsequent semesters may require additional funds of under \$200 each for books, graduation costs and incidentals. Many of the large standard texts are used throughout the program; therefore, the second year will have little expenditure for books.

The cost of financing an educational program in nursing can be a problem for many students, but a variety of resources for funding are available through the office of financial aid.

The Financial Aid office is located in Building One. The following information about financial support has been obtained from that office and specific inquiries should be directed there.

Any student who needs financial assistance may apply. Feel free to help yourself to the Financial Aid Handbook and the Free Application for Federal Student Aid. If technical questions arise in the process of filling out the forms, the Financial Aid staff will be glad to assist you. Often, the staff will require a copy of your last year's Federal Income Tax (3030). NOTE: Scholarship information is posted in the Financial Aid office at the beginning of each semester and is added through the semester. It is suggested that students check new postings at intervals throughout the year. Detailed criteria and deadline dates are included on the announcements. In addition, scholarships specific to nursing are posted in the nursing skills lab (8303).

Eligibility and Academic Load for Financial Aid:

Students who are receiving financial aid or veterans assistance are required to take at least 6 units each semester to remain eligible. (In some cases, 12 units are required.)

Information about your family income and personal resources is used to determine your financial need. If you are eligible, you will be offered a combination of aid from the opportunities listed below.

The following grants and loans are available to all students at Ohlone who qualify:

- GRANTS:
- Pell Grant (Basic Educational Opportunity Grant)
 - Supplemental Education Opportunity Grant (SEOG)
 - Extended Opportunity Programs and Services (EOPS)
 - Cal Grant B, C
 - Board of Governors Grant (Enrollment fee waiver)
 - Ohlone Foundation Grant
- LOANS:
- Stafford Student Loan
 - Short-Term Emergency Loan

SCHOLARSHIPS: A.S.O.C. Scholarship—Two scholarships at \$200 each; offered every semester.

A.S.O.C. Scholarship for academic Achievement—one scholarship offered every semester at \$300; student's GPA must be at least 3.2; students cannot have completed more than 120 units and cannot have earned a prior degree.

The Ohlone College Catalogue also lists available scholarships.

The Ohlone Foundation offers a multitude of scholarships. Students should check the website periodically for available scholarships.
<http://www.ohlone.edu/org/scholarships/>

The following special scholarships, loans, and grants are earmarked for nursing students : Students will receive information on deadlines for applications to be submitted.

Forty Et. Eight, Society of American Legionnaires

Beginning in 1992, this independent fraternal organization of veterans has offered \$1,500 scholarships to outstanding nursing students who demonstrate financial need. Five scholarships are available to students who have a “B” average (3.0). Recipients are awarded a total of \$1,500 in the spring semester. A thank you letter and attendance at the Legionnaire’s banquet in May is required.

Verle Waters Endowment Scholarship

Established in 1991 in honor of Verle Waters, Assistant Dean Emerita, Ohlone College, the endowment has the purpose of assuring quality education responsive to the needs of the community by providing nursing students scholarships and nursing faculty development. Each year, \$1,000 is awarded to an outstanding nursing student in the Spring semester who demonstrates financial need.

Health Career Scholarship

Washington Hospital Service League awards \$1,000 per year to a student who is pursuing studies in a health-related field. This scholarship is renewable each year the student remains in the program in good standing. The student must be a resident of Washington Hospital District.

Washington Hospital Medical Staff Scholarship

Each Fall Semester, the medical staff awards scholarships to Ohlone College nursing students. The Nursing Scholarship Committee posts the announcement and makes the applications available to students. A medical staff committee or representative interviews and selects the recipient. The recipient receives the award at the medical staff awards dinner.

Nursing Scholarship Web Sites

Some of the listed web sites are applicable to nursing while others are generic in nature. You will need to conduct further research to see if the site is applicable to your needs.

www.fastweb.com

www.scholarshipexperts.com

www.discovernursing.com/scholarship-search.asp

bhpr.hrsa.gov/nursing/scholarship/default.htm

http://www.nursingsociety.org/Career/CareerAdvisor/Pages/scholarships_opps.aspx

www.finaid.org

Career Resource Information

The Center provides books, software, four-year college catalogues, career testing and transfer information. Information about on-campus positions and jobs in the community are available in the Career and Transfer Center in Building One, Fremont campus. Please contact them for specific hours of operation. (510) 659-6115.

