

GLENDALE COMMUNITY COLLEGE

NURSING FACULTY HANDBOOK



**Kumud Parikh Health Sciences Division
Department of Nursing**

**1500 North Verdugo Road
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Purpose

The Department of Nursing Faculty Handbook has been created for the benefit of all nursing faculty as they work to fulfill their job description in the Registered Nursing Program under the Health Sciences Division within Career Technical Education. This handbook will help new faculty navigate the GCC website to find the most pertinent information to help them understand the policies and procedures of the institution and the program.

Glendale Community College (GCC) Mission Statement

Glendale Community College serves a diverse population of students by providing the opportunities and support to achieve their educational and career goals. We are committed to student learning and success through transfer preparation, certificates, associate degrees, career development, technical training, continuing education, and basic skills instruction. The college is dedicated to the importance of higher education in the evolving urban environment of Glendale and the Greater Los Angeles area. Faculty and staff engage students in rigorous and innovative learning experiences that enhance and sustain the cultural, intellectual, and economic vitality of the community.

As part of its mission, Glendale Community College is committed to student success by promoting:

- communication, critical thinking, information competency, quantitative reasoning, global awareness, and personal responsibility;
- collaboration among disciplines and openness to the diversity of the human experience;
- student services, learning support, and state of the art technology, including distance education modalities, that enable students to reach their educational goals in an efficient and timely manner.

OBJECTIVES AND FUNCTIONS

Pursuant to its stated mission, Glendale Community College has one objective: education. Six primary functions support this objective.

1. Associate in Arts/Associate in Science: Education toward the granting of AA/AS degree(s) is provided in accordance with approved graduation requirements. General education and major coursework form the core of the required curriculum, the balance being electives.
2. Education for meeting the lower division requirements of a university or a four-year college: The college offers many courses which are equivalent to those available in the freshman and sophomore years at the University of California, The California State University and other colleges and universities in the United States. A student with a satisfactory high school and community college record will receive full credit for all college and university level work done at Glendale Community College provided that the work meets the specific requirements of the college or university to which the student transfers.
3. Education beyond the high school level for vocational competence and/or occupational certification: Training programs are offered for many occupations in business and industry. Certificates are awarded upon completion of the requirements for the occupation-centered curriculums. Courses offered in these programs serve three groups of students: those training for entry-level positions; those preparing for advancement on the job; and those seeking to improve skills to meet new job requirements. Thus, students are offered a balance of technical and general education.
4. Pre-Collegiate Basic Skills: Educational programs prepare students for collegiate level work. Courses are designed to provide the student with basic skills instruction with emphasis on speaking, listening, reading, writing and computation.
5. Education beyond the secondary level for personal improvement: Recognizing the needs of postsecondary students for education which may lead neither to education in a higher institution nor to vocational preparation, Glendale Community College offers a diversity of courses which satisfy intellectual curiosity and provide knowledge about and appreciation of our universe.
6. Non-Credit/Adult Education level: A comprehensive program includes basic education, courses leading to the high school diploma, citizenship, English as a second language, career and vocational classes, and courses that satisfy the many special interest needs of the community

Glendale Community College (GCC) Vision

Glendale Community College is the Greater Los Angeles Region's premier learning community where all students achieve their informed educational goals through outstanding instructional and student services, a comprehensive community college curriculum, and educational opportunities found in few community colleges.

Accreditation Status

Glendale Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at www.accjc.org.

Approved Program

The Glendale Community College Registered Nursing Program is approved by the California State Board of Registered Nursing, PO Box 944210, Sacramento, CA 94244-2100. Additional information, including NCLEX-RN pass rates, which is most commonly accessed can be found at www.rn.ca.gov.

GCC Department of Nursing Mission Statement and Philosophy

The Department of Nursing's primary purpose is preparing students to become entry-level Registered Nurses (RNs). The department's goals are aligned with GCC's Mission Statement, as we seek to provide access to the knowledge and experiences needed to prepare the graduate for employment and achievement of individual potential. The college and Department of Nursing are committed to providing experiences for students that foster personal growth and develop essential skills that are critical for success in the modern workplace. This is achieved by creating a challenging, yet supportive, non-discriminatory environment which enables our diverse population of students to attain their educational and career goals.

The curriculum is designed to equip the graduate with the knowledge, skills, and attitudes (KSAs) to function safely within the scope of nursing practice as set forth by the State of California's Department of Consumer Affairs, specifically, the Board of Registered Nursing (BRN). Upon successful completion of the program, graduates are eligible to apply for the state licensure exam.

Generic RN, Career Ladder (LVN-RN), and advanced placement (transfer/foreign nurse graduate) options exist as multiple pathways to goal attainment. Applicants are guided to an option that addresses their specific needs and background. The nursing faculty also intends to promote and support the development of graduates who are committed to continuing their nursing education, and are an asset to the discipline of nursing, their communities, and society.

With the college mission statement and nursing program goals in mind, we endeavor, throughout all program pathways, to:

1. participate in the process of counseling and assisting interested students preparing for admission to the program;
2. recruit, admit, and retain qualified applicants from diverse backgrounds who progress through the program in a timely manner;
3. maintain consistently high standards of academic achievement;
4. provide students with a variety of resources to promote retention and success;
5. provide and maintain an integrated, current, and consistent curriculum which meets the needs of the student, graduate, faculty, consumer, and health care provider;
6. maintain department protocols that promote student input and participation in class and program governance;
7. produce graduates who attain licensure, apply principles of ethics and research to their practice, and demonstrate entry-level competence in initial employment;
8. remain current as a faculty member in nursing practice and community issues, learning theory, evidence-based practice, and technological advances;
9. foster responsibility to excel in practice, lifelong learning, and commitment to community;
10. provide experiences for students to develop important skills that are critical for success in the modern workplace, such as verbal and written communication, mathematics, the effective use of technology for work and research, and the ability to collaborate with others and conduct their lives with responsibility;
11. provide an extensive array of student services and learning tools, including state-of-the-art technology to assist students in all aspects of their college experience;
12. promote cultural sensitivity and openness to the diversity of the human experience;
13. identify students in need of advisement by initiating an early referral process to develop a plan towards success; and
14. create a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner.

The following philosophy has been written by the Department of Nursing to reflect the nursing mission statement and represents a consensus of their beliefs about nursing and nursing education.

Definition of Terms:

Nursing: The Registered Nurse is an essential member of the interdisciplinary healthcare team. The practice of nursing includes health promotion across the life span as well as the diagnosis and treatment of human responses to actual and potential health problems. As a service, it is practiced in an ever-changing variety of settings that includes, but is not limited to, acute care, ambulatory care, and the home, as well as other community-based sites. Nursing is an evolving and applied discipline with expected proficiency in specific critical competencies. These competencies include culturally-sensitive patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics. Each of these competencies encompasses expectations of Knowledge, Skills, and Attitudes (KSAs). The nursing process provides a framework by which these competencies are incorporated into practice and which guides clinical decision-making for safe and quality nursing practice. We believe that nursing is an increasingly essential resource in improving the health of our community and nation.

Health and Health-Illness Continuum: Health is a condition in which all functions of the mind, body, and spirit are appropriately active in promoting individual potential and achievement of desired self-actualization. It has biological, psychosocial, cultural, spiritual and environmental facets. The perception of degrees of health and illness is strongly influenced by culture. The balance between health and illness is a part of the life process, which fluctuates along a health-illness continuum. The appropriate distribution and use of healthcare resources in promoting access to care can optimize health in our community and nation. Maintaining and achieving health is an essential focus of nursing.

People: We view people holistically as complex biological, psychological, intellectual, social-cultural, and spiritual beings. We believe that while each person is unique and dynamic, all people share similar hierarchical human needs from basic survival to self-actualization. All people have inherent dignity and worth as individuals. Within their scope of practice, nurses diagnose and treat human responses to actual and potential health problems. The nursing faculty views these human responses as unmet or potentially unmet basic human needs. Nursing's role is to provide culturally-sensitive patient-centered care to promote health and well-being. Consumers of nursing services include individuals, families, groups, communities, and populations.

Environment: Environment includes internal and external elements that affect human beings. Patient-centered nursing care considers patients/clients in relation to their environment that impacts their health and unmet human needs. The faculty is committed to creating and preserving a learning environment that is conducive to success, which meets the needs of our highly diverse nursing student population.

Nursing Education: The faculty believes that the purpose of nursing education is to prepare graduates with essential nursing knowledge, skills, and attitudes for licensure and entry-level practice. The nursing curriculum builds on foundational knowledge derived from the physical and social sciences. Nursing courses and clinical experiences are sequenced across the curriculum in increasing complexity. Nursing faculty members provide nursing expertise and experience to guide the student in the acquisition of the Knowledge, Skills, and Attitudes needed for optimal patient care in practice. The faculty endeavors throughout the program to guide and encourage students in the appropriate use of existing and emerging technologies in order to provide safe, culturally-sensitive, patient-centered care supported by current evidence. The nursing curriculum has been designed specifically to provide an instructional framework that is consistent with the philosophy.

The Teaching-Learning Process: The teaching-learning process is viewed as dynamic and interactive and a responsibility shared by the student and faculty. It requires participation and group discussion in the classroom, resource laboratory, and varied clinical settings. The faculty believes that students are unique individuals who bring a variety of strengths, needs, and life experiences to the learning environment. The faculty also seeks to instill lifelong learning in the students and actively promotes its graduates to achieve higher education and further acquisition of nursing knowledge and skills.

Teaching: The faculty views teaching to be the process to facilitate the acquisition of knowledge, skills, and attitudes. Faculty members serve as role models and facilitators of learning and guide attitude development. Helping students identify learning styles and abilities using Departmental and College resources is seen as central to helping all students achieve their goals. The faculty holds a strong commitment to improving teaching effectiveness, and exploring and integrating the use of various teaching methodologies. The faculty further strongly believes in emphasizing the principles of quality and safe nursing practice.

Role of the Associate Degree Graduate: The faculty believes that associate degree nursing graduates are essential to the healthcare delivery system. It is the primary goal of all nursing career pathways at Glendale Community College to prepare graduates who are equipped to fulfill entry level nursing duties and responsibilities. It does not include advanced or highly specialized practice, but does serve as the foundation for educational advancement in professional practice.

Conceptual Framework:

The accompanying schematic illustrates the relationships that the faculty believes exist among the basic elements of nursing. These elements include universal human needs, nursing process, core practice competencies, knowledge, skills and attitudes (KSAs), caring, and ethical practice.



Nursing Process: The nursing process is a problem-solving method and a cognitive activity that requires both critical and resourceful thinking and serves as the basis for providing nursing care. It is an outgrowth of the scientific method and provides away or “process” for considering solutions to a patient/client problem. The use of the nursing process promotes the development of clinical judgment - it is learned concretely by the novice but practiced abstractly by the experienced practitioner.

Knowledge, Skills, and Attitudes:

Knowledge is the broad base of information, concepts, and theories gathered from nursing, previously acquired physical and social sciences, and general education coursework. It provides the cognitive and conceptual foundation upon which skills and attitudes are built.

Skills (manual, intellectual, interpersonal) are used to implement the care prescribed by applying experience, knowledge, and observation through the nursing process. Critical thinking skills are essential for sound clinical judgment in nursing practice.

Attitudes are nebulous in nature but often clearly communicated in body language and interaction. The attitudes projected

by the nurse in all facets of practice contribute greatly to outcomes. Since attitudes are formed and evolve over time their prominence in nursing education and preparation of nurses is essential. They include, but are not limited to, professionalism, respect, appreciation, valuing, and caring. Caring is an extremely important and indispensable attitude in nursing. It encompasses both the ability to understand self and others and the willingness to consistently place the welfare of the patient first. The attitude of caring is a critical component of providing culturally-sensitive patient-centered care.

Core Practice Competencies: The Quality and Safety Education for Nurses (QSEN) project identifies key competencies in which nurses are expected to demonstrate proficiency. These competencies include the delivery of patient-centered care, teamwork and collaboration, using evidence-based practice, participation in quality improvement, safety, and informatics.

Universal Human Needs: Nursing practice involves the restoring, supporting, and promoting health. "Universal Human Needs" is a hierarchical set of needs shared by all people ranging from basic survival needs to the more complex needs of self-fulfillment.

Disruptions in health cause actual or potentially unmet needs which are the focal point of nursing in planning patient-centered care.

Ethical Practice: The professional nurse practices with compassion while respecting the beliefs, values, dignity, and individuality of every patient/client, and strives to protect his/her rights and quality of life through the process of unprejudiced decision-making and problem solving.

Circular Unifying Theme

The Unifying Theme is formed by the concepts that connect and provide focus to sequence of courses, which form the curriculum of the Department of Nursing. The faculty has attempted to draw consistently upon their collective philosophy in order to create a curricular framework that not only is consistent with their beliefs about nursing, but is clear and understandable to the nursing student. The human needs hierarchy and the nursing process are central to the Glendale College Unifying Theme.

The Nursing process is a goal-directed, problem-solving method used by nurses, who, by virtue of their education and experience, are uniquely prepared and licensed to exercise its use. The five components of the nursing process are assessment, problem identification, planning, intervention, and evaluation.

Assessment	Assessment is process of gathering, verifying, organizing, and communicating patient/client data.
Problem Identification	The statement of an actual or potential patient/client/family problem.
Planning	The methodical development of an approach, with the patient/family, to achieve specific prioritized outcomes that are realistic, measurable, and with a stated time frame.
Intervention	A nursing activity selected from an organized knowledge base, which may employ psychomotor, cognitive, affective, and/or interpersonal skills to attain specific outcomes.
Evaluation	The ongoing review of care plan effectiveness with subsequent adaptation and modification. Effectiveness is measured by the degree to which desired outcomes have been achieved.

Content is arranged in a simple to complex progression. It is further organized around common health problems and the impact they have on human needs. While the nursing process and human needs are the primary organizing concepts of the curricula, other integrated topics such as ethics/ethical dilemmas, law, communication, information competency, health promotion-restoration, societal-cultural concerns, community, leadership and management, and lifespan growth and development issues are introduced and continued across the curriculum.

The hierarchy of human needs, as introduced by Maslow (1943), refined by Kalisch (1983), and further adapted by the nursing faculty, provides an organizing framework which helps the student acquire proficiency in nursing assessment/data collection and prioritization.

The hierarchy can be diagrammed as a triangle that depicts human needs on six levels. The bottom of the triangle (first level) contains needs that are most essential for survival and which must be met to a certain degree to maintain life, before needs on the next level can be successfully addressed. Need fulfillment constantly fluctuates throughout life and at different developmental periods different needs may predominate. The desire to fulfill needs serves to motivate the individual toward need fulfillment. The intensity of a need and the extent to which it is met depends upon the individual and individual circumstances. The levels of hierarchy also help the student understand the possibility of growth as physiological needs are met, enabling movement to fulfillment of higher and more individually rewarding needs.



Human Need Hierarchy

Level 1	<u>Physiologic needs of survival</u> are the basic physical needs. These needs must be met at least minimally for life to continue.
Level 2	<u>Physiologic needs for stimulation</u> are biologic needs, which while not essential for continued existence, have significant impact on the quality of life.
Level 3	<u>Safety needs</u> represent the necessity to feel safe and, as such, are both physiological and psychological. They include avoiding harm and physical safety as well as structure, security, and a sense of order.
Level 4	<u>Love and belonging needs</u> are social needs. They reflect the necessity for love and a sense of belonging or closeness. They include a person's ability to maintain affectionate relationships, companionship, and to affiliate or interact with others through involvement with and within various groups.
Level 5	<u>Esteem and spiritual needs</u> include needs which are related to perceptions of individual adequacy. These perceptions of spirituality, worth, competence, adequacy, and prestige come both from external and internal sources. They reflect beliefs and values about others, self, and a higher power.
Level 6	<u>Self-actualization needs</u> include the degree to which the individual is able to achieve potential and grow and improve. These needs are unique, based on individual capabilities, inclinations, and preferences.

The faculty believes that the organization of this Unifying Theme is adaptable to any setting in which the student is assigned and exists at a conceptual level which the novice nursing student can comprehend. It is also believed to be compatible with more advanced and theoretical models of nursing for those students who continue their nursing education at an advanced level.

Kalisch, R. (1983). The Psychology of Human Behavior. Monterey, CA: Brooks/Cole.
 Maslow, A. (1943). A theory of human motivation. Psychol Rev, 50, 370-396

Graduate Learning Outcomes (EPSLOs)

The Graduate Learning Outcomes reflect both the Department's Philosophy and Unifying Theme. They correspond to the role of the nurse in providing and managing patient care and to the role of the nurse as a member of the discipline of nursing. They are organized by the nursing process and acknowledge the Role of Provider and Manager of Care and Role as a Member of the Discipline of Nursing.

Role of Provider and Manager of Care

Upon completion of the Associate Degree Nursing Program the graduate will be able to:

1. Utilize evidence-based knowledge derived from nursing, behavioral, and natural sciences to guide clinical practice. (QSEN: Evidence-Based Practice; Patient-Centered Care)
2. Perform an assessment appropriate in level to the client's status and developmental level. Gather clinical data pertinent to the client, differentiating normal from abnormal assessment information. (QSEN: Informatics; Patient-Centered Care; Evidence-Based Practice; Safety)
3. Organize and classify assessment information based on unmet human needs. (QSEN: Patient-Centered Care; Informatics)
4. Formulate individualized care plans that are supported by subjective and objective data. (QSEN: Patient-Centered Care; Informatics; Safety)
5. Set realistic outcomes by emphasizing Patient-Centered Care in practice. (QSEN: Patient-Centered Care; Evidence-Based Practice)
6. Exercise sound clinical judgment in decision-making, task organization, and team coordination. (QSEN: Teamwork; Collaboration; Evidence-Based Practice; Safety; Quality Improvement)
7. Provide direct care to the client, demonstrating safe and quality nursing practice. (QSEN: Safety; Patient-Centered Care; Evidence-Based Practice; Quality Improvement)
8. Utilize teaching/learning principles to educate the client and to provide continuity of care. (QSEN: Patient-Centered Care; Quality Improvement; Safety; Evidence-Based Practice)
9. Delegate appropriately to other members of the health care team to provide safe and effective patient centered nursing care. (QSEN: Patient-Centered Care; Teamwork; Collaboration)
10. Adapt nursing care to the client's stage in the life cycle and individual psycho-socio-cultural requirements. (QSEN: Patient-Centered Care; Safety; Quality Improvement)
11. Collaborate and coordinate teamwork with other members of the acute care and community health system to promote an optimal degree of health and quality of life for the client. (QSEN: Teamwork; Collaboration; Quality Improvement)
12. Communicate effectively with colleagues, the client, and family. (QSEN: Safety; Informatics; Collaboration; Teamwork)
13. Assume responsibility for care of assigned clients, including supervision of care given by other members of the healthcare team. (QSEN: Teamwork; Collaboration; Safety; Quality Improvement)
14. Document relevant information according to standards of practice. (QSEN: Patient-Centered Care; Informatics; Safety; Quality Improvement)
15. Judge the effectiveness of nursing interventions by determining client's response and the extent to which the expected patient outcomes have been met. (QSEN: Quality Improvement; Patient-Centered Care; Safety)
16. Continuously reassess and modify the plan of care to achieve desired client outcomes. (QSEN: Quality Improvement; Patient-Centered Care; Evidence-Based Practice; Safety)
17. Utilize information and technology to communicate and ensure safe and quality nursing care. (QSEN: Informatics; Teamwork; Safety; Patient-Centered Care)
18. Utilize data to monitor nursing care outcomes and use improvement methods to ensure quality improvement. (QSEN: Quality Improvement; Informatics; Evidence-Based Practice; Patient-Centered Care)

Role as a Member of the Discipline of Nursing

Upon completion of the Glendale Community College Nursing Program, the graduate will be able to:

1. Demonstrate accountability for individual decisions and actions in nursing practice. (QSEN: Safety;) NOF: Leadership/Professionalism).
2. Recognize and deal appropriately with ethical/legal problems and questions. (QSEN: Quality Improvement; NOF: Leadership/Professionalism).
3. Participate as a patient/client advocate in providing and managing care. (QSEN: Patient-Centered Care; Quality Improvement; NOF: Leadership/Professionalism).
4. Demonstrate an awareness of the role of the A.D.N. graduate, trends within nursing, and the role of the involvement and collaboration in determining the future direction of nursing. (QSEN: Teamwork; Collaboration; NOF: Leadership/Professionalism).
5. Identify and utilize a variety of resources, including electronic media, to increase knowledge and improve care (QSEN: Information Technology). of the patient/client and family. (QSEN: Quality Improvement; Informatics; Evidence-Based Practice)
6. Establish goals for personal growth within the discipline which are oriented toward achievement of potential (NOF: Leadership/Professionalism).
7. Accept responsibility for learning as a lifelong process (NOF: Leadership/Professionalism).
8. Fulfill nursing's scope of practice without being task based. (QSEN: Patient-Centered Care; Safety; Quality Improvement; NOF: Leadership/Professionalism).

