This student handbook contains general guidelines, procedures and policies information specific to Del Mar College Department of Nurse Education nursing students seeking admission to, admitted to and/or enrolled. The Del Mar College Nursing Student handbook also contains supplements in the Appendices specific guidelines and procedures and these supplements are to be used in conjunction with the Del Mar College Catalog and syllabus for each course. Strong effort is made to keep the information current; however, policy and procedural changes may be made at any time. It is the responsibility of the student to keep current through theory and clinical instructors and online sources.

**AMERICANS WITH DISABILITIES (ADA) STATEMENT**

It is the policy of LSCS Colleges to comply with requirements of the Americans with Disabilities Act (ADA) to provide reasonable accommodations unless such action shall pose an undue burden or would result in a fundamental alteration of programs of the district. Individuals requesting assistance under the letter or spirit of ADA should contact the Disability Services Office located on the West Campus, Coleman Center 106 at (361) 698-1092.

**ACADEMIC ACCOUNTABILITY**

Although participation and sharing of experience is an integral part of the Nursing Program, responsibility for learning rests with the individual student. All assignments are to be considered as individual assignments unless otherwise designated by the instructor. At these times, academic integrity guidelines hold the individual student accountable for working independently without assistance from other students. The individual student will not solicit, accept, or give help on exams. At all times the student will honor his/her responsibility not to take credit for work that is not his/her own. See Statement of Academic Integrity in Del Mar College Catalog/Online, and the Nursing Student Handbook.

**INFORMATION ON ELIGIBILITY FOR NURSING LICENSURE**

Students enrolled in an associate degree or a vocational nursing track preparing for licensure must be aware of conditions that may disqualify them from licensure, and of their rights to petition the Texas Board of Nursing for a declaratory order of Eligibility. Completion of the associate degree or vocational nursing track does not automatically qualify the graduates for the respective licensure examination by the Texas Board of Nursing. Please refer to eligibility requirements within this handbook for further information and visit the website at http://www.bne.state.tx.us/licensure_endorsement.asp
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PHILOSOPHY

The Department of Nurse Education (DNE) faculty believes nursing is both an art and applied science emphasizing four key tenets that include caring, communication, competence, and clinical decision-making (the 4C’s). These four components are the underpinnings in the philosophy used by the DNE and are embedded throughout the curriculum. Nursing education respects the uniqueness of all members of the global community and accessibility for individuals of the diverse population of our service area. The DNE prepares graduates to collaborate with the patient to promote, attain, and/or maintain an optimal level of health or to die with dignity.

Nursing education incorporates the synthesis of scientific and liberal arts concepts. Through the educational process, students acquire the knowledge, behaviors and skills expected of the licensed vocational nurse and the registered nurse. Nursing education is a dynamic process that incorporates and enhances varied student learning experiences. The faculty facilitates the learning process by recognizing and integrating the student’s individual and cultural diversity, and potential for growth. Faculty documents learning activities and evaluates program effectiveness. The student is expected to demonstrate accountability and responsibility in the learning process.

The DNE promotes academic progression in nursing. We support the mission of our partner universities by providing a quality nursing program in a learning-centered environment to meet the educational needs of students in its service and surrounding areas. The DNE faculty is committed to promoting the development of qualified students prepared for the professional role as a registered nurse at the entry level but expect that graduates will finish the BSN program at the university level in year four.

The DNE program is directed toward the competencies needed to provide patient-centered care for an aging and diverse population in complex environments that increasingly require interdisciplinary teamwork, leadership, use of quality improvement, informatics and technology. The graduate of the DMC DNE program is prepared to meet the differentiated essential competencies (DECs) at the associate degree level as defined by the Texas Board of Nursing (TBON) in four major roles: provider of patient-centered care, patient safety advocate, manager of care, and member of a profession. Core values of caring, ethics and integrity support the program’s integrating concepts (patient-centered care, teamwork & collaboration, evidence-based practice, quality improvement, safety and informatics) and lead to the main program outcomes of quality of life, nursing judgment, professional identity, and spirit of inquiry.

Our curriculum emphasizes deep learning about the discipline’s most central concepts rather than content which leads to the student’s ability to develop habits of thought and pattern recognition. The student develops a deeper understanding of prevalent health care conditions and situations across the lifespan; faculty design learning activities which promote student engagement, self-assessment and self-directed learning. Developing clinical judgment results from understanding of patient care on a conceptual level. Reflective practice, evidence-based practice, ethical practice, cultural competence, inter-professional collaboration, and therapeutic communication and relationship skills are essential components of clinical learning. Opportunities are provided for students to engage in interactive and collaborative activities with their peers that contribute to better learning outcomes and development of higher order thinking skills.
Statement of Purpose

The program provides opportunities for personal growth and the attainment of academic goals leading to either an Associate of Applied Science or an Associate of Arts degree with the option of pursuing a baccalaureate degree through seamless transition into other statewide education programs. The purpose of the DMC DNE, Multiple Entry/Exit Program (MEEP) is to provide a curriculum that facilitates students’ educational and career choices and encourages life-long learning. Upon completion of the program, students will meet educational requirements to sit for the specified National Council Licensure Examination (NCLEX-RN or NCLEX-PN).

Major Concepts

The Del Mar College Department of Nurse Education has multiple entries and exits to accommodate both the Certificate in Vocational Nursing and Associate in Applied Science Degree in Nursing.

The program integrates caring, communication, competence, and clinical decision making to respond to client needs throughout the lifespan. During this process, the student selects, organizes and blends knowledge from the synthesis of scientific and liberal arts concepts. This process enhances progression of clinical decision making as the student responds to client needs which encourages active participation of the client with regard to safety; health promotion, maintenance, restoration; and end of life issues.

Caring behaviors encompass showing concern, patience, compassion, and being a client advocate. According to Goetz (1999), compassion is an emotion felt when others are perceived to be in need, and want to alleviate that need or suffering. Caring is having the ability to make authentic connections, and form cooperative and trusting interpersonal relationships. Demonstrating patience is an essential quality, and showing attentiveness in a timely manner. Authentic connection is taking the time to be genuine and being sensitive to patient’s verbal and non-verbal cues, and providing a systematic approach using caring behaviors. The nurse will provide an atmosphere that promotes hope.

Communication is a dynamic, interactive process involving information, attitudes and skills between two or more human beings. There are multiple forms of communication including verbal, nonverbal, written and electronic. Characteristics of communication include caring, empathy, sympathy, acceptance, encouraging expression of feelings, and self-understanding (Duldt, 1996; Lenburg, 1999; Ustun, 2006). The nurse interacts with clients, families, and health care team members by adapting communication techniques based on the client’s communication pattern, cultural background, and developmental level (Oermann & Gaberson, 2006).

Competence is demonstration of the knowledge, judgment, skills, and professional behaviors derived from nursing and general education. Professional behaviors include accepting responsibility, demonstrating safe, outcome-driven professional nursing care within the legal and ethical guidelines of the Nursing Practice Act and ANA standards of care, valuing the need for lifelong learning and demonstrating self-assessment skills.

Clinical decision-making uses the tools of critical thinking and the nursing process. Critical thinking skills include interpretation, analysis, explanation, inference, evaluation, and self-regulation (reflection) (Facione & Facione, 1994). These critical thinking skills are required in the steps of the nursing process which include assessment, analysis, planning, implementation, and evaluation (Tanner, 2006).
**Adult Learning**: Adult learners need flexible schedules, multiple teaching strategies, time for study, and time-management skills. The DNE faculty work to facilitate a students' movement toward more self-directed and responsible learning. Adult learners typically bring life experiences and knowledge to their own learning and, therefore, faculty assist them to draw on those experiences when problem-solving, reflecting and applying clinical reasoning processes. Adult learners are goal oriented. The faculty helps to facilitate a student's readiness for problem-based learning and increase the student's awareness of the need for the knowledge or skill presented.

**Interactive learning** theory is an educational approach that promotes active participation among students. In contrast to traditional structures that emphasize passivity among students, interactive learning is often student-led, encouraging debate and analysis of course content. Inter-active learning is important for students who are learning life-long skills.

**Experiential learning** is learning through ‘reflection on doing’ and focuses on the learning process for the individual. Students engage in clinical experiences where they learn to care for patients not only by performing certain skills but also through observation and interaction with the clinical environment. The role of emotion and feelings in learning from experience is recognized as an important part of experiential learning.

**Concept-based learning** allows for deep learning of concepts which helps to promote development and clinical judgment. Additionally, concept-learning can maximize efficiency and prevent content saturation. Students focus on generalities of the concepts and then apply what they have learned to a specific priority exemplar.

**GRADUATE OUTCOMES**

**The Associate Degree Graduate**

The new graduate is prepared as a safe, beginning nurse generalist. Therefore the ADN graduate will as a:

**Member of the Profession**
1. Function within the nurse’s legal scope of nursing practice.
2. Participate in activities that promote the development of the professional nurse.
3. Demonstrate responsibility for continued competence in professional nursing practice.

**Provider of Patient-Centered Care**
1. Use clinical reasoning and evidence based practice as a basis for clinical decision making in nursing practice.
2. Demonstrate clinical decision making by integrating critical thinking and the nursing process.
3. Determine physical and mental health status, needs, and preferences of culturally ethnic and socially diverse patients and their families.
4. Implement the plan of care for patients and their families with consideration for disease prevention, wellness, and promotion of healthy lifestyles.

**Patient Safety Advocate**
1. Implement measures to promote quality and a safe environment for patients, self, and others.
2. Obtain instruction, supervision, or training as needed when implementing nursing procedures, practices.

**Member of the Health Care Team**
1. Collaborate with members of the interdisciplinary team, client, and families to manage care.
2. Establish and maintain trusting, interpersonal relationships with clients, families, significant others across the life span, and interdisciplinary team members, incorporating caring behaviors.

The Vocational Nurse Graduate

The new graduate is prepared as a safe, beginning nurse generalist. Therefore the VN graduate will as a:

Member of the Profession
1. Function within the nurse’s legal scope of nursing practice.
2. Contribute in activities that promote the development of the vocational nursing.
3. Demonstrate responsibility for continued competence in practice of vocational nursing.

Provider of Patient-Centered Care
1. Use clinical reasoning and evidence based policies as a basis for clinical decision making in nursing practice.
2. Demonstrate clinical decision making by integrating critical thinking and the nursing process.
3. Assist in determining the physical and mental health status, needs, and preferences of culturally ethnic and socially diverse patients and their families.
4. Implement aspects of the plan of care for patients and their families with common health problems and well defined health learning needs.

Patient Safety Advocate
1. Implement measures to promote quality and a safe environment for patients, self, and others.
2. Obtain instruction, supervision, or training as needed when implementing nursing procedures, practices.

Member of the Health Care Team
1. Collaborate with members of the interdisciplinary team, client, and families to manage care.
2. Establish and maintain trusting, interpersonal relationships with clients, families, significant others across the life span, and interdisciplinary team members, incorporating caring behaviors.

PROGRAM OBJECTIVES/OUTCOMES

1. A 3-year mean for the NCLEX-RN licensure exam pass rate for associate degree program will be at or above the national mean for the same 3-year period.
2. Annual employer satisfaction survey result in an average score of >3 on 5.0 Likert scale.
3. Annual graduate exit survey scores will result in an average score of >3 on a 5.0 Likert scale.
4. Annual graduate follow-up survey (alumni) scores will result in an average score of >3 on a 5.0 Likert scale.
5. At least 40% of graduates will have secured employment by graduation and 95% of graduates will be successfully employed in nursing within 1 year of graduation.
6. At least 90% of all students will complete the program within 5 semesters.
ADMISSION POLICIES AND PROCEDURES

NURSING ADMISSIONS COMMITTEE GUIDELINES

The Admissions Retention and Graduation Committee (ARG) is responsible for student admission into the Program for Nurse Education. Committee members review the admission criteria of all applicants; make decisions relative to admission, retention and graduation; and review/revise public documents related to the Program.

“Del Mar College does not discriminate on the basis of race, color, sex, age, National origin, religion, handicap/disability, or any other constitutionally or statutorily impermissible reason. This shall include persons with disabilities”.

“Admission to the College does not automatically qualify the student for admission to the health sciences programs” (DMC College Catalog). Students must follow admission policy criteria to be eligible for consideration into the Nurse Education Program.

A. THE FUNCTIONS OF THIS COMMITTEE INCLUDE:

1. Implement admission/readmission/graduation criteria found in the Handbook for Nursing Students.

2. Review and make recommendations for admission/readmission/graduation criteria.

3. Review annually and revise as needed departmental and college publications relating to admission, retention and graduation.

4. Conduct the Graduate Follow-up Survey and Exit Survey.

B. MEMBERSHIP, MEETINGS AND APPLICANT REVIEW

Membership of the Admissions Retention and Graduation (ARG) Committee is prescribed by the Nursing Faculty By-laws and will consist of at least four nursing faculty members, one DMC faculty member external to the department, and a student representative from the first and second year classes.

The meeting date of the ARG Committee for admission to review applications for spring and fall semester admissions shall be set by the Committee Chairperson in consultation with the Departmental Chairperson.

Applications eligible for review by the committee for admissions are only those applicants who have completed all factors as listed in the procedure(s) for Admission into the Nurse Education Program: General Admission, On-line Track, LVN-to-RN Bridge Track, Advanced Standing Examination, or Transfer of Credit Procedures.

C. DRUG TEST
1. Students are required to complete a drug test at the designated time:
   a. no more than 30 days prior to the first clinical day in level 1
   b. if they have had a break in enrollment in clinical courses (defined as non-
   enrollment for one full semester, or more, in clinical coursework)

2. Drug Test Procedure/Requirements
   Each student is required to sign any and all consents/releases, including consent to the drug test
   and permission for the results of the drug test to be provided to the DNE. It is a violation of this
   policy for a student to adulterate or attempt to adulterate a specimen, to engage in any
   deceptive behavior during or in connection with the testing process, or take any other action
   which would falsify test results or tend to make test results inaccurate. If the drug test result is
   positive, the student may contact the Medical Review Officer [“MRO”] affiliated with the testing
   company, at an additional cost to the student. A positive drug screen for a student is defined
   under this policy to be one reported as such by the testing company selected. Generally, this
   refers to the testing company indicating the student tested outside the acceptable range set by
   the testing company, and with the MRO not determining the test result should be a negative. A
   negative test for a student is defined under this policy as a test result which is not a positive test
   result.

3. Reporting of Drug Test Results to DNE
   The testing company will communicate the drug test results to the DNE. It is the policy of Del
   Mar College to maintain the confidentiality of these drug test results to the extent required by
   law.

4. Consequences
   In the event of a positive drug screen, the following will occur:
   • The student will be immediately suspended for a minimum of one year (12
     continuous months from the date of the beginning of the suspension) from the
     program.
   • The positive drug screen will be shared by the DNE with the Vice-President of
     Student Services for further action, including but not limited to referral for a drug
     abuse education program, referral to counseling, and/or referral to a drug
     treatment program. Any nursing student with a positive drug screen is
     encouraged to seek treatment. Del Mar College encourages impaired students to
     seek assistance voluntarily and assume responsibility for their personal and
     professional conduct.
   • A student who has on one occasion had a positive drug screen under this policy,
     and who desires to reapply to Del Mar College, may reapply only for a school
     semester beginning after the period of suspension (one year minimum).
   • The student will, in addition to meeting all other requirements for similarly
     situated applicants, be required to provide documentation of successful
     treatment and to consent to and undergo a retest, through a testing company
     selected by Del Mar College. This re-testing is at the student’s expense. The
     decision on whether to re-admit to the student is not guaranteed, and will be
     made on a case-by-case basis.

5. Estimated Cost of Drug Test
Approximately $75.00 (subject to change); the cost of the drug screen is the students' responsibility.

6. Suspicious Testing
   Additionally, a student assigned to a facility for a clinical experience, and who is suspected by the facility staff or nursing faculty of substance use or abuse, will be asked to consent to a drug test. In this situation, the student is required to sign the consent and complete an immediate drug test.

D. DEL MAR COLLEGE STUDENT RECORDS RELEASE POLICY

All records submitted for a student’s file become the property of the College and a part of the student’s permanent record. High school transcripts, transcripts from other colleges, test scores, immunization records and other similar documents are not duplicated for any reason to any person and/or institution, including the student.