Employment Opportunities

Job Placement Service Center, located in Building 1, Fremont campus. Please contact them for specific office hours at (510) 569-6039.

Educational Opportunity Program provides employment for a limited number of students. The amount of time required for successful progression in the nursing program does not permit full-time employment. Continuation of outside jobs is possible, but in the opinion of working students, should not exceed 24 hours per week.

It is strongly recommended that students seek summer jobs in health care facilities in order to maintain clinical skills and to increase their awareness of the demands of hospital work. Competition for summer positions in acute care hospitals is keen and applications should be made early. Many hospitals begin taking applications in December and January for summer work.

Kidango

Kidango is a private, nonprofit agency providing a variety of services to children and families in Alameda, Santa Clara, San Mateo and San Francisco Counties. Their services are for children from birth to six years of age, as determined by the license of each site. The hours of operation vary from site to site. Each site is licensed by Community Care Licensing to ensure the safety of your child.

Kidango offers a variety of services to meet the diverse needs of young children and their families in the San Francisco Bay Area. The highly qualified staff are trained to not only provide the best education and care for each child, they also are experts in developing supportive relationships with families.

Please contact them directly or view their website www.kidango.org

Off campus childcare is available through Child Care Coordinating Council (4 C's) at (510) 790-0655 or Childcare Links at (510) 791-9256. This agency provides the names of child care resources in the vicinity of the students' homes. The people who provide the care are licensed and the agencies will attest to their competency. The charge is negotiable between the caregiver and the parents, as are the hours available for childcare.

Tutoring Services

Nursing students traditionally have a very demanding study and work life. A guide of Survival Skills for Nursing Students is provided in the Appendix

Should you feel that you need tutoring and assistance with basic learning skills, the college provides services and programs. The three Learning Laboratories (Mathematics, Reading, & Writing) are located in Hyman Hall. All offer individualized assistance with basic skills.

Course-related tutoring is offered by Tutoring Services (510) (659-6154).

ELC Instructor Guidelines—Draft prepared by J. Dean

This sheet is designed to inform students about the role of the ELC instructors, what to expect when they consult the ELC instructors and what not to expect from the ELC instructors.

Goal

ELC instructors are available to help students in all disciplines with reading and composition questions and concerns. The goal of the ELC instructor is to assist students in taking an active role in improving their reading and/or writing skills. ELC instructors are also on duty to assist students as they complete ELC programs associated with their English and ESL courses.

Preparation

Students can help make the process of consulting an ELC instructor smoother by doing several things in advance of visiting with an instructor at the table:

- Have the work you wish to review with the instructor easily accessible.
- If you want the instructor to review the process of completing a particular assignment or have a question about whether you are responding to an assignment adequately, having an assignment sheet or your notes from the class will be helpful for both you and the ELC instructor.
- If you are seeing the instructor to have a paragraph for the Writing and Reading Program for English 151B, have the sheet with the prompt available. It would also be a good idea to have your copy of the text available.
- If you are bringing an essay or other written assignment for the instructor to review, be prepared to tell the instructor what the topic or assignment is, and have in mind specific things you would like advice on. Asking the ELC instructor to "look at" an assignment generally won't result in any specific feedback that will be useful to you. Specific questions, based on previously known types of errors that you tend to make, are the most helpful. Please do not ask the ELC instructor to "proofread," "edit," "correct" or "fix" your writing. (See below.)

Types of Help

The ELC instructor is available to help students by:

- Identifying patterns of errors

- Illustrating ways of correcting errors
- Showing how to use reference works such as dictionaries and handbooks
- Coaching them in the writing process
- Helping them learn to become better editors of their own work
- Facilitating their work in the programs associated with English and ESL classes

The ELC instructor is **not** available to:

- Proofread
 - Edit
 - Review a document that the writer has not already proofread.
 - Correct or identify every error in a document
 - Spend more than ten minutes with a student on any given task
 - Estimate the grade a student might get on a particular assignment
1. Always bring your directions for the writing assignment
 2. Never ask instructors at the desk to proof read or edit papers
 3. Ask the instructor of assistance with the following:
 - a. Thesis statement or abstract
 - b. Topic sentence of each paragraph
 - c. Organization of ideas and if the paper flows from one idea to the next
 - d. Repetitive grammar errors
 - e. Point to and ask if each supporting idea ties with the thesis statement
 - f. Point and ask whether an in-text citation has been correctly cited
 - g. Look at works cited/reference page to point incorrect format usage

Points to remember:

Students should first work with a tutor or an Instructional assistant before going over to an Instructor.