Student Learning Outcomes Per Semester Level

Core Competencies	1 st Semester SLO	2 nd Semester SLO	3 rd Semester SLO	4 th Semester SLO	EPSLOs
<p>Teamwork and Collaboration Functioning effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision, team learning and development (QSEN, 2007; NOFNCC, 2016).</p>	Identify communication techniques used by the interprofessional team, patients, family and the community.	Apply communication skills with the interprofessional team, patients, family, and the community.	Integrate collaborative communication as a member of the interprofessional team in the delivery of care to patients, family and the community	Evaluate communication and collaboration skills used with the interprofessional team in the delivery of care to patients, family and the community	<p>Teamwork and Collaboration:</p> <ul style="list-style-type: none"> • <u>Role of Provider and Manager of Care: #6</u> Exercise sound clinical judgment in decision-making, task organization, and team coordination. • <u>Role of Provider and Manager of Care: #9</u> Delegate appropriately to other members of the health care team to provide safe and effective patient centered nursing care. • <u>Role of Provider and Manager of Care: #11</u> Collaborate and coordinate teamwork with other members of the acute care and community health system to promote an optimal degree of health and quality of life for the client. • <u>Role of Provider and Manager of Care: #12</u> Communicate effectively with colleagues, the client, and family. <u>Role of Provider and Manager of Care: #13</u> Assume responsibility for care of assigned clients, including supervision of care given by other members of the health care team. • <u>Role as a Member of the Discipline of Nursing: #22</u> Demonstrate an awareness of the role of the A.D.N. graduate, trends within nursing, and the role of the involvement and collaboration in determining the future direction of nursing.
<p>Evidence- based practice: The ability to identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients’ preferences, experience and values to make practice decisions (QSEN, 2007; NOFNCC, 2016)</p>	Identify an evidence-based approach in the development of professional nursing practice.	Implement evidence-based approach in the development of professional nursing practice.	Differentiate evidence-based practice approaches in the delivery of nursing care.	Integrate an evidence-based approach in the delivery and evaluation of nursing care.	<p>Evidence-Based Practice:</p> <ul style="list-style-type: none"> • <u>Role of Provider and Manager of Care: #1</u> Utilize evidence-based knowledge derived from nursing, behavioral, and natural sciences to guide clinical practice

Core Competencies	1 st Semester SLO	2 nd Semester SLO	3 rd Semester SLO	4 th Semester SLO	EPSLOs
Safety: Minimize risk of harm to patients and providers through both system effectiveness and individual performance (QSEN, 2007; NOFNCC, 2016).	Recognize patient safety risks in the work.	Outline safety interventions when providing patient care.	Apply safety protocols when caring for patients.	Demonstrate safe patient care.	Safety: <ul style="list-style-type: none"> • Role of Provider and Manager of Care: #6 Exercise sound clinical judgment in decision-making, task organization, and team coordination. • Role of Provider and Manager of Care: #7 Provide direct care to the client, demonstrating safe and quality nursing practice. • Role of Provider and Manager of Care: #16 Continuously reassess and modify the plan of care to achieve desired client outcomes.
Quality Improvement: Use of data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems (QSEN, 2007; NOFNCC, 2016).	Identify patient safety and risks in the work unit for the improvement of care.	Summarize safety protocols within the hospital work environment.	Apply safety protocols for system improvement in the work unit.	Analyze factors that affect safety in patient care.	Quality Improvement: <ul style="list-style-type: none"> • Role of Provider and Manager of Care: #7 Provide direct care to the client, demonstrating safe and quality nursing practice. • Role of Provider and Manager of Care: #15 Judge the effectiveness of nursing interventions by determining client's response and the extent to which the expected patient outcomes have been met. • Role of Provider and Manager of Care: #16 Continuously reassess and modify the plan of care to achieve desired client outcomes. • Role of Provider and Manager of Care: #18 Utilize data to monitor nursing care outcomes and use improvement methods to ensure quality improvement.
Informatics and Technology: The use of advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient outcomes (National Academies of Sciences, Engineering, and Medicine 2015; NOFNCC, 2016).	Retrieve information using technology essential to the delivery of patient care.	Utilize information technology in the delivery of nursing care.	Integrate information technology in the delivery of nursing care.	Evaluate the use of information technology in the delivery of nursing care.	Information Technology: <ul style="list-style-type: none"> • Role of Provider and Manager of Care: # 2 Perform an assessment appropriate in level to the client's status and developmental level. Gather clinical data pertinent to the client, differentiating normal from abnormal assessment information. • Role of Provider and Manager of Care: #6 Exercise sound clinical judgment in decision-making, task organization, and team coordination • Role of Provider and Manager of Care: #12 Communicate effectively with colleagues, the client, and family. • Role of Provider and Manager of Care: #14 Document relevant information according to standards of practice. • Role of Provider and Manager of Care: # 17 Utilize information and technology to communicate and ensure safe and quality nursing care. • Role of Provider and Manager of Care: #18. Utilize data to monitor nursing care outcomes and use improvement

Core Competencies	1 st Semester SLO	2 nd Semester SLO	3 rd Semester SLO	4 th Semester SLO	EPSLOs
					<p>methods to ensure quality improvement.</p> <ul style="list-style-type: none"> • Role as a Member of the Discipline of Nursing: #23 Identify and utilize a variety of resources, including electronic media, to increase knowledge and improve care of the patient/client and family.
<p>Patient Centered Care: Provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe, and effective care (NOFNCC, 2016)</p>	<p>Recognize own values, beliefs, and attitudes related to health and its impacts on delivery of care.</p>	<p>Explain how the patient's diversity, values, beliefs, and attitudes relate to health and its impact on delivery of care.</p>	<p>Integrate diverse patient values, beliefs, and attitudes into an individualized plan of care.</p>	<p>Design an individualized plan of care for patients with diverse values, beliefs and attitudes.</p>	<p>Patient-Centered Care:</p> <ul style="list-style-type: none"> • Role of Provider and Manager of Care: # 2 Perform an assessment appropriate in level to the client's status and developmental level. Gather clinical data pertinent to the client, differentiating normal from abnormal assessment information. • Role of Provider and Manager of Care: #3 Organize and classify assessment information based on unmet human needs. • Role of Provider and Manager of Care: #4 Formulate individualized care plans that are supported by subjective and objective data. • Role of Provider and Manager of Care: #5 Set realistic outcomes by emphasizing Patient-Centered Care in practice. • Role of Provider and Manager of Care: #8 Utilize teaching/learning principles to educate the client and to provide continuity of care. • Role of Provider and Manager of Care: #10 Adapt nursing care to the client's stage in the life cycle and individual psycho-socio-cultural requirements. • Role of Provider and Manager of Care: #13 Assume responsibility for care of assigned clients, including supervision of care given by other members of the health care team. • Role of Provider and Manager of Care: #16. Continuously reassess and modify the plan of care to achieve desired client outcomes. • Role as a Member of the Discipline of Nursing: #20 Recognize and deal appropriately with ethical/legal problems and questions. • Role as a Member of the Discipline of Nursing: #21 Participate as a patient/client advocate in providing and managing care.

Core Competencies	1 st Semester SLO	2 nd Semester SLO	3 rd Semester SLO	4 th Semester SLO	EPSLOs
<p>Leadership: The ability to influence behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/achievement of shared goals (NOFNCC, 2016).</p> <p>Professionalism: Demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles (NOFNCC, 2016).</p>	Identify legal, ethical and leadership principles in the application of nursing practice.	Implement legal, ethical principles and leadership behaviors in the delivery of nursing care.	Integrate legal and ethical principles and collaborative leadership behaviors in the delivery of nursing care.	Evaluate legal and ethical standards in the application of leadership behaviors in the delivery of nursing care.	<p>Leadership/Professionalism:</p> <ul style="list-style-type: none"> • <u>Role of Provider and Manager of Care: #13</u> Assume responsibility for care of assigned clients, including supervision of care given by other members of the health care team. • <u>Role as a Member of the Discipline of Nursing: #19</u> Demonstrate accountability for individual decisions and actions in nursing practice. • <u>Role as a Member of the Discipline of Nursing: #20</u> Recognize and deal appropriately with ethical/legal problems and questions • <u>Role as a Member of the Discipline of Nursing: #21</u> Participate as a patient/client advocate in providing and managing care • <u>Role as a Member of the Discipline of Nursing: #22</u> Demonstrate an awareness of the role of the A.D.N. graduate, trends within nursing, and the role of the involvement and collaboration in determining the future direction of nursing. • <u>Role as a Member of the Discipline of Nursing: #24</u> Establish goals for personal growth within the discipline which are oriented toward achievement of potential. • <u>Role as a Member of the Discipline of Nursing: # 25</u> Accept responsibility for learning as a lifelong process. • <u>Role as a Member of the Discipline of Nursing: #26</u> Fulfill nursing’s scope of practice without being task based.

New Faculty Onboarding Policy

1. The newly hired faculty member will meet with the Nursing Program Director regarding duties, responsibilities, assignment (clinical, didactic and office hours on campus and at the clinical sites as required).
2. The new faculty member will review the GCC Department of Nursing Faculty and Student Handbook thoroughly.
3. The new faculty member will be required to submit time sheets in a timely manner, adhering to deadlines set forth by the Health Sciences Division Administrative Assistant to ensure accurate processing and avoid delays.
4. The new faculty member will meet with Assistant Director responsible for overseeing the semester and/or clinical rotation and pair up with lead instructor for college and facility orientation.
5. The new faculty member will participate in the required activities for facility orientation which may include, but not limited to:
 - a. General hospital orientation
 - b. Unit specific orientation (i.e. Management of Assaultive Behavior for Psychiatric Mental Health clinical rotation)
 - c. Health Requirements (including CPR and Fire Safety Card)
 - d. Infection Control Training
 - e. HIPAA Competency
 - f. Electronic Health Record (EHR) or computerized documentation orientation
 - g. Glucometer Competency
 - h. Any other required orientation as specified by the facility
6. The new faculty member will be responsible for checking email from administrative staff to receive clinical rotation assignments and obtaining contact information for every student in his/her roster.
7. The new faculty member will collaborate with the lead instructor to ensure that clinical experiences supplement the didactic content being covered in class.
8. If the new faculty member is teaching a theory course, some of the duties include, but are not limited to:
 - a. Prepare the syllabus
 - i. Review Course Outline and Student Learning Outcomes
 - ii. Verify hours of instruction – schedule of classes
 - iii. Review and update textbooks
 - iv. Review dates of assignments and examinations
 - v. Review accuracy of assignments and examinations
 - vi. Prepare welcome letter (if applicable) to students
 1. Provide letter to Nursing Program Specialist to disseminate to students ahead of time
 - b. Order textbooks from bookstore (document is distributed by director to each semester lead)
 - c. Access Publisher Resources (lectures, test bank, learning management systems, etc.)
 - d. Access GCC Learning Management System (i.e. Canvas, etc.)
 - e. Access Remote Software Learning Platform (i.e. Zoom, ConferZoom, etc.)
 - f. Manage PeopleSoft Census/Drop Rosters and acquire Permission Numbers to distribute to students, as needed
 - g. Submit Census Roster by the specified deadline
 - h. Make referrals to the Nurse Advisor if a student scores below 76% on any assignment.
 - i. Refer students to various resources on campus such as the Library, Learning Center, Writing Center and/or Center for Students with Disabilities (specifically, the Instructional Assistance Center) if a student is unable to meet course expectations, despite multiple interventions.
 - j. Meet with students during required office hours for assessment and evaluation of performance.
 - k. Submit Grade Rosters, by the specified deadline, using the GCC Department of Nursing Grading Policy:
 - i. 91 – 100% (A); 82 – 90% (B); 75 – 81% (C) and < 74.5% (F); No score below 74.5% will be rounded to a passing grade. There is no “D” grade

9. The new faculty member will collaborate with the semester lead faculty to find current audiovisual media to enhance student learning (i.e. program modules, software programs, web-based tutorials, etc.)
10. The new faculty member will ensure that all students are scheduled to participate in the required orientation and training specific to the clinical rotation facility. Some of the duties include, but are not limited to:
 - a. Complete the required orientation at each facility
 - b. Verify the rotation dates and units with Academic Calendar
 - c. Contact the appropriate staff at each facility to explain student and staff expectations
 - d. Provide a copy of the course syllabus to the clinical units where students are rotating
 - e. Review clinical objectives and clinical assignments
 - f. Post the clinical assignments in a designated area on each unit
 - g. Refer students to the Nursing Resource Lab to practice skills and review concepts (i.e. dosage calculation, skill remediation, watch video, complete modules or training tutorials, etc.).
 - h. Ensure students are up-to-date with health requirements (as verified by the Nursing Resource Lab staff)
 - i. If instructors need to have forms filled out for the facility, the NRL staff should be given this document at least two weeks prior to the start of the rotation.
11. The new faculty member will ensure that they communicate with the nursing unit administration and staff regarding the students' expectations and assignments. Each unit should have the clinical instructor's contact information readily available so they can be contacted if a matter arises.
12. The new faculty member will conduct post-conferences in a manner that fosters critical thinking and application of curriculum content. Some of the duties may include, but are not limited to:
 - a. Conduct post-conference based on daily clinical focus.
 - i. Have students practice SBAR and review their documentation
 - ii. Have students discuss pharmacological concepts and treatments related to their patient's medical diagnosis.
 - iii. Have students formulate appropriate nursing diagnosis
 - iv. Review student care plans and concept maps
 - v. Refer students to the uniform vendor (Mobile Uniforms) as needed to uphold the dresscode.
13. The new faculty member will evaluate each student using the appropriate level "Clinical Evaluation Tool" and this document will be submitted to the lead instructor for review and filing by the Nursing Program Specialist and/or designee.
14. The new faculty member will provide report at the final faculty meeting of the semester to the next level instructor that will receive these students as they progress in the program.
15. The new faculty member will participate in departmental activities, which include but are not limited to, weekly faculty meetings, monthly division meetings, student welcome and farewell gatherings, pinning completion ceremony twice each year, faculty retreat, faculty institute day, campus meetings, training, continuing education, and any other meetings deemed appropriate by the Nursing Program Director/Associate Dean and/or college administration.

Faculty & Staff Resources

- a. GCC Website Link: <https://www.glendale.edu/about-gcc/faculty-and-staff>
 - [Faculty & Staff Resources \(COVID-19\)](#)
 - [Chaparral](#)
 - [DACA: Faculty and Staff Guide to Supporting Undocumented Students at GCC \(pdf\)](#)
 - [Employee Recognitions](#)
 - [Employee Benefits](#)
 - [GoGlendale: Employee Commuter Programs](#)
 - [Governance](#)
 - [Guided Pathways](#)
 - [Mandated Training \(Title IX, Harassment, Child Abuse, Clery Act, and more\)](#)
 - [Open Educational Resources \(OER\)](#)
 - [Wellness Program](#)

 - [Academic Senate](#)
 - [Adjunct Faculty Information](#)
 - [Course Outlines](#)
 - [Curriculum and Instruction \(C&I\)](#)
 - [Distance Education \(DE\) Faculty Center](#)
 - [eLumen Login | eLumen help](#)
 - [Faculty Development](#)
 - [Guild](#)
 - [Roster Update - How to View your Class Schedule - How to View your Class Roster](#)
 - [Student Learning Outcomes \(SLO\) Student Success](#)
 - [WAC Plus \(Writing and Other Core Literacies Across the Curriculum\)](#)

NURSING POSITIONS – JOB DESCRIPTIONS

INSTRUCTOR OF NURSING

DESCRIPTION

This is a full-time, tenure-track, 10 month-per-year position. This classroom teaching assignment is in the Nursing Department in the Health Sciences Division. The ideal candidate for this position will possess current clinical and classroom skills in teaching Medical Surgical Nursing.

Full-time members of our teaching faculty maintain 18 instructional and 5 office hours per week and are expected to devote as much time as necessary to perform the professional responsibilities of the position. Participation in professional activities, weekly faculty meetings, monthly division and campus meetings, evaluation activities, curriculum development, and campus committees is also required. The assignment may involve teaching the evening and weekend classes. This position reports to the Associate Dean- Health Sciences.

The Associate Degree Nursing Program at Glendale Community College offers a pre-licensure registered nursing program, and career ladder options with both a traditional standard schedule and weekend evening option.

EXAMPLES OF DUTIES

1. Maintain existing Department of Nursing student standards, policies, and curriculum.
2. Assist in program planning, peer evaluation, and project development.
3. Assist in the development, revision, and implementation of policies for the nursing program.
4. Participate in curriculum maintenance, development, evaluation, and revision as needed.
5. Assist the Associate Dean with obtaining clinical sites and additional adjunct staffing selection as needed.
6. Select and organize course material consistent with student learning outcomes, student level, program philosophy, and program unifying theme.
7. Facilitate student learning through a variety of teaching strategies, current technologies and interactive learning environments.
8. Monitor student attainment of student learning outcomes.
9. Supervise and evaluate student performance in the clinical and classroom environment.
10. Promote an environment that is conducive to effective teaching, learning, and student learning outcomes.
11. Maintain student and classroom records (e.g., attendance, census, grades).
12. Advise and assist students in the attainment of their educational goals.
13. Work collaboratively and effectively with other faculty, classified staff, and student workers.
14. Participate in professional growth through staff development and continuing education activities that maintain currency and competency in both nursing and teaching.
15. Participate in student and community activities, campus governance, committees, and professional activities that promote the professions of nursing and teaching.

MINIMUM QUALIFICATIONS

Master's in nursing OR Bachelor's in nursing AND Master's in health education or health science from an accredited institution OR the equivalent OR the minimum qualifications as set by the California Board of Registered Nursing, whichever is higher.

DESIRABLE QUALIFICATIONS

1. Current California licensure as a Registered Nurse or eligibility to obtain this.
2. At least one year's experience as a registered nurse providing direct patient care within the past five years in the area of medical-surgical nursing.
3. Recent work experience and/or pre-licensure teaching experience in the area of medical surgical nursing.
4. Proficient in word processing, Windows usage, and use of other computer software programs.
5. Competent in researching information using both traditional print resources, electronic databases, and utilizing the internet.
6. Experience working with community college students or adult students in classroom and clinical settings.
7. Experience in working with diverse racial/ethnic/age groups.
8. Ability to work collaboratively and effectively with colleagues and community education partners.
9. Courses taken in Geriatrics and clinical experiences with geriatric patients.

ADDITIONAL INFORMATION

How to Apply

- This position requires the following documents to be attached to your online application in order to be considered:
- Current resume
- Cover letter that addresses minimum and desirable qualifications
- Three recent (within the last three years) signed and dated letters of recommendation that can attest to your professional experience.
- Transcripts showing required degree must be submitted. Unofficial transcripts will be accepted only during the application process. Official transcripts are required upon offer of employment. Foreign transcripts and degrees require official certification of equivalency to
- U.S. transcripts and degrees by a certified U.S. review service at the time of application.
- Proof of current California licensure as a Registered Nurse.

Please note: All required documentation must be attached to the online application by the applicant by the closing date. Additional documents not requested in the announcement, will not be reviewed. Incomplete applications will not be considered.

Starting salary is from \$55,546 to \$76,900 per year depending upon education and experience. Step placement within the appropriate column is determined by Article VIII of the Collective Bargaining agreement. Fringe benefits, which are subject to change pursuant to negotiations under Section 3500 of the California Government Code, are presently provided and include family and domestic partner medical and dental, two- party vision plan, and employee life insurance.

Selection Process

All completed applications and application materials will be screened to ensure that the minimum requirements stated in the job announcement are met. Those candidates who meet the minimum qualifications and possess the highest degree of desired job-related qualifications will be invited to the college for an interview at their own expense. Each interview will include a teaching demonstration on an assigned topic. The College President will make the final recommendation to the Governing Board of Glendale Community College.

All candidates will be notified by email or mail of their final disposition in the selection process. This position is offered contingent upon funding. The district reserves the right to extend, withdraw, and/or reopen this position at any time.

About the College

Glendale Community College (GCC) is nestled in the foothills of the San Rafael Mountains, centrally located at the intersection of three major freeways, just ten miles from downtown Los Angeles. Glendale is affectionately known as

Jewel City, one of the fastest growing communities in the Southern California region. A vibrant hub of economic activity and cultural diversity; it is an exciting place to work and live!

GCC is recognized throughout the state as a model of shared governance and collegiality. Known for excellence and rigor, we have one of the highest transfer rates to the UC system and other California four-year colleges. Additionally, the college offers a broad range of vocational programs and takes pride in providing outstanding student services and curriculum to help prepare students for success in the 21st Century.

GCC is committed to maintaining an environment which provides opportunities to individuals with a wide variety of talents, experiences, perspectives, and backgrounds. We believe in the importance of diversity amongst our faculty, staff, and student population to better serve the college and surrounding communities.

Equal Employment Opportunity

Glendale Community College District provides all applicants for district employment with equal employment opportunities and provides present employees with training, compensation, promotion, and all other attributes of employment without regard to a person's race, religious creed, color, age, sex, national origin, veterans' status, ancestry, marital status, sexual orientation, medical condition, gender identity or disability.

Accommodations

Applicants who require a reasonable accommodation for the application, testing or interviewing processes should contact the Human Resources Department at the time of application submission.