E. GUIDELINES FOR APPLICATION SUBMISSION

Guidelines for application to the Nursing program are available on the Department of Nurse Education website (http://www.delmar.edu/rn); select the “prospective students” tab, and then select the “admission information” link.

GUIDELINES FOR RE-ADMISSION

Re-admission into the Nursing Program is NOT automatic. Only one re-admission is allowed throughout the program on a space-available basis. Any student who leaves the Nursing Program voluntarily, because of a grade of D or less, or any other reason, must apply for re-admission. The re-admission deadline for students seeking readmission into a spring semester is Dec 1st, and May 1st for those students seeking readmission into a fall semester. Students who withdraw by the DMC withdrawal deadline and complete all readmission requirements will be given priority consideration. Students who elect to remain in courses beyond the withdrawal date and are not successful could be given the option to apply for readmission if and when space is available. It is important to remember that the program follows a point system calculation to rank the readmission applicants.

To calculate the points used for ranking purposes:
The Program Grade Point Average of the Nurse Education degree plan is multiplied by the number of pre-requisites and co-requisites completed from the degree plan for which the student is applying for

Students’ who must leave the program due to health reasons, including pregnancy or personal/family health issues, are required to follow and meet the guidelines as stated below to ensure continuation in the nursing program and not be subject to the re-admission process:

To be eligible for re-admission, students must have completed with a grade of C or better, in all of the following non-nursing courses:
• Biol 2401 Anatomy & Physiology I
• Biol 2402 Anatomy & Physiology II
• Composition I
• General Psychology
• Biol 2420 Microbiology
• SPCH 1311, 1315, or 1321
• Phil 2306 Introduction to Ethics

Students who do not have a re-admission opportunity for the RN track but successfully complete their LVN certificate either through Del Mar College or another institution and are currently licensed are eligible to seek admission into the LVN to RN Transition track beginning fall 2015; all LVN to RN transition admission requirements must be satisfied as indicated (http://dmc122011.delmar.edu/ndfs/Admission_Policies_LVN_RN.pdf).

When a student leaves level 4 (due to student performance) and has no re-admission to the RN track, the student must start the VN courses within one semester of exiting RN level 4.

A request for re-admission is the student’s responsibility and must be submitted by the determined deadline. The student must contact his/her last theory and clinical instructor to request completion of the re-admission document required by faculty.

Students seeking re-admission will be accepted by the General Admission Procedure (see www.delmar.edu/rn) and all current general admission requirements must be met by student seeking re-admission (i.e.: admission test criteria, immunizations, etc.). If selected for re-admission and the original physical exam you submitted to the nursing program is older than 1 year, you must schedule another physical and submit this by the date requested in the re-admission letter. Students selected for re-admission are also required to complete another drug screen if they have had a break in enrollment in clinical courses (defined as non-enrollment for one full semester, or more, in clinical coursework).

The 1 year expiration on the HESI A2 Exam is waived for students seeking re-admission. If the BIOL 2402 Anatomy Physiology is over the 5 year limit and/or HESI required sections need strengthening (based on scores), the individualized Re-Admission Contract will include specific requirements in these areas.

• See www.delmar.edu/rn (under “current students” tab) and Appendix A in the student handbook for procedure and general forms required for re-admission to the program if eligible.

• Clinical failures, as determined by policy as to eligibility for re-admission, will be reviewed by the Admissions, Retention and Graduation (ARG) Committee to assist in determining readmission.

• The ARG Committee reviews all requests for readmission with extenuating circumstances taken into consideration.

• When a Level 4 student has no readmission to program; he or she may choose an LVN exit by successfully completing the two VNSG courses (VNSG 2363 and 1219). Students who take this LVN exit option after one year work experience can apply to the AAS LVN to RN Transition and are eligible to complete the AA RN program track.
Students must seek and receive re-admission within one year from the time they were last enrolled in nursing courses; otherwise will be required to apply to the nursing program. Students who go beyond the 1-year limit are subject to review by the Admission, Retention, and Graduation Committee. Students must attend the scheduled re-admissions meeting prior to submitting their request for re-admission. Students who are not eligible for re-admission must also attend an exit interview. An exit interview is to be scheduled through the nursing office.

**Re-admission for health-related issues:**

Procedure if health issue occurs:

- Written notification to level coordinator prior to the college-designated semester drop date
- Complete the required medical leave of absence form in the nursing office (Appendix R in student handbook) AND provide documentation from health care provider to the nursing office of need to leave the program.

**GRADING POLICY**

The student in the Nursing Program must attain at least a grade of C in each nursing course. In order to be eligible for graduation, a student must have a minimum grade point average of 2.0 on a 4-point system.

The purpose of evaluation is to determine individual student growth in the development of competencies related to becoming a skillful clinical practitioner. There are two components inherent in this process. The first component is the acquisition of knowledge, enabling the student to form concepts, see relationships and derive generalizations as a basis for taking action in a given nursing situation. The second component is the development of practical skills while integrating and utilizing theory in providing nursing care. This requires considerable personal responsibility and skills of critical thinking on the part of the student.

The instructors will explain course requirements. Required assignments and specific dates for work to be turned in must be met by the student. Unless turned in by the deadline there will be a drop in grade for lateness unless the student and instructor make previous arrangements for late work. Grammar and sentence structure, spelling, legibility, neatness and following directions as to organization are related to acceptable quality in both written and oral assignments. Written work is expected to follow the most current American Psychological Association (APA) format.

Assigned weighing of course requirements for both theory and clinical laboratory are stated in the course syllabus and explained at the beginning of each course. The student may review classroom grades and laboratory progress notes with the instructor in accord with course requirements. It is advisable for the student to keep personal records of grades and maintain an awareness of class standing. The following explains standard course expectations in all nursing courses.

**A. THEORY GRADE**

The semester grade criteria is stated and explained at the beginning of each course and designated to measure the acquisition of knowledge. A grade of C or better grade must be attained in order for the student to progress to the next level in nursing education. Theory grades in all nursing courses are:
A = 100 – 90
B = 89 – 83
C = 82 – 75
D = 74 – 70
F = 69 and below

The average of the exam grades, before weighted calculation is performed, must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 – 74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work; see Appendix P for example.

A minimum grade of 75% and a letter grade of “C” or higher is required to receive credit for the nursing course.

*The exception is RNSG 2539 which has the ATI capstone course embedded and therefore the overall course grade is attained differently; see course syllabus.

B. CLINICAL EVALUATION

Clinical evaluation is derived from student demonstration of developing practical skills and knowledge in the clinical and campus laboratory areas that indicate an integration and utilization of theory to provide nursing care. This requires considerable personal responsibility and skills of critical thinking on the part of the student. Behaviors include performance that may be tested and evaluated, achievement of objectives, preparation for clinical assignment and aspects of personal responsibility, such as appropriate participation in conferences, punctuality, etc.

Clinical laboratory practice is evaluated as: SATISFACTORY (S) or UNSATISFACTORY (U), which translates into a Pass (P) or Fail (F), respectively.

An evaluation of UNSATISFACTORY indicates that the quality of nursing practice is judged to be unsafe, inaccurate, and/or incompetent clinical practice. Such an evaluation, earns a failure in the clinical course and withdrawal from the corresponding theory course; this refers to the program courses that must be taken concurrently. If the clinical failure occurs after the college designated withdrawal date, the student may be allowed to complete the theory course. Regardless of grade earned in the theory course, a clinical failure requires repeating the clinical course as well as the corresponding theory course. Clinical failures, based on violation of standards as stated in Critical Elements (Appendix B), will not be considered for re-admission.

Clinical Failure Criteria

A student will receive an immediate clinical failure with no re-admission for the following behaviors:
1. Serious endangerment of a patient
2. Abuse of, or non-civility towards clients, staff, faculty, fellow students, or the public
3. Stealing patient, hospital, staff, faculty, or fellow student’s property or information
4. Stealing narcotics
5. Any other actions that would result in refusal of licensure by the Texas Board of Nursing
6. Falsification of information that includes, but not limited to, documentation of client care or DNE program requirements
C. PHARMACOLOGICAL MATH PROFICIENCY AND MEDICATION ADMINISTRATION REQUIREMENTS

Students should enter the Program with a basic knowledge of fractions, decimals, percentages, ratios and proportions. At the beginning of each Level of study, students are required to take a pharmacological math proficiency and medication administration test and successfully pass with a score of 100% prior to going to the clinical site. Related pharmacology information is included in the testing. If a weakness is noted regarding any of these topics, students are required to do remediation on those weak areas.

Students needing help with math are encouraged to contact the Del Mar College Student Success Center and the Math Learning Center for remediation of problems similar to those found on each Level’s tests. There are also multiple sites on the Internet providing problems and review.

General information about the math tests:

1. Passing the test is a patient safety issue.
2. Faculty design the tests with a level of difficulty similar in all tests so students would not see one test or one Course as “really” easy and another “really” hard.
3. Questions having several parts to solve provide an exercise in critical thinking, which is a requirement of our program.
4. Calculators (4-function, basic) may be used during testing.
5. The number of opportunities to test prior to clinical for each Level of Course varies dependent on the length of the course, the time at which each Course begins clinical, and other variables determined by Faculty.
6. Students may not rework just the “missed question(s), but will be required to take another pharmacological math proficiency and medication administration test.
7. After the first unsuccessful test attempt, documentation of appropriate remediation is required prior to taking the next test.
8. In order to be successful in taking the test, the student must achieve 100% on the exam prior to going to the hospital or other clinical setting. Passing the test with 100% accuracy is an essential clinical objective that must be accomplished to pass a clinical rotation.
9. Principles of pharmacology/safe medication administration will be included (making problems similar to a clinical situation such as reading drug labels, or doctor’s orders including an order, which may be incorrect.)
10. Demonstration of math proficiency must be maintained during all clinical experiences.
11. For the official conversion sheet for the program, see (Appendix C).

SPECIFIC INFORMATION REGARDING EACH LEVEL:

- **Level I:** Students are offered five opportunities to complete a test with 100% accuracy. Testing may take place at the Level I orientation. A review may be given prior to taking the exam. Failure to achieve 100% proficiency prior to the clinical experience will result in a clinical failure and dismissal from paired courses.
- **Level II:** Students are offered four opportunities to complete a test with 100% accuracy prior to going to clinical. A tutorial is offered prior to the first test. Failure to achieve 100% proficiency will result in clinical failure and dismissal from all paired courses.
• **Level III:** Students are offered four opportunities to complete a test with 100% accuracy prior to going to clinical. Failure to achieve 100% proficiency will result in clinical failure and dismissal from all paired courses.

• **Level IV:** Students are offered three opportunities to complete a test with 100% accuracy prior to going to clinical. Failure to achieve 100% proficiency will result in clinical failure and dismissal from all paired courses.

**MEASUREMENTS TO BE USED***:

1. Metric and household measurements
2. Apothecary and household measurements
3. Equivalents between apothecary and metric measurements

*These measurements will be tested heaviest in Levels 1 and 2. In Levels 3 and 4, these areas comprise a smaller portion of each test.

**TEST CONSTRUCTION:**

Tests will be constructed covering the following areas that are common to most math/pharmacology workbooks:

**Calculation of drug dosages:**

1. Interpretation of physician orders
   a. Abbreviations will be included in problems (i.e. bid, pc, ac, etc.), so each problem includes this critical thinking aspect.
   b. Military time will be used.
   c. *The “rights of drug administration”* principles will be included in the problems.

2. How to read drug labels
   a. There may be inclusion of an actual drug label for interpretation. Some may include “When is the last date this medication can be administered?” for antibiotics, narcotics, etc.

3. Oral dosages
   a. There may be questions regarding the form of the medication to be given; i.e., tab, liquid, capsule, etc.
   b. How is the med best prepared? (i.e., using a medication cup, dropper, syringe, TB syringe, crushed, or scored?)
   c. Use of milliequivalents

4. Parenteral dosages
   a. Describe the best way to break an ampule” might be part of a question.
   b. Policy on cleaning top of multi-use vial might be part of a question.
   c. How to label a multi-use vial after initial entering other bottle might be a question.
5. Dosages measured in units: (penicillin, insulin, heparin, etc.)

6. IV flow rates: The student must be able to determine the number of drops per minute that the patient must receive for the infusion to be completed within the specified time. To accomplish this task, the nurse must calculate three different pieces of information in the following manner:

   a. milliliters given per hour (ml/h)
   b. milliliters given per minute (ml/min)
   c. drops given per minute (gtts/min)

Age-specific dosages: Emphasis should be on careful assessment of biological, mental, and physiological changes of the client. For example, diminished renal function may call for a reduction in dosage. These changes can affect all body systems and conflict with action of some meds. **Determining a matrix of questions**

Faculty has determined the % of questions asked by each Level noting that some areas are not pertinent to all Levels. Any of these areas can be made age-relative for pediatrics and/or elderly. Math/pharmacology tests in each Level should contain the same number of questions and an equal distribution of questions from each category. This is used as a guide by Faculty and is one method of showing consistency and increased complexity in math/pharmacology testing.

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF QUESTIONS</th>
<th>METRIC, APOTHECARY AND HOUSEHOLD</th>
<th>INTERPRETATION OF PHYSICIAN ORDERS</th>
<th>READING DRUG LABELS</th>
<th>ORAL DOSAGES</th>
<th>PARENTERAL DOSAGES</th>
<th>UNIT DOSAGES</th>
<th>IV FLOW RATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I/25</td>
<td>15</td>
<td>None</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Level II/25</td>
<td>10</td>
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<td>3</td>
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<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Level III &amp; Bridge/20</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Level IV/15</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
</tbody>
</table>

**STUDENT MEDICATION ADMINISTRATION GUIDELINES**

The student must review the medication administration procedures specific to the clinical site they are practicing in for each clinical assignment. Supervision by the clinical instructors is essential. Communication between the student nurse, nursing faculty, and nursing staff needs careful planning to ensure the safe administration of medications to patients.

The following guidelines must be practiced by the student during the administration of medications:

1. Communicate to staff medication administration assignments that include:
   a. Medications administered
   b. Medications held
   c. Medications in question

2. Properly identify, locate or obtain necessary data such as vital signs, lab values, and focused assessment required before medication administration and for appropriate monitoring during medication therapy.
3. Observe safeguards for each clinical site assigned on all high-alert medications. Double check all high alert medications (e.g., insulin, anticoagulants) with nursing staff or faculty.

4. Follow the level-specific medication administration requirements:
   a. Students in all levels require the presence of faculty member.
   b. Students administer IV push medications in levels 2-4 only; the faculty member MUST be present. This includes IV saline flushes.

5. Utilize patient’s MAR to:
   a. Prepare medications
   b. Administer/document administration of the drug, at bedside, or as required by facility

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**STUDENT MEDICATION ERROR POLICY**

Performance Outcome: Medications are accurately dispensed in a safe and timely manner. Students will receive the appropriate didactic and clinical instructions according to the course objectives.

1. The nursing student will report all medication errors immediately to the clinical instructor and primary nurse.

2. The client’s condition will be assessed by faculty and staff and the error will be reported to the charge nurse/nurse manager.

3. The student making the error or the one discovering an error will complete required documentation according to hospital policy. The student and faculty will assist with the documentation.

4. Medication error will be documented as unsatisfactory on the formative clinical evaluation.

5. Students will be counseled after the medication error and complete the following:
   a. Simulated medication administration scenario check-off in the skills lab
   b. A reflection paper that includes a description of the incident and protective measures to prevent medication errors in clinical practice. It must be 2 pages and follow APA (6th ed) format and include two references from professional nursing journals

6. Students may be dismissed from the program upon faculty review of the incident if either of the following occurs:
   a. Medication error endangers the patient’s life or actually causes patient harm that requires further medical intervention
   b. Failure to report the error to the instructor
PROGRESSIVE TESTING

The Comprehensive Assessment and Review Program (CARP) is implemented into every level of the DNE curriculum. These resources help identify student weak areas of study and provide feedback to create a student specific remediation plan to build a solid foundation of nursing content. Students have an opportunity to take and review a series of exams for online home use to reinforce content.