The tutors, instructional assistants and faculty do not edit or proofread papers.

At busy times, students are limited to 10 minutes with an instructor or instructional assistant and 30minutes with a tutor.

English as a Second Language—Suggested Courses

Speech 150—Designed for speakers of English as a second language. Practice in American English pronunciation, idiomatic expressions, phraseology, rhythmic inflections and usage. Accent reduction focuses on phonology, stress, rhythm and intonation.

ESL 147—Restricted to students whose native language is not English. To be taken concurrently with Speech 150. Oral and written practice in listening, pronunciation, grammatical structures, reading comprehension, writing and vocabulary.

ESL 148—Open to students whose native language is not English and who have successfully passed ESL Level I with a grade of "C" or better or scored between 61-74 on Michigan English Placement Test. To be taken concurrently with Speech 150 or 151 and/or English 161 or 162.

Extensive practice in oral and written English.

ESL 149—Prerequisite: completion of ESL Level I & II or Michigan English Placement Test score between 74-84.

Review of English grammar, punctuation and sentence structure. Continue to practice the techniques of organization and writing clear paragraphs. Introduction to Basic Principles of essay writing. It is recommended that Speech 150 or 151 and English 161 or 162 be taken concurrently.

MEMBERS OF THE NURSING DEPARTMENT

The nature of the student-teacher relationship in a nursing program is generally characterized by a degree of closeness not usually encountered in other educational programs. The length of the program implies continuous contact with a group of teachers who will have significant influence in professional development of every nursing student. It is for these reasons that short introductions to the faculty and staff are included.

GALE CARLI, the Director of Nursing, is a graduate of San Francisco State University, University of San Francisco and Kaiser Foundation School of Nursing. She received her MSN from CSU Dominquez Hills in December 1998. In 2005 she earned a Doctorate in Education. Prior to coming to Ohlone in 1995, Gale taught medical/surgical nursing, worked in staff development and in the critical care setting. She also is a certified scuba diving instructor trainer (teaching diving theory and diving medicine). She is an author for Elsevier/Mosby Nursing Textbooks. Gale serves on the California Chancellor Office's Associate Degree Nursing Program advisory board. Additionally, she is the secretary for the Northern California Associate Degree Dean and Nursing Directors group.

SHARON BRIGGS is a graduate of California State University, Chico, where she earned a BSN and MSN. Prior to being named faculty at Ohlone College, Sharon was adjunct and temporary faculty in Ohlone's nursing program from 2005 to 2007. Before that she served as faculty of Evergreen Valley College's Associate Degree Nursing Program in San Jose, 2004-2006. She has had a broad nursing experience over her 40+ years as a registered nurse including pediatrics, medical/surgical, intensive care, cardiac care, emergency, geriatrics, staff development, public health nursing, and infectious disease research. Sharon's areas of expertise include geriatrics, and all levels of medical/surgical nursing. She is the current teaches medical-surgical and gerontological nursing.

CARRIE DAMERON graduated from Ohlone College and University of Phoenix with an MSN in administration and education. She has advanced medical/surgical certification from the American Nurses Credentialing Center (ANCC) since 1995. Her expertise is in spiritual care, pain management and holistic self-care for nurses. She is a member of Nurses Christian Fellowship and the Hospice and Palliative Nurses Association.

SHARON H. DAVIS is a graduate of San Jose State University, San Jose, CA, and Golden Gate University, San Francisco, CA; where she earned her MSN in nursing education, and an MBA in Health Services Management with a minor in legal aspects of health care. Prior to joining the faculty at Ohlone College, she enjoyed a diverse career as an educator, medical/legal consultant, administrator, and critical care clinician. Her specialties are cardiology, administration/management, and medical/legal nursing. Professional memberships include: Sigma Theta Tau (Alpha Chapter), American Association of Legal Nurse Consultants, American Association of Critical Care Nurses, and the National League for Nursing

KATHY (DEWAN) TATE is a graduate of Humboldt State University nursing program in Arcata, California and obtained her masters' degree in Parent-Child Nursing and PNP certificate from the University of Washington in Seattle, WA she has worked in multiple pediatric and neonatal settings, including neonatal and pediatric intensive care units as well as a pediatric nurse practitioner. She formerly taught as a maternal-child instructor at Kauai Community College. Currently she teaches the pediatric component of maternal-child nursing and is the Assistant Program Director.