Lead Instructor Job Description

One faculty member of each semester level teaching team is designated to serve as a lead instructor. Faculty that are assigned lead instructor responsibilities hold a Master's Degree and have prior full-time teaching experience as a team member in the semester they are assigned to coordinate. Clinical nursing experience consistent with the course objectives and student learning outcomes is strongly considered.

Lead instructors are responsible for:

- Reviewing, maintaining, and updating lab training and clinical calendars;
- Coordinating the orientation, onboarding, and mentoring of new faculty in both the theory and clinical components of the course;
- Scheduling and facilitating team meetings
- Collaborating with other instructors to review and update the curriculum and SLOs;
- Evaluating student progress
- Changing teaching methodologies or activities to improve the course.
- Reports significant student activities, issues, and concerns to the nurse administrator (director) and finding ways to resolve these issues.

Additional responsibilities may include:

- Updating and maintaining the course within the learning management system (i.e., Canvas);
- Reviewing student compliance with clinical agency and program credentialing
- Documenting student learning outcomes
- Maintaining accurate course grade books;
- Compiling attendance records,
- Coordinating student orientation,
- Providing updated information from faculty and division meetings, and
- Sharing resources for ongoing faculty development.

Nursing Director – Job Description

- **Associate Dean of Health Science/Nursing Program Director Job Description**
<https://www.governmentjobs.com/careers/gccedu/classspecs/795500>

Associate Dean Health Sciences

Class Title

Associate Dean Health Sciences

Class Code

1638

Salary

\$0.00 Monthly

Description

DEFINITION

Responsible for the administration of the Health Sciences Division, which includes the following programs: Associate Degree Nursing, Emergency Medical Technician, and Alcohol and Drug Studies.

SUPERVISION RECEIVED AND EXERCISED

Supervision provided by the Dean of Instructional Services.

Examples of Duties

Provides leadership for the division through continuous organizational assessment, planning, direction, and evaluation.

Anticipates changes in evolving health care issues and marshal educational resources and planning efforts to meet changing community needs.

Provides leadership for program improvement and new program development through implementation of a written plan of program and curriculum evaluation with subsequent analysis, review, and revision as indicated.

Oversees the division use of an appropriate process, sequence, and schedule for curriculum revision and implementation.

Works with the faculty in the development and consistent implementation of program policies.

Promotes staff development and continuing education activities which will maintain currency in practice and foster excellence in nursing and health education.

Facilitates and promote cooperative and effective working relationships, encouraging shared governance at the division level, and seeking student involvement in its governance.

Provides leadership in the recruitment, selection, orientation, supervision, evaluation, and retention of faculty and staff.

Supervises all continuing education classes offered for continuing education credit in nursing.

Prepares annual budget for the division and assume responsibility for budget supervision of regular and grant funding.

Assists faculty and staff in the selection, ordering and distribution of equipment, books, and instructional supplies or materials.

Facilitates faculty, staff and student acquisition of new technologies in the classroom and workplace.

Coordinates programs with licensing boards, assigned consultants, and regulatory agencies, consistently implementing rules and regulations.

Represents the college in all relationships with other professional nursing organizations. Maintains contractual relationships and obligations with local health care organizations.

Provides leadership in the process of accreditation and the preparation of reports for accreditation/approval visits, program review process, and annual reports to licensing agencies.

Participates in class scheduling and establish clinical rotations for the nursing program, facilitating new clinical experience opportunities for students.

Facilitates division advisory committee meetings.

Provides leadership in promoting programs and recruiting a qualified pool of student applicants. Seeks additional outside funds and resources to support and expand programs.

Provides consultation in areas of expertise within the college as well as in the community. Represents the interests of the division, its faculty, and students to the college.

Communicates activities, policies, and administrative decisions to the faculty, staff, and students. Participates in the governance and professional activities of the college.

Performs related work as assigned.

Minimum Qualifications

Knowledge of:

Principles, practices, methods and procedures of professional nursing and other health sciences programs offered within the division.

Current standards of practice, including state and federal laws and regulations that apply to the provision of health care and prelicensure education for health care providers; including but not limited to the California Nurse Practice Act, CA Title 16, CA Title 22, Department of Health Services (DHS) standards and expectations, HIPAA, etc.

Maintenance of contractual and other legal records related to prelicensure and pre-certification education.

Knowledge, skills, and attitudes (KSA's) required for graduates of the programs offered within the division to be successful as entry level practitioners in health care.

Ability to:

Interpret, apply and explain rules, regulations, policies and procedures. Assess and evaluate programs.

Prepare and administer district and grant program budgets.

Communicate effectively both orally and in writing.

Work effectively with the faculty, staff, students, graduates and outside agencies. Select, develop, supervise and evaluate faculty and staff.

Prepare clear, concise, comprehensive reports. Delegate

duties when appropriate.

EMPLOYMENT STANDARDS

Minimum Requirements:

Education:

Master's Degree or higher from an accredited college or university which includes coursework in Nursing, Nursing Education or Administration.

Experience:

Possession of or eligibility for a license to practice as a professional nurse in the State of California.

Minimum of one year's experience in an administrative position as a director or assistant director in a pre-licensure nursing program or equivalent within the last 5 years.

Minimum of three academic year's full-time experience in professional nursing education within the last ten years.

One year's continuous experience in the practice of professional nursing, or equivalent experience as determined by the California Board of Registered Nursing.

Note: Appointment subject to approval of the California Board of Registered Nursing.

Desired Qualifications

Administrative and/or teaching experience in a community college setting. Experience in working with diverse racial/ethnic groups.

Job Announcement

EMPLOYMENT OPPORTUNITY
RELEASED TIME/EXTRA PAY POSITION

Assistant Nursing Program Director (s)
Position 1

Objectives of Assignment:

This position will:

- Support internal and external functions of the Department of Nursing.
- Provide added resource support to be compliant with the California Board of Registered Nursing (BRN) accreditation standards outlined in Article 3, Title 16, Chapter 14, California Code of Regulations and Article 4, Chapter 6, Business and Professions Code Sections 1424 (d), (e), (f), (j) based on growth in program size and complexity.
- Be filled by a nursing faculty member who meets the BRN requirements for “Assistant Program Director”, who is interested and willing to support administrative activities required to manage a program that has doubled in size, and who will work in collaboration with a second Assistant Nursing Program Director and the Associate Dean / Nursing Program Director.
- Provide for the coverage required in SECTION 1424(f) “The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director’s duties in that person’s absence”.

Description of Assignment:

These individuals will work in cooperation with the Nursing Program Director to ensure that internal campus activities, and the many external duties, activities, and responsibilities are successfully accomplished to maintain successful outcomes, compliance, and relationships with our accrediting bodies and many community affiliates. The individuals will work collaboratively and closely with the program director to ensure continued compliance with the 4 overriding BRN benchmarks of persistent student satisfaction, attrition of 25 % or less, persistent licensure pass rates greater than 70%, and persistent employer satisfaction. The individuals will also work with the program director in implementation of new legislative requirements in SB 1309 which went into effect January 1, 2007.

Tasks and/or Activities Required:

- Support student activities relative to the program and its cohort groups:
 - Coordinate campus based student activities, accounts, completions
 - Serve as the faculty liaison to the leadership groups of the student nurse cohorts (each group has officers and a cabinet) and the local chapter of the California Nursing Student Association.
 - Chair department meetings in the absence of the director.
 - Assist with background checks / clearance issues maintaining confidentiality in the process in compliance with BRN regulations
 - Coordinate the drug screening of the student nurses.

- Support the director's role in student grievances across the continuum of the prenursing, current students, and graduate phases of the program.
- Coordinate nursing student scholarships
- Support and assist with program enrollment management:
 - Coordinate opportunities available to the Foreign Nurse Graduates.
 - Coordinate opportunities available to transfer students.
 - Assist with selections and admissions and orientations of new students
 - Assist with planning and student progressions within the program, both from the program's perspective, and from the perspective of the special needs of students who are "off track".
- Support the required Evaluation Plan (section 1424 (b) (1)). and activities :
 - Coordinate and report results of student class and clinical surveys (beyond the college faculty surveys) in compliance with the Evaluation Plan as set forth by the BRN regulations
 - Coordinate, revise, update the Nursing Student Handbook on an annual basis incorporating all campus, student, faculty, hospital, and administrative changes (section 1424 (b)).
 - Oversee updates and changes to the website to ensure currency
- Assist with the preparation of the California Board of Registered Nursing Annual Report each October and preparation for Accreditation visits.
- Assist with other duties as they arise

Preferred Qualifications (The following are required by Section 1425 (b) (2), 1425 (b), 1425 (b) (3), 1425 (b) (4)):

- Registered Nurse Faculty Member
- Minimum 1 year administrative experience
- 2 years teaching experience
- Master's Degree or higher from an accredited college or university which includes course work in nursing, education, or administration.

Stipend and/or Released Time: 40 %

Term of Assignment: Two years subject to an annual review by the RT/EP Committee and the availability of funding.

Application Procedure:

1. Interested faculty members should submit an application (attached) and letter of interest which clearly describes how the candidate is qualified to fulfill the duties of the position as listed on this announcement. The letter of interest must be received in the Human Resources Office by 4:30 p.m. on the closing date for consideration for this position.
2. A selection committee composed of the Vice President of Instruction, Senate President and Guild President will interview the candidates for the position and make a final recommendation to the Vice President, Instructional Services.

Application forms are available in the Office of Human Resources

CLOSING DATE: June 19, 2018

Implementation of this position will be subject to availability of financial resources.

All activities related to this position in no way supplant contractual responsibilities such as office hours, committee assignments and curriculum revision and development.

APPLICATION FORM

EMPLOYMENT OPPORTUNITY
RELEASED TIME/EXTRA PAY POSITION

Assistant Nursing Program Director Position 1

Name: _____

Current position at this college: _____

College telephone extension: _____

Relevant experience/education: _____

Other:

References (use other side if necessary):

All activities related to this position are in lieu of a partial assignment only and in no way supplant contractual responsibilities such as office hours, committee assignments and curriculum revision and development.

Job Announcement

EMPLOYMENT OPPORTUNITY
RELEASED TIME/EXTRA PAY POSITION

Assistant Nursing Program Director
Position 2

Objectives of Assignment:

This position will:

- Support internal and external functions of the Department of Nursing.
- Provide added resource support to be compliant with the California Board of Registered Nursing (BRN) accreditation standards outlined in Article 3, Title 16, Chapter 14, California Code of Regulations and Article 4, Chapter 6, Business and Professions Code Sections 1424 (d), (e), (f), (j) based on growth in program size and complexity.
- Be filled by a nursing faculty member who meets the BRN requirements for “Assistant Program Director”, who is interested and willing to support administrative activities required to manage a program that has doubled in size, and who will work in collaboration with a second Assistant Nursing Program Director and the Associate Dean / Nursing Program Director.
- Provide for the coverage required in SECTION 1424(f) “The program shall have a registered nurse faculty member who is knowledgeable and current regarding the program and the policies and procedures by which it is administered and who can perform the director’s duties in that person’s absence”.

Description of Assignment:

These individuals will work in cooperation with the Nursing Program Director to ensure that internal campus activities, and the many external duties, activities, and responsibilities are successfully accomplished to maintain successful outcomes, compliance, and relationships with our accrediting bodies and many community affiliates. The individuals will work collaboratively and closely with the program director to ensure continued compliance with the 4 overriding BRN benchmarks of persistent student satisfaction, attrition of 25 % or less, persistent licensure pass rates greater than 70%, and persistent employer satisfaction. The individuals will also work with the program director in implementation of new legislative requirements in SB 1309 which went into effect January 1, 2007.

Tasks and/or Activities Required:

- Support external activities with clinical affiliates (hospitals and agencies):
 - Oversee arrangements for clinical requirements with the more than 20 hospitals and health care affiliates. This involves roughly 38 off campus class “sections” each semester and 6 to 8 “sections” each intersession. This scheduling requires coordination with hospitals and other programs and has become significantly impacted and time consuming. Specifics of student needs, nursing specialty areas, times, and days must all be matched to not conflict with traditional classroom offerings on campus. This external component is the equivalent of an external semester scheduling layered upon the internal

scheduling that occurs on campus.

- Maintain communications with clinical affiliates regarding news or updates regarding clinical requirements of nursing students (section 1427 (c) (5))
- Review clinical affiliates contracts annually for currency (section 1427 (c)).
- Work with the GCC contracts office for the renewal of contracts
- Participate in advisory and planning meetings with external agencies.
- Support the required Evaluation Plan (section 1424 (b) (1)). and activities :
 - Coordinate and report results of graduate, new graduates, and employer surveys in compliance with the Evaluation Plan
 - Coordinate and report results of faculty and student resource surveys in compliance with the Evaluation Plan
 - Complete annual review of student files using existing survey tools. Provide summary report offindings and recommendations to the faculty for quality improvement. Revise survey tools as needed.
- Assist with management of program resources (section 1424 (d)):
 - Coordinate department textbook reviews and selections.
 - Oversee the textbook ordering for the nursing program in conjunction with the bookstore andthe library.
 - Oversee approval of textbooks and library holdings.
 - Collaborate with the library regarding holdings and needs.
 - Annually survey the library holdings for currency, usefulness, and needs.
 - Oversee implementation of clinical simulations and scenarios into the nursing curriculum.
- Assist with the preparation of the California Board of Registered Nursing Annual Report eachOctober.
- Assist with other duties as they arise

Preferred Qualifications (The following are required by Section 1425 (b) (2), 1425 (b), 1425 (b) (3), 1425 (b) (4)):

- Registered Nurse Faculty Member
- Minimum 1 year administrative experience
- 2 years teaching experience
- Master’s Degree or higher from an accredited college or university which includes course work innursing, education, or administration.

Stipend and/or Released Time: 40 %

Term of Assignment: Two years subject to an annual review by the RT/EP Committee and the availabilityof funding.

Application Procedure:

1. Interested faculty members should submit an application (attached) and letter of interest which clearly describes howthe candidate is qualified to fulfill the duties of the position as listed on this announcement. The letter of interest must be received in the Human Resources Office by 4:30 p.m. on the closingdate for consideration for this position.
2. A selection committee composed of the Vice President of Instruction, Senate President and Guild President will interview the candidates for the position and make a final recommendation to the Vice President, Instructional Services.

Application forms are available in the
Office of Human Resources CLOSING DATE:

June 19, 2018

Implementation of this position will be subject to availability of financial resources.

All activities related to this position in no way supplant contractual responsibilities such as office hours, committee assignments and curriculum revision and development.

2008

APPLICATION FORM

EMPLOYMENT OPPORTUNITY
RELEASED TIME/EXTRA PAY POSITION

Assistant Nursing Program Director
Position 2

Name: _____

Current position at this college: _____

College telephone extension: _____

Relevant experience/education: _____

Other:

References (use other side if necessary):

All activities related to this position are in lieu of a partial assignment only and in no way supplant contractual responsibilities such as office

hours, committee assignments and curriculum revision and development.

Glendale Community College

Nursing Resource Lab Assistant

Class Code:

393a

GLENDAL COMMUNITY COLLEGE

Established Date: Jan 1, 2014

Revision Date: Jan 13, 2014

SALARY RANGE

\$0.00 Monthly

DESCRIPTION:

Assists nursing students with improving their knowledge of nursing skills through implementation of the nursing process, clinical assessment procedures, and care of patients across the spectrum of nursing. Schedules and monitors the use of equipment and laboratories. Assists students with documentation of clinical health requirements, class assignments, and portfolio tracking.

SUPERVISION RECEIVED AND EXERCISED

Supervision is provided by the Associate Dean of Health Sciences. Provides work direction to lower-level staff and student workers.

EXAMPLES OF DUTIES:

Monitors and tracks the use of equipment, supplies and facilities in Nursing Resources Lab (NRL). *Coordinates, maintains and secures supplies and equipment in the lab.*

Assists students with computer programs, audio-visual equipment, set up and disassemble simulators, and other educational tools for their skill development and remediation.*

Assists instructors with simulation practice in class.

Reviews and practices nursing procedures taught in class by instructors with students, including, but not limited to: ambulating patients; dressing wounds; taking blood pressure, temperature, pulse, and respiration readings; administering medications, including injections and intravenous medications; and caring for enteral feedings; tracheostomies, urinary catheters, and colostomies.*

Prepares supplies and equipment for demonstrations, simulations and student debriefing.*

Issues materials and equipment to students for use in laboratory assignments and keeps records of loaned resources.*

Maintains records of student health and program requirements.*

Assists students with the remediation process after referral from and consultation with faculty.*

Assists instructors with web-based assignments, medical equipment (usage and repair), anatomical models, and multi-media resources.*

Assists instructors with skills testing and may proctor makeup examinations as needed.* Maintains, cleans and repairs lab equipment such as mannequins, beds and video equipment.* Contacts vendors as needed to repair or replace equipment or supplies.*

Maintains and organizes storage and work areas.*

Maintains and updates catalog of books, resource material, web based activities and software.* Orders office supplies and maintains inventory.*

Maintains schedules of student workers or hourly lab assistants.

Maintains records or student attendance in the NRL.

***Performs other related duties as assigned.**

MINIMUM QUALIFICATIONS:

Knowledge of:

Current concepts, principles, and practices of nursing, clinical procedures associated with the treatment of all patients.
Basic anatomy and physiology.

Basic principles of microbiology, nutrition, health physics and pharmacology. Medical terminology.

Specialized computer software used in the nursing and allied health professions. Word processing, spreadsheet and database computer software.

Recordkeeping procedures.

Ability to:

Give clear, concise explanations and demonstrations of complex nursing concepts, practices and procedures to students.

Adhere to established Nursing Resources Lab guidelines from the student handbook. Plan and organize work to meet schedules and timelines.

Follow complex instructions and procedures.

Establish and maintain effective working relationships with faculty and students. Communicate effectively both orally and in writing.

Work with minimal supervision. Maintain accurate records.

Operate and train students in the use of media equipment.

Set-up and disassemble patient simulator technologies; utilize and demonstrate applications and a variety of hospital equipment.

Operate a computer, utilizing word processing, spreadsheet and database software. Provide work direction to others.

Minimum Qualifications:

Current licensure by the State of California as a registered nurse.

One year of direct patient care experience.

DESIRED QUALIFICATIONS:

Current and valid certification in Basic Life Support, Advanced Cardiac Life Support and Advanced Trauma Life Support.

Nursing Program Specialist – Job Description

Nursing Program Specialist

Class Code

281

Salary

\$0.00 Monthly

Description

DEFINITION

Performs a variety of administrative support functions for multiple major programs within the Nursing Department. Evaluates the completeness of student application packets, provides students with program information, procedures, and processes and serves as a liaison with several program licensing authorities.

SUPERVISION EXERCISED AND RECEIVED

Supervision is received by the Associate Dean of Allied Health.

Provides work direction to lower-level staff. Supervision is exercised over student workers.

Examples of Duties

Performs a full range of complex support duties requiring extensive knowledge of specific programs by preparing, typing, editing and proofreading a variety of materials such as course outlines, correspondence, requisitions, statistical reports, etc.; schedules appointments, travel arrangements, and meetings; uses computer terminal for input and retrieval of information.

Evaluates the completeness of student applications to various Nursing programs.

Communicates with students regarding missing documents and forwards completed files to Associate Dean for final approval.

Prepares correspondence to students regarding program acceptance, instructions, materials lists, and health information required for program enrollment.

Performs administrative support duties, including handling daily office situations such as establishing priorities to meet deadlines, maintains records, prepares Board Slips and assignment sheets.

Interfaces with Counselors and Nurse Associates regarding student information and referrals.

Interfaces with program licensing boards, provides documentation and information verbally in the absence of the Associate Dean.

Orders all supplies, ensuring the department to be adequately stocked at all times.

Gathers and compiles data from a variety of sources. Manages extensive and confidential student files.

Receives, reviews, and routes mail using discretion in the handling of confidential and sensitive materials. Respond to all inquiries, electronic, written, or verbal regarding Division programs.

Maintains student telephone directories.

Has extensive interaction with students, refers students to various resources on campus.

Greets and screens visits and telephone calls from students, faculty, staff, and visitors in a pleasant and helpful manner.

Responds to questions, requests, and complaints from students, staff, faculty, and the public in a sensitive and cooperative style; maintains harmonious operating conditions in a service-oriented environment serving a multicultural and multi-ethnic population.

Selects, trains, evaluates and maintains schedules of student workers. Performs other duties as assigned.

Minimum Qualifications

Knowledge of:

Customer service skills in dealing with prospective applicants.

Word processing, spreadsheet, presentation, database, e-mail and financial software as well as use of the Internet.

Office management principles.

Proper business etiquette.

Nursing Programs and their application process. State of California nursing requirements.

General knowledge of State Occupational Programs. Communicate effectively both orally and in writing.

Medical terminology.

Ability to:

Establish and maintain a sizeable and complex inter-related filing system. Operate a variety of office equipment.

Receive, review, and route incoming, inter-departmental mails, and fax transmissions, using discretion in the handling of confidential material.

Effectively provide higher-level secretarial support for the Division and Associate Dean.

Interact with faculty, staff, prospective applicants, students, State Nursing Board representatives, and providers of services to our department in a professional manner.

Respect and appreciate the diverse cultural backgrounds of our applicants and students. Project an enthusiasm for our programs to the prospective applicants.