Students must achieve minimal proficiency in every level in order to progress in the DMC nursing program. Progressive testing with standardized exams and other forms of assessment will be used to evaluate student competency of completed course requirements. Standardized comprehensive exams to help determine NCLEX readiness will be given in the final semester. Specific information is found within each course syllabus and in the Department of Nurse Education ATI Testing Policy (Appendix O).

STUDENT TESTING POLICY

In order to test the student must adhere to the following testing policy.

1. Attendance is required for all exams.
2. All unit, midterm, and final exams are to be given in ExamSoft. Quizzes may be administered using Canvas Learning Management System.
3. ExamSoft settings for exam purposes:
   a. No highlighting or backward navigation will be enabled
   b. Only the ExamSoft calculator will be enabled for testing purposes
   c. Only laminated scratch paper will be given to students who raise their hand once testing has started
4. Students are not to bring any personal belongings (including cells phones) into the computer room for the exam.
5. If you are going to be absent you must contact your instructor by phone or email prior to the scheduled exam.
6. Make-up exams are given at the discretion of the course faculty and will be content-specific. Students can expect the unit make-up exam to be primarily alternate-style questions, and a different version than that of the scheduled exam. There is only one make-up exam per course which will be administered on a date selected by the course faculty prior to the identified DMC college drop date of the semester. Only one make-up is allowed for ATI Proctored Exams.
7. Students are allotted one tardy without penalty. On the second tardy a 5-point deduction will be applied to the exam score; any subsequent tardies will receive a 10-point deduction to the exam score. Students will take the exam within the allotted scheduled time. If another nursing student has completed the exam, the student who is tardy will not be admitted to the exam.
8. Exams or quizzes can be delivered in a written, online, or “clicker response system”. In the use of the “Clicker response system” or “scantron” grades will only reflect answers entered into the clicker response pad or scantron answer sheet.
9. Classroom exam reviews will be conducted at the discretion of the faculty. Students will not be allowed to take any notes during the review and desks must be cleared. There will be no classroom or individual review of a final exam.
The Del Mar College Handbook stipulates that unauthorized possession, or misuse of College documents and or equipment are forms of a student’s breach of conduct. Students are not authorized to take or copy any written or computerized exam in this course. A clear violation of this is the copying and pasting of completed or uncompleted exams even when there is no intent to share this document. Students are not allowed to visit or open any sites or programs on their computers at any time during the testing period.

This information should help you avoid unintentional misconduct and clarify that the consequences of not adhering to the policy can result in a suspension or dismissal from the Del Mar Nurse Education program.

REV Dec 2015

**ATTENDANCE**

The student assumes responsibility upon admission for a high attendance standard in class, laboratory, and clinical. Absences or tardiness from class or laboratory place an extra burden on any student to keep up with assigned work and to gain experience as needed. There may be no later opportunity to repeat certain missed laboratory experiences, since clinical assignments are focused on the particular topic(s) being studied at a given time. The initiative for making up missed work is entirely the responsibility of the student. See Test Policies for missed exams.

Attendance is expected to be regular and punctual. In accordance with the Del Mar College Attendance Policy students are subject to withdrawal due to lack of attendance. Refer to DMC Catalog for attendance policy and student conduct on the following websites:

http://www.delmar.edu/sthandbook/rights.php#3
Due to the sensitive nature of class lectures, discussions and/or lab, children are *NOT* permitted in class or lab.

No student video/audio recording, WEBCAMS or other use of social media technology are allowed during classroom, laboratory or clinical activities.

All electronic devices (cell telephones and/or pagers) MUST be turned off or programmed to silent mode during any class/lab activity, such as a lecture, discussion, group work or exam.

**Progression Requirements through Each Level**

Students *enrolled in the program* must be in good standing:

- Maintain a PGPA of 2.0
- Earn a grade of “C” or better in each nursing and general education course in VN certificate and/or ADN degree plans
- Successfully complete all concurrent nursing courses to advance to the next level of degree plans
- Students will be required to take standardized comprehensive competency exams throughout and at the end of the nursing program. **Failure to achieve satisfactory scores may affect progression in the program and graduation.**
- A student may be readmitted into the nursing program one time only.

Upon successful completion of the LVN to RN Bridge (Transitions), generic Associate in Applied Science (AAS), or the Associate of Arts (AA) degree program tracks, graduates will receive the degree and be eligible to take the National Council Licensure Examination – Registered Nurse (NCLEX-RN) for licensure as a RN. Registered Nurse graduates are eligible to continue their education at an upper level institution.

Upon successful completion of the first three semesters of the RN track that include two VNSG courses (see Certificate: Vocational Nurse suggested occupational plan) the graduate is will be eligible to take the National Council Licensure Examination – PN. Upon LVN licensure and completion of co-requisites for AAS degree, LVN graduates will be eligible to complete semester 5 of the AAS degree.

Further information about the NCLEX examinations can be found at: [https://www.ncsbn.org/nclex.htm](https://www.ncsbn.org/nclex.htm)

**A. HEALTH**

A student must maintain physical and mental health satisfactory for performance of educational achievement and psychological well-being necessary to provide nursing care in clinical situations.

**B. ACHIEVEMENT IN CLASS AND CLINICAL EXPERIENCE**

1. The grading scale in *Grades and Reports*, Del Mar College Catalog states:

   Health Sciences program grades are recorded as “A” (100-90); “B” (89-83); “C” (82-75); “D” (74-70); “F” (below 70) failing; and “P”. A final grade of “D” or “F” in any course in the student’s major in the health sciences programs will automatically remove a student from
eligibility to continue in that program until the unsatisfactory grades are removed. Removal can be done only by re-admission to the program.

A minimum grade of “C” is required for all health science students in all courses to remain in good standing in all health sciences programs.

A student may be recommended for dismissal for failing grades, cheating, inappropriate behavior or attitude, or unsatisfactory clinical performance in any and all health science programs. An evaluation of unsatisfactory (unsafe, inaccurate, and / or incompetent) clinical performance will supersede any classroom grade and will, therefore, mean failure for the semester.

2. Nursing faculty for each course will plan, implement and evaluate course requirements.

3. Nursing faculty will maintain a record of student progress in a course and communicate to the student progress or lack of progress in the course.

4. Course instructors communicate course requirements to the students in writing by Course Descriptions and through verbal reinforcement.

5. The clinical evaluation tool includes both a Formative and Summative Evaluation. A Summative Clinical Evaluation of UNSATISFACTORY (U) in clinical laboratory practice will result in a failing grade for the course and the student will be withdrawn from the corresponding theory course.

6. For all courses, the average of the exam grades, before weighted calculation is performed, must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 – 74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other course work.

7. A criterion for Graduation from Del Mar College requires an overall grade point average of 2.0 or above.

C. PROGRESSION FROM LEVEL TO LEVEL

1. All RNSG courses must be taken and completed by the semester indicated on the degree plan.

2. Students must maintain a theory grade of C in all courses of the nursing program in order to progress to the next level.

3. Students must earn a Satisfactory Clinical Evaluation in order to progress to the next level.

4. Students who do not pass a course and desire to continue in the nursing program are required to apply for re-admission to the program if eligible.

D. ‘INCOMPLETE’ IN A NURSING COURSE

An Incomplete (“I”) grade is considered a mutual agreement between the student and instructor, both agreeing that all of the requirements necessary for the completion of the course
will be done at a date later than the last day of the semester in which the student has enrolled for the class. An “I” that is not replaced with a grade by the end of the next long semester will automatically change to a grade of “F” per Del Mar College Catalog.

A student in the nursing program cannot progress to the next level of nursing education with an “I” in a previous nursing course. If the nursing student does not meet the necessary course requirements the “I” becomes an “F”, and the student must apply for re-admission to the nursing program if eligible.

E. WITHDRAWAL FROM COURSES

1. A student who withdraws from a nursing course has the responsibility to meet with their instructor. Students with special circumstances, such as those receiving financial aid, students with a visa, etc. must also notify the respective department(s).

2. College policy for withdrawal is in the current College Catalog with dates related to deadlines. Also, students who find it necessary to withdraw should complete a form in the East or West Campus Registrar’s Office. If a student stops attending class without officially withdrawing from the College, the grade becomes an automatic “F”.

3. Any interruption in enrollment in the Nursing Program will require application for re-admission. Departmental policy for re-admission follows the College policy in addition to DNE criteria for re-admission (Re-admission Policy, Handbook for Nursing Student.)

PROGRESSION TO GRADUATION

Candidates for the Associate in Applied Science (AAS) or the Associate of Arts (AA) in Nursing must complete all curriculum requirements on the Nursing Degree Plan with a grade of C or better in nursing courses and an overall grade point average of 2.0 or better to satisfactorily meet graduation policies.

To graduate from Del Mar College the student must complete 25% of semester credit hours at Del Mar College.

Certification of graduation will only occur for those students who have:

1. Applied for graduation and presented proof of their application;
2. Completed all courses on the RN degree plan; and
3. A grade point average above 2.0.
4. Successful completion of Standardized comprehensive exams to help determine NCLEX readiness in the final semester.

Links to helpful and important documents on the Board of Nursing website are listed in Appendix D.

DISMISSAL FROM PROGRAM

Reasons for dismissal from the program include any demonstration of the following during enrollment in the nursing program (DMC semester class schedules and/or semester breaks) including, but not limited to:
1. evidence of actual or potential harm to patients, clients or the public
2. criminal behavior whether violent or non-violent, directed against persons, property or public order and decency
3. intemperate use, abuse of drugs or alcohol, or diagnosis of or treatment for chemical dependency, mental illness, or diminished mental capacity
4. the lack of good professional character as evidenced by a single incident or an integrated pattern of personal, academic, and/or occupational behaviors which indicates that an individual is unable to consistently conform his or her conduct to the requirements of the Nursing Practice Act, the Board’s rules and regulations, and generally accepted standards of nursing practice including, but not limited to: behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity.

PROGRAM TRACTS

Students can select the Vocational Nursing (VN) Certificate Degree Plan or Associate in applied science degree plan (AAS). The Associate in applied science degree plan requires the student to complete all 4 semesters and/or the option to take 2 VN courses and be eligible to take the NCLEX-PN at the end of the third semester prior to completion of the AAS degree plan. Students who complete the DMC Certificate: Vocational Nurse Certificate degree plan, become licensed and complete the general education courses on the AAS Nursing suggested degree plan can return to complete the fourth semester of the AAS Registered Nurse.

Pathway to Bachelor of Science in Nursing

The completion of general education courses and approved nursing electives in the Associate of Arts Degree Plan (Registered Nurse Education) provide access and transfer to Bachelor of Science Nursing Programs. Currently DNE has articulation agreements with several universities that agree to provide a seamless transfer to their Bachelor of Science Nursing programs (See list of universities on website www.delmar.edu/rn). The participating universities will not require student to take anymore lower division general education courses (unless they are part of the 30 hours) if student meets the 2 items below
   o Completion of 54 general education hours of agreed curriculum
   o Transcript marked CORE COMPLETE

LVN Transition to Professional Nursing RN

Graduates of a vocational nursing program who become licensed as an LVN and complete the pre-requisite courses are eligible to apply for the LVN to RN Transition track (see LVN to RN Transition Plan).

STANDARDS OF STUDENT CONDUCT

Del Mar College has specific guidelines regarding student rights and responsibilities. The Del Mar College Catalog, the Del Mar College Safety Manual, and the Del Mar College Policy and Procedure Manual contain detailed explanations regarding the expectations of the college for student conduct. The Dean of Students and the Safety Officer are available to assist faculty and students in matters of student conduct.
The college regards the following as some examples of student misconduct that may result in review by an appropriate college office and possible disciplinary action. The following list is only a partial list. Please refer to the College Catalog, Safety Manual and/or the Del Mar College Policy and Procedure Manual for a complete review.

- Academic cheating, collusion, plagiarism of any kind, or sharing of test information.
- Physical or verbal abuse of another person in the college community. Any verbal threat or abuse or physical action against any college employee and/or student is considered sufficient grounds for suspension from the college, subject to disciplinary hearing.
- Use or possession of alcoholic beverages, drugs, or controlled substances while on college property or at any authorized activity sponsored by or for any college-related organization, whether on or off campus.
- Sexual harassment is illegal under both state and federal laws, and it is the policy of Del Mar College to prevent sexual harassment of students, employees, and anyone who seeks to join in the campus community in any capacity.

The policies of the college as well as the Board of Nursing for the State of Texas govern the Del Mar College Department of Nurse Education. It is the responsibility of each student to read and know the pertinent documents regarding licensure eligibility for nurses in the State of Texas (Appendix D).

The student successful in completion of the nursing program is eligible to apply to take the NCLEX examination to become a Registered Nurse in the state of Texas. This process is guided by the following requirements of the Texas Board of Nursing and Texas Nursing Practice Act Rules and Regulations. The Program Director guides and certifies students in this process. The student will receive and is responsible to read and/or complete forms related to:

A. Licensure and Licensure Eligibility of the Texas Nursing Practice Act.


C. The Notification Form and the Declaratory Order Petition that is provided on application to the nursing program (Appendix D). The DMC Department of Nurse Education uses the following two criteria points in determining the basis for allowing a student continued matriculation in the program:

1. If the student has developed chemical dependency, or suffered/been diagnosed with a mental illness, at some point during enrollment in the nursing program in or out of class (including DMC semester class schedules and/or semester breaks), the student must file a declaratory order petition with the Board of Nursing and provide a copy to the nursing office within one week of occurrence http://www.bon.state.tx.us/olv/pdfs/D0app.pdf

2. The student must file a declaratory order petition with the Board of Nursing if he/she can answer “yes” to any situation listed below that occurs during enrollment in or out of class (including DMC semester class schedules and/or semester breaks) in the nursing program:

   *For any criminal offense, including those pending appeal, have you:
   - Been convicted of a misdemeanor?
   - Been convicted of a felony?
   - Pled nolo contendere, no contest, or guilty?
• Received deferred adjudication?
• Been placed on community supervision or court-ordered probation, whether or not adjudicated guilty?
• Been sentenced to serve jail or prison time? Court-ordered confinement?
• Been granted pre-trial diversion?
• Been arrested or have any pending criminal charges?
• Been cited or charged with any violation of the law?
• Been subject of a court-martial; Article 15 violation; or received any form of military judgment?
• Punishment/action?

(You may only exclude Class C misdemeanor traffic violations.)

*Students involved in any of the above offences during enrollment in or out of class (including DMC semester class schedules and/or semester breaks) in the nursing program are subject to dismissal from the program pursuant to DMC college policy (http://dmc122011.delmar.edu/policymanual/pmcurrent/ch7/ch7.html).

*Students must provide a copy of any Board of Nursing communications they receive during the program (i.e.: outcome letters) to the nursing office within one week of receipt for placement in their file.

D. Three months prior to completion of all course requirements and graduation the Program Director will provide the necessary legal documents and additional information for the licensing examination.

E. The student anticipating graduation will:

1. Complete application for the NCLEX examination form at same time of application for graduation.
2. Apply for graduation and present proof of this application to the DNE office (Students who have not applied for graduation and who are eligible for graduation will be notified of their noncompliance and the effects on graduation.

According to the “Nursing Practice Act,” Sec. 301.257 and Sec. 301.404, the Board may require the educational program to collect and submit the information on each person accepted for enrollment or enrolled in the program to assist the Board in determining licensure eligibility. It may be incumbent on the faculty and/or administration of the Del Mar College Department of Nurse Education to provide information to the Board regarding a student’s eligibility or potential ineligibility for licensure.