DEBRA FRANKLIN is a graduate of Chabot College, and earned her BSN from Excelsior College. She received her MSN from Walden University. She belongs to Sigma Theta Tau. She has worked in medical/surgical, obstetrical, and industrial settings. Prior to coming to Ohlone, she worked in a managerial capacity in an intensive care nursery, which is her specialty. She currently teaches Maternal-Child nursing.

JOAN GATES-ROGERS, is a graduate of Marion Whalen School of Vocational Nursing New York- LVN-Finger Lakes Community College, in New York with a AAS- RN. She has earned a BA in Health Services Administration from Saint Mary's in Moraga, Ca. and a MA in Counseling from Santa Clara University, Santa Clara, Ca.. Currently, Joan is attending University of Phoenix, MSN- In Nursing Education program. She has certification in Psychiatric Nursing. She also is a certified Hypnotherapist.. Prior to coming to Ohlone college, Joan had been teaching at Evergreen Community College San Jose and Delta Community College Stockton, Ca. She teaches Psych and the preceptorship.

POONAM KHARE earned her BSN and nurse midwife degrees at All India Institute of Medical Sciences in Delhi, India. After arriving in the United States, she attended Florida State University and earned her Master's in Nursing in 2002. Prior to coming to Ohlone College, Poonam has taught in Florida, Michigan and California. Poonam's experiences include medical-surgical, labor and delivery, gerontological and psych nursing. She teaches medical-surgical and in the future, psych nursing.

SALLY SCOFIELD is a graduate of University of Santo Tomas in Manila, Philippines and San Francisco State University. She started her teaching career at Ohlone College in 1998 after more than 20 years of medical-surgical and oncology nursing in acute care settings. Her interest lies in using technology to enhance the teaching-learning experience. She currently teaches medical surgical nursing.

KIM STILES received her AAS in nursing from the State University of New York, her BSN from Excelsior College, her Masters Degree in holistic nursing from the College of New Rochelle, and her PhD in Philosophy and Religion from the California Institute of Integral Studies in San Francisco. Kim is certified in advanced holistic nursing and comes from a background of medical surgical and critical care nursing experience. She has held a wide variety of leadership positions in shared governance, ethics, nurse recruitment and retention, and scholarship committees. She presently is an active member of the American Holistic Nurses' Association, the National League for Nursing, the American Association of Critical Care Nurses, and Sigma Theta Tau.

BERNADETTE VANDEUSEN is a graduate of Duke University in Durham, North Carolina. She belongs to Sigma Theta Tau, D.U.S.N. Alumni Association and the American Heart Association Council on Cardiopulmonary and Critical Care. She has had a variety of clinical experiences including staff nursing (medical/surgical and telemetry) infection control and patient education. She taught medical/surgical and psychiatric nursing in the Foreign Nurse Special Project from 1983 to 1986 and coordinated the Robert Wood Johnson Grant at Ohlone. She currently teaches medical-surgical nursing.

SUSAN McMAHON is a graduate of Emmanuel Hospital School of Nursing, Portland, Oregon. Susan has a wide variety of nursing experiences, which include: teaching prepared child-birth classes, CPR and experiences in OB, Nursery and on a Women's Surgical Unit. Most recently she has been working in a PACU environment. Susan is the Skills Lab Coordinator.

JOANNE SERRAN, Executive Assistant, Health Sciences Office, earned a BS in English from California State University, East Bay. Currently, she is pursuing a MA in English with an emphasis on TESOL. Prior to coming to Ohlone, she worked at an architect and engineering firm in Fremont as a secretary/word processor.

ZELMA HUNTER, Executive Assistant, Health Science Office, and recently completed her Business Administration degree at Ohlone College. Previously, Zelma was an Administrative Assistant at the Ohlone College Newark Campus.

Revised: 10/07

NURSING DEPARTMENT STANDING COMMITTEES

Nursing Curriculum Committee

- Members:** Director of Nursing, all nursing faculty, and student representatives from first year, second year and mobility program.
- Purposes:** To make recommendations regarding policies and procedures that relate to the curriculum (i.e., course content, sequencing, time allocations, teaching/learning tools and instructional activities).
- To insure systematic evaluation and revision of the curriculum (i.e., schedule periodic evaluation of philosophy, objectives and clinical facilities).
- Meets:** At least once each month of the academic year, or more frequently as needed.