Maintain a keen sense of public relations and proper business etiquette, while maintaining professional standards in conduct.

Multi-task in a very busy, challenging, and high traffic office. Review nursing applications and supporting documentation.

Compose and format business correspondence, reformat numerous office forms, and complete numerous State forms related to our Nursing Programs.

Interview, train, and provide work direction to student workers.

EMPLOYMENT STANDARDS

Minimum Qualifications:

Four years of increasingly responsible clerical experience preferably in a non-profit or public agency.

Desired Qualifications

Associate's or Bachelor's degree from an accredited college or university may be substituted for the clerical experience on a year-for-year basis.

Coursework in bookkeeping, budgeting or related areas.

Administrative Assistant, Health Sciences – Job Description

Class Title

Administrative Assistant

Class Code

000271

Salary

\$0.00 Monthly

Description

DEFINITION

Performs a wide variety of independent, para-professional tasks relating to the department to which assigned.

SUPERVISION RECEIVED AND EXERCISED

Direction is provided by the department administrator.

May provide work direction to student workers.

Examples of Duties

Assists the administrator with the preparation of the annual budget. Maintains computerized records and monitors expenditures for all activities. Monitors budget expenditures.

Assists the administrator in preparing reports and/or correspondence directly related to the functions and operations assigned.

Orders and maintains records of all materials acquired.

May coordinate exhibits and activities including but not limited to art exhibits, Advisory Committee, Faculty, Staff Training Programs or Patron's Club.

Makes recommendations, places orders, and maintains records for the purchase of office equipment and supplies.

May prepare and post vouchers for all incoming payments.

Prepares deposit statements; writes checks; balances and updates check book.

May maintain general ledger and balance sheet for all incoming and outgoing funds. Maintains records of hours worked and/or sick leave usage.

Types requisitions, service contracts, work orders, and personnel reports.

Processes and maintains time reports for hourly classified positions.

May coordinate and maintain calendar of room usage.

Provides work direction and training to student workers.

Verifies time sheets for student workers.

Performs other duties and responsibilities as assigned.

Minimum Qualifications

Knowledge of:

Budget recordkeeping practices and procedures.

Knowledge of modern office methods, procedures and practices including computer software programs.

Ability to:

Prepare and maintain complete and accurate reports. Interpret policies and procedures.

Operate office equipment.

Assist in budget preparation, and monitor accounts. Maintain good relationships with faculty, staff and public.

Type or keyboard accurately at rate of 40-words-per-minute. Train and provide work direction to others.

EMPLOYMENT STANDARDS

Minimum Qualifications:

Three years of increasingly responsible clerical experience preferably in a non-profit or public agency.

One year of coursework in business or a related field may be substituted for one year of administrative assistant experience.

Desired Qualifications

Courses in bookkeeping, budgeting or related areas.

Fringe benefits, which are subject to change pursuant to negotiations under Section 3500 of the California Government Code, are presently provided may include, depending on the position, family and domestic partner medical and dental, two-party vision plan, and employee life insurance.

Faculty – Human Resources

a. GCC Website Link: <https://www.glendale.edu/about-gcc/human-resources/faculty>

[ABOUT GCC » Human Resources »](#)

FACULTY

GUILD Collective Bargaining Agreement	>
GUILD MOU and Side Letters	>
Salary Schedules	>
Faculty Forms	>
Faculty Evaluations	>
Academic Calendar	>
Release Time and Extra Pay	>
Board Policies and Administrative Regulations	>
GUILD Website	>

Class Schedule and Academic Calendar

a. GCC Website Link: <https://www.glendale.edu/students/admissions-records/a-r-important-dates>

- [Academic Calendar 2022-2023](#) (pdf)
- [Academic Calendar 2021 - 2022](#) (pdf)
- [Academic Calendar 2020 - 2021 Amended](#) (pdf)
- [Academic Calendar 2019 - 2020](#) (pdf)
- [Academic Calendar 2018 - 2019](#) (pdf)
- [Academic Calendar 2017 - 2018](#) (pdf)

Administration

a. GCC Website Link: <https://www.glendale.edu/about-gcc/administration>

- **President's Office**
 - [Management](#) (pdf)
 - [Departments & Staff](#)
- **Instructional Services**
 - [Management](#) (pdf)
 - [Division Chairs](#) (pdf)
 - [Business](#) (pdf)
 - [Biology](#) (pdf)
 - [Continuing & Community Education](#) (pdf)
 - [Credit ESL](#) (pdf)
 - [Curriculum and Scheduling System](#) (pdf)
 - [English](#) (pdf)
 - [ESL Non Credit](#) (pdf)
 - [Health and Sciences](#) (pdf)
 - [Kinesiology](#) (pdf)
 - [Language Arts](#) (pdf)
 - [Library and Learning Support Services](#) (pdf)
 - [Life Skills Non Credit Business](#) (pdf)
 - [Mathematics](#) (pdf)
 - [Parent Support Center](#) (pdf)
 - [Performing Arts Production](#) (pdf)
 - [Physical Sciences](#) (pdf)
 - [Research, Planning & Grants](#) (pdf)
 - [Social Sciences](#) (pdf)
 - [Technology and Aviation](#) (pdf)
 - [Title V](#) (pdf)
 - [Visual and Performing Arts](#) (pdf)
- **Student Services**
 - [Management & Chairs](#) (pdf)
 - [Divisions & Staff](#)
- **Administrative Services**
 - [Management](#) (pdf)
 - [Departments & Staff](#)
- [Police Department](#) (pdf)
- [Human Resources](#) (pdf)

Disabled Students Programs and Services (DSPS) – Faculty Resources

a. GCC Website Link: <https://www.glendale.edu/students/student-services/disabled-student-programs-services/faculty-resources>

GCC Department of Nursing

a. GCC Website Link: www.glendale.edu/nursing

- [Announcements](#)
- [Prerequisites](#)
- [Counseling & Workshops](#)
- [Application](#)
- [Selection Process](#)
- [Course Sequences](#)
- [Cost of Nursing](#)
- [Advanced Placement+](#)
- [RN-BSN Programs+](#)
- [BRN Requirements](#)
- [FAQs](#)
- [Nursing Resource Lab+](#)
- [Documents](#)
- [Faculty/Staff](#)
- [Health Sciences Division+](#)
- [Calendar](#)
- [Employment Opportunities](#)

GCC Library

a. GCC Website Link: www.glendale.edu/library

b. [Faculty Services - Library Services - CampusGuides at Glendale College](#)

Clinical Affiliates

- a. [Adventist Health Glendale](#)
- b. [Glendale Memorial Hospital](#)
- c. [Children's Hospital, Los Angeles](#)
- d. [USC Verdugo Hills Hospital,](#)
- e. [Keck Medicine of USC](#)

- f. LAC + USC Medical Center
- g. Providence Saint Joseph Medical Center
- h. Kaiser Permanente Los Angeles Medical Center
- i. Kaiser Permanente Panorama City Medical Center
 - i. Nursing Resources for Academic Partnerships
- j. Huntington Hospital | Pasadena Hospital & Medical Center

Nursing Media

- a. Kaplan Integrated Testing Program
- b. Evolve Resources for Nursing

GLENDALE COMMUNITY COLLEGE
Department of Nursing
ASSOCIATE DEGREE REGISTERED NURSING PROGRAM

CLINICAL EVALUATION TOOL - FIRST LEVEL OBJECTIVES

Semester (circle one): FALL SUMMER SPRING WINTER 201

Student Name: _____ Date: ____/____/____

Clinical Facility: _____ Instructor: _____

Course (circle one) : NS 210 NS 211 NS 219 Absence : _____ Tardies: _____

Overall Earned Evaluation (circle one below):

SATISFACTORY / MUST IMPROVE / UNSATISFACTORY

EVALUATION STANDARD	PERFORMANCE RATING SCALE
<p><u>SATISFACTORY PERFORMANCE:</u> (PASS) as an overall evaluation rating in the clinical component is achieved when the student earns performance ratings in the following manner:</p> <ol style="list-style-type: none"> 1. no zero (0) scores in any area; AND 2. no more than 25% of the competencies in any competency area are rated as one (1). <p><u>MUST IMPROVE:</u> (PASS) as an overall evaluation rating in the clinical component is given when the student earns performance ratings in the following manner:</p> <ol style="list-style-type: none"> 1. no zero (0) scores in any area; AND 2. 25% or more of the competencies in any one competency area are rated as one (1). <p><u>UNSATISFACTORY PERFORMANCE:</u> (NOT PASS) as an overall evaluation rating in the clinical component is given when the student earns performance ratings in the following manner:</p> <ol style="list-style-type: none"> 1. one or more zeros (0) for any competency; OR 2. 25% or more of the competencies in more than one competency area are rated as one (1); OR 3. one or more of the critical competencies (<u>bolded/underlined text</u>) are rated as one (1). 	<p>2- Consistent. Evidenced by the following: a) consistently meets stated competencies, b) requires no more guidance and structure than is typical for this level student in this course, c) bases actions on nursing rationale, and d) provides care that reflects safety precautions and consistent use of accepted procedures and policies.</p> <p>1- Inconsistent Performance. Evidenced by any ONE of the following: a) inconsistent application of knowledge and skills to the patient care environment, or, b) frequent, direct guidance and instructions required, or, c) does not always follow safety precautions.</p> <p>0- Unsafe for Practice. Does not apply knowledge and skill appropriately. Evidenced by any ONE of the following: a) requires constant guidance and instruction, or, b) unsupervised actions endanger client safety, or, c) does not base action on appropriate nursing rationale, or, d) does not request assistance when needed, or, e) unable to administer medications according to Nursing Department/institutional policy. <u>*All bolded and underlined Text indicates a critical element which must be met at a satisfactory level at all times in clinical.</u></p>

EXPECTED COMPETENCIES			Performance Rating		
			2	1	0
Role As A Provider And Supervisor Of Care					
A.	Competency Area: DATA GATHERING AND DECISION MAKING				
	1.	Assess Patient needs using:			
	a.	Using informatics to access the electronic healthcare record (EHR) to gather information,			
	b.	Collaborating with nurses to gather information from handoff communication reports,			
	c.	Performing direct physical assessment of assigned patients, and			
	d.	Determining patients' and families' learning needs			
	2.	Apply assignment research and/or previously learned content/knowledge to patient assessment.			
	3.	Identify purpose and evidence-based practice principles regarding invasive devices and other equipment used in the care of assigned patients.			
	4.	Identify unmet human needs based on hierarchy and patient assessment.			
	5.	Select nursing diagnosis(es) based on human need assessment.			
B.	Competency Area: PLANNING NURSING CARE TO MEET HUMAN NEEDS				
	1.	Prioritize individualized nursing care plan based on the Human Needs Hierarchy, physiological assessment, and psychosocial/cultural aspects regarding the assigned patient			
	2.	Develop short term goals and outcomes that are specific, measurable and attainable within a realistic time frame.			
	3.	Plan evidence-based nursing interventions that address unmet needs and support desired outcomes.			
	4.	Determine patient needs and scheduling demands prior to giving care.			
	5.	Plan patient and family-centered care that demonstrates application of didactic content to assigned patients			
	6.	Manage time and priorities to complete safe and effective patient-centered care.			
C.	Competency Area: INTERVENTIONS				
	<i>(Competencies related to Participation in the Plan of Care)</i>				
	1.	Perform nursing interventions, using relevant knowledge, skills and attitudes in a manner consistent with evidence-based practice.			
	2.	Demonstrate effective teamwork by collaborating within nursing and interdisciplinary teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.			
	3.	<u>Implement the plan of care.</u>			

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
4.	<u>Complete own assignment as directed and on time.</u>			
<i>(Competencies related to Organization and Safety)</i>				
5.	<u>Clarify inconsistent or contradictory clinical information or observations.</u>			
6.	<u>Provide safe, compassionate and coordinated care based on respect for patient's preferences, values and needs.</u>			
7.	<u>Administer medications safely and according to protocol:</u>			
a.	<u>Access credible references to research all prescribed medications prior to administration,</u>			
b.	<u>Demonstrate critical thinking by correlating information from the electronic healthcare record (EHR) and the medication information with assigned patient(s); and</u>			
c.	<u>Administer medication according to hospital protocol.</u>			
8.	<u>Explain correct rationales for own actions when asked.</u>			
9.	<u>Acknowledge own limitations by seeking assistance when unfamiliar with situations or as needed.</u>			
10.	<u>Implement standard precautions and other applicable infection prevention practices, as applicable.</u>			
11.	Perform previously learned skills correctly with minimal supervision/assistance.			
12.	Access the electronic healthcare record to review agency policy and/or protocol regarding skills prior to initiate nursing care and calling instructor.			
13.	Maintain cleanliness and organization of patient care area.			
14.	<u>Follow all faculty verbal and written instructions and guidelines.</u>			
<i>(Competencies Related to Patient Teaching and Communication)</i>				
15.	Provide patient education relevant to patient's health care needs, level of understanding, and knowledge deficit(s) which incorporates cultural, developmental and psychosocial aspects:			
a.	Prior to delivering care and carrying out skills;			
b.	<u>Regarding scheduled and PRN medications,</u>			
c.	Regarding prescribed treatments, equipment, diet, plan of care; and			
d.	Discharge planning/instructions.			
16.	<u>Ensure instructor and assigned staff are aware of changes in patient condition.</u>			
17.	Provide complete "hand-off" (e.g. SBAR) to instructor and staff at the beginning, during and at the end of the shift.			

EXPECTED COMPETENCIES			Performance Rating		
			2	1	0
18.	Introduce self and roles and responsibilities to patients and staff.				
19.	Communicate clearly and concisely, both verbally and in writing.				
20.	<u>Communicate at a level that indicates safe comprehension and listening skills.</u>				
21.	Ask appropriate questions.				
22.	<u>Notify instructor and staff by following established protocol before leaving unit at any time.</u>				
23.	<u>Communicate through the proper chain of command.</u>				
24.	Maintain composure and appropriate conversation in the presence of the patient and family.				
25.	Complete charting which is:				
	a.	Accurate and pertinent;			
	b.	Done within the time guidelines of the instructor;			
	c.	Done according to hospital protocol; and			
	d.	Inclusive of correct spelling, terminology, and grammar.			
26.	<u>Maintain confidentiality of healthcare records by:</u>				
	a.	<u>Accessing information pertinent to assignment,</u>			
	b.	<u>Disposing any printed material that contain patient identifiers to protect patients' health information (PHI), according to agency protocol, and</u>			
	c.	<u>Adhering to Health Insurance Portability & Accountability Act (HIPAA).</u>			
D.	Competency Area: EVALUATION				
1.	Review the appropriateness of existing plan of care and update as needed.				
2.	Use data and other quality improvement tools (e.g. flow charts, diagrams, trends, bar graphs) to monitor outcomes of the plan of care.				
3.	Document and report patient response to plan of care and nursing interventions.				
4.	Evaluate, in a realistic manner, own effectiveness and skill in varying patient care situations.				
ROLE AS A MEMBER OF THE DISCIPLINE OF NURSING					
A.	Competency Area: INDIVIDUAL GROWTH				
1.	<u>Accept constructive feedback and develop ways for improvement.</u>				

EXPECTED COMPETENCIES			Performance Rating		
			2	1	0
	2.	Seek opportunities for new learning by:			
	a.	Tracking own progress by adding completed skills to checklist			
	b.	Taking initiative to approach healthcare staff and/or instructor for unscheduled clinical activities. .			
	3.	Demonstrate consistent growth of skill level used in performing nursing care.			
	4.	Use teamwork and collaboration by assisting peers and healthcare staff in patient care areas.			
B.	Competency Area: COMMITMENT TO CARING				
	1.	Demonstrate interest in nursing by spending time with patient when possible.			
	2.	Identify and use resources (e.g. Hospital Formulary, electronic resources, procedure or standards manual, facility protocols, patient records) and other disciplines (e.g. pharmacy, social services, dietary) to increase knowledge and improve patient care.			
	3.	<u>Seek needed information when confronted with unfamiliar health problems, medications, and/or situations.</u>			
	4.	Interact with patients to provide patient-centered care and respect for patient dignity, culture, values, beliefs and personal preferences.			
	5.	<u>Maintain confidentiality of patients, as reviewed in the Health Insurance Portability and Accountability Act (HIPAA).</u>			
C.	Competency Area: INDIVIDUAL ACCOUNTABILITY				
	1.	Participate in all scheduled activities and conferences of clinical rotation			
	2.	<u>Follow protocol established by instructor for reporting an absence or tardy.</u>			
	3.	<u>Demonstrate accountability by accepting responsibility for own actions.</u>			
	4.	Maintain meticulous personal hygiene and a neat appearance following Nursing Student Uniform policy and guidelines, as outlined in the Nursing Student Handbook.			

***All bolded and underlined Text indicates a critical element which must be met at a satisfactory level at all times in clinical.**

Faculty Narrative Comments

Instructor Signature: _____ Date: / / 201

Student Signature: _____ Date: / / 201

(The required student signature verifies only that the student has reviewed the evaluation and does not imply agreement. The student is permitted to append comments related to the evaluation. The student is allowed to make a copy of the evaluation for his or her reference.)

Revised May 2015

***All bolded and underlined Text indicates a critical element which must be met at a satisfactory level at all**

GLENDALE COMMUNITY COLLEGE
Department of Nursing
ASSOCIATE DEGREE REGISTERED NURSING PROGRAM

CLINICAL EVALUATION TOOL – SECOND LEVEL OBJECTIVES

Semester (circle one): FALL SUMMER SPRING WINTER 201

Student Name: _____ Date: ____/____/____

Clinical Facility: _____ Instructor: _____

Course: NS 212 Absence : _____ Tardies: _____

Overall Earned Evaluation (circle one below):

SATISFACTORY / MUST IMPROVE / UNSATISFACTORY

EVALUATION STANDARD	PERFORMANCE RATING SCALE
<p><u>SATISFACTORY PERFORMANCE:</u> (PASS) as an overall evaluation rating in the clinical component is achieved when the student earns performance ratings in the following manner:</p> <ol style="list-style-type: none"> 1. no zero (0) scores in any area; AND 2. no more than 25% of the competencies in any competency area are rated as one (1). <p><u>MUST IMPROVE:</u> (PASS) as an overall evaluation rating in the clinical component is given when the student earns performance ratings in the following manner:</p> <ol style="list-style-type: none"> 1. no zero (0) scores in any area; AND 2. 25% or more of the competencies in any one competency area are rated as one (1). <p><u>UNSATISFACTORY PERFORMANCE:</u> (NOT PASS) as an overall evaluation rating in the clinical component is given when the student earns performance ratings in the following manner:</p> <ol style="list-style-type: none"> 1. one or more zeros (0) for any competency; OR 2. 25% or more of the competencies in more than one competency area are rated as one (1); OR 3. one or more of the critical competencies (<u>bolded/underlined text</u>) are rated as one (1). 	<p>2- Consistent. Evidenced by the following: a) consistently meets stated competencies, b) requires no more guidance and structure than is typical for this level student in this course, c) bases actions on nursing rationale, and d) provides care that reflects safety precautions and consistent use of accepted procedures and policies.</p> <p>1- Inconsistent Performance. Evidenced by any ONE of the following: a) inconsistent application of knowledge and skills to the patient care environment, or, b) frequent, direct guidance and instructions required, or, c) does not always follow safety precautions.</p> <p>0- Unsafe for Practice. Does not apply knowledge and skill appropriately. Evidenced by any ONE of the following: a) requires constant guidance and instruction, or, b) unsupervised actions endanger client safety, or, c) does not base action on appropriate nursing rationale, or, d) does not request assistance when needed, or, e) unable to administer medications according to Nursing Department/institutional policy. <u>*All bolded and underlined Text indicates a critical element which must be met at a satisfactory level at all times in clinical.</u></p>

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
Role As A Provider And Supervisor Of Care				
A.	Competency Area: DATA GATHERING AND DECISION MAKING			
	1. Assess Patient needs using:			
	a. Using informatics to access the electronic healthcare record (EHR) to gather information,			
	b. Collaborating with nurses to gather information from handoff communication reports,			
	c. Performing direct physical assessment of assigned patients, and			
	d. Determining patients' and families' learning needs			
	2. Apply assignment research and/or previously learned content/knowledge to patient assessment.			
	3. Identify and report abnormal or inconsistent findings.			
	4. Identify purpose, status, nursing responsibility, and evidence-based practice principles regarding invasive devices and other equipment used in the care of assigned patients.			
	5. Identify and prioritize unmet human needs based on hierarchy and patient assessment.			
	6. Select and validate appropriate nursing diagnosis(es) based on human need assessment.			
B.	Competency Area: PLANNING NURSING CARE TO MEET HUMAN NEEDS			
	1. Prioritize individualized nursing care plan based on the Human Needs Hierarchy, physiological assessment, and psychosocial/cultural aspects regarding the assigned patient			
	2. Develop short and long term goals and outcomes that are specific, measurable and attainable within a realistic time frame.			
	3. Plan evidence-based nursing interventions that address unmet needs and support desired outcomes.			
	4. Anticipate patient needs, establish nursing priorities before giving care, and adjust to meet changing circumstances			
	5. Plan patient and family-centered care that demonstrates application of didactic content to assigned patients			
	6. Manage time and priorities to complete safe and effective patient-centered care.			
C.	Competency Area: INTERVENTIONS			
	<i>(Competencies related to Participation in the Plan of Care)</i>			
	1. Apply previously learned knowledge and skills to new clinical situations.			
	2. Perform nursing interventions, using relevant knowledge, skills and attitudes in a manner consistent with evidence-based practice and current standards of practice.			