**STUDENTS’ RIGHTS**

According to the Del Mar College Catalog, “The College is a system based on the concept of freedom of choice that creates the educational and cultural conditions for the full development of students and members of the community. It is the right of students attending Del Mar College to retain their individualism, personal freedom, autonomy and dignity, while respecting at the same time, the rights of others.”
Students with Special Needs

Del Mar College and the Disabilities Services Office (DSO) staff are committed to ensuring equal access to College services, programs and activities for qualified students with disabilities in accordance with The Americans with Disabilities Act of 1990 (ADA), The Americans with Disabilities Act Amendment Act, Section 504 of the Rehabilitation Act of 1973 and Texas state laws. Students shall not be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity of the college. [http://www.delmar.edu/specserv/](http://www.delmar.edu/specserv/)

Students who have a disability, including a learning disability can request for accommodations. A student requesting accommodations must provide documentation of disability to the Counseling and Advising Centers Special Services office at 361-698-1741. If you require additional assistance such as for testing you must provide the course coordinator documentation that indicates the necessary accommodations within the first week of class. [http://www.delmar.edu/specserv/refguide/](http://www.delmar.edu/specserv/refguide/)

**STUDENT GRIEVANCES**

A student grievance and appeals policy, applicable to all students of Del Mar College, is used to provide reasonable assurance that all practices and actions are relevant, reasonable and applied in a nondiscriminatory manner. A grievance is defined as “a student’s disagreement with the application of a specific College rule and/or policy” ([Del Mar College Manual of Policies and Procedures](http://www.delmar.edu/specserv/refguide/), source online). A complaint is defined as a student’s disagreement with specific practices of a particular department or division (non-established College policy).

**Nursing Departmental Grievance Policy**

**Non-grade grievance:**

A student’s non-academic (grade) grievance will adhere to the following procedure: See organizational structure Appendix E to determine who to contact during this process.

1. The grievance must first be presented to the source of the concern for discussion, consideration and resolution within 5 business days of occurrence. In the case of a complaint about an instructor, for example each point of complaint must be aired with that instructor before the process may continue.

2. If the grievance is not successfully resolved at the first level of contact, the student will proceed within 5 business days to contact the course coordinator. If not resolved the Level Coordinator will be contacted.

3. If the grievance is not satisfactorily resolved at this level of the program it will then continue with involvement of the Program Director and Department Chair.

4. If the complaint cannot be resolved within the DNE then the student will be referred to the formal grievance process through the Dean of Student Engagement and Retention.

**Grade grievance:**

The Department of Nurse Education follows the DMC policy for all grade grievances ([http://www.delmar.edu/engage/stud_complaint_policy.aspx](http://www.delmar.edu/engage/stud_complaint_policy.aspx)). The evaluation of academic
work is the prerogative of the instructor and the rules for determining final course grade are established by the instructor and provided to the students in an electronic or printed course syllabus at the beginning of the semester. A student who believes grounds exist for the appeal of a final grade must first consult with the instructor. If the appeal cannot be resolved, a student may proceed to the grade appeal process once the grade has been finalized and recorded in the registrar’s office. The procedures for submitting a grade appeal and the proper forms may be obtained from the Office of the Dean of Student Engagement and Retention.

**CLINICAL EXPERIENCES**

The faculty believes that the experience of the nursing student in clinical is essential to the learning process as classroom participation. The nursing student will be given an opportunity to apply classroom theory to as many client/patient situations as possible.

Del Mar College has written contracts with clinical agencies used in nursing education. The contract provides for a description of the role of the clinical agency as well as that of the Del Mar College nursing faculty and students. This specifies that the agency will make its client/patient load available for selection of appropriate clinical experiences for students. Selection of clients/patients and supervision of safe student practice is the obligation of the Del Mar College faculty. Therefore, it follows that the hospital, which has as its primary function service to the client/patient, expects that the student is adequately prepared and supervised to care for assigned clients/patients.

From the beginning of the program, the student will practice certain nursing skills at the campus learning laboratory, and practice in the various appropriate clinical settings will soon follow. Competence and confidence improves as the student plans and provides nursing care in a variety of settings.

All students regardless of clinical setting will practice safe nursing care, to prevent real or potential harm to patients and their families, students will practice nursing according to legal, ethical and professional standards. These objectives are critical elements in the student’s clinical evaluation. If the clinical instructor observes student behavior that fails to safeguard the patient or family’s physical safety, biological safety, or emotional safety and/or fails to uphold the legal, ethical, and professional standards for the practice of Registered Nursing, the student will receive an unsatisfactory evaluation for the course (regardless of the behavior assessed elsewhere on the evaluation tool, and/or the academic grade). Prior to each clinical course, each student will sign the required form acknowledging the critical elements for clinical evaluation (Appendix B).

**COURSE SCHEDULES AND CLINICAL GROUPS**

Students frequently request the "schedule" for planning purposes. However, the Department of Nurse Education (DNE) cannot provide assurance of any particular schedule prior to registration.

Random selection processes are used to determine student clinical placement. Consideration, within reason, may be given to students from outside the city limits who carpool.
1. Hours

Although the clinical hours will usually be maintained as posted on the course schedule, it may be necessary to occasionally vary these. This may occur when it appears that the only times desirable experiences can be obtained will be at other than the posted hours.

2. Assignments (Clinical Data Collection)

Clinical assignments will be selected by the faculty and/or student and usually will be made in writing the day preceding the clinical experience. When prepared by the instructor, assignments will be ready at a time previously announced by the instructor. Assignments must be picked up so that client/patient care can be planned, otherwise the student should NOT expect to go to the clinical area on the following day. In an emergency situation if unable to attend data collection student must contact their clinical instructor for further instructions.

This pre-assignment for the clinical experience provides the student with an opportunity to search for and gain knowledge concerning medication, treatment, diet and diagnosis of that particular assigned client. It will also provide the opportunity to anticipate needs; to study the basic principles involved; to formulate a nursing care plan; and to review and, if necessary, to practice in the campus learning lab any skills needed.

Failure of student to prepare adequately for a clinical experience assignment may necessitate dismissal from that laboratory period. This will be considered an unexcused absence and require a make-up day.

If the student is responsible for selection of client/patient for an assignment, the student should only go to the clinical facility at the time determined by faculty.

3. Supervision

The nursing faculty is responsible for supervision of nursing students during clinical laboratory periods. The student should seek the instructor for guidance.

4. Absences

Punctuality and regular attendance is expected. The student is allotted one clinical experience (as defined by the level) absence. The assigned clinical instructor will determine whether or not clinical make-up work is necessary; this will be determined on an individual student basis. If the student has an additional absence from a clinical experience, all faculty from the level will meet to determine an appropriate plan or action, or recommendation for withdraw from the program. If absence is in the specialty area such as (Maternal Child, Pediatrics and Psychiatric Nursing) a make-up clinical experience is required as directed by the level faculty. All absences must be reported to the instructor the preceding day before the assignments are made. Otherwise, the instructor and the charge nurse are to be notified before pre-conference so that arrangements for the care of a given patient, saved for a particular student’s educational experience, can be made. It is expected that the student will appreciate the responsibility both the student and Del Mar College has assumed in having a client assigned for educational purposes.

Failure to comply with the clinical absence policy can result in a clinical failure or dismissal from the program.
5. Tardiness

Pre-conference for the clinical experience begins promptly at the designated time. It is expected that everyone will be in complete uniform and seated by this time. If, for any reason, a student will be late their clinical experience, the instructor must be notified. As with absences, adjustments will need to be made in client/patient care. Tardiness may be taken into consideration and reflected in the student’s clinical evaluation.

A 15 minute period is allowed after the designated time. The start time for clinical is 0645, and after 0700 a student is considered absent and will be sent home. **All students are required to check in with faculty prior to going to assigned area.**

3 tardies= 1 clinical day absence

6. Make-up of Missed Specialty Clinical Experience

Considering the rapid pace that must be maintained in the education program, coupled with the frequent and sometimes daily change in clinical focus, absences can affect the successful completion of the clinical learning objectives.

The student must initiate the submission of the clinical make up form when it becomes necessary to make up a clinical specialty experience with faculty approval. The clinical make up form can be found in **Appendix F.**

7. Signature

Due to the legal aspects of client/patient records, the person writing clinical requirement must sign entries. The RN student will sign her/his **first initial and last name** followed by the initials ADNS when charting (e.g. M. Doe, ADNS). The initials will identify the Associate Degree Nursing Student throughout the length of the program.

The LVN student will sign **first initial and last name** followed by the initials SVN when charting (e.g. M. Doe, SVN). The initials will identify the Vocational Nursing Student throughout the length of the program.

8. Facility Conference Rooms

If available, and pre/post conference meeting rooms will be shown during orientation to the agency. As no lockers are available, it is recommended to not bring valuables to the clinical experience site.

9. Transportation

Transportation to and from the hospital or to other assigned agencies is the responsibility of the individual student. Parking space is available, but limited and not reserved. Students may park in the general parking areas provided by the hospital or other community agencies, but not in spaces reserved for doctors and/or other personnel.
10. Illness/Accident

Illness/accident involving a nursing student during a classroom or clinical experience period must be reported at once to the instructor. Medical care resulting from injuries or an accident while in the classroom/lab or clinical experience is the responsibility of each nursing student (also see Appendix L for Medical/Pregnancy release form if/when required).

11. Conduct

No personal communications are to be received in the clinical unit. If an emergency call is necessary, the family and/or other persons needing to contact the student should be provided information or how to contact the clinical instructor or the main department office. The clinical instructor will notify the student of the emergency situation. Cellular telephone and/or pager use are not permitted in the clinical area.

If a visit to a hospitalized friend or family member is desired, it must be made at another time than during the clinical laboratory period.

It is an expectation that a student will display and conduct self in a professional manner; this includes maintaining confidentiality. Mis-representation of a clinical facility, or of any information heard or overheard while in a clinical facility, could result in further review and be subject to disciplinary action.

12. Other Behaviors

Smoking is not permitted while in the clinical area. No gum chewing, eating or drinking is permitted in the direct patient care area.

Students are NOT ALLOWED AT ANY TIME TO PRACTICE AN INVASIVE PROCEDURE ON ANOTHER STUDENT - i.e. IV start, NG tube insertion, or injections of any kind.

13. Meals and Breaks

Students must plan to take all meals and breaks on the premises of the clinical site, during their assigned clinical hours. The cafeteria of each hospital is open to nursing students. Students may choose to bring their meal to be eaten on the premises, in the appropriate location. Students may not leave the premises during the clinical assignment to acquire food. Students should not bring food or beverages to be consumed during report, or at any time while in the patient care area.

14. Liability Insurance

Each student is legally responsible for her/his own actions. Students are required to carry liability (malpractice) insurance throughout the entire nursing program. At present, a blanket policy is provided for students. Payment is included in tuition and fees each semester. Specific information about the policy is available in the department office. Following graduation, the policy expires and a separate policy may be purchased.

SKILLS/SIMULATION LEARNING LABORATORIES

The goal of the nursing skills lab is to provide an opportunity for you to become competent with your nursing skills and thereby becoming a safe practitioner while working towards excellence in
nursing. The number of hours required for study and preparation will be considerably more than for a general education course. Much of this study and preparation must be done in the campus Simulation or Skills Learning Lab.

Expected Student Behavior: Nursing Skills Lab

The Nursing Skills Lab is an extension of your clinical and academic programs.

Therefore, all the same requirements for maintaining professional behaviors and dress in the clinical setting apply. Each student will be responsible for the following:

1. If student has a known **latex** allergy they are to notify the instructor. There are latex based products in use in the skills labs. The student must ensure that they initiate protecting themselves from the latex in the manikin skin by wearing latex free gloves when student will be touching the manikin(s).
2. Medical problems, allergies or any other situation that may inhibit a student’s laboratory performance should be explained to the lab instructor(s).
3. Student is expected to be in full uniform, hair up and name badge on when attending any course required lab.
4. Lab attendance policy and expectations for each course that has required lab hours will addressed in corresponding theory syllabus. It is the student’s responsibility to be familiar with course requirements.
5. No **children** are allowed in the nursing skills labs. Children are not to be left standing out in the hallway while a student is participating in a lab activity.
6. Students are required to bring their Lab Supply Bag to every scheduled lab unless instructed otherwise. These bags along with any other student totes or purses must be stored in a manner so as not to create a trip hazard.
7. **No food, gum or drink** is permissible at the within the lab.
8. Students must wash their hands prior to manikin contact. Please do not use hand lotion after hand washing.
9. Seek assistance with proper and safe manikin use. Do not move manikin(s) from the bed(s) unless directed by faculty. Manikins are not to be powered on or operated without instructor present. **Unauthorized use of a lab or lab equipment is forbidden.**
10. Skills lab resource manuals/reference materials are available for use. Please DO NOT remove these items from the lab.
11. Students are **NOT ALLOWED AT ANY TIME TO PRACTICE AN INVASIVE PROCEDURE ON ANOTHER STUDENT** - i.e. IV start, NG tube insertion, or injections of any kind.
12. At the end of each scheduled or open lab session every student is to participate in lab maintenance by:
   a. Make bed(s) at the station you are assigned and clean area.
   b. Clean equipment and return supplies to designated area.
   c. Linens placed in the proper location. Clean dry linens are to be folded and returned to linen cart. Wet or dirty linens are to be placed in hamper.

The student assumes responsibility upon admission for a high standard of attendance. Absences or tardiness from campus laboratory place an extra burden on the student to keep up with assigned activities/skills and to gain campus laboratory experience. There may be no opportunity to make up campus laboratory sessions, since activities/skills are focused on particular topic(s) being studied at a given time. The initiative for attendance and make up is entirely the responsibility of the student. Failure to attend, or tardiness at laboratory sessions, may result in a course failure.

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At times students might be recorded performing skills independently or as part of a group. If a group is recorded, the group in whole or part may review the video during debriefing. At times a recording may be utilized for student performance evaluation. Students will be asked to sign a Skills Lab Confidentiality and Recording Agreement (Appendix G).

**PROFESSIONAL CONDUCT**

A code of ethics or behavior indicates a certain group's acceptance of the responsibility and trust with which it has been invested by the profession. Each student nurse who joins the profession of registered nursing inherits the responsibility, trust and obligation to adhere to the standards of professional and ethical practice. Because the nurse works to inspire the consumer’s confidence, it is vital that the nurse treat all clients/patients and colleagues professionally with respect and dignity. The nurse should avoid personal gain. The nurse must abstain from inappropriate personal relationships with any client/patient.

*The nurse must understand and apply the following concepts of professional boundaries:*

- **Professional boundaries** are the spaces between the nurse’s power and the client/patient’s vulnerability. The power of the nurse comes from their professional position and their access to private knowledge about the client/patient. Establishing boundaries allows the nurse to control this power differential and provide a safe connection to meet the client/patient’s needs.
- **Boundary violations** can result when there is confusion between the needs of the nurse and those of the client/patient. Such violations are characterized by excessive personal disclosure by the nurse, secrecy or even a reversal of roles. Boundary violations can cause delayed distress for the client/patient, which may not be recognized or felt by the client/patient until harmful consequences occur.
- **Sexual misconduct** is an extreme form of boundary violation and includes any behavior that is seductive, sexually demeaning, harassing or reasonably interpreted as sexual by the client/patient. Sexual misconduct is an extremely serious violation of the nurse's professional responsibility to the client/patient. It is a breach of trust!
- **Learning Environment** The educational period is one in which behaviors will be examined and reinforced. Given the sensitive nature of classroom content and the importance of a learning and testing environment free from distraction for nursing courses, persons not enrolled in the course may not come to class, learning laboratory or clinical. This includes both adults and children.

Maintaining professional relationships with hospitals and other agencies, whose facilities we use, requires thoughtfulness and appropriate ethical conduct by both instructors and students.

*The following are a few highlights of recommended behaviors for those in the nursing field:*

1. Pleasant, considerate and dignified behavior toward clients/patients, doctors and co-workers is to be maintained at all times.
2. When introducing self to a client/patient for the first time, the student should use last name and identify self as a student in the Nursing Program at Del Mar College. Use of the client’s formal title (Ms., Mr., Dr., or other) should be included.
3. Never underestimate the importance of first impressions with staff or patients. Your appearance and communication are very important.

4. The nurse safeguards the patient’s right to privacy by judiciously protecting information of a confidential nature and sharing only that information relevant to her/his care. There should be no discussion of a client/patient other than that needed for learning purposes. **(This cannot be stressed too strongly.)** Any lapse in this area will be looked upon as a serious failure in behavior on the part of those assuming the responsibility of a nurse. Assignments and care plans will carry only the client/patient's initials so that information about a client/patient is not distributed to others through carelessness.