Nursing Faculty Committee

- Members:** Director of Nursing and all nursing faculty.
- Purposes:** To make recommendations regarding policies and procedures that relate to the functioning of the nursing program. This includes accreditation and college policies, student issues, scheduling)
- To ensure systematic evaluation and revision of the nursing program policies.
- Meets:** At least once each month of the academic year, or more frequently as needed.

Nursing Admissions and Promotions Committee

- Members:** Two nursing faculty members.
- Purposes:** To review applications for advance standing and readmission and make recommendations.
- To make recommendations regarding admission, progression, promotion, and readmission policies.
- Meets:** Approximately two (2) to three (3) times each year.

Scholarship Committee

- Members:** Two nursing faculty members and representatives from Financial Aids as needed.
- Purposes** To assist us in selecting qualified nursing applicants for select scholarships.
- To provide students with current information on scholarships and book grants.
- Meets.** Approximately two times per year.

Nursing Student Club Advisors

- Members:** Two nursing faculty plus ASOC Advisor (One faculty to act as chair with two co-chairs, one for generic students and one for alumni).
- Purposes:** To provide guidance to NSOC and act as a resource to opportunities available in college and professional community.
- To encourage support of alumni participation in planning and attending activities.
- Meets:** Coincide with NSOC meetings.

Educational Resources

- Members:** Two faculty member and Skills Lab Supervisor.
- Purposes:** To assure review of library holdings for currency and relevancy, placing of new texts on shelves in timely fashion, ordering texts, journals, and coordinating materials on reserve and media with Nursing Resources Center.
- Meets:** Two – three times per year

Health Science Advisory Board

- Members:** Director of Nursing, and representatives from area hospitals.
- Purpose:** Provide program planning input to assure that the needs of the community are being met and program outcomes are consistent with entry level RN practice.
- Meets:** Once to twice each year.

Ad Hoc Event Planning Committee

- Members:** Faculty member (chair), faculty member, Executive Board, students
- Purpose:** To plan and implement fund raising events.

Standing Committees

1. At the beginning of the school year, each committee will develop goals to be accomplished.
2. At the end of the year, an evaluation is written to determine the outcomes of goals.

Faculty and Curriculum Meetings

1. Are usually scheduled at the beginning of the semester with faculty consensus. They may be every other week for three hours.
2. Special workshops for curriculum are scheduled for longer periods usually between semesters.
3. Minutes for the faculty meetings and workshops are done by faculty on a rotating basis using special guidelines.
4. Agenda for meetings is distributed to faculty mailboxes before meetings. Any additional ideas for the agenda should be communicated to chairperson.

5. Duties of participants:

Members: Agenda items to leader ten working days before meeting.

Leader: Sets agenda, distributes agenda to all full-time and adjunct faculty and chairs meeting.

Recorder: Takes minutes, sends to word processing, edits, and distributes to all full-time faculty, adjunct faculty, and Division Secretary.

STUDENT HEALTH CENTER

Ohlone Student Health Center

A. Staff

1. Sally Bratton, RN, FNP, PA-C—Director
2. Steven Curran, MD—Physician Director
3. Janet Quijas—Office Assistant
4. Medical Assistant

B. Hours

1. Ohlone Campus (510) 659 – 6258 FAX (510) 659-6218
Monday-Thursday: 9:00-2:00 and 4:00-6:00 – Days of operation mirror the academic calendar and are variable in the summer.

C. Medical Examination Form

1. Student Health Center provides
 - a. Consultation—\$50.00 Exam - \$25.00
 - 1) Student must call for an appointment
(510) 659-6258—Ohlone Campus
 - b. Immunizations
 - 1) Hepatitis B—series of three over 6 months
 2. Tdap
 - 3) PPD (2 step)
 - 4) MMR
 - 5) Varicella
 - 6) Influenza

Students need to bring documentation of childhood vaccinations to the appointment. It is the student's responsibility to obtain copies of all health clearance information, including CPR, and keep these records with them while at clinical.

- c. Titers (all lab work is done at Washington Hospital Lab at CONSIDERABLY reduced rates as a service to the Ohlone Students).

- 1) Rubella titers
- 2) Rubeola titer
- 3) Varicella titer
- 4) Hepatitis B titer

d. Immunizations and lab work obtained at a personal MD office need to be forwarded to the Health Center by dropping them off during business hours or faxing to 510-659 – 6218. Always maintain your own copy of your health records!