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
3.	Demonstrate effective teamwork by collaborating within nursing and interdisciplinary teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.			
4.	<u>Implement the plan of care, clarifying inconsistencies or questions.</u>			
5.	<u>Complete own assignment as directed and on time.</u>			
<i>(Competencies related to Organization and Safety)</i>				
5.	<u>Clarify inconsistent or contradictory clinical information or observations.</u>			
6.	<u>Provide safe, compassionate and coordinated care based on respect for patient's preferences, values and needs.</u>			
7.	<u>Administer medications safely and according to protocol:</u>			
a.	<u>Access credible references to research all prescribed medications prior to administration.</u>			
b.	<u>Demonstrate critical thinking by correlating information from the electronic healthcare record (EHR) and the medication information with assigned patient(s); and</u>			
c.	<u>Administer medication according to hospital protocol.</u>			
8.	<u>Explain correct rationales for own actions when asked.</u>			
9.	<u>Acknowledge own limitations by seeking assistance when unfamiliar with situations or as needed.</u>			
10.	<u>Implement standard precautions and other applicable infection prevention practices, as applicable.</u>			
11.	<u>Perform previously learned skills correctly with minimal supervision/assistance.</u>			
12.	<u>Access the electronic healthcare record to review agency policy and/or protocol regarding skills prior to initiate nursing care and calling instructor.</u>			
13.	<u>Maintain cleanliness and organization of patient care area.</u>			
14.	<u>Follow all faculty verbal and written instructions and guidelines.</u>			
<i>(Competencies Related to Patient Teaching and Communication)</i>				
15.	<u>Provide patient education relevant to patient's health care needs, level of understanding, and knowledge deficit(s) which incorporates cultural, developmental and psychosocial aspects:</u>			
a.	<u>Prior to delivering care and carrying out skills:</u>			
b.	<u>Regarding scheduled and PRN medications,</u>			
c.	<u>Regarding prescribed treatments, equipment, diet, plan of care; and</u>			

EXPECTED COMPETENCIES			Performance Rating		
			2	1	0
	d.	<u>Discharge planning/ instructions.</u>			
16.		<u>Ensure instructor and assigned staff are aware of changes in patient condition</u>			
17.		<u>Provide complete “hand-off” (e.g. SBAR) to instructor and staff at the beginning, during and at the end of the shift.</u>			
18.		<u>Introduce self and roles and responsibilities to patients and staff.</u>			
19.		<u>Communicate clearly and concisely, both verbally and in writing.</u>			
20.		<u>Communicate at a level that indicates safe comprehension and listening skills.</u>			
22.		<u>Communicate with patient in a developmentally, culturally sensitive, appropriate and therapeutic manner.</u>			
23.		<u>Ask appropriate questions.</u>			
24.		<u>Notify instructor and staff by following established protocol before leaving unit at any time</u>			
25.		<u>Communicate through the proper chain of command.</u>			
26.		Maintain composure and appropriate conversation in the presence of the patient and family			
27.		Complete charting which is:			
	a.	Accurate and pertinent;			
	b.	Done within the time guidelines of the instructor;			
	c.	Done according to hospital protocol; and			
	d.	Inclusive of correct spelling, terminology, and grammar.			
28.		<u>Maintain confidentiality of healthcare records by:</u>			
	a.	<u>Accessing information pertinent to assignment,</u>			
	b.	<u>Disposing any printed material that contain patient identifiers to protect patients’ health information (PHI), according to agency protocol, and</u>			
	c.	<u>Adhering to Health Insurance Portability & Accountability Act (HIPAA).</u>			
D.	Competency Area: EVALUATION				
1.		<u>Review the appropriateness of existing plan of care and update as needed.</u>			
2.		Use data and other quality improvement tools (e.g. flow charts, diagrams, trends, bar graphs) to monitor outcomes of the plan of care.			
3.		<u>Document and report patient response to plan of care and nursing interventions.</u>			

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
4.	Evaluate, in a realistic manner, own effectiveness and skill in varying patient care situations.			
ROLE AS A MEMBER OF THE DISCIPLINE OF NURSING				
A.	Competency Area: INDIVIDUAL GROWTH			
1.	<u>Accept constructive feedback and develop ways for improvement.</u>			
2.	Seek opportunities for new learning by:			
a.	Tracking own progress by adding completed skills to checklist			
b.	Taking initiative to approach healthcare staff and/or instructor for unscheduled clinical activities.			
3.	Demonstrate consistent growth of skill level used in performing nursing care.			
4.	Use teamwork and collaboration by assisting peers and healthcare staff in patient care areas.			
B.	Competency Area: COMMITMENT TO CARING			
1.	Demonstrate interest in nursing by spending time with patient when possible.			
2.	Identify and use resources (e.g. Hospital Formulary, electronic resources, procedure or standards manual, facility protocols, patient records) and other disciplines (e.g. pharmacy, social services, dietary) to increase knowledge and improve patient care.			
3.	<u>Seek needed information when confronted with unfamiliar health problems, medications, and/or situations.</u>			
4.	Interact with patients to provide patient-centered care and respect for patient dignity, culture, values, beliefs and personal preferences.			
5.	<u>Maintain confidentiality of patients, as reviewed in the Health Insurance Portability and Accountability Act (HIPAA)</u>			
C.	Competency Area: INDIVIDUAL ACCOUNTABILITY			
1.	<u>Participate in all scheduled activities and conferences of clinical rotation</u>			
2.	<u>Follow protocol established by instructor for reporting an absence or tardy</u>			
3.	<u>Demonstrate accountability by accepting responsibility for own actions.</u>			
4.	Maintain meticulous personal hygiene and a neat appearance following Nursing Student Uniform policy and guidelines, as outlined in the Nursing Student Handbook.			

Faculty Narrative Comments

***All bolded and underlined Text** indicates a critical element which must be met at a satisfactory level at all times in clinical.

Instructor Signature: _____ Date: / / 201

Student Signature: _____ Date: / / 201

(The required student signature verifies only that the student has reviewed the evaluation and does not imply agreement. The student is permitted to append comments related to the evaluation. The student is allowed to make a copy of the evaluation for his or her reference.)

Revised May 2015

***All bolded and underlined Text** indicates a critical element which must be met at a satisfactory level at all times in clinical.

GLENDALE COMMUNITY COLLEGE – DEPARTMENT OF NURSING
CLINICAL EVALUATION TOOL

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
<i>Role As A Provider And Supervisor Of Care</i>				
A.	Competency Area: DATA GATHERING AND DECISION MAKING			
	1. Assess patient needs by:			
	a. Using informatics to access the electronic healthcare record (EHR) to gather information			
	b. Collaborating with nurses to gather information from handoff communication reports			
	c. Determining patients' and families' learning needs			
	d. Direct physical and/or mental health assessment.			
	2. Apply assignment research and/or previously learned content/knowledge to patient assessment.			
	3. Identify and report abnormal or inconsistent findings.			
	4. Identify purpose, status, nursing responsibility, and evidence-based practice principles regarding invasive devices and other equipment used in the care of assigned patients.			
	5. Identify and prioritize unmet human needs based on assessment.			
	6. Select and validate appropriate nursing diagnosis(es) based on human need assessment.			
B.	Competency Area: PLANNING NURSING CARE TO MEET HUMAN NEEDS			
	1. Plan individualized nursing care based on the human need hierarchy.			
	2. Develop short and long term goals and outcomes that are specific, measurable and attainable within a realistic time frame.			
	3. Plan evidence-based nursing interventions that address unmet needs and support desired outcomes			
	4. Anticipate patient needs, establish nursing priorities before giving care, and adjust to meet changing circumstances.			
	5. Plan patient and family-centered care that demonstrates application of didactic content to assigned patients			
	6. Manage time and priorities to complete safe and effective patient-centered care.			
C.	Competency Area: INTERVENTIONS			

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
<i>(Competencies related to Participation in the Plan of Care)</i>				
1.	Apply previously learned knowledge and skills to new clinical situations.			
2.	Perform nursing interventions, using relevant knowledge, skills and attitudes in a manner consistent with evidence-based practice and current standards of practice.			
3.	Work therapeutically and tactfully with patient, family/support system, instructor, and others involved in implementing the plan of care.			
4.	<u>Implement the plan of care clarifying inconsistencies or questions.</u>			
5.	<u>Complete own assignment as directed and on time.</u>			
<i>(Competencies related to Organization and Safety)</i>				
6.	<u>Clarify inconsistent or contradictory clinical information or observations.</u>			
7.	<u>Provide safe, compassionate and coordinated care based on respect for patient's preferences, values and needs.</u>			
8.	<u>Administer medications safely and according to protocol:</u>			
a.	<u>Access credible references to research all prescribed medications prior to administration,</u>			
b.	<u>Demonstrate critical thinking by correlating information from the electronic healthcare record (EHR) and the medication information with assigned patient(s); and</u>			
c.	<u>Administer medication according to agency protocol</u>			
9.	<u>Explain correct rationales for own actions when asked.</u>			
10.	<u>Acknowledge own limitations by seeking assistance when unfamiliar with situations or as needed.</u>			
11.	<u>Implement standard precautions and other applicable infection prevention practices, as applicable.</u>			
12.	<u>Perform previously learned skills correctly with minimal supervision/assistance.</u>			
13.	<u>Access the electronic healthcare record to review agency policy and/or protocol regarding skills prior to initiate nursing care and calling instructor.</u>			
14.	<u>Maintain cleanliness and organization of patient care area.</u>			
15.	<u>Follow all faculty verbal and written instructions and guidelines.</u>			
<i>(Competencies Related to Patient Teaching and Communication)</i>				

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
16.	<u>Provide patient education relevant to patient's health care needs, level of understanding, and knowledge deficit(s) which incorporates cultural, developmental and psychosocial aspects: discharge planning/ instructions.</u>			
	a. <u>Prior to delivering care and carrying out skills;</u>			
	b. <u>Regarding scheduled and PRN medications,</u>			
	c. <u>Regarding prescribed treatments, equipment, diet, plan of care; and</u>			
	d. <u>Discharge instructions.</u>			
17.	<u>Ensure instructor and assigned staff are aware of changes in patient condition.</u>			
18.	<u>Provide complete "hand-off" (e.g. SBAR) to instructor and staff at the beginning, during and at the end of the shift.</u>			
19.	<u>Introduce self and roles and responsibilities to patients and staff.</u>			
20.	<u>Communicate clearly and concisely, both verbally and in writing.</u>			
20.	<u>Communicate at a level that indicates safe comprehension and listening skills.</u>			
21.	<u>Communicate with patient in a developmentally, culturally sensitive, appropriate and therapeutic manner.</u>			
22.	<u>Ask appropriate questions.</u>			
23.	<u>Notify instructor and staff by following established protocol before leaving unit at any time.</u>			
24.	<u>Communicate through the proper chain of command.</u>			
25.	Maintain composure and appropriate conversation in the presence of the patient and family.			
26.	Complete charting which is:			
	a. Accurate and pertinent;			
	b. Done within the time guidelines of the instructor;			
	c. Done according to hospital protocol; and			
	d. Inclusive of correct spelling, terminology, and grammar.			
27.	<u>Maintain confidentiality of healthcare records by:</u>			
	a. <u>Accessing only information pertinent to assignment;</u>			

EXPECTED COMPETENCIES			Performance Rating		
			2	1	0
	b.	<u>Disposing any printed material that contain patient identifiers to protect patients' health information (PHI), according to agency protocol; and</u>			
	c.	<u>Adhering to Health Insurance Portability & Accountability Act (HIPAA).</u>			
D.	Competency Area: EVALUATION				
	1.	<u>Review the appropriateness of existing plan of care and update as needed.</u>			
	2.	Use data and other quality improvement tools (e.g. flow charts, diagrams, trends, bar graphs) to monitor outcomes of the plan of care.			
	3.	<u>Document and report patient response to plan of care and nursing interventions.</u>			
	4.	Evaluate, in a realistic manner, own effectiveness and skill in varying patient care situations.			
ROLE AS A MEMBER OF THE DISCIPLINE OF NURSING					
A.	Competency Area: INDIVIDUAL GROWTH				
	1.	<u>Accept constructive feedback and develop ways for improvement.</u>			
	2.	Seek opportunities for new learning by:			
	a.	Tracking own progress by adding completed skills to checklist;			
	b.	Taking initiative to approach healthcare staff and/or instructor for unscheduled clinical activities.			
	3.	Demonstrate consistent growth of skill level used in performing nursing care.			
	4.	Use teamwork and collaboration by assisting peers and healthcare staff in patient care areas.			
B.	Competency Area: COMMITMENT TO CARING				
	1.	Demonstrate interest in nursing by spending time with patient when possible.			
	2.	Identify and use resources (e.g. Hospital Formulary, electronic resources, procedure or standards manual, facility protocols, patient records) and other disciplines (e.g. pharmacy, social services, dietary) to increase knowledge and improve patient care.			
	3.	<u>Seek needed information when confronted with unfamiliar health problems, medications, and/or situations.</u>			
	4.	Interact with patients to provide patient-centered care and respect for patient dignity, culture, values, beliefs and personal			

EXPECTED COMPETENCIES		Performance Rating			
		2	1	0	
		preferences			
	5.	<u>Maintain confidentiality of patients, as reviewed in the Health Insurance Portability and Accountability Act (HIPAA).</u>			
C.	Competency Area: INDIVIDUAL ACCOUNTABILITY				
	1.	Follow meticulously the rotation guidelines of instructor and facility.			
	2.	Participate in all scheduled activities and conferences of clinical rotation.			
	3.	<u>Follow protocol established by instructor for reporting an absence or tardy.</u>			
	4.	<u>Accept responsibility for own actions.</u>			
	5.	Maintain meticulous personal hygiene and a neat appearance following Nursing Student Uniform policy and guidelines, as outlined in the Nursing Student Handbook.			

***All bolded and underlined Text** indicates a critical element which must be met at a satisfactory level at all times in clinical.

Faculty Narrative Comments

***All bolded and underlined Text indicates a critical element which must be met at a satisfactory level at all times in clinical.**

Instructor Signature: _____

Date: / / 201

Student Signature: _____

Date: / / 201

(The required student signature verifies only that the student has reviewed the evaluation and does not imply agreement. The student is permitted to append comments related to the evaluation. The student is allowed to make a copy of the evaluation for his or her reference.) **May 2015**

GLENDALE COMMUNITY COLLEGE
Department of Nursing
ASSOCIATE DEGREE REGISTERED NURSING PROGRAM

CLINICAL EVALUATION TOOL – THIRD LEVEL OBJECTIVES

Semester (circle one): FALL SUMMER SPRING WINTER 201

Student Name: _____ Date: ____/____/____

Clinical Facility: _____ Instructor: _____

Course (circle one) : NS 213 NS 216 NS 223 Absence : _____ Tardies: _____

Overall Earned Evaluation (circle one below):

SATISFACTORY / MUST IMPROVE / UNSATISFACTORY

EVALUATION STANDARD	PERFORMANCE RATING SCALE
<p><u>SATISFACTORY PERFORMANCE:</u> (PASS) as an overall evaluation rating in the clinical component is achieved when the student earns performance ratings in the following manner:</p> <ol style="list-style-type: none"> 1. no zero (0) scores in any area; AND 2. no more than 25% of the competencies in any competency area are rated as one (1). <p><u>MUST IMPROVE:</u> (PASS) as an overall evaluation rating in the clinical component is given when the student earns performance ratings in the following manner:</p> <ol style="list-style-type: none"> 1. no zero (0) scores in any area; AND 2. 25% or more of the competencies in any one competency area are rated as one (1). <p><u>UNSATISFACTORY PERFORMANCE:</u> (NOT PASS) as an overall evaluation rating in the clinical component is given when the student earns performance ratings in the following manner:</p> <ol style="list-style-type: none"> 1. one or more zeros (0) for any competency; OR 2. 25% or more of the competencies in more than one competency area are rated as one (1); OR 3. one or more of the critical competencies (<u>bolded/underlined text</u>) are rated as one (1). 	<p>2- Consistent. Evidenced by the following: a) consistently meets stated competencies, b) requires no more guidance and structure than is typical for this level student in this course, c) bases actions on nursing rationale, and d) provides care that reflects safety precautions and consistent use of accepted procedures and policies.</p> <p>1- Inconsistent Performance. Evidenced by any ONE of the following: a) inconsistent application of knowledge and skills to the patient care environment, or, b) frequent, direct guidance and instructions required, or, c) does not always follow safety precautions.</p> <p>0- Unsafe for Practice. Does not apply knowledge and skill appropriately. Evidenced by any ONE of the following: a) requires constant guidance and instruction, or, b) unsupervised actions endanger client safety, or, c) does not base action on appropriate nursing rationale, or, d) does not request assistance when needed, or, e) unable to administer medications according to Nursing Department/institutional policy. <u>*All bolded and underlined Text indicates a critical element which must be met at a satisfactory level at all times in clinical.</u></p>

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
Role As A Provider And Supervisor Of Care				
A.	Competency Area: DATA GATHERING AND DECISION MAKING			
	1.	Assess Patient needs using:		
	a.	Using informatics to access the electronic healthcare record (EHR) to gather information,		
	b.	Collaborating with nurses to gather information from handoff communication reports,		
	c.	Comprehensive and developmentally appropriate, physical assessment skills, and		
	d.	Determining patients' and families' learning needs		
	2.	Apply assignment research and/or previously learned content/knowledge to patient assessment.		
	3.	Identify and report abnormal or inconsistent findings.		
	4.	<u>Identify purpose, status, nursing responsibility, and evidence-based practice principles regarding invasive devices and other equipment used in the care of assigned patients.</u>		
	5.	Identify and prioritize unmet human needs based on hierarchy and patient assessment.		
	6.	Select and validate appropriate nursing diagnosis(es) based on human need assessment.		
B.	Competency Area: PLANNING NURSING CARE TO MEET HUMAN NEEDS			
	1.	Prioritize individualized nursing care plan based on the Human Needs Hierarchy, physiological assessment, and psychosocial/cultural aspects regarding the assigned patient.		
	2.	Develop short and long term goals and outcomes that are specific, measurable and attainable within a realistic time frame.		
	3.	Plan evidence-based nursing interventions that clearly address unmet needs, developmental level, and support desired outcomes.		
	4.	Anticipate patient needs, establish nursing priorities before giving care, and adjust to meet changing circumstances		
	5.	Plan patient and family-centered care that demonstrates application of didactic content to assigned patients		
	6.	Manage time and priorities to complete safe and effective patient-centered care.		
C.	Competency Area: INTERVENTIONS			
	<i>(Competencies related to Participation in the Plan of Care)</i>			
	1.	Apply previously learned knowledge and skills to new clinical situations.		
	2.	Perform nursing interventions, using relevant knowledge, skills and attitudes in a manner consistent with evidence-based practice and current standards of practice.		