5. Personal or family problems of the nursing student should **not** be discussed with the client/patient under any circumstances. The person by simply being ill has enough problems.

6. Students should make maximum use of clinical laboratory time for learning, much of which must be self-directed. This means keeping in mind overall objectives and the limits of time and clients/patients, plus making oneself available and seeking out experiences when extra opportunities for learning and practice occur.

7. Consideration must be shown for agency co-workers at all times who may be quite busy. This is done by not blocking halls or doorways; giving others a seat when they need to write and collect data for patient assignment at times other than change of shift periods.

8. Because of the sadness often associated with illness, loud talking and laughing on the part of any worker is inappropriate in the hospital. Since noise in stairwells can also be heard on the unit, talking when going to or coming from an assignment should be restrained.

9. Even a student in nursing may be besieged by friends and family to become a resource person about medical problems (Their opening sentence usually is, "You're a nurse..."); learn to avoid giving advice, which is beyond your education and responsibility. You can admit, with courtesy, that medical diagnosis and treatment is not in your field; suggest that a physician's advice might be timely.

10. Please keep the nursing office and the registrar’s office informed of any change in name, address and telephone number.

**GROOMING**

A professional, well-groomed appearance is very important for anyone providing nursing care for a client/patient. **Cleanliness and neatness** are important ingredients in being well groomed and are expected of students when in the clinical area, or other activities representative of the Del Mar College DNE. The student will maintain personal hygiene and the cleanliness of all uniforms, lab coats, shoes, or other garments to be worn during clinical activities. The following guidelines are established to promote the professional appearance of the student during data collection and clinical laboratory.

1. **Hair**: Hair must be clean, styled and/or confined and groomed, so it does not interfere with patient care. Hair must be cut or styled in a manner that will prevent the hair from hanging down over the patient and posing a risk of infection. Hair clips, bands, etc. shall be functional, not decorative (no bows). The hair color will be a natural hair shade to demonstrate a professional appearance. Hair accessories must blend with natural color. Mustaches and beards will be neatly groomed, clean and trimmed.

2. **Hands and Nails**: Hand washing is a key element in infection control. Hands are to be washed before and after each patient contact, and as required to prevent the spread of infection. Nails are to be kept clean and be well cared for. Nail length should not extend beyond the tip of the fingers, and nails are to
be kept manicured. Long nails are conducive to harboring harmful bacteria, may scratch a client/patient, and are easily broken during client care activities. Neatly applied, clear nail polish may be worn. NO nail polish is worn in such clinical areas as the operating room or the delivery room where hands and arms are scrubbed and sterile gloves are worn. False nails or nail tips are NOT to be worn in the clinical setting.

3. Appearance and Hygiene: Any makeup should be utilized becomingly and sparingly. False eyelashes should not be worn while in uniform. All visible tattoos must be completely covered. Perfume, cologne, or aftershave should NOT be worn, as patients may be allergic to, or offended by, the scent. In addition, other potentially offensive odors are to be avoided, such as but not limited to cigarette smoke or perspiration.

4. Oral Hygiene: Regular dental care and oral hygiene will be maintained to present a pleasant, professional appearance. Clients/patients need not be exposed to the odors of spiced foods and smoking. Students should maintain oral hygiene to prevent the client/patient being offended.

5. Jewelry: Only wedding and engagement rings and a wristwatch are to be worn in the clinical area. Anything considered a safety hazard should be removed. No rings are worn in the delivery room or in the operating room or when sterile gloves are worn. Single stud earrings and only 1 in each lobe (no dangling or hoops); no rings or studs in the nose, tongue, lip or any other facial or body piercing (other body piercing must be covered or removed); and, no necklaces or bracelets (only Medic Alert).

UNIFORM

Students who are participating in the clinical requirements or other designated activities of the Del Mar College, Department of Nurse Education, will be attired appropriately as set forth by the guidelines of the department and/or the policy of the hospital or agency where the student is participating. The uniform or attire required will be clean, neat and complete. Uniforms, lab coats, or other attire worn for clinical activity must NOT be worn to restaurants, social gatherings, or commercial establishments. Students admitted after fall 2012 will refer to Clinical syllabus for new uniform guidelines.

1. Data collection Attire: During data collection, the student must wear a long white lab coat with the Del Mar insignia, photo ID badge and professional attire. Jeans, tank tops, muscle shirts, sandals, mules and exposed midriffs are unacceptable in the clinical area.

2. During clinical activities required of the RN program, students will wear the specified uniform which consists of a white Meridy tailored top embroidered with their name and "true red" Cherokee scrub pants. The uniform must be properly fitting. The pant length should not touch the floor and not hang below the waist. The student can only wear a long or short-sleeved red or white T-shirt. The T-shirt is not to have any kind of emblem that shows through the uniform. The student badge will have a distinguishing feature identifying which level of the nursing program the student is enrolled.

3. Lab coat: Lab coats will be worn over professional attire, while in the hospital area to collect patient data, if the student is not wearing a complete uniform. The lab coat may also be worn at other designated activities where the student is representing the Del Mar College DNE. The lab coat will NOT be worn in the clinical area while providing direct client/patient care. The lab coat/uniform is NOT to be worn to restaurants, social gatherings or commercial establishments.

4. Photo I. D. Card: Students of the Del Mar College DNE will be issued a photo identification badge. This badge must be worn during any and all clinical or other required activities where
students will be in a clinical setting, or representing the department in activities of the program. Students will not be allowed to participate in the designated activities if they are not wearing the photo identification badge. Students are NOT to wear the photo identification badge when they are not participating in the required activities of the program. The DMC Photo ID is NOT to be worn while functioning as an employee of an agency. The student may be suspended from the program if the DMC photo ID is worn while functioning as an employee of an agency. An agency photo ID may NOT be worn or substituted for the DMC photo ID while in the clinical area or in other required activities.

5. Uniform shoes: Students will wear white leather uniform shoes. Shoes must have a closed toe and heel. Plain white leather athletic style shoes may be worn. Shoelaces must be washed frequently.

6. Footwear: Beige or white hose/socks are to be worn with white uniform shoes or athletic shoes with minimal colored logos.

7. Alternate Uniform Requirements: During certain designated clinical activities, students are required to meet the dress code requirements of the clinical agency. This may include experience in Level II, during the perioperative experiences, and Level III during pediatric, labor and delivery and psychiatric clinical experiences.

8. The following additional items will be necessary to carry out many of the required clinical activities:

A. Watch: With secondhand having a wristband that allows for adequate hand washing.

B. Bandage Scissors: Available at hospital supply stores.

C. Stethoscope: Found in the lab skills bag

D. Goggle: Safety eye goggles should be obtained. They are available at hospital supply stores.

E. Ball Point Pens: The student must have a black, non-erasable pen for documentation in the clinical area.

F. Scrub Jacket: A "True Red" solid color scrub jacket may be worn over the uniform.

9. Nurse Pins- Nursing pins may be ordered by Level IV in preparation for the pinning ceremony.

10. R.N. Jewelry- Persons must not wear any items identifying them as RN until they have been licensed.

11. Faculty members will monitor adherence to the grooming and uniform policy. Students will be asked to leave the clinical area if they do not adhere to grooming and uniform policy. If the student is asked to leave, the student will be counted absent due to lack of preparation for clinical activities.

**PROFESSIONAL DEVELOPMENT**

Students are expected to participate in community service and activities as a clinical requirement. Participation in community service activities is an essential component in the professional development of the associate and vocational degree graduate and is an element of the Department of Nursing Education’s philosophical framework’s graduate learning outcomes:
Requirements for successful completion of this clinical obligation include professional activities that relate to nursing and must be a combination of the following:

- Must involve performing nursing activities. Examples include but are not limited to: administering vaccinations under the supervision of a DMC Nurse Education Faculty, performing health screening activities, or engaging in teaching activities. Must occur under the supervision of a licensed individual who serves as the student resource.
- An educational offering that is health care related for a minimum of 1 contact hour
- Participation in the Del Mar College Student Nursing Association will count as a professional activity as outlined below:

Level 1 SNA Professional Point Requirement
- Join NSNA
- Attend two meetings over the course of the semester

Level 2, 3, 4
- Be a current paid member
- Attend one meeting
- Participate as a volunteer in any of the SNA sponsored activities: volunteers can serve on a planning committee, or actively participating in the activity.
- Must be done outside of the clinical requirement.
- Examples of professional activities include but are not limited to: Halo Flight CE offerings, Driscoll Hospital Grand Rounds, serving at a first aid station at an event, etc. Must be approved by Level faculty.

All levels require two professional points as outlined in course syllabi
See Appendix H for form to be submitted requesting approval of professional points.

HEALTH

The physical examination required for admission to the nursing program is a means of helping to assure the faculty that the student is in such physical and mental condition that there will be neither danger to others or self by the experiences encountered during the educational period. Attention to health needs and regular dental care should be continuous.

The Texas Board of Nursing has identified certain circumstances that may render a potential candidate ineligible for licensure as a registered nurse in Texas. Please refer to Appendix D for those conditions that may necessitate a Declaratory Order Petition. In regard to health, please review items pertaining to treatment for psychiatric illness and/or alcohol and other drug addiction.

Health Problems: Students will report immediately to the clinical instructor and program director any chronic or acute health conditions or change in condition, especially those that may expose the student, his or her peers, or patients to risk. The student should have no limitations of mobility or lifting that would interfere with normal patient care activities. Students will follow hospital employee health service guidelines and will not have patient contact when they have symptoms of infectious disease. A written release by a physician may be required before the student can return to the clinical assignments.

Health and Accident: Students are responsible for their own health and expense of health care. It is recommended that health and accident insurance be carried.
**Dental Care:** Although no report of dental care is required for admission, regular care of teeth and gums is essential for maintenance of good health. The nurse who works closely with patients should be quite aware of the obligation for good oral hygiene.

**Pregnancy:** Should pregnancy occur, or even be suspected, during the nursing program—students must notify the nursing instructor so that assignments which might be questionable, such as radiation or communicable disease areas can be avoided. Student must bring a release from the physician to begin or continue a clinical course *(See Appendix L.)*

**Universal Precautions:** Students will receive instructions in Universal Precautions and Infection Control prior to their clinical experience. Students must utilize universal precautions in all patient care activities. Students must immediately report any needle stick or other potential exposure to nursing faculty. The clinical facilities exposure policy will be followed. The student may be responsible for any expenses.

**EMPLOYMENT**

It is advisable to plan ahead, so that it is not necessary to work, when a full RN course load is carried. The student must be responsible for her/his own educational goals.

Decisions must be made about whether to work or to have ample time to get the most benefit from the educational opportunity. Working is particularly inadvisable during the beginning semester and should be carefully regulated during any semester. Students are expected not to work 11-7 on the night before any clinical experience. This is to assure maximum rest and the elimination of potential problems that may be associated with fatigue and/or minimal rest. Those students who have completed all or most of their general education requirements by the end of the first year in nursing are encouraged to gain further clinical experience through either full-time summer employment in nursing or perhaps part-time work during the sophomore year.

When a hospital or other such agency employs a student in the nursing program, that student becomes the responsibility of the employer. Functions performed by the student should be limited to basic patient care, such as nurse’s aide and orderly level. LVNs enrolled in this program may, of course, be employed as LVNs. Again: a word of caution about over-employment at the expense of education. The student must be aware of educational limitations if she/he is under stress about both finances and workload. There is a personal obligation on the part of the student to bring the priority of educational needs to the attention of the employing agency. Since the goal of this program centers on the education of the nursing student for a role to be assumed in the future, special consideration will not be given for problems arising from the student’s work load.

Some individuals may want to become certified as nursing assistants to provide more employment opportunities. The rules to become certified include both classroom and clinical requirements and are set up by the Texas Department of Human Services. To be eligible to take the competency evaluation based on competency in nursing skills as a RN student, an individual must pay a fee to the Texas Department of Human Services, Long Term Care Division, Nurse Aide Training Program, P.O. Box 149030, Austin, Texas 78714-9030. However, the fee does not provide a test site. Some Long-Term Care employers such as nursing homes give the examination for individuals they employ. This testing possibility is the student’s responsibility to negotiate and arrange. Required forms may change but the most current form is provided at the following link on the Texas Department of Aging and Disability Services website:
When working at a hospital or health care facility, the Del Mar student arm insignia or picture identification badge is not to be worn. A student working, who represents himself/herself during work as an ADNS, is subject to disciplinary action or suspension from the program.

**STUDENT NURSING ORGANIZATIONS**

Students are encouraged to participate in various campus activities as long as this participation does not interfere with the necessary learning processes. All nursing students are expected to participate in the Del Mar Student Nurses Association, (DMSNA) which is affiliated with the Texas and National Student Nurses Association- all sponsored by the American Nurses Association. This organization will be as worthwhile as the student support it receives. Through the participation of all students in the nursing program, the Student Nurses Association influences each student’s appreciation of the nursing role, and also becomes a meaningful organization on campus. Active membership entitles students to attend both the state and national Student Nurses Association conventions (Appendix I for DMSNA By-Laws).

The National Organization for Associate Degree Nursing (N-OADN) approved the formation of a national honor society for Associate Degree Nursing (ADN) programs called Alpha Delta Nu. Del Mar College chapter of Alpha Delta Nu is Gamma Phi. Participation in a nursing honor society provides:

- Recognition for academic excellence
- Potential for scholarships to continue education
- Quality addition to professional portfolio

To be considered for membership in Alpha Delta Nu:

- Students must have attained a 3.0 overall GPA
- Students must have attained and maintained a 3.0 GPA in all nursing courses (Cannot receive less than a B in all nursing courses)
- Students must have demonstrated conduct on campus and in the clinical areas that reflect integrity and professionalism.

Eligible students are nominated during level 3 of the nursing program, and if selected, participate in a formal recognition ceremony during level 4.

**STUDENT REPRESENTATION ON STANDING FACULTY COMMITTEES**

Students who are enrolled in Del Mar College Nursing Education Program are invited and encouraged to participate in designated standing committees of the department. The committees that include students as members are the: ARG Committee, Resources Committee, Student Affairs Committee; Curriculum Committee, and Educational Effectiveness Committee. The student representatives will be chosen so there is student representation on each of these committees. Faculty from the Student Affairs Committee will coordinate the process for selection of the student representatives. Each student’s term is the length of the semester. Interested students will be asked to volunteer for committee membership.

A representative and an alternate will be selected. One representative (or alternate) should plan to attend each meeting. Representatives report back to their classmates on the work of the committee. Any students wishing to present ideas about any phase of the program are encouraged to
do so through the representatives or may ask to appear in person. The chair of the committee will award a certificate of participation if a majority of the meetings are attended.

PINNING CEREMONIES

SECOND YEAR: Level IV students will be responsible for planning and implementing their own pinning ceremony. Initial preparation for the pinning ceremony will begin while the students are in Level III. Faculty advisors are available to help students in this matter. The Pinning Ceremony Committee is a Registered Student Organization and is a separate entity from the Student Nurses Association. By-Laws for the Pinning Ceremony Committee are included in Appendix J.

DRESS: Students must adhere to the uniform and dress requirements for pinning ceremonies as they represent not only the school but also the whole of nursing at such events. Students must be in compliance with uniform and dress requirements in order to be pinned.

ADDITIONAL INFORMATION: Students with questions on these events should contact the advisor or chairperson of the designated event. The department will approve all plans for ceremonies since they are related to school activity. Events will be held on Campus. It is requested that students refrain from imposing upon the generosity of the health care facilities with regard to donations.

HONORS and AWARDS

Recognition Day Each April various departments at Del Mar College choose students with outstanding qualities to be recognized for their academic achievement. Scholarship recipients are also recognized at this all-College assembly. Hall of Fame finalists are announced at the end of this program. The student services fee funds this program.

Hall of Fame Each spring faculty, administrators, and students nominate sophomore students to the Hall of Fame based on their scholarship, leadership, and participation in Registered Student Organizations. A committee of students, administrators and faculty elect students from the list of nominees to join a select and distinguished group whose pictures are placed in the E.L. Harvin Center. The student services fee funds this program.