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
3.	Demonstrate effective teamwork by collaborating within nursing and interdisciplinary teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.			
4.	<u>Implement the plan of care, clarifying inconsistencies or questions.</u>			
5.	<u>Complete own assignment as directed and on time.</u>			
<i>(Competencies related to Organization and Safety)</i>				
5.	<u>Clarify inconsistent or contradictory clinical information or observations.</u>			
6.	<u>Provide safe, compassionate and coordinated care based on respect for patient's preferences, values and needs.</u>			
7.	<u>Administer medications safely and according to protocol:</u>			
a.	<u>Access credible references to research all prescribed medications prior to administration.</u>			
b.	<u>Demonstrate critical thinking by correlating information from the electronic healthcare record (EHR) and the medication information with assigned patient(s); and</u>			
c.	<u>Administer medication according to hospital protocol.</u>			
8.	<u>Explain correct rationales for own actions when asked.</u>			
9.	<u>Acknowledge own limitations by seeking assistance when unfamiliar with situations or as needed.</u>			
10.	<u>Implement standard precautions and other applicable infection prevention practices, as applicable.</u>			
11.	<u>Perform previously learned skills correctly with minimal supervision/assistance.</u>			
12.	Identify tasks to be delegated to a variety of care providers, in a manner that acknowledges scope of practice.			
13.	<u>Access the electronic healthcare record to review agency policy and/or protocol regarding skills prior to initiate nursing care and calling instructor.</u>			
14.	<u>Maintain cleanliness and organization of patient care area.</u>			
15.	<u>Follow all faculty verbal and written instructions and guidelines.</u>			
<i>(Competencies Related to Patient Teaching and Communication)</i>				
16.	<u>Provide patient education relevant to patient's health care needs, level of understanding, and knowledge deficit(s) which incorporates cultural, developmental and psychosocial aspects:</u>			
a.	<u>Prior to delivering care and carrying out skills;</u>			
b.	<u>Regarding scheduled and PRN medications,</u>			

EXPECTED COMPETENCIES			Performance Rating		
			2	1	0
	c.	<u>Regarding prescribed treatments, equipment, diet, plan of care; and</u>			
	d.	<u>Discharge planning/ instructions.</u>			
17.		<u>Ensure instructor and assigned staff are aware of changes in patient condition</u>			
18.		<u>Provide complete “hand-off” (e.g. SBAR) to instructor and staff at the beginning, during and at the end of the shift.</u>			
19.		<u>Introduce self and roles and responsibilities to patients and staff.</u>			
20.		<u>Communicate clearly and concisely, both verbally and in writing.</u>			
21.		<u>Communicate at a level that indicates safe comprehension and listening skills.</u>			
22.		<u>Communicate with patient in a developmentally, culturally sensitive, appropriate and therapeutic manner.</u>			
23.		<u>Ask appropriate questions.</u>			
24.		<u>Notify instructor and staff by following established protocol before leaving unit at any time</u>			
25.		<u>Communicate through the proper chain of command.</u>			
26.		Maintain composure and appropriate conversation in the presence of the patient and family			
27.		Complete charting which is:			
	a.	<u>Accurate and pertinent;</u>			
	b.	Done within the time guidelines of the instructor;			
	c.	Done according to hospital protocol; and			
	d.	Inclusive of correct spelling, terminology, and grammar.			
28.		<u>Maintain confidentiality of healthcare records by:</u>			
	a.	<u>Accessing information pertinent to assignment.</u>			
	b.	<u>Disposing any printed material that contain patient identifiers to protect patients’ health information (PHI), according to agency protocol, and</u>			
	c.	<u>Adhering to Health Insurance Portability & Accountability Act (HIPAA).</u>			
D.	Competency Area: EVALUATION				
	1.	<u>Review the appropriateness of existing plan of care and update as needed.</u>			
	2.	<u>Use data and other quality improvement tools (e.g. flow charts, diagrams, trends, bar graphs) to monitor outcomes of the plan of care.</u>			

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
3.	<u>Document and report patient response to plan of care and nursing interventions.</u>			
4.	Evaluate, in a realistic manner, own effectiveness and skill in varying patient care situations.			
ROLE AS A MEMBER OF THE DISCIPLINE OF NURSING				
A.	Competency Area: INDIVIDUAL GROWTH			
1.	<u>Accept constructive feedback and develop ways for improvement.</u>			
2.	Seek opportunities for new learning by:			
a.	Tracking own progress by adding completed skills to checklist			
b.	Taking initiative to approach healthcare staff and/or instructor for unscheduled clinical activities. .			
3.	Demonstrate consistent growth of skill level used in performing nursing care.			
4.	Use teamwork and collaboration by assisting peers and healthcare staff in patient care areas.			
B.	Competency Area: COMMITMENT TO CARING			
1.	Demonstrate interest in nursing by spending time with patient when possible.			
2.	<u>Identify and use resources (e.g. Hospital Formulary, electronic resources, procedure or standards manual, facility protocols, patient records) and other disciplines (e.g. pharmacy, social services, dietary) to increase knowledge and improve patient care.</u>			
3.	<u>Seek needed information when confronted with unfamiliar health problems, medications, and/or situations.</u>			
4.	<u>Interact with patients to provide patient-centered care and respect for patient dignity, culture, values, beliefs and personal preferences.</u>			
5.	<u>Maintain confidentiality of patients, as reviewed in the Health Insurance Portability and Accountability Act (HIPAA)</u>			
C.	Competency Area: INDIVIDUAL ACCOUNTABILITY			
1.	<u>Participate in all scheduled activities and conferences of clinical rotation</u>			
2.	<u>Follow protocol established by instructor for reporting an absence or tardy</u>			
3.	<u>Demonstrate accountability by accepting responsibility for own actions.</u>			
4.	Maintain meticulous personal hygiene and a neat appearance following Nursing Student Uniform policy and guidelines, as outlined in the Nursing Student Handbook.			

***All bolded and underlined Text indicates a critical element which must be met at a satisfactory level at all times in clinical.**

Faculty Narrative Comments

Instructor Signature: _____ Date: / / 201

Student Signature: _____ Date: / / 201

(The required student signature verifies only that the student has reviewed the evaluation and does not imply agreement. The student is permitted to append comments related to the evaluation. The student is allowed to make a copy of the evaluation for his or her reference.)

Revised May 2015

***All bolded and underlined Text indicates a critical element which must be met at a satisfactory level at all times in clinical.**

GLENDALE COMMUNITY COLLEGE
 Department of Nursing
 ASSOCIATE DEGREE REGISTERED NURSING PROGRAM

CLINICAL EVALUATION TOOL – FOURTH LEVEL OBJECTIVES

Semester (circle one): FALL SUMMER SPRING WINTER 201

Student Name: _____ Date: ____/____/____

Clinical Facility: _____ Instructor: _____

Course : NS 214 NS 215 Absence : _____ Tardies: _____

Overall Earned Evaluation (circle one below):

SATISFACTORY / MUST IMPROVE / UNSATISFACTORY

EVALUATION STANDARD	PERFORMANCE RATING SCALE
<p><u>SATISFACTORY PERFORMANCE:</u> (PASS) as an overall evaluation rating in the clinical component is achieved when the student earns performance ratings in the following manner:</p> <ol style="list-style-type: none"> 1. no zero (0) scores in any area; AND 2. no more than 25% of the competencies in any competency area are rated as one (1). <p><u>MUST IMPROVE:</u> (PASS) as an overall evaluation rating in the clinical component is given when the student earns performance ratings in the following manner:</p> <ol style="list-style-type: none"> 1. no zero (0) scores in any area; AND 2. 25% or more of the competencies in any one competency area are rated as one (1). <p><u>UNSATISFACTORY PERFORMANCE:</u> (NOT PASS) as an overall evaluation rating in the clinical component is given when the student earns performance ratings in the following manner:</p> <ol style="list-style-type: none"> 1. one or more zeros (0) for any competency; OR 2. 25% or more of the competencies in more than one competency area are rated as one (1); OR 3. one or more of the critical competencies (<u>bolded/underlined text</u>) are rated as one (1). 	<p>2- Consistent. Evidenced by the following: a) consistently meets stated competencies, b) requires no more guidance and structure than is typical for this level student in this course, c) bases actions on nursing rationale, and d) provides care that reflects safety precautions and consistent use of accepted procedures and policies.</p> <p>1- Inconsistent Performance. Evidenced by any ONE of the following: a) inconsistent application of knowledge and skills to the patient care environment, or, b) frequent, direct guidance and instructions required, or, c) does not always follow safety precautions.</p> <p>0- Unsafe for Practice. Does not apply knowledge and skill appropriately. Evidenced by any ONE of the following: a) requires constant guidance and instruction, or, b) unsupervised actions endanger client safety, or, c) does not base action on appropriate nursing rationale, or, d) does not request assistance when needed, or, e) unable to administer medications according to Nursing Department/institutional policy. <u>*All bolded and underlined Text indicates a critical element which must be met at a satisfactory level at all times in clinical.</u></p>

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
Role As A Provider And Supervisor Of Care				
A.	Competency Area: DATA GATHERING AND DECISION MAKING			
	1. Assess Patient needs using:			
	a. <u>Using informatics to access the electronic healthcare record (EHR) to gather information;</u>			
	b. <u>Collaborating with nurses to gather information from handoff communication reports;</u>			
	c. <u>Determining patients' and families' learning needs; and</u>			
	d. <u>Comprehensive and developmentally appropriate, physical assessment skills.</u>			
	2. <u>Apply assignment research and/or previously learned content/knowledge to patient assessment.</u>			
	3. Identify and report abnormal or inconsistent findings.			
	4. <u>Identify purpose, status, nursing responsibility, and evidence-based practice principles regarding invasive devices and other equipment used in the care of assigned patients.</u>			
	5. Identify and prioritize unmet human needs based on hierarchy and patient assessment.			
	6. <u>Select and validate appropriate nursing diagnosis(es) based on human need assessment.</u>			
B.	Competency Area: PLANNING NURSING CARE TO MEET HUMAN NEEDS			
	1. Prioritize individualized nursing care plan based on the Human Needs Hierarchy, physiological assessment, and psychosocial/cultural aspects regarding the assigned patient.			
	2. Develop short and long term goals and outcomes that are specific, measurable and attainable within a realistic time frame.			
	3. Plan evidence-based nursing interventions that clearly address unmet needs, developmental level, and support desired outcomes.			
	4. Anticipate patient needs and scheduling demands and establish nursing priorities prior to giving care, adjusting to meet individual circumstances and acuity.			
	5. <u>Plan patient and family-centered care that demonstrates application of didactic content to assigned patients</u>			
	6. Manage time and priorities to complete safe and effective patient-centered care.			
C.	Competency Area: INTERVENTIONS			
	<i>(Competencies related to Participation in the Plan of Care)</i>			
	1. Apply previously learned knowledge and skills to new clinical situations.			
	2. Perform nursing interventions, using relevant knowledge, skills and attitudes in a manner consistent with evidence-based practice and current standards of practice.			

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
3.	Demonstrate effective teamwork by collaborating within nursing and interdisciplinary teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.			
4.	<u>Implement the plan of care, clarifying inconsistencies and modifying as indicated in consultation with staff.</u>			
5.	<u>Complete own assignment as directed and on time.</u>			
<i>(Competencies related to Organization and Safety)</i>				
5.	<u>Clarify inconsistent or contradictory clinical information or observations.</u>			
6.	<u>Provide safe, compassionate and coordinated care based on respect for patient's preferences, values and needs.</u>			
7.	<u>Administer medications safely and according to protocol:</u>			
a.	<u>Access credible references to research all prescribed medications prior to administration.</u>			
b.	<u>Demonstrate critical thinking by correlating information from the electronic healthcare record (EHR) and the medication information with assigned patient(s); and</u>			
c.	<u>Administer medication according to hospital protocol.</u>			
8.	<u>Explain correct rationales for own actions when asked.</u>			
9.	<u>Acknowledge own limitations by seeking assistance when unfamiliar with situations or as needed.</u>			
10.	<u>Implement standard precautions and other applicable infection prevention practices, as applicable.</u>			
11.	<u>Perform previously learned skills correctly with minimal supervision/assistance.</u>			
12.	Identify tasks to be delegated to a variety of care providers, in a manner that acknowledges scope of practice.			
13.	<u>Access the electronic healthcare record to review agency policy and/or protocol regarding skills prior to initiate nursing care and calling instructor.</u>			
14.	<u>Maintain cleanliness and organization of patient care area.</u>			
15.	<u>Follow all faculty verbal and written instructions and guidelines.</u>			
<i>(Competencies Related to Patient Teaching and Communication)</i>				
16.	<u>Provide patient education relevant to patient's health care needs, level of understanding, and knowledge deficit(s) which incorporates cultural, developmental and psychosocial aspects:</u>			
a.	<u>Prior to delivering care and carrying out skills;</u>			
b.	<u>Regarding scheduled and PRN medications,</u>			

EXPECTED COMPETENCIES			Performance Rating		
			2	1	0
	c.	<u>Regarding prescribed treatments, equipment, diet, plan of care; and</u>			
	d.	<u>Discharge planning/ instructions.</u>			
17.		<u>Ensure instructor and assigned staff are aware of changes in patient condition</u>			
18.		<u>Provide complete “hand-off” (e.g. SBAR) to instructor and staff at the beginning, during and at the end of the shift.</u>			
19.		<u>Introduce self and roles and responsibilities to patients and staff.</u>			
20.		<u>Communicate clearly and concisely, both verbally and in writing.</u>			
21.		<u>Communicate at a level that indicates safe comprehension and listening skills.</u>			
22.		<u>Communicate with patient in a developmentally, culturally sensitive, appropriate and therapeutic manner.</u>			
23.		<u>Ask appropriate questions.</u>			
24.		<u>Notify instructor and staff by following established protocol before leaving unit at any time</u>			
25.		<u>Communicate through the proper chain of command.</u>			
26.		Maintain composure and appropriate conversation in the presence of the patient and family			
27.		Complete charting which is:			
	a.	<u>Accurate and pertinent;</u>			
	b.	Done within the time guidelines of the instructor;			
	c.	<u>Done according to hospital protocol; and</u>			
	d.	Inclusive of correct spelling, terminology, and grammar.			
28.		<u>Maintain confidentiality of healthcare records by:</u>			
	a.	<u>Accessing information pertinent to assignment.</u>			
	b.	<u>Disposing any printed material that contain patient identifiers to protect patients’ health information (PHI), according to agency protocol, and</u>			
	c.	<u>Adhering to Health Insurance Portability & Accountability Act (HIPAA).</u>			
D.	Competency Area: EVALUATION				
	1.	<u>Review the appropriateness of existing plan of care and update as needed.</u>			
	2.	<u>Use data and other quality improvement tools (e.g. flow charts, diagrams, trends, bar graphs) to monitor outcomes of the plan of care.</u>			

EXPECTED COMPETENCIES		Performance Rating		
		2	1	0
3.	<u>Document and report patient response to plan of care and nursing interventions.</u>			
4.	Evaluate, in a realistic manner, own effectiveness and skill in varying patient care situations.			
ROLE AS A MEMBER OF THE DISCIPLINE OF NURSING				
A.	Competency Area: INDIVIDUAL GROWTH			
1.	<u>Accept constructive feedback and develop ways for improvement.</u>			
2.	Seek opportunities for new learning by:			
a.	Tracking own progress by adding completed skills to checklist			
b.	Taking initiative to approach healthcare staff and/or instructor for unscheduled clinical activities. .			
3.	<u>Demonstrate consistent growth of skill level used in performing, delegating, and supervising nursing care.</u>			
4.	Use teamwork and collaboration by assisting peers and healthcare staff in patient care areas.			
B.	Competency Area: COMMITMENT TO CARING			
1.	Demonstrate interest in nursing by spending time with patient when possible.			
2.	<u>Identify and use resources (e.g. Hospital Formulary, electronic resources, procedure or standards manual, facility protocols, patient records) and other disciplines (e.g. pharmacy, social services, dietary) to increase knowledge and improve patient care.</u>			
3.	<u>Seek needed information when confronted with unfamiliar health problems, medications, and/or situations.</u>			
4.	<u>Interact with patients to provide patient-centered care and respect for patient dignity, culture, values, beliefs and personal preferences.</u>			
5.	<u>Maintain confidentiality of patients, as reviewed in the Health Insurance Portability and Accountability Act (HIPAA)</u>			
C.	Competency Area: INDIVIDUAL ACCOUNTABILITY			
1.	<u>Participate in all scheduled activities and conferences of clinical rotation</u>			
2.	<u>Follow protocol established by instructor for reporting an absence or tardy</u>			
3.	<u>Demonstrate accountability by accepting responsibility for own actions.</u>			
4.	Maintain meticulous personal hygiene and a neat appearance following Nursing Student Uniform policy and guidelines, as outlined in the Nursing Student Handbook.			

***All bolded and underlined Text indicates a critical element which must be met at a satisfactory level at all times in clinical.**

Faculty Narrative Comments

Instructor Signature: _____ Date: / / 201

Student Signature: _____ Date: / / 201

(The required student signature verifies only that the student has reviewed the evaluation and does not imply agreement. The student is permitted to append comments related to the evaluation. The student is allowed to make a copy of the evaluation for his or her reference.)

Revised May 2015

***All bolded and underlined Text indicates a critical element which must be met at a satisfactory level at all times in clinical.**

Content Expert Policy

Qualifications:

The content expert is a full-time tenure track faculty member with the following qualifications identified by the Board of Registered Nursing: **BRN: Section 1424 (h)**

1. Active Registered Nursing License in California.
2. A Master's or higher degree from an accredited college or university, which includes course work in nursing, education, public health, OR administration
3. A Master's degree that is not in the designated nursing area should:
 - a. Have completed thirty hours of continuing education or two semester units or three quarter units of nursing education related to the designated nursing area; or have a national certification in the designated nursing area from an accrediting organization and,
 - b. Have a minimum of 120 hours of clinical experience within the previous three years in the designated nursing area, or have a minimum of one academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five years.
4. A minimum of one year's teaching experience in pre- or post-licensure nursing program.
5. At least one year's experience as a registered nurse providing direct patient care.

Expectations

Coordinates and supervises the course content of the ADN program. Assumes responsibility for implementation of all courses by all Faculty. All Content Experts will be members of the program's curriculum committee.

Responsibilities

1. Is an expert in theoretical and clinical practice of specific content area.
2. Completes a formal evaluation of the designated content area in the curriculum every five years for relevancy, evidence-based practice, and applicability to nursing.
 - a. Meets with other content experts and the curriculum committee yearly to discuss course content evaluation
 - b. Makes recommendations to the Curriculum committee for considerations of changes every spring and as needed
 - c. Responsible for ongoing review of the program's entire curricular content for a designated nursing area.
 - d. Participates and reviews the attainment of course outcomes, learning activities, and evaluation of all course content.
 - e. Coordinates and maintains program integrity and quality among all curricular levels.
3. Facilitates the remediation/orientation of a new faculty to the specific content area, and develops a strategic plan for remediation for new faculty members.
4. Participates in faculty/curriculum committee meetings at least twice a month.
5. Maintains current knowledge, skills, and expertise by participating in conferences, classes, journals, and independent studies.
6. Completes at least fifteen hours of continuing education related to the designated nursing area every year.

Faculty Remediation Plan for Medical-Surgical Instructor

Faculty Name: _____

Date: __

Remediation Area: Medical/Surgical

According to CCR Section 1420(d) defines clinical competency: "Clinically competent" means that the nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the nursing area to which the faculty member is assigned". This remediation plan is to help faculty gain clinical competency and get approval from BRN to teach that new content/clinical area.

Plan:

1. Complete 15 CE in Medical/Surgical Nursing (Recommended CE resources will be provided to you in the meeting).

Date	Topic	CE Hours	Name of CE Provider

2. Review videos in T3 (Skills Lab) in the subject of Medical/Surgical Nursing

Name of Videos	Completion Date	Skills Lab Signature

3. Provide patient care in a Medical/Surgical unit per assessment of the Medical/Surgical Nursing Content Expert:

Name of Facility	Provide Patient Care Date		Hours	Signature of the Facility Representatives
	From	To		

Verification: Above faculty member has completed the remediation and demonstrated the competency level of a staffRN in Medical/Surgical Nursing and met the theory and clinical objectives specified in this plan (CCR Section 1443.5-Standards of competent performance).

Signature of the Facility Representatives: _____ Date _____

Signature of the M/S Nursing Content Expert: _____ Date _____

Signature of the Program Director: _____ Date _____

Faculty Remediation Plan for Obstetrics Instructor

Faculty Name: _____

Date: __

Remediation Area: Obstetrics

According to CCR Section 1420(d) defines clinical competency: "Clinically competent" means that the nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the nursing area to which the faculty member is assigned". This remediation plan is to help faculty gain clinical competency and get approval from BRN to teach that new content/clinical area.

Plan:

1. Complete 15 CE in Obstetrics Nursing (Recommended CE resources will be provided to you in the meeting).

Date	Topic	CE Hours	Name of CE Provider

2. Review videos in T3 (Skills Lab) in the subject of Obstetrics Nursing

Name of Videos	Completion Date	Skills Lab Signature

3. Provide patient care in a Labor and Delivery unit per assessment of the Obstetrics Nursing ContentExpert:

Name of Facility	Provide Patient Care Date		Hours	Signature of the Facility Representatives
	From	To		

Verification: Above faculty member has completed the remediation and demonstrated the competency level of a staff RN in Labor and Delivery Nursing and met the theory and clinical objectives specified in this plan (CCR Section 1443.5-Standards of competent performance).

Signature of the Facility Representatives: _____ Date _____

Signature of the M/S Nursing Content Expert: _____ Date _____

Signature of the Program Director: _____ Date _____

Faculty Remediation Plan for Pediatrics Instructor

Faculty Name: _____

Date: _____

Remediation Area: Pediatrics

According to CCR Section 1420(d) defines clinical competency: "Clinically competent" means that the nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the nursing area to which the faculty member is assigned". This remediation plan is to help faculty gain clinical competency and get approval from BRN to teach that new content/clinical area.

Plan:

1. Complete 15 CE in Pediatrics Nursing (Recommended CE resources will be provided to you in the meeting).

Date	Topic	CE Hours	Name of CE Provider

2. Review videos in T3 (Skills Lab) in the subject of Pediatrics Nursing

Name of Videos	Completion Date	Skills Lab Signature

3. Provide patient care in a Pediatric unit or facility per assessment of the Pediatric Nursing Content Expert:

Name of Facility	Provide Patient Care Date		Hours	Signature of the Facility Representatives
	From	To		

Verification: Above faculty member has completed the remediation and demonstrated the competency level of a staff RN in Pediatric Nursing and met the theory and clinical objectives specified in this plan (CCR Section 1443.5- Standards of competent performance).

Signature of the Facility Representatives: _____ Date _____

Signature of the M/S Nursing Content Expert: _____ Date _____

Signature of the Program Director: _____ Date _____

Faculty Remediation Plan for Psychiatric/Mental Health Instructor

Faculty Name: _____

Date: _____

Remediation Area: Psychiatric Nursing

According to CCR Section 1420(d) defines clinical competency: "Clinically competent" means that the nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the nursing area to which the faculty member is assigned". This remediation plan is to help faculty gain clinical competency and get approval from BRN to teach that new content/clinical area.

Plan:

1. Complete 15 CE in Psychiatric Nursing (Recommended CE resources will be provided to you in the meeting).

Date	Topic	CE Hours	Name of CE Provider

2. Review videos in T3 (Skills Lab) in the subject of Psychiatric Nursing

Name of Videos	Completion Date	Skills Lab Signature

3. Provide patient care in a Psychiatric unit or facility per assessment of the Psychiatric Nursing Content Expert:

Name of Facility	Provide Patient Care Date		Hours	Signature of the Facility Representatives
	From	To		

Verification: Above faculty member has completed the remediation and demonstrated the competency level of a staff RN in Psychiatric Nursing and met the theory and clinical objectives specified in this plan (CCR Section 1443.5- Standards of competent performance).

Signature of the Facility Representatives: _____ Date _____

Signature of the M/S Nursing Content Expert: _____ Date _____

Signature of the Program Director: _____ Date _____

Geriatric Remediation Plan for BRN Approval

Faculty Content Expert: Jing Johnson, RN, MN, PHN

Remediating Instructor: _____

Date Remediation Completed: _____

Objectives for Geriatric Approval Remediation

<u>Objectives</u>	<u>Activities</u>	<u>Date of Completion</u>
The faculty member will:		
... demonstrate knowledge of anatomical and physiologic changes related to aging, acute, and chronic health problems, treatments, and nursing care common to the elderly client.	Review acute and chronic health conditions common to elderly clients. Complete independent activities including viewing EBP topic <i>Age Related Changes</i> from http://consultgerirn.org . Successful completion of Geriatric Approval Exam	
... identify pharmacologic principles which are impacted by the aging process.	View EBP topic <i>Iatrogenesis</i> from http://consultgerirn.org .	
... demonstrate the ability to effectively and therapeutically communicate with the elderly client.	View EBP topic <i>Ethnogeriatrics and Cultural Competency</i> from http://consultgerirn.org .	
... discuss significant atypical disease presentations and nursing interventions.	View EBP topic <i>Atypical Presentation</i> from http://consultgerirn.org .	
In the clinical setting the faculty member will demonstrate competency by:		
... completing an assessment of, and identify a minimum of three unique assessment findings characteristic of the elderly client.	Geriatric nursing care plan including comprehensive head to toe assessment.	
... communicating effectively with the client who has sensory deficits in setting client-focused outcomes.	Geriatric nursing care plan including focus assessment on age-related sensory deficits.	
... devising a plan of care which incorporates all assessment findings including any sensory deficit and activity limitations.	Geriatric nursing care plan including age-specific nursing diagnosis and age-appropriate nursing goals.	
... working with the licensed staff members to plan interventions and assess outcome achievements within the established time frame.	Geriatric nursing care plan including age-appropriate nursing interventions based on geriatric problems assessment.	

Signed: _____

Jing Johnson, RN, MN, PHN

Approved Geriatrics Nursing Faculty Content Expert

Signed: _____

Faculty Member (named above) Completing Geriatrics Remediation

Impaired Nursing Student Policy

Board of Registered Nursing Statement

"The Board of Registered Nursing considers the student use of controlled substances, dangerous drugs or devices or alcoholic beverages to an extent or in a manner injurious to self or others to constitute unprofessional conduct. The conviction of a criminal offense involving the prescription, consumption or self-administration of the above substances is conclusive evidence thereof." (B&P 2762).

"Nursing students showing signs of mental illness or chemical dependency should be directed to a health care provider for diagnosis and treatment of the illness. Chemical dependency and mental illness are diseases and should be treated as such. The Board has established a diversion program for impaired registered nurses as a voluntary alternative to traditional Board disciplinary actions." (B&P 2770)

General College Policy

The Faculty has a professional and ethical responsibility to the student, clinical facilities, and patients under our care to provide a safe teaching/learning environment. The College Catalog states, "The College is committed to achieving and maintaining a campus community that fosters personal and institutional excellence and strives to provide condition under which the work of the College can proceed freely, with the highest standards of quality and institutional integrity. The harmful effects of substance abuse diminish the quality of our campus life."

To assist in achieving a campus free from the problems of substance abuse, the college has adopted policies prohibiting the unlawful manufacture, sale, distribution, possession, or use of controlled substances and alcohol on all college properties or at official functions, both on or off-campus. Any member or group of the campus community violating these policies and regulations will be subject to disciplinary action" (Also see GCCD Board Policy, Section 5420.1 and College Catalog).

Department of Nursing Policy

The nursing faculty view chemical dependency and mental illness as illnesses that are treatable.

- Chemical dependency is characterized by physical and/psychological dependence on drugs and/or alcohol. Left untreated, however, alcohol or drug use: interferes with the person's ability to function safely; affects physical, emotional and social health; and may lead to death.
- The nursing faculty defines the chemically impaired student to be one who is under the influence of, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs. Either episodic misuse or chronic use which produces psychological and/or any physical manifestations is included in this definition of chemical impairment.
- Mental health includes a person's emotional, psychological, and social well-being. It affects how we think, feel, act, handle stress, relate to others, and make decisions. Mental illnesses are medical conditions that disrupt a person's thinking, feeling, mood, ability to relate to others and daily functioning. Serious mental illnesses include major depression, schizophrenia, bipolar disorder, obsessive compulsive disorder (OCD), panic disorder, post-traumatic stress disorder (PTSD) and borderline personality disorder. Mental illnesses can affect persons of any age, race, religion, or income. Mental illnesses are not the result of personal weakness, lack of character or poor upbringing. Mental illnesses are treatable. Most people diagnosed with a serious mental illness can experience relief from their symptoms by actively participating in an individual treatment plan (National Alliance on Mental Illness, 2016).

The central reason for constructing a policy to address chemical impairment and/or mental illness in nursing students is to protect the patient, other nursing students, staff and the public from unnecessary exposure to dangerous situations that may arise from an impaired nursing student.

The goal of providing safe, effective, and supportive care is a central focus at all student levels in the Nursing Program. Therefore, the nursing student must be free of impairment from chemical dependency and/or mental illness at all times

in the classroom, laboratory, and clinical settings. The nursing faculty members will assess any student who they suspect of chemical abuse and/or mental illness and direct them for referral. Students with untreated chemical dependency/mental illness may not be allowed to continue with their nursing education. This depends on the chemical abuse/mental illness, compliance with referral/treatment, and the contract initiated with the Director/faculty at the time of intervention.

Procedure

1. When a student exhibits bizarre or impaired behaviors in the clinical or classroom setting, the nursing instructor has the authority and responsibility to take immediate corrective action by removing the impaired student from the classroom or clinical area.
2. The nursing instructor will send the nursing student home with a family member and/or friend as the situation deems appropriate.
3. The nursing instructor must notify the director (or appropriate designee) immediately of the incident via phone, text or email as soon as possible.
4. The nursing instructor observing the inappropriate behaviors will provide legible and concise documentation for submission to the director (or appropriate designee) immediately after the incident has taken place.
5. The student will be informed of temporary suspension from the clinical and/or classroom until he/she meets with the Nursing Program Director (or appropriate designee, i.e., Assistant Director, faculty, or college administrators). At the first available opportunity, the student must meet with the appropriate person(s).
6. The documentation supporting the impaired performance (e.g., clinical evaluation tool, incident report, etc.) will be reviewed with the student, and he/she will be given an opportunity to explain.
7. If necessary, the director may consult with appropriate resources on campus (e.g., Administration, Campus Police, Health Center, Alcohol & Drug Studies Program staff, and nursing faculty) to determine options to assist the student.
8. Before returning to the clinical setting, the student will be required to provide "evidence of treatment & fitness for practice" documentation. This clearance needs to be obtained by the student from a healthcare provider at the student's expense. The student has the right to refuse this requirement, with the understanding that they will not be permitted to return to the Nursing Program.
9. Students who voluntarily seek treatment for chemical abuse/dependence should maintain records of their rehabilitation for submission to the Board of Registered Nursing when applying for licensure after successful completion of the Nursing Program. It is the student's sole responsibility to share this information with the Board, as the Nursing Program confidentially stores this information and only shares this with those who have direct need to know.
10. Any subsequent behaviors that are indicative of unsafe clinical performance and/or impaired behaviors may be cause for dismissal from the Nursing Program. If such behaviors result in violations, the student may be dismissed from the college.

Contract

I, _____, will receive a comprehensive substance abuse evaluation conducted by a health care professional selected from the approved list of providers. I understand that the payment for the evaluation and related costs, treatment, and follow-up care is my responsibility. If no regular treatment is recommended, evidence of such will be provided to the Nursing Department before I attempt to return to classes. If treatment is recommended, I must complete the program determined by the evaluator. Written evidence of my treatment program completion/ability to return safely without impairment to the nursing program, and my after care plan will be submitted to the nursing faculty through the Division Dean.

It has been explained to me that the grade of _____ will be awarded for nursing courses interrupted by my treatment. I have also been informed that I must submit a written reinstatement request for the semester that I desire to return to the nursing program. I understand that reentry is on a space available basis only as determined by the Reinstatement Policy and priority list in the Nursing Student Handbook. ~~Priority~~ list status for reentry following any chemical impairment episode will be Level 4 (GCC students who were failing or not in good standing at departure from program). Lastly, I understand that further incidents of chemical impairment in the classroom, laboratory, or clinical setting will result in exclusion from the nursing program and a recommendation to the Dean of Student Activities for College dismissal.

Signature: _____ Date: _____

Witness: _____ Witness: _____

Portions of the Contract and definitions have been adapted from:
Asteriadis, M., Davis, V., Masoodi, J., and Miller, M. (1995, March/April). Chemical impairment of nursing students. Nurse Educator, 20, 19-22.

Student Chain of Command

Reason	Step 1 ⇒	Step 2 ⇒	Step 3 ⇒
Score on Test or Assignment (Paper, Quiz, Etc.) is Below 76%	Contact your instructor	Email the Nursing Advisor after referral from instructor	
Questions About Class or Clinical	Contact your instructor		
Confidential Issues	Contact your instructor	Email the Program Ombudsperson (if unable to discuss with your instructor)	Make an appointment with the Nursing Program Director through the front desk
Clinical Help or Remediation	Contact your instructor or seek guidance from NRL staff	See NRL Staff after referral from instructor	
Reinstatement	See your Semester Lead Instructor or Assistant Directors	File a petition (can be accessed through glendale.edu/nursing) and submit to gcnursing@glendale.edu	
Class Fundraisers or Activities	Contact other officers in other semesters or attend SNA meetings to ask officers for advice.	Email the SNA Advisor	
Health Requirements	See NRL Staff		

GCC Policy on Academic Honesty

College study is the process of acquainting students with values and procedures central to scholarship. All students are expected to do their own work. All forms of cheating and plagiarism are absolutely forbidden. This is the official policy of Glendale Community College.

The following behaviors serve as an operational description of student violations of academic honesty:

1. The student takes or copies answers from another student or source or uses unauthorized materials during a test.
2. The student turns in an assignment (labs, art projects, homework, prewritten or purchased papers, or work downloaded from the Internet) which is not his/her own.
3. The student uses words or ideas which are not his/her own without acknowledgment of the source (plagiarism).
4. The student knowingly deceives an instructor with the intent to improve his/her standing in class.
5. The student submits the same paper or project previously submitted in another class without the permission of the current instructor.
6. The student depends upon tools or assistance prohibited by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments.
7. The student acquires, without permission, tests or other academic materials belonging to a member of the GCC faculty or staff.

When a student engages in academic dishonesty, faculty have the option of requiring the student to see a college counselor, assigning a lower or failing (F) final grade in the course (or denying promotion from a non-credit course).

Violations of this policy will be reported to the Vice President of Instruction and will become part of the Glendale College Cheating Incident file, unless the instructor finds compelling reasons not to report a violation. The Executive Vice President of Instruction may then impose sanctions authorized by Administrative Regulation 5420. The sanctions include, but are not limited to, issuing a reprimand, suspending the student for up to ten days of instruction, and/or requesting a hearing by the Campus Judicial Board to see if the student should be suspended, or permanently expelled from the college.

The student has the right of due process for all the above sanctions.

Nursing Resource Lab Information

(818) 409-5878 (direct number)

www.glendale.edu/nursing

HOURS OF OPERATION

- The Nursing Resource Lab (NRL) has both day and evening hours of operation based on student-identified need. Weekend and evening hours are funded by the LA County Department of Health Services (DHS) grant.
- NRL hours vary, so check the hours each week at www.glendale.edu/nursing. Select "Nursing Resource Lab" and select "Hours of Operation." The hours are also posted on the NRL door.
- The NRL staff members are the personnel assigned to sign off the entry and renewable requirements each semester. Check the Entry Requirement and Renewable Requirement forms for further information.

STANDARDS OF STUDENT CONDUCT WITHIN THE NRL

- Students must log in using the GCC Student ID # upon entering and log out upon leaving the NRL, attending tutoring sessions and using the Sommerville Room (HS 340). This verifies student attendance.
- Leave all work areas clean and neat. Clear away all used materials and supplies. Mannequins should be left properly positioned and covered.
- Food is permitted in the NRL at the center table only. Eating is allowed in the Sommerville Room (HS 340) at all other times. Please leave the area clean. No eating or drinking is permitted in the PC or manikin area.
- The door to the Sommerville room (HS 340) is to be locked at all time. It is unavailable to students from otherwise reserved for other campus activities (i.e. ADST Group Meetings, faculty meetings, etc.)
- Cell phones are not to be used in the NRL; please have conversations outside of the NRL.
- There is no printing allowed in the NRL. Printing is available in the Library or English Lab.
- Computer programs/DVDs/videos etc. are to be completed 5 minutes before the NRL closes each day to allow for sign-off and shut down of equipment.
- Students are expected to adhere to the dress code as outlined in the handbook.

NRL FEATURES

- Our staff is here to assist you with practicing skills, analyzing concepts, and clarifying nursing content.
- NRL holdings include:
 - Over 200 videos and DVDs
 - Computer software programs for assignments and remediation
 - Required textbooks and references (NRL use only)
 - Manikin and hospital/patient supplies and equipment
 - Internet access to online periodical databases (e.g. ProQuest)
 - Current copies of select nursing journals, such as: Nurse Week, Working Nurse, Advance for Nurses
 - Laptop computers are available for student use at all times. Computers are signed out and must remain on the 3rd floor of the Health Sciences building.

COMPUTER USE GUIDELINES

- Students are to bring their own headphones.
- Headphones are needed for all educational viewing.
- In order to prevent viruses, disks/flash drives brought from home should be used with caution.
- E-mail attachments should only be opened if they are from safe, known, trusted and reliable sources.

The NRL is full of numerous educational opportunities. You are invited to use them to maximize your learning. Please help us maintain and care for it.

Attendance Policy

The college policy regarding absences as stated in the Catalog will be followed:

“Students are expected to attend all class meetings. There are no authorized absences from class and irregular attendance may result in exclusion from classes.”

“It is the student’s responsibility to register properly for classes. A student who fails to enroll officially in a class [includes payment of fees] will not be given credit for that class.”

“Students also have the responsibility of officially withdrawing from college or dropping from class when they stop attending, and of observing established deadlines. A student who is failing and does not withdraw will receive an F when grades will be assigned.”

“It is the responsibility of each student to know the attendance and absence policy of each class in which they are enrolled.”

The policy is further defined by the Catalog statement that the student may be dropped for continuous or cumulative absences for the number of hours a semester-length class is scheduled to meet in a two-week period. Additionally, the student may be dropped for failure to attend all class meetings during the first week of instruction without prior arrangement with the faculty.

The Nursing Faculty specifies that any student who does not attend the first class meeting and does not notify the Department may be dropped from the class. The faculty stresses that being tardy three times is considered equivalent to one absence. Tardiness is defined as either late arrival or early departure.

Any student who incurs the status of excessive absences in laboratory or theory will be dropped from the course. The student may petition the Nursing Department for reinstatement (being allowed to continue in the course). The student is to initiate the petition process, obtaining the form from, and submitting it to the Department Office. Additionally, depending on the circumstances or history of the student, they may be asked to appear before the faculty to explain why the petition should be granted. The Department faculty may choose to discuss mitigating circumstances. It is the privilege of the faculty member(s) to request a physician's note to verify the illness and/or student fitness to return to class/clinical. The faculty will make recommendations to the individual instructor presenting the problem who will then make the final decision regarding action(s) they deem necessary.

CLASSROOM: Excessive absences occur when a student misses more hours of didactic than the number determined by the definition above. The accompanying Addendum shows the calculated hours for each course beyond which absences are considered “excessive.”

CLINICAL: Excessive absences are incurred in a manner similar to those for lecture classes. It is the responsibility of the student to notify the instructor whenever absent or tardy. The student will follow the notification procedure specified by the individual instructor. When a student has been absent for an assignment to a special area, the faculty member may reassign the days. It is up to the faculty member to identify alternative assignments and activities in lieu of any missed clinical time.

MAKE-UP TIME: There is NO provision for making up absent time. A faculty member who is absent may require an assignment in lieu of the students' clinical experience. Faculty members are not required to provide make up assignments.

RESCHEDULING: There may be circumstances where the Division Dean and/or Nursing Faculty will have to cancel or reschedule a clinical day or lecture. If the rescheduling occurs on a day other than that utilized for the class and the student is unable to attend, the student will not be penalized.

Attendance at extended laboratory experiences (field trips, workshops, meetings) is mandatory if scheduled during regular clinical hours. Any student who is unable to meet overall course objectives, even if absences were not excessive, will not receive a satisfactory clinical evaluation.

If an instructor feels that a student in attendance in class, or at a clinical facility is ill, the instructor will determine whether the student should remain or not with regard to limiting the risk of spread of communicable illnesses. The instructor has the authority to request an ill student go home. If a student is sent home for any clinical behavior (e.g. inappropriate dress, poor preparation, unsafe care), hours missed are computed as absent.

IT IS THE RESPONSIBILITY OF THE STUDENT TO CONSULT WITH HIS OR HER INSTRUCTOR REGARDING THEIR ATTENDANCE STATUS.

ADDENDUM

Hours of Didactic and Clinical Hours in 2 Weeks (converted to semester length schedule per college policy):

Course	Didactic Hours	Clinical/Lab Hours
NS 200	3 (short session)	N/A
NS 201	N/A	6
NS 202	2	3
NS 203	2	3
NS 204	1	3
NS 205	1 (short session)	N/A
NS 208	5	N/A
NS 210	6	12
NS 211	6	12
NS 212	4	15
NS 213	4	15

Course	Didactic Hours	Clinical/Lab Hours
NS 214	5	21
NS 215	3	6
NS 216	N/A (short session)	12
NS 217	2 (short session)	N/A
NS 218	3 (short session)	N/A
NS 219	0 (short session)	12
NS 220	N/A	12
NS 222	4	9
NS 223	7	12
NS 232	1	3
NS 233	1	3

*** Important note:** The defined hours listed above do not entitle the student to miss classroom or clinical time. The above hours merely define the amount of time per college policy before the student is in excessive hours of absence. Once a student receives excessive absences, the faculty member reserves the right to fail the student based on the failure to meet the required amount of hours. Classroom and clinical makeup assignments and activities relative to any hours missed are at the discretion of the faculty member.

Policy Regarding Grading and Written Course Requirements

General Grading and Enrollment Information

1. Student achievement may be measured in various ways including, but are not limited to, examinations, projects, reports, or research papers. The final grade is a composite of the evaluative measures used and weighted as explained in the course outline.
2. Students must earn a grade of "C" or better in all courses required by the nursing major for the degree or certificate. The grading scale for the Department of Nursing:

A 91 – 100%

B 82 – 90%

C 75 – 81%

F < 74.5% (**No** score below 74.5% will be rounded to a passing grade)

Please Note: There is no "D" grade given in the Department of Nursing.

3. The student name on all attendance sheets, forms, tests or quizzes, written work, and clinical papers or charting must be legible. Any signature that is unreadable will not be given credit for the work. In the clinical setting, if such an incident poses a threat to the safety or well-being of a patient, the student may be warned with progression to probation.
4. The syllabi for courses with a clinical component provide the student with grading criteria, the objective or competencies the student is expected to demonstrate, and the indicators which identify satisfactory performance. Students who receive a failing evaluation in the clinical area will be excluded from the course at that time and need to withdraw from the course. A student who is not doing satisfactory work in the classroom will be allowed to continue to the end of the semester if he or she chooses. It is the student's responsibility to be aware of drop and withdraw deadlines, their own progress, and the impact of a failing grade on their GPA. The faculty and Director cannot overturn mandatory dates established by Admissions and Records in compliance with state law.
5. Students must purchase required textbooks as outlined in their course syllabus. Unless the instructor specifies otherwise, an electronic book (e-book) is allowed in place of a physical textbook.
6. Students who are enrolled in any nursing course which integrates theory and clinical experiences within the unit structure, must be successful in both components. A student who fails an integrated course must repeat the entire course, both clinical and didactic.
7. The student who fails any two nursing courses or the same course twice will be dismissed and ineligible to return. A student may reenroll in a course only once after a previous withdrawal. Enrollment is defined as attending at least one class meeting.
8. Any student who withdraws while performing unsatisfactory work (clinically or academically) is considered for Department reentry criteria to have failed the course.