Honorary Scholarships State of Texas Nursing Scholarship: Applications and information may be obtained at the Office of Registered Nurse Education at Del Mar College, and at the Financial Aid Office in May. The College is allocated a specific number of applications every year to submit to the Texas Higher Education Coordinating Board for selection. To be considered, a student must complete an application, submit a current academic transcript, and have a Student Aid Report on file in the Financial Aid Office. This requires the student to have applied for financial aid with the Free Application for Federal Student Aid (FAFSA).

State Scholarship Programs for Registered Nursing

Eligibility requirements are as follows:

- Texas resident, be enrolled at least halftime
- Accepted for or enrolled in an associate degree program in Registered Nursing
- Must have financial need
- Maximum award is $2,000 for Registered Nursing
Scholarship Programs for LVNs becoming RNs

Eligibility requirements are as follows:

- Texas resident
- Enrolled at least half-time
- Accepted for or enrolled in a program leading to an associate degree program in Registered Nursing
- Be previously licensed to practice as an LVN
- Financial need
- Maximum award is $1,500

Other Nursing Scholarships

Applications and scholarship information for nursing students are also available through the Del Mar College Foundation. Information and online applications are available on line at: http://www.delmar.edu/foundation/scholarships.html

CRITERIA FOR SELECTION OF CANDIDATES FOR HALL OF FAME AND/OR RECOGNITION DAY

1. Meet all criteria set by the college. Interested students should contact the Dean of Student Enrollment and Retention.

2. Display leadership behavior in the DNE in any of the following ways:

- Volunteer to assist with community health services endorsed by the department.
- Voluntarily participate in classroom activities.
- Demonstrate an interest in the profession of nursing by attending workshops and programs outside of class. Additional consideration will be given to students who are members of the Del Mar Student Nurses Association.

STUDENT SERVICES

Student support services are provided by various areas of the college and are integral parts of retaining students and of helping them achieve their academic goals. Del Mar College realizes and appreciates the diverse needs and backgrounds of the student body. A more detailed account of the separate offices’ services and policies is located at: http://www.delmar.edu/Student_Services_and_Facilities.aspx

Students should familiarize themselves with this important information.

FINANCIAL AID

Students needing financial aid should consult with the Financial Aid office for assistance in meeting the cost of attending Del Mar College. The Financial Aid office is located in the Harvin Center, Room 263. Eligibility requirements and the procedure for application are outlined in the Del Mar College Catalog (DMC Catalog) under Student Services and in Del Mar College Financial Aid brochures (FA brochures). Students should identify their needs early and pursue them far enough in advance to allow for the completion and processing of all paper work. Deadlines are also listed in both the DMC Catalog
and FA brochures. It is suggested that all required forms be in the Financial Aid office two months prior to the deadlines to allow for processing time.

Four types of financial assistance are available: grants, loans, employment, and scholarships. Further information on each type of assistance is outlined in the DMC Catalog and further details can be obtained from the Financial Aid office.

Specific criteria and deadlines for each type of financial aid are available. Each student must be prepared to submit proof of financial status that indicates a financial need for certain types of financial assistance. Priority is given to students with the greatest documented need whose applications are received by the priority deadline.

A variety of scholarships are available to student nurses. These have an assortment of criteria for those who are interested. Many of these scholarships have been established in memory of teachers, friends, individuals, or by clubs and organizations wanting to help students with their education. Criteria for eligibility for these scholarships vary according to the standards set by each fund. It is to the benefit of each student to explore this option.

A student, who is found eligible for a grant/scholarship that is to be awarded later in the semester than their financial need, can explore the option of an emergency loan from the Financial Aid office. Temporary loans are granted following official investigation of grades and credit status. Loan money must be repaid within 30-40 days of receipt.

Students may also want to investigate other potential sources of financial aid. Resources helpful to explore financial means of this nature are available in DMC and Texas A & M University – Corpus Christi (TAMU-CC) libraries.

Only students enrolled in credit courses who are seeking degrees or certification are eligible to receive Student Financial Aid through the Del Mar College Financial Aid office. Student records are reviewed at the end of each semester or summer session to determine if the student is meeting satisfactory progress standards. Standards and appeals procedures are listed in the DMC Catalog and FA brochures.

LIBRARY

Library facilities, besides the Del Mar College Library, are available to nursing students at Christus Spohn Health System and Driscoll Children’s Hospital. The opportunity to extend knowledge through study and research at these medical centers may be utilized when desired. Inquire as to hours since they differ with each institution. The photo I.D. is to be worn to facilitate admittance to these agency libraries. Do NOT ask to be admitted without proper identification.

Library orientations at Del Mar College are also available for new students.

**DEL MAR COLLEGE SAFETY INSTRUCTIONS**

The following information should be verbally given to all students (day or evening classes) by instructor. This information should be given at the beginning of the first week in each semester.

“In compliance with the College’s Safety Program, I must give you the following information: In the event of fire or other emergency, you should cautiously exit the classroom/building through nearest
“In the event of fire, elevators should not be used.”

It is the instructor’s responsibility to insure that assistance is given to those students who need help in exiting the classroom/building. Identify and explain the operation of any emergency equipment in the room such as eye wash, first aid kit, oxygen, etc. Inform students of the location of fire alarms and fire extinguishers. Inform students about the hazardous materials, equipment, tools, etc. in use in the classroom. Explain what to do in the event of an accident.

Give instructions on the proper use of safety equipment. If emergency services are needed, use the nearest telephone to call police, ambulance, fire fighters, etc.

Dial 1199 when using campus telephone.
Dial 911 when using private or pay telephone.

Please register for DMC Alert at: http://www.delmar.edu/dmcalert/

In the event of a campus emergency or an important event, Del Mar College will use DMCAalert to get you information quickly.

Differential Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors 2010

Background:
The Differentiated Essential Competencies (DECs) is the third generation of Texas Board of Nursing (BON or Board) education competencies with differentiation based upon the education outcomes of the three levels of pre-licensure nursing education programs. Previous documents were approved in 2002 (Differentiated Entry Level Competencies) and 1993 (Essential Competencies). All revisions were developed within the BON Advisory Committee for Education (ACE) with input from nursing programs, nursing organizations, affiliating agencies, employers, and other stakeholders. The 2010 revision incorporates concepts from current literature, national standards, and research.

Purpose:
The DECs were designed to provide guidance to nursing education programs for curriculum development and revision and for effective preparation of graduates who will provide safe, competent, compassionate care. The DECs outline knowledge, clinical behaviors, and judgments necessary to meet the essential competencies, but it is acknowledged that not all competencies can be evaluated upon graduation.

Definition of Competency:
The American Nurses Association (2008) defined a competency as an expected level or performance that integrates knowledge, skills, abilities, and judgment@ (p. 3).

Outline of the DECs:
Twenty-five core competencies are categorized under four main nursing roles:
1. Member of the Profession
2. Provider of Patient-Centered Care
3. Patient Safety Advocate
4. Member of the Health Care Team
Department of Nurse Education DECs Matrix

<table>
<thead>
<tr>
<th>Program: Nurse Education</th>
<th>Credential: AAS</th>
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<tbody>
<tr>
<td><strong>List of RNSG/VNSG Courses Required and Identified Competencies</strong></td>
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<td><strong>Course Number</strong></td>
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<td>A&amp;E</td>
</tr>
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<td>D</td>
<td>A</td>
</tr>
</tbody>
</table>

Competency References

| | 4-Member of the Health Care Team |
| | 3-Patient Safety Advocate |
| | 2-Provider of Patient-Centered Care |
| | 1-Member of the Profession |

ESSENTIAL COMPETENCIES OF GRADUATES OF TEXAS
DIPLOMA AND ASSOCIATE DEGREE NURSING EDUCATION PROGRAMS

I. Member of the Profession:
   A. Function within the nurse’s legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting.
   B. Assume responsibility and accountability for the quality of nursing care provided to patients and their families.
   C. Participate in activities that promote the development and practice of professional nursing.
   D. Demonstrate responsibility for continued competence in nursing practice, and develop insight through reflection, self-analysis, self-care, and lifelong learning.

II. Provider of Patient-Centered Care:

   A. Use clinical reasoning and knowledge based on the diploma or associate degree nursing program of study and evidence-based practice outcomes as a basis for decision making in nursing practice.
   B. Determine the physical and mental health status, needs, and preferences of culturally, ethnically, and socially diverse patients and their families based upon interpretation of comprehensive health assessment findings.
compared with evidence-based health data derived from the diploma or associate degree nursing program of study.

C. Analyze assessment data to identify problems, formulate goals/ outcomes, and develop plans of care for patients and their families using information from evidence-based practice in collaboration with patients, their families, and the interdisciplinary health care team.

D. Provide safe, compassionate, comprehensive nursing care to patients and their families through a broad array of health care services.

E. Implement the plan of care for patients and their families within legal, ethical, and regulatory parameters and in consideration of disease prevention, wellness, and promotion of healthy lifestyles.

F. Evaluate and report patient outcomes and responses to therapeutic interventions in comparison to benchmarks from evidence-based practice, and plan follow-up nursing care.

G. Develop, implement, and evaluate teaching plans for patients and their families to address health promotion, maintenance, and restoration.

H. Coordinate human, information, and materiel resources in providing care for patients and their families.

III. Patient Safety Advocate:

A. Demonstrate knowledge of the Texas Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards.

B. Implement measures to promote quality and a safe environment for patients, self, and others.

C. Formulate goals and outcomes using evidence-based data to reduce patient risks.

D. Obtain instruction, supervision, or training as needed when implementing nursing procedures or practices.

E. Comply with mandatory reporting requirements of the Texas Nursing Practice Act.

F. Accept and make assignments and delegate tasks that take into consideration patient safety and organizational policy.

IV. Member of the Health Care Team:

A. Coordinate, collaborate, and communicate with patients, their families, and the interdisciplinary health care team to plan, deliver, and evaluate patient-centered care.

B. Serve as a health care advocate in monitoring and promoting quality and access to health care for patients and their families.

C. Refer patients and their families to resources that facilitate continuity of care; health promotion, maintenance, and restoration; and ensure confidentiality.

D. Communicate and collaborate in a timely manner with members of the interdisciplinary health care team to promote and maintain optimal health status of patients and their families.

E. Communicate and manage information using technology to support decision making to improve patient care.

F. Assign and/ or delegate nursing care to other members of the health care team based upon an analysis of patient or unit need.

G. Supervise nursing care provided by others for whom the nurse is responsible by using evidence based nursing practice.

WHAT WORK REQUIRES OF SCHOOLS (SCANS)

The Secretary of Labor and the Secretary's Commission on Achieving Necessary Skills (SCANS) wrote a report (June, 1991) as concerned representatives of the nation's schools, businesses, unions, and government. They had completed an examination of the changes in the world of work and the implications of those changes for learning.
Their report concerned the preparation for work and the demands of the future. Essentially, the demands on business and workers are different than those of the past and to compete with the world-class standards, employers are seeking adaptability, ability to work, and work in teams.

The Commission spent 12 months talking to business owners, to public employers, to people who manage employees daily, to union officials, and to workers on the line and at their desks. The message gathered was the same across the country and in every kind of job: good jobs depend on people who can put knowledge to work. New workers must be creative and responsible problem solvers and have the skills and attitudes on which employers can build. Traditional jobs are changing and new jobs are created every day. High paying but unskilled jobs are disappearing. Employers and employees share the belief that all workplaces must "work smarter."

From the conversations the Commission drew three major conclusions:

- All American high school students must develop a new set of competencies and foundation skills if they are to enjoy a productive, full, and satisfying life. This know-how will be important to those who will be developing the World Class Standards for educational performance called for by President George H. Bush when he announced a new education strategy, "America 2000."
- The qualities of high performance that today characterize our most competitive companies must become the standard for the vast majority of our companies, large and small, local and global. This means work settings committed to excellence, product quality, and customer satisfaction.
- The nation's schools must be transformed into high-performance organizations in their own right. Schools must be committed to producing skilled graduates as the norm, not the exception.

The report identified five competencies and three foundational skills, which is the heart of job performance. These are provided in the table below entitled "Workplace Know-How."

<table>
<thead>
<tr>
<th>WORKPLACE KNOW-HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>The know-how identified by SCANS is made up of five competencies and a three-part foundation of skills and personal qualities that are needed for solid job performance. These include:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COMPETENCIES – effective workers can productively use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Resources — allocating time, money, materials, space, and staff;</td>
</tr>
<tr>
<td>• Interpersonal skills — working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds;</td>
</tr>
<tr>
<td>• Information — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information;</td>
</tr>
<tr>
<td>• Systems — understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems;</td>
</tr>
<tr>
<td>• Technology — selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.</td>
</tr>
</tbody>
</table>
THE FOUNDATION – competence requires:

- **Basic Skills**-reading, writing, arithmetic and mathematics, speaking, and listening.
- **Thinking Skills**-thinking creatively, making decisions, solving problems, seeing things in the mind’s eye, knowing how to learn, and reasoning.
- **Personal Qualities**-individual responsibility, self-esteem, sociability, self-management, and integrity.

The competencies are further defined into 20 specific areas. The foundational skills are further defined into 16 specific areas. These areas can be rated in levels ranging from 1 (low) to 5 (high). An evaluation form for Occupational Assessment of both Competencies and Foundational Skills is included in the course syllabus.

The "Rubric for SCANS Workplace Competency Skills" has also been developed which provides more detail on the meaning of the five levels. In the DNE, the Rubric's reference to "rarely" should be taken to mean "beginning" or "at a beginning level."

The faculty of the DNE has taken our charge seriously regarding SCANS. In meetings, which occurred in the spring, 1995 and again spring, 2011, the Nursing Advisory Committee was asked to rate the expected levels for newly graduated registered nurses in their facilities. The faculty negotiated with the Advisory Committee in attaining the expectations in these workplace skills. The outcomes of those meetings have been used to construct the program outcome requirements for nursing students. The outcome levels expected for the newly graduated associate degree individual are indicated on the Rubric attached (Appendix K). Each semester in the program, the student will be evaluated using the SCANS Occupational Assessment Form. Each course will provide the necessary SCANS objectives as indicated on the following SCANS Matrix.


**Nursing Education**

**SCANS Matrix**

<table>
<thead>
<tr>
<th>Program: Registered Nurse Education</th>
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<td>RNSG 2362</td>
<td>Clinical (Common Concepts)</td>
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<td>RNSG 1126</td>
<td>Professional Nursing Concepts II</td>
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<td>RNSG 1324</td>
<td>Transition to Professional Nursing Practice</td>
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<td>RNSG 1118</td>
<td>Transition to Professional Nursing Competencies</td>
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<td>RNSG 1538</td>
<td>Health Care Concepts III</td>
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<td>RNSG 1137</td>
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<td>RNSG 1262</td>
<td>Clinical (Transition)</td>
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<td>Composition and Rhetoric I</td>
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<td>PHIL 2306</td>
<td>Introduction to Ethics 1</td>
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<td>SPCH 1311, 1315, or 1321</td>
<td>Speech</td>
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<td>ENGL 1302</td>
<td>Composition and Rhetoric II</td>
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<tr>
<td>RNSG 2138</td>
<td>Professional Nursing Concepts IV</td>
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<td>RNSG 2539</td>
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<td>RNSG 2360</td>
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<td>VNSG 1105</td>
<td>Vocational Nursing Concepts</td>
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<tr>
<td>VNSG 1219</td>
<td>Professional Development</td>
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</tbody>
</table>

Competency References

1-Reading
2-Writing
3-Arithmetic or Mathematics
4-Speaking and Listening
5-Thinking Skills
6-Personal Qualities
7-Workplace Competencies
8-Use of Technology

REV 8/2015
APPENDIX A (3 pages)
Del Mar College Department of Nurse Education

RE-ADMISSION PROCESS

During the re-admission period the student will follow the conditions as listed below to be eligible for readmission.

1. Review the re-admission process in the student handbook (www.delmar.edu/rn)
2. Contact your previous clinical instructor and a faculty member from the theory course in which you were unsuccessful, to request they complete a Nursing Student Success Form. If the previous clinical instructor or theory faculty is not available, contact the Level coordinator.
3. Submit a completed Nursing Success Plan survey. This is located at www.delmar.edu/rn. Select the “Current Students” tab and under the “Surveys” section click the link titled “Nursing Success Plan Survey”. This survey must be completed by the readmission deadline date.
4. If selected for readmission an individualized contract will be created.

I, ________________________________, understand and accept the conditions for the request of re-admission into the Del Mar College Nurse Education Program as stipulated above.

_________________________________________  ____________________________
Student Signature  Date Signed

Original: Nursing Administration
Student Folder

Copy: Student

48
Student Re-Admission Contract of Agreement

Del Mar College Department of Nurse Education

This student re-admission contract includes the conditions and parameters to assist in remediation and counsel to promote student program success. During the term of the contract, the student will follow the conditions, recommendations and be responsible for contacting assigned faculty, stipulated as follows:

- Comply with nurse education program clinical requirements (i.e. physical exam, immunizations, urine drug screen, current BLS CPR card, and Board of Nursing criminal background check). Students who have been out for a spring or fall semester are required to repeat the urine drug screen.

- Review the Nurse Education Program Student Handbook.

- Develop a personalized “Nursing Success Plan”.
  - Meet with Nurse Education level coordinator, or the designated faculty member, within the first week of classes to create a nursing success plan.
  - Nursing Success Plan will include but is not limited to: Arranged meeting times for counselor, nursing faculty, tutors and other activities as identified. Three meeting times are required throughout the semester.

- Complete activities according to course syllabus and/or faculty stipulations.

- Follow Nursing Program attendance policy.

- Complete all class requirements as specified.

- Demonstrate preparedness, time management and active participation in class and clinical; participate in skills lab, computer lab activities and course mandated tutorials.

- Complete and submit signed re-admission contract and performance flow sheet at the end of the semester to Department of Nurse Education Office.

By signing this agreement, I hereby certify that I (a) have received a copy of this agreement to review before signing; (b) have read this agreement before signing; (c) have had opportunity to ask questions and had my questions answered; and (d) understand my rights and obligations under this agreement.

I, ________________________, accept the conditions of re-admission into the Del Mar College Nurse Education Program as stipulated above. I understand the conditions are being instituted to promote my success in the program. I further acknowledge that failure to follow and successfully complete the re-admission conditions will result in my inability to continue in the program.

________________________________________  ________________
Student Signature                             Date Signed

Original: Nursing Administration
Copy: Student
       Student Folder
REV 9/2013
# Re-Admission Contact and Performance Flow Sheet

### Follow Up Visit # 1: DATE: ___________  
(recommend visit: 2nd - 3rd week of the semester)

<table>
<thead>
<tr>
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<td>Participation</td>
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<tr>
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<td>Participation</td>
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<table>
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<th>Comments</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Faculty reviewed student grades [attach grade sheet(s) when applicable]</td>
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<td></td>
<td>Reviewed Average Student Grade at time of follow up</td>
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### Follow Up Visit # 2: DATE: ___________  
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<tr>
<td></td>
<td>Faculty reviewed student grades [attach grade sheet(s) when applicable]</td>
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### Follow Up Visit # 3: DATE: ___________  
(recommend visit: 8-10th week of the semester, if needed)

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<td>Preparedness</td>
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<tr>
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<td>Participation</td>
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<table>
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<tr>
<th>Advisor Follow up</th>
<th>Student has followed advisor contract</th>
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<tr>
<td></td>
<td>Faculty reviewed student grades [attach grade sheet(s) when applicable]</td>
<td>Faculty Signature:</td>
</tr>
<tr>
<td></td>
<td>Reviewed Average Student Grade at time of follow up</td>
<td></td>
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</tbody>
</table>
APPENDIX B
CRITICAL ELEMENTS OF NURSING PRACTICE
DEPARTMENT OF NURSE EDUCATION

The following objectives are critical elements in the student's clinical evaluation. If the clinical instructor observes behavior which indicates the student is not meeting either of the two objectives, stated below, the student will receive an unsatisfactory evaluation for the course (regardless of the behavior assessed elsewhere on the evaluation tool and/or the academic grade). The following examples serve as guides to these unsafe behaviors but are NOT TO BE CONSIDERED ALL INCLUSIVE.

1. Evidence of actual or potential harm to patients, clients or the public:
   a) **Physical Safety** - Safe behaviors: appropriate use of side rails, wheelchairs, other mechanical equipment; proper protection of the patient which avoids falls, lacerations, burns, etc.; performs only authorized nursing actions; seeks help when needed.
   b) **Biological Safety** - Safe behaviors: recognizes violations in surgical and medical aseptic technique, utilizes "6 rights" in medication administration, comes to clinical without impairment, performs nursing actions with appropriate supervision, seeks help when needed; utilizes universal precautions.
   c) **Emotional Safety** - Safe behaviors: promotes patient sense of safety; provides patient with appropriate and/or correct information; performs nursing actions with appropriate supervision, seeks help when needed; demonstrates stable emotional behaviors.

2. The lack of good professional character as evidenced by a single incident or an integrated pattern of personal, academic, and/or occupational behaviors which indicates that an individual is unable to consistently conform his or her conduct to the requirements of the Nursing Practice Act, the Board’s rules and regulations, and generally accepted standards of nursing practice including, but not limited to: behaviors indicating honesty, accountability, trustworthiness, reliability, and integrity.
   a) Demonstrates behaviors and skills that mirror the philosophy of the Nursing Program: Caring, communication, competence, clinical decision making including cultural respect, and collaboration of care.
   b) Maintains confidentiality: Refer to the Handbook for Nursing Students Department of Nurse Education Conduct-Professional Boundaries, item #4.
   c) Demonstrates appropriate knowledge-base required to care for assigned patient(s).
   d) Conducts self in a professional manner when interacting with patients, families, faculty, and health care professionals (e.g., altruism, honesty, sensitivity and tolerance).
   e) Maintains professional accountability at all times (e.g., pattern of promptness and adherence to dress code, seeks appropriate guidance and help from instructors and/or staff, keeps staff informed of patient's condition and changes in patient's condition, notifies instructor and staff when leaving the clinical unit, turns in timely documentation and paperwork.)
   f) Any criminal behavior whether violent or non-violent, directed against persons, property or public order and decency.
   g) Intemperate use, abuse of drugs or alcohol, or diagnosis of or treatment for chemical dependency, mental illness, or diminished mental capacity

Student Signature ___________________________ Printed Name ___________________________
Instructor Signature ________________________ Date ________________________

REV summer 2014
APPENDIX C

MATH CONVERSION TABLE

Table of Equivalence: Metric, Apothecary, and Household Systems

There are some equivalents in one system that have equivalents in another system; however, equivalents are not exact measures, and you will see discrepancies. Several tables have been developed illustrating conversions/equivalents. Sometimes drug companies use equivalents that may be different for a measure. A common discrepancy is with grains, which is an apothecary measure.

Roman Numerals:

\[
\begin{align*}
\text{l} &= \frac{1}{2} \quad \text{L} = 50 \\
\text{v} &= 1 \quad \text{C} = 100 \\
\text{x} &= 5 \quad \text{D} = 500 \\
\text{m} &= 10 \quad \text{M} = 1000 \\
\end{align*}
\]

Know these common equivalents:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Apothecary</th>
<th>Household</th>
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<tbody>
<tr>
<td>1 ml</td>
<td>15 minim</td>
<td>15 gtt(s) (drops)</td>
</tr>
<tr>
<td>5 ml</td>
<td>1 dram</td>
<td>1 t, 1 tsp</td>
</tr>
<tr>
<td>15 ml</td>
<td>1 T, 1 tbsp</td>
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</tr>
<tr>
<td>1 kg</td>
<td>1000 g</td>
<td>2.2 lbs</td>
</tr>
<tr>
<td>1 g</td>
<td>1000 mg</td>
<td></td>
</tr>
<tr>
<td>1 mg</td>
<td>1000 mcg</td>
<td></td>
</tr>
<tr>
<td>60 mg</td>
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<td>90 mg</td>
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</tr>
<tr>
<td>30 ml</td>
<td>1 ounce</td>
<td></td>
</tr>
<tr>
<td>1 L</td>
<td>1000 ml</td>
<td></td>
</tr>
<tr>
<td>2.54 cm</td>
<td>1 inch</td>
<td></td>
</tr>
<tr>
<td>°C = (°F - 32) (5/9)</td>
<td>°F = [°(°C)(9/5)] +32</td>
<td></td>
</tr>
</tbody>
</table>

gr = grain            mg = milligram            cm = centimeter
dr = dram             ml = milliliter            gtt(s) = drops
oz = (fluid) ounces   L = liter              tbs = tablespoon
m = minim             lb = pound              tsp = teaspoon
g = Gm = gram         mcg = microgram          cc = cubic centimeter
kg = kilogram
APPENDIX D
WEB LINKS TO THE TEXAS BOARD OF NURSING

The following information on licensure and licensure eligibility is required by the Texas Board of Nursing to be provided to students who are enrolled in the program. This information is required for all registered nurses and licensed vocational nurses in Texas. Students will be required to sign statements regarding their receipt of this information.

Please follow the BON link below to download the Declaratory Order Request Form:

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications/Forms</td>
<td>Declaratory Order Request Form</td>
</tr>
</tbody>
</table>

Please link to the Board of Nursing web pages on the Nursing Practice Act, the Nursing Peer Review Act, the Texas Occupations Code and Statutes Regulating the Practice of Professional Nursing for the following:

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>301.257</td>
<td>DECLARATORY ORDER OF LICENSE ELIGIBILITY</td>
</tr>
<tr>
<td>301.252</td>
<td>LICENSE APPLICATION:</td>
</tr>
<tr>
<td>301.253</td>
<td>EXAMINATION</td>
</tr>
<tr>
<td>301.452</td>
<td>GROUNDS FOR DISCIPLINARY ACTION</td>
</tr>
<tr>
<td>301.453</td>
<td>DISCIPLINARY AUTHORITY OF BOARD; METHODS OF DISCIPLINE</td>
</tr>
<tr>
<td>301.454</td>
<td>NOTICE AND HEARING</td>
</tr>
</tbody>
</table>

Please link to the Board of Nursing web pages on Rules and Regulations Relating to Professional Nurse Education, Licensure and Practice for the following:

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>213.27</td>
<td>GOOD PROFESSIONAL CHARACTER</td>
</tr>
<tr>
<td>213.28</td>
<td>LICENSURE OF PERSONS WITH CRIMINAL CONVICTIONS</td>
</tr>
<tr>
<td>213.29</td>
<td>CRITERIA AND PROCEDURE REGARDING INTEMPERATE USE AND LACK OF FITNESS IN ELIGIBILITY AND DISCIPLINARY MATTERS</td>
</tr>
<tr>
<td>213.30</td>
<td>DECLARATORY ORDER OF ELIGIBILITY FOR LICENSURE</td>
</tr>
<tr>
<td>217.11</td>
<td>STANDARDS OF PROFESSIONAL NURSING PRACTICE.</td>
</tr>
<tr>
<td>217.12</td>
<td>UNPROFESSIONAL CONDUCT</td>
</tr>
</tbody>
</table>
APPENDIX E
Del Mar College

Department of Nurse Education Organizational Chart

Chairperson - Dr. Evangeline DeLeon

- Administrative Assistants
  - Learning Lab Assistant

- Program Director – Dr. Jennifer McWha
  - Success Center Coordinator
  - Simulation lab coordinator
    - Lab Assistant
  - Level Coordinators
    - Course Coordinators
APPENDIX F

DEPARTMENT OF NURSE EDUCATION
REQUEST FOR SPECIALTY CLINICAL MAKE-UP

Students with absences are responsible for making arrangements to make-up clinical experience equal to the time missed. The student will contract a Clinical Instructor within their level to make-up clinical hours. The arrangements are to be completed by the student and then submitted to their Primary Clinical Instructor for approval. Once the clinical hours are finished the student must have the Clinical Instructor observing them complete this form and then the student presents the form to the Primary Clinical Instructor. For any questions or issues concerning clinical make-up contact the Primary Clinical Instructor.

Student: ___________________________________________________

Primary Clinical Instructor: ________________________________

Date of absence(s): _______________________________________

Clinical make-up date(s): _________________________________

Clinical make-up location: _________________________________

Clinical Instructor observing make-up: ______________________

Clinical make-up completed: Satisfactory ___________________
Unsatisfactory ___________________

Comments:

Rev spring 2014
Appendix G

DMC Department of Nurse Education
Skills Lab Confidentiality and Recording Agreement

I, __________________________, agree to keep all events within the simulation laboratory confidential. I fully understand that when I share simulation information with students who have not completed the exercise I deprive them of a valuable learning opportunity. I agree to refrain from comments that reflect negatively on any of my fellow classmate’s knowledge, skills or abilities. I understand that I may openly discuss the simulation events for learning purposes during the debriefing exercise or when appropriately directed by the instructor.

I understand that at times I might be recorded performing skills independently or as part of a group. I understand that if a group is recorded that the group in whole or part may review the video during debriefing. In addition I understand that at times a recording may be utilized for my performance evaluation and will only be shown to other instructor(s) for review on an as needed basis. I understand that I will not be recorded without my prior knowledge. If I have any questions or concerns regarding this agreement, I will ask my instructor. Recordings will not be kept on file for longer than 1 month. By signing below, I am giving permission to be recorded.

Printed Student Name: ____________________________________

Student Signature: ____________________________________ Date: ____________
APPENDIX H

Del Mar College
Department of Nursing Education
Professional Development Documentation Form

Take this form with you to each activity. List the activity date & time, the activity description, the student resource, and signature. The number of professional activities required varies by level. Refer to your Level Clinical Syllabus for details.

When you have met the professional activity requirements for your Level; sign, date, and turn in as directed by your faculty.

<table>
<thead>
<tr>
<th>Date &amp; Time of Event</th>
<th>Event Description (Must include details)</th>
<th>Printed Name, Licensure, Contact Information of Student Resource</th>
<th>Signature of Student Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: ________________________________________________________

Date: __________________________

(Signature confirms completion of professional requirements)

Student Printed Name: ____________________________________________________
APPENDIX I

DEL MAR STUDENT NURSES ASSOCIATION
BY LAWS

ARTICLE I. NAME

The name of this organization shall be the Del Mar Student Nurses Association, hereafter referred to as DMSNA.

ARTICLE II. PURPOSE AND FUNCTION

Section I. Purpose
Del Mar Student Nurses Association shall:

A. Assume the responsibility for contributing to the nursing education in order to provide the highest quality of health care.
B. Provide programs representative of fundamental and current nursing interests and concerns.
C. Aid in the development of the whole person, his/her responsibility for the health care of the people in all walks of life, and in the practice of nursing.
D. Foster the development and participation of the first semester student.

Section II. Function
Del Mar Student Nurses Association shall:

A. Have direct input into standards of nursing education and influence in the educational process.
B. Influence health care, nursing education, and practice through legislative activities as appropriate.
C. Promote and encourage participation in community affairs and activities as appropriate.
D. Represent nursing students to the consumer, institutions, and organizations.
E. Promote and encourage recruitment efforts, participation in student activities and educational opportunities regardless of race, color, creed, sex, national origin, economic status, age, or lifestyle.
F. Promote and encourage student participation in inter-disciplinary activities.
G. Promote and encourage collaborative efforts with the National Student Nurses Association, American Nurses Association, and National League for Nursing, International Council of Nurses, Texas Nurses Association, Texas League for Nursing, as well as other nursing and related health care organizations.

ARTICLE III. MEMBERS

Section I. Membership Classification and Rights
There shall be two classes of membership: Active and Associate.

A. Active Members
1. Students enrolled in Del Mar Associate Degree Nursing program leading to licensure as a Registered Nurse.
2. Active members shall have all the privileges of membership and shall:
   a. Receive the NSNA Imprint, & and the NSNA News.
   b. Be eligible for appointed and elected office.
   c. Be eligible to serve in the House of Delegates as representatives to the Texas Nursing Student Association (TNSA) and National Student Nurses Association (NSNA).

B. Associate Members

1. Pre-nursing students enrolled at Del Mar College in preparation for entrance into a program leading to an Associate Degree, Diploma, or Baccalaureate Degree in Nursing.
2. Associate members shall have all the privileges of membership, except the right to hold office.