Examinations, Quizzes, and Final Examinations

1. Students are not permitted to use the restrooms during examinations. All belongings, except those necessary for test-taking must be kept at the front of the classroom. When a student completes the exam, they must exit the classroom quietly and return when class resumes. The instructor reserves the right to alter these guidelines as necessary.
2. The student is responsible for notifying the instructor or Department **prior to** examination time if unable to take an examination.
3. The instructor is not required by college policy to offer a make-up examination. Any faculty member may, after so advising the student, refuse to offer a make-up examination in an attempt to curtail abuse of the policy. Make-up examinations must be completed before the next lecture, or before the next test, whichever is earlier. Other specific arrangements may be made at the discretion of the instructor. The faculty member may elect to construct a different test for the make-up examination.
4. Failure to comply with any or all of the above may result in the reduction of ten percent from the test score.
5. Final examinations will not be given prior to the scheduled examination time.
6. Final examinations will be given according to the posted departmental schedule. If the posted time conflicts

with another final exam, it is the responsibility of the student to notify the nursing instructor prior to the scheduled time for the exam.

7. Any course may have a required achievement or standardized assessment test. The student's overall performance on the test may be used to evaluate completion of course objectives and/or test completion required to achieve a passing grade in the class.
8. The instructor reserves the right to review or not to review course quizzes and examinations. The final exams in all nursing courses are not reviewed to preserve the integrity of the exam.
9. The following policy will be in place with regards to student's requests to being able to write on exams: In the first year of the program it is up to the faculty member to determine if students will be allowed to write on the exams or not. During the second year of the program students are not allowed to write on exams. The purpose is to prepare students for the NCLEX-RN testing procedure.

Other Required Written Assignments

1. It is expected that all assignments will be complete and submitted on time. All submitted assignments will be legible. Typed papers are always preferred and, in some instances may be required.
2. The instructor reserves the right to refuse any assignments that are late, incomplete, illegible, and/or poorly or improperly completed and these would then result in an "F" grade for that assignment.
3. Grading will be determined by the criteria of the individual faculty member as published in the course overview/syllabus. No late work will be accepted without prior instructor approval. An instructor may choose to approve a request for late submission of work, and also subject the work to a 10% (or larger) grade penalty for each day of the school week it is late.
4. Any required work/assignment not completed by the end of the course will result in a final grade of "F" in the class unless the student has experienced an unforeseen but verifiable emergency **and** has received prior permission from the instructor. It is not the student's prerogative to choose to not complete assignments since all learning activities have a purpose associated with them. This statement is in compliance with College Policy (see Catalog). If an "Incomplete" grade is assigned and the student is allowed to progress in the course sequence, all work must be made up within the first six weeks of the next possible term. Failure to complete the incomplete work within the six-week time frame will result in the student being excluded from any nursing course in which he or she is enrolled at the time.
5. Written work may be required in APA format.

Clinical Evaluation:

1. The student will be counseled and advised when the instructor perceives that stated objectives are not being met. Continued problems may result in failure or dismissal. (See Probation Policy).
2. At the end of each rotation the instructor will meet with each student for discussion of the written student evaluation. The student may request a copy of the final clinical evaluation.

Policy Regarding Honesty and Disciplinary Measures

Faculty Expectations Regarding Honesty

1. It is expected that GCC nursing students will exhibit the highest standards of ethical behavior in their clinical and scholastic endeavors. Nurses provide care and advocacy for vulnerable populations and must conduct themselves with integrity.
2. In the event that any student in the Department of Nursing would be guilty of cheating, he or she may be subject to the following:
 - a. 0% on the test/assignment;
 - b. Mandatory meeting with the entire faculty;
 - c. Ineligibility of an applicant for enrollment in a nursing program, and/or
 - d. Resultant probation, suspension, or dismissal.
3. The Nursing Department adheres to the GCC Academic Honesty Policy. (See College Catalog/GCC Student Handbook/Nursing Student Handbook - Section V.)
4. In addition, students who allow others to copy their work or exams, or who participate in supplying answers during testing/evaluation situations will also be considered as committing acts of academic dishonesty.
5. Students will make a commitment not to share information about items or content on exams with other students as a means of providing them with test information. Violation of this will be considered an act of academic dishonesty.

Disciplinary Measures

1. Again, while it is not likely that improper or incompetent conduct will occur, rules to govern such conduct are necessary to protect the integrity of the program and the discipline of nursing. The following is a summary of some major criteria that would be sufficient cause for faculty review and referral to the Vice President of Instruction with possible resultant failure, suspension, or dismissal.
 - a. Absences/tardiness which exceed course limitations
 - b. Irresponsible or careless attitude.
 - c. Untrustworthy or improper behavior.
 - d. Breaching patient/client confidentiality.
 - e. Physical or mental illness deemed sufficient to interfere with meeting objectives and progressing in the Nursing Program.
 - f. Dishonesty in classroom and/or clinical areas.
 - g. Falsification of records.
 - h. Behavioral evidence or actual impairment of substance abuse.
 - i. Unsafe clinical practice that seriously jeopardizes patient/client health or safety.
 - j. Exceeding limits of reinstatement or failure guidelines.
2. For more information, please refer to Faculty Expectations of Student Behavior and Grading Policy in this Handbook and sections on General Conduct and Academic Honesty in the College Catalog and GCC Student Handbook.
3. Any student dismissed from the Program because of violation of this policy is **ineligible** for reentry/reinstatement.

Student Probation Policy

A student who is doing unsatisfactory work in the clinical and/or academic setting will be placed on progressive notice and ultimately on probation if improvement is not demonstrated. It must be noted, however, that because of the seriousness of the activities in which nursing students are engaged, it is possible that an exceptional situation could occur which would jeopardize patient safety and result in immediate probation or the immediate dismissal of the student.

Conditions of Academic Probation: The student is expected to maintain a minimum average of 75% in all course work and meet attendance requirements. At midterm, or when the student's success in a course is in jeopardy, the student will be made aware of his or her academic status. If for any reason this communication fails to reach the student, it is ultimately the responsibility of the student to be aware of individual academic standing in any class. Students are referred to departmental and campus resources and it is their responsibility to follow through in utilizing the resources offered.

Conditions of Clinical Warnings and Probation: Students who are not meeting clinical objectives will be given feedback and guidance. If performance does not improve they will be given progressive warnings in the following sequence:

1. Verbal warning – in the event the student has not demonstrated the ability to meet the competencies for their level, the student will be verbally warned and further guidance, referrals, and possible remediation assignments will be provided.
2. Written warning – if the student demonstrates they are unable to improve after a verbal warning they will be progressed to written warning. The written warning will include areas they need to improve in, guidance in actions to take to improve, and what the expected outcomes will be. Students who have been on written warning will receive at best a “Needs Improvement” evaluation.
3. Probation – in the event the student continues to demonstrate an inability to meet the competencies, the student will be placed on probation using the Clinical Evaluation Tool for their level. The student is placed on probation when the instructor identifies behaviors which indicate the student is not meeting minimal competency requirements of the course or is deemed unsafe. In the event of a major safety violation or failure to meet the bolded and underlined competencies within the clinical evaluation tool, the student can be placed on probation without having received verbal and/or written warnings. Competencies which require improvement will be identified, actions to be taken outlined, and expectations clarified. When probation is implemented the student is given a written unsatisfactory interim evaluation which will include the following components:
 - a. Identification of specific unmet objectives and clinical behaviors which resulted in probation; and,
 - b. Behaviors that must be demonstrated within a specified time period in order to be removed from probation and continue in the Nursing Program.

There are 2 possible outcomes from being on probation; the student can complete the activities outlined by the instructor and meet the expectations and complete the rotation, or the student may continue to not meet expectations and be dismissed from the rotation. Students who have been on probation will receive at best a “Needs Improvement” evaluation.

A conference may be held by the Program Director (or representative), the student, and the instructor(s) concerned. If the Director is not present or represented, they will be advised of the situation as soon as practical. The student is required to sign the evaluation; the signature indicates only that the statement has been read and does not imply agreement with the document itself. The student may respond in writing to the evaluation.

Probationary Outcomes: At the end of time specified in the individual probation the student may be:

- a. Successfully removed from probation and given an overall “Must Improve” final evaluation;
- b. Continued on probation for an additional specified time period; or
- c. Given a failing final course evaluation.

There are times when actions taken, or the failure to take action may be deemed serious enough to generate safety risks, and

at these times steps may be accelerated to probation or removal from the clinical setting. Examples of this would include violations of bolded competencies (i.e. medication administration) which may generate unsafe situations for the student and patient.

If a clinical failure occurs in a course that integrates classroom and clinical experiences, the student may **not** remain in the classroom. A student on probation may advance to the next clinical rotation while on probation **only** if both rotations provide clinical practice for the same course.

Any student who withdraws while on probation is considered to have failed the course from a departmental level. Therefore, a student who voluntarily drops or withdraws while on probation will be considered "not in good standing" for purposes of accepting/prioritizing petitions for reinstatement (see Reinstatement Policy). Any student placed on clinical probation twice within one semester or twice within the program is ineligible to remain in the Program. A student who receives three "Must Improve" clinical evaluations for courses during his or her enrollment is also ineligible to remain in the Program. In both of these instances the overall clinical evaluation will automatically be an "Unsatisfactory" (Fail).

Academic probation once invoked continues to the end of the course. Completion of the course with a satisfactory average and successful removal of probationary status will result in successful completion of the course. Inability to achieve at least a 75% in course theory will result in course failure and ineligibility for advancement.

Conditions of Administrative Probation: Circumstances may arise in which the student is felt by the faculty to have demonstrated behaviors inconsistent with expectations stated in the Nursing Student Handbook and which go beyond the concerns of a single course or clinical rotation. In such instances the Nursing Program Director may place the student on administrative probation for a specified period of time. The probationary period may extend beyond the confines of a single enrollment period and the Director and nursing faculty will jointly monitor the student's performance. Should this occur, the probationary process described above will be followed. If the student fails to meet the contract/expectations outlined, he or she may be dismissed from the Program. This is a very serious consequence that is not implemented lightly since it will remain part of the student's permanent record.

Reinstatement Policy

The student who withdraws or is excluded from the Glendale Community College Nursing Program must petition the Nursing Department for reinstatement if they have:

1. withdrawn for personal reasons;
2. withdrawn from a course while on probation (clinical or academic);
3. been excluded for academic or clinical failure; **or**
4. been excluded for ineligibility to progress in course sequence.

The student seeking reinstatement will have:

1. filed a petition for readmission/ reinstatement (petitions are available at the department office)
2. participated in an exit interview with the Director or a designee at the time of withdrawal/exclusion from the program;
3. fulfilled all recommendations made at the time of the exit interview; **and**
4. been enrolled in the Nursing Program within one year (or repeat coursework may be required); and,
5. demonstrated dosage calculation and skills readiness for the course requested.
6. students seeking reinstatement after being unsuccessful in NS 208 must retake NS 208 and successfully pass before being eligible to return to the program.

The student will **not** be eligible for enrollment (reinstatement) if they:

1. fail two nursing courses or fail the same course twice;
2. withdraw failing from two nursing courses, or withdraw failing from the same course twice with an unsatisfactory theory average or clinical performance evaluation;
3. experience any combination of (1 and 2) above;
4. incur clinical probation twice, at any time during their enrollment;
5. receive three overall "Must Improve" clinical evaluations; **or**
6. receive a combination of two "Must Improve" clinical evaluation grades and a failing course theory grade during their enrollment,
7. withdraw enrollment from the same course more than once (enrollment is defined as attending at least one class meeting);
8. were already reinstated once before;
9. have not been enrolled in the Nursing Program within the last year.

The student who leaves the program through "W" (withdrawal) or dismissal and is documented as clinically unsafe at that time may be denied readmission.

The Reinstatement Petition is available from the Department of Nursing Office and downloadable online at www.glendale.edu/nursing under "Important Documents." The form should be completed with careful attention to detail and expression of ideas. When completed it should be returned to the Nursing Office within 2 weeks of withdrawal, but no later than A DAY PRIOR TO THE LAST FACULTY MEETING OF THE SEMESTER. The form must be accurately and thoroughly completed. Petitions will be reviewed by the Director who will submit eligible petitions and recommendations to the faculty at the final meeting of the semester. If there are more petitions than spaces at the same priority level, a random selection will be made for the available seats. The department will notify the student in writing regarding the outcome of the petition.

Priority List for Enrollment/Reinstatement

Students will be reinstated based on **available seats** and student **priority status**. The priority guidelines used by the faculty in assigning a priority status are: (from highest priority to lowest):

New students meeting admission criteria;

GCC students who dropped a class due to personal reasons and were in good standing at the time of the withdrawal; GCC students attempting to return after 1 withdraw failing, or failure who actively participated in meeting with the Faculty Advisor and tutoring and mentoring to maximize their success;

GCC students attempting to return after 1 withdraw failing, or failure who did not participate in tutoring and mentoring; Foreign nurse graduates who met conditions of acceptance to make up deficiencies identified by the BRN.

Transfer students who were in good standing in their previous program (this category includes foreign graduate nurses).

Transfer and Challenge Policy Procedure

Nursing classes may be challenged by students with equivalent coursework or appropriate and recent (within the past seven years) prior experience in healthcare. Students attempting to transfer from other accredited nursing programs must be in good standing from the program they are leaving.

Transfer:

Transfer credit is given for equivalent courses required by this program which have been taken at a regionally accredited American community college, university, or nursing school. Courses for which credit is requested must be verified by official transcript and have been completed with a grade of "C" or better.

Establishment of "equivalent" status will be determined by an academic counselor, the Division Chairperson of the course area in question, and/or the Nursing Department Director/Faculty.

Courses from foreign institutions must be evaluated for equivalence through a college approved agency. Agencies approved to evaluate course equivalencies are identified by Admissions and Records.

Credit by Examination:

Students wishing to challenge a nursing course(s) must follow the procedure and guidelines outlined in the College Catalog (Credit by Examination).

Challenge examinations for nursing courses with integrated theory and clinical have both a written and performance (nursing skill practicum competency) exam. The written test must be completed with a "C" or better (using the Department of Nursing grading scale) before the student is eligible to complete the performance test. In order to request credit by examination the student must have been approved for enrollment in the Department as a nursing student.

Foreign Education

1. Students from other countries must have their transcripts evaluated at their own expense by an accredited foreign evaluation service and have the official (sealed) evaluation sent to Glendale Community College.
2. If a course of study was completed, the degree or diploma must be formally evaluated to determine equivalence to an American program or degree.

CHALLENGE/ADVANCED PLACEMENT INTO THE NURSING EDUCATION PROGRAM FOR MILITARY PERSONNEL

In alignment with CCR Sections 1423.1, 1423.2 and amended CCR Sections 1418, 1424, 1426, and 1430 that implement Senate Bill 466, the Glendale Community College Nursing Program is committed to granting credit to students for relevant military education and experience toward the requirements for licensure as a Registered Nurse. Individuals who present with relevant military education and experience equal to, but not limited to Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IDMT 4N0X1C) are eligible for advanced placement in a prelicensure nursing program. All nursing courses may be challenged; however, individuals must have proof of prior relevant education and experience that meet the specific requirements of each course.

Interested candidates who meet the criteria must request an appointment with the Program Director or designated advisor at least eight weeks prior to the application deadline to discuss eligibility requirements for the Associate Degree Nursing Program. Evaluation of the experience(s) or courses will be performed by the nursing director, content expert(s), lead instructor(s), and Board of Registered Nursing, if necessary. Prior education, military education, and military experience will all be evaluated on an individual basis in order to grant the individual full or partial course credit. Challenge procedures may include one, or a combination of the following evaluation methods: 1) cumulative course challenge examinations, 2) essentials of medication administration exam(s), 3) and skills competency exam(s).

PREREQUISITES

Applicants seeking challenge/advanced placement must meet all general entrance requirements of the Associate Degree Nursing Program, which include:

1. Submission of a copy of their DD-214 (Certificate of Release or Discharge from Active Duty)
2. Completion of Generic RN Program prerequisites
3. Meeting the Chancellor's Formula cut score with a minimum of 75%
4. Successful completion of the Testing of Essential Academic Skills (TEAS) pre-admission examination with a Total Score of 62% or higher
5. Submission of official transcripts from each institution attended
6. Documentation verifying appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience.
7. Submission of syllabi or information of all courses
8. Documentation of work experience

It is recommended that recency of education and experience be within the last five years of application. Military Challenge students will not be considered for advanced placement if they have previously failed a nursing course at another nursing school.

ADVANCED PLACEMENT PROCESS

Acceptance of Military Challenge students into the Associate Degree Nursing Program is contingent upon successful level of achievement on challenge examinations or other evaluative methods to validate achievement of course objectives such as;

1. Achievement of 75% or above on the Challenge Exam(s) for nursing courses,
2. 75% or higher in designated advanced placement prerequisites,
3. "Satisfactory" performance on the skills competency evaluation, and
4. 90% or higher on the medication dosage calculation examination

The Director of the Nursing Program and Faculty committee will determine placement based on the results of the challenge exams and other evaluative methods. Once the candidate is deemed eligible for this process, the following materials will be made available to the applicant prior to the examinations and skills testing:

1. Course Outlines, Syllabus, Textbook lists, and a link to the college library's resources on Nursing
2. List of critical elements for all nursing skills
3. Nursing Student Handbook to review policies related to medication administration.

Advanced Placement will be granted if the applicant meets minimum requirements equivalent to those required of students enrolled in the actual course. Advanced Placement students are admitted based on spaces available; however, military personnel and veterans are given preference.

GCC Full-Time Faculty Checklist

A. Orientation to College

- Attend college orientation session
- Attend Faculty Institute Day (yearly)

B. Orientation to Nursing Program

- Director's Expectations
 - Effective Communication
 - Teamwork
 - Professionalism
 - Preparation for Responsibilities (teaching preparation for classroom/laboratory/clinical)
 - Professional Growth Participation
 - Continuing Education
 - Group Consensus in Decision-Making
 - Flex Hours Commitment
 - Student Contact and Office Hours Requirement
 - Weekly Nursing Faculty Meeting
 - Monthly Division Meeting
 - BRN Approval Process Participation
 - Revising policies and other important documentation
 - Program Evaluation Plan
 - Curriculum Evaluation
 - Program/Student Learning Outcomes
 - Self-Study Review and Contribution
 - ACEN Accreditation Process Participation
 - Standards
 - Evaluation Methods
 - Self-Study Review and Participation
- GCC Mission and Vision
- Department of Nursing Mission Statement and Philosophy / Unifying Theme
- Course Leveling – Curriculum Map
- Course Outlines and Student Learning Outcomes
- Policy on Grading and Written Course Requirements
- Policy Regarding Honesty and Disciplinary Measures
- Attendance Policy
- Student Probation Policy
- Student Chain of Command
- Student Issues
 - Grading
 - Theory
 - Clinical
- Healthcare Requirements
 - Immunizations and Titters (Hep B, Varicella, MMR, Flu, Tdap, TB, CXR, Physical)
- Certifications
 - License, CPR, Fire Card
- Remediation
- Background Issues
- Impaired Student Policy

- Student Community Service Learning Requirement
- Student Welcome and Farewell Gatherings

C. Clinical Teaching

- Verification of Assignment with Director
- Clinical Placement Verification with Administrative Assistant
- Time and Effort Sheets (required for grant-funded courses) submitted to Administrative Assistant on a weekly basis
- Clinical Teaching Assignment
- Clinical Evaluation
 - Student Attendance Tracking
 - TBA Hours Excel Spreadsheet

D. Theory/Didactic Teaching

- Course Outlines
- Course Syllabus
- Access GCC Registration Software (i.e. PeopleSoft for census/drop/grade rosters)
- Access Publisher Resources (lectures, test bank, learning management systems, etc.)
- Access GCC Learning Management System (i.e. Moodle)
- Students with Disabilities
- NCLEX-RN Test Plan
- Clinical Contract
- Time and Effort Sheets (required for grant-funded courses) submitted to Administrative Assistant on a weekly basis

E. Faculty Evaluation

- Director Evaluation
- Faculty Evaluation
- Student Evaluation
- Self– Evaluation

F. Faculty Roles

- Review Collective Bargaining Agreement
- Load (student contact time and office hours); schedule, time off
- On campus work obligation
- Liaison to Campus Resources for Students
 - Nursing Resource Lab
 - Health Center
 - Students with Disabilities
- Administrative Support (Nursing Program Specialist, Administrative Assistant)
- Division Meetings/Faculty Meetings
- Committee Involvement
- Professional Development (Flex)
- Annual Requirements
 - Healthcare
 - Immunizations and Titters (Hep B, Varicella, MMR, Flu, Tdap, TB, CXR,Physical)

- Certifications
 - License, CPR, Fire Card

G. Students

- Admission Process
- Learning Resources
- Class Officers
- Student Nurses Association (SNA) – Weekly Meetings
- Fundraising
- Class Speakers
- Raffle Prizes
- Pinning Completion Ceremony Participation

Orientation Completion Date _____

Instructor Signature: _____

Director Signature: _____