ARTICLE IV. CONSTITUENCY Section I. Local Representation to TNSA Convention

A. If DMSNA is recognized as a constituent chapter by the TNSA delegate cutoff date, the chapter will be entitled to one voting delegate and one alternate.
B. In addition, a voting delegate and alternate shall be allowed for each twenty (20) members, up to a maximum of ten (10) delegates.

Section II. Local Representation to NSNA convention.

A. If DMSNA is recognized as a constituted chapter by the NSNA delegate cutoff date, the chapter will be entitled to one voting delegate and one alternate.
B. In addition, a voting delegate and alternate shall be allowed for each fifty (50) members.

ARTICLE V. BOARD OF DIRECTORS / OFFICERS

Section I. Board of Directors

A. A Board of Directors will be elected to serve DMSNA for one year. Those elected, will convene at a designated time with the Chapter Advisor to elect officers.
B. The elected officers of DMSNA shall be President, Vice President, Secretary/Treasurer, Program Coordinator(s), Community Projects Coordinator(s), Ways & Means Coordinator(s) and Parliamentarian/SGA Rep and special Projects Coordinator(s).
C. Each officer shall be responsible for working within the framework as set forth in Section V of these By-Laws and shall serve as chairperson of a designated committee, as appropriate.
D. A Board of Directors shall be elected by ballot every spring. The Board of Directors-elect will serve alongside the current officers attending board meetings and scheduled meetings. The Board of Directors-elect will have no voting power and will not take office officially until after the last official meeting in April. The officers-elect will be installed at the April meeting.
Section II. Qualifications

A. Candidacy for the Board of Directors shall be open only to those candidates who will be active members throughout the full term of their office.

B. In accordance with the DMC Registered Student Organization Guide, all club officers must have a 2.5 GPA or better on all work attempted and be in good academic standing.

Section III. Nominations

A. Will be taken from the floor, for the purpose of creating a ballot at a designated DMSNA meeting.

B. No name shall be placed in nomination without consent of the nominee.

C. Prior to seeking office, an individual will seek and obtain membership in NSNA and DMSNA at least two (2) weeks prior to the designated meeting for nominations.

Section IV. Campaigning

A. A nominee for office may not actively campaign when nominated from the floor until completion of above prerequisites.

Section V. Term of Office

A. Officers shall assume office for a term of one (1) year, April to April. After the April meeting, all pertinent papers and/or books will be turned over to the newly installed officers within one month.

Section VI. Vacancy of Office and Unfinished Elections

A. A vacancy in the office of President shall be filled by the Vice-President. In the event of a vacancy in any other office, this vacancy shall be filled by a vote of the Executive Board.

Section VII. Duties of the Officers

A. The President shall:

1. Preside at all meetings of the association and the Executive Board except committee meetings.
2. Serve as ex-officio member of all committees.
3. Appoint chairpersons of all committees, unless otherwise stated in these By-Laws, with the approval of the Executive Board. The chairperson will appoint the committee members.
4. Sign DMC vouchers with the Advisor.
5. Call any special meeting that circumstances deem necessary.
6. Represent DMSNA in all matters concerning this association.
7 Keep Officers, Advisor(s), and members informed of NSNA, TNSA and DMSNA activities and deadlines.
8 Attend Council of Schools Conference, TNSA State Convention and/or NSNA National Convention if desired, and if funding is available. Attendance at these meetings must be approved by the Executive Board. If funding is not available, the President may attend above functions at own expense if desired and as approved by the Executive Board.
9 Make timely deposits as applicable.

B. The Vice-President shall:
1 Preside in the absence of the President.
2 Succeed to the office of President for the unexpired term in the event of a vacancy of that office.
3 Serve as Chairperson of the Membership Committee and the Nurse Practice Committee.
4 Keep the official register of DMSNA members
5 Keep Faculty Advisor(s) informed of all activities.

C. The Secretary shall:
1 Record the proceedings of all DMSNA meetings.
2 Distribute the minutes within ten (10) days following each meeting to the DMSNA advisor(s), Student Development office, as applicable, and post a copy on the DMSNA bulletin board.
3 Maintain minutes of all meetings of the DMSNA, committee reports, and files of correspondence.
4 Handle and maintain on file all correspondence as directed by the Executive Board.
5 Keep Faculty Advisor(s) informed of all activities.

D. The Treasurer shall:
1 Act as custodian of DMSNA funds and deposit all funds as designated by current DMC Registered Student Organization Guide.
2 Receive and pay all bills incurred by DMSNA according to proper procedure. Minutes verifying expenditures were voted on, must be attached to activity fund requisitions.
3 Keep an accurate ledger of all income and expenses, and present a report at each business meeting or upon the request of the members of the DMSNA.
4 Be responsible and accountable for all reimbursements as expenses so approved by the Executive Board.
5 Keep Faculty Advisor(s) informed of all activities.

E. The Parliamentarian shall:
1 Maintain parliamentary order at all meetings of the Del Mar Student Nurses’ Association.
3 Serve as chairperson of the By-Law, Policy, and Resolution Committee.
4 Keep Faculty Advisor(s) informed of all activities.

F. The Community Projects Coordinator(s) shall:
1 Make recommendation(s) to the DMSNA Executive Board regarding proposed chapter community service for fall and spring semesters. This recommendation(s) will be voted upon and approved by the DMSNA Executive Board.
2 Prepare all necessary documents, with appropriate signatures, as required by the office of Student Development.
3 Assist the local chapter with information regarding health seminars.
4 Provide information regarding community projects and available awards to the chapter.
5 Prepare application for state and national community awards, as appropriate.
6 Keep Faculty Advisor(s) informed of activities.

G. The Program Coordinator(s) shall:
1 Be responsible for the DMSNA monthly programs.
2 Make recommendation(s) to the DMSNA Executive Board regarding proposed monthly programs for the fall and spring semester. This recommendation(s) will be voted upon and approved by the DMSNA Executive Board.
3 Shall make all arrangements for each monthly meeting which shall include, program speaker, location, any appropriate room arrangements (as necessary), refreshments, and announcements.
4 All monthly programs must be “cleared” with the Faculty Advisors before any arrangements are made with the proposed presenting party.
5 Make appropriate meeting/room arrangements with the office of Student Development.
6 Keep Faculty Advisor(s) informed of all activities.

H. The Special Projects Coordinator shall:
1 Be responsible for arranging for not more than two (2) projects.
2 Work in collaboration with Student Affairs Committee.
3 Make appropriate meeting/room arrangements with the office of Student Development.
4 Keep Faculty Advisor(s) informed of all activities

I. The Ways and Means Coordinator(s) shall:
1 Be responsible for arranging fund-raisers for the organization.
2 Prepare all necessary documents, with appropriate signatures as required by the office of Student Development.
3 Maintain itemized records related to incoming funds from fund-raisers and expenditures as applicable.
4 Submit monies to the Treasurer and/or Faculty Advisors in a timely manner.
5 Provide Treasurer with appropriate receipts.
6 Keep Faculty Advisor(s) informed of all activities.
ARTICLE VI. EXECUTIVE BOARD

Section I. Composition

A. The voting members of the Executive Board shall consist of all elected officers.
B. The non-voting members are faculty advisor(s).

Section II. Duties

A. Act as a representative body in initiating, correlating, and recommending plans or suggestions to be presented to DMSNA.
B. Act on behalf of DMSNA on any matters of immediate concern that cannot be postponed to the next regular meeting of the association.
C. Provide an effective means of communication between the students and the faculty relating to SNA activities.
D. Act as custodian of the property, securities, and records of this association.
E. Consider the approval of reimbursement for non-budgeted expenses.
F. Approve standing committee and special committee chairpersons as recommended by the President.
G. Have power and authority of the affairs of this organization when action of the membership is not considered feasible.

Section III. Meetings

A. All meetings of the DMSNA Executive Board shall be open to all members of DMSNA.
B. A majority of the members of the Executive Board shall constitute a quorum for executive board meetings, including the president or vice-president. In addition, a faculty advisor must be present.
C. Any officer who is ABSENT TWO (2) CONSECUTIVE MEETINGS will be considered for dismissal. A unanimous affirmative vote of the other officers is required for dismissal. A written notice of dismissal will be sent to the individual and the chairperson of the Department of Nurse Education.
D. If a member of the Executive Board fails to fulfill the responsibilities as defined in the By-Laws, policy manual, and standing rules, the Executive Board shall have the option of removing that committee member from the office. This action will require a unanimous affirmative vote of the Executive Board.

ARTICLE VII. VOTING

A. Only individuals who are current members of NSNA/DMSNA are eligible to vote.
B. Voting shall be by ballot at a designated location.
C. Two (2) Tellers shall be appointed by the President to count the cast ballots. Tellers (2) will be selected from the Executive Board. One other, a staff member, who represents the Department of Nurse Education, shall also be appointed by the President. The Faculty Advisor(s), in conjunction with the other three, will ascertain the validity of each ballot before surrendering ballots to the tellers.
D. If a runoff is necessary, a new ballot will be created for that purpose only.
E. Results will be announced at installation.

ARTICLE VIII. DUES AND FINANCES

Section I. Dues
A. The annual dues shall be $30.00 for new members and $40.00 for renewal members’ payable for the appropriate dues year. The dues year shall be a period of 12 consecutive months.
B. Payment of NSNA, TNSA dues is a prerequisite for membership in DMSNA.
C. Payment of NSNA/TNSA shall be payable directly to NSNA. NSNA shall remit to DMSNA the designated portion of membership dues.
D. Payment of dues (new and renewals) will be submitted to Faculty Advisor who, will then consolidate and submit to NSNA.
E. Any member who fails to pay current dues shall forfeit all privileges of membership.

Section II. Finances
A. Operating monies will be passed on to the next elected board by the current board in the same amount (same balance) received or more.

Section III. Budget
A. A proposed budget for the general account shall be prepared by the outgoing Treasurer and presented to the newly elected Treasurer and the Executive Board for their consideration.

ARTICLE IX. PARLIAMENTARY AUTHORITY
A. Robert’s Rules of Order, Newly Revised, shall govern the proceedings of DMSNA in all cases not provided for in these By-Laws.

ARTICLE X. BYLAW AMENDMENTS

Section I.
A. These By-Laws may be amended at a regular or a called business meeting by a two-thirds (2/3) majority vote of those present provided that notice of the proposed amendments has been posted at least one week (7 days) prior to that meeting.

Section II.
A. Amendments to the By-Laws of DMSNA voted on by the membership shall immediately be in effect unless otherwise designated and shall promptly be implemented.

(Revised 4/02)
APPENDIX J

Constitution of the fall or Spring Nurse Pinning Ceremony Committee

ARTICLE I (Name)

The name of this organization shall be fall or Spring Nurse Pinning Ceremony Committee and hereafter shall be referred to as FNPCC or SNPC.

ARTICLE II (Purpose) The purpose of this organization is to establish a process for graduating Nursing students to plan and implement a pinning ceremony.

ARTICLE III (Membership)

Section 1. All members of the FNPCC or SNPC will be bona fide Del Mar students who are preparing to graduate from the Del Mar College Nursing program.

Section 2. Membership in the FNPCC or SNPC will be open to all graduating Nursing students without regard to race, sex, religion, or national origin.

ARTICLE IV (OFFICERS)

Section 1. OFFICERS: President Vice-President Secretary Treasurer Ways & Means (2 positions)

Section 2. ELECTION of OFFICERS: Election of officers will occur through a democratic process of nominating and voting, with all members being offered the opportunity to participate. This will occur during the students third semester (fall semester) of the Registered Nursing program prior to completion of the program the following spring.

Section 3. ELIGIBILITY of OFFICERS: All club officers must have a 2.5 grade point average or better on all work attempted and be in good academic standing (Del Mar College Registered Student Organization Guide).

Section 4. DUTIES of OFFICERS: President - schedules, coordinates and chairs all FNPCC or SNPC meetings Vice President - assists the President; schedules, coordinates and chairs any meetings which the President is unable to attend Secretary - takes accurate minutes of all FNPCC or SNPC meetings including attendance Treasurer - opens FNPCC or SNPC account at the Business Office; maintains accurate financial records; makes necessary deposits or withdrawals from the account Ways & Means - coordinates all fundraising activities

Section 5. Vacancy of Office. Each officer shall relinquish their office and its inherent duties upon graduation from the Nursing program. In the event that an officer is no longer able to fulfill the duties of their office during their tenure, that office shall be filled in the following manner: Vacancy of the Office of President – the Vice-President shall assume the duties of the President Vacancy of the Office of Vice-President – the individual with the next highest number of votes shall assume the duties of the Vice-President Vacancy of the Office of Secretary – the individual with the next highest number of votes shall assume the duties of the Secretary Vacancy of the Office of Treasurer - the individual with the next highest number of votes shall assume the duties of the Treasurer Vacancy of a position of the Ways & Means Office - the individual with the next highest number of votes shall assume the duties of the Ways & Means Officer.

In the event that there is not another individual available with the next highest
number of votes to fill the vacated position, then a new election will be held.

Section 6. Tenure of Office. Tenure of office shall commence at the time of election during the student’s third semester (fall semester) in the Nursing program and end with the completion of that class’s academic semester.

ARTICLE V (Dues)

Section 1. Determination of Dues. Students wishing to participate in the Pinning Ceremony shall be asked to pay a one-time fee of $20.00. This money will go toward expenses for the Pinning Ceremony.

Section 2. Changing of dues. Any changes will require approval from the faculty of the Department of Nurse Education (DNE) and an amendment to this Constitution.

ARTICLE VI (Advisor)

Section 1. Selection of Advisor. The FNPCC or SNPCC Faculty Advisor shall be a full-time faculty member in the DNE who is a member of the Student Affairs Committee.

Section 2. Duties.

1. The advisor(s) must attend a DMC ADVISORS ORIENTATION meeting. Any advisor(s) NOT attending an orientation meeting cannot serve as a FNPCC or SNPCC Advisor.

2. A faculty member should not sponsor more than two Registered Student Organizations so as not to overburden the individual faculty person.

3. The advisor’s primary responsibility is to advice, to serve as a resource person, and as a counselor.

4. The advisor should be present whenever the FNPCC or SNPCC:

   a. conducts any activity which is considered an official FNPCC or SNPCC function. Functions are considered official when the FNPCC or SNPCC funds are utilized in any way or when the activity is planned at a meeting of the group either on or off campus; or when the activity is held under the name of the FNPCC or SNPCC and members are extended either a written or an oral invitation.

   b. conducts an election of officers.

   c. conducts any meeting in election of membership to the FNPCC or SNPCC.

   d. The advisor shall keep the DNE Chairperson informed of all activities.

5. Specifically, the advisor’s responsibilities to the FNPCC or SNPCC are to:

   a. encourage and assist the FNPCC or SNPCC to carry on an active and significant program and allow for the members’ development and learning.

   b. be familiar with College policies and standards in the Registered Student Organization Guide and the Statement of Purpose of the FNPCC or SNPCC.

   c. assist officers and members in becoming acquainted with these policies.

   d. be available to sign requisitions, calendar requests, etc.

   e. call to the attention of officers of the FNPCC or SNPCC any problems with members assuming responsibilities and assist in overcoming them.

   f. be present at scheduled meetings and social functions.

   g. ensure that the FNPCC or SNPCC submits all forms requested by the Student Activities Office on time.

   h. work closely with the club treasurer in maintaining accurate accounting procedures of all monies collected and deposited.

   i. maintain an active liaison function between the FNPCC or SNPCC and the
ARTICLE VII (Meetings)
The dates and times of meetings will be determined by the FNPCC or SNPCC in conjunction with the Faculty Advisor. The Faculty Advisor must be present at all FNPCC or SNPCC meetings.

ARTICLE VII (Activities)
All activities and events will be scheduled in accordance with the Chairperson of the DNE and the Del Mar College Registered Student Organization Guide.

ARTICLE IX (Amendments)
The faculty of the DNE must approve any amendments to the constitution.

(Revised 4/11)
# APPENDIX K

## Department of Nurse Education

### RUBRIC FOR SCANS WORKPLACE COMPETENCY SKILLS©

<table>
<thead>
<tr>
<th>LEVELS OF PROFICIENCY</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TIME</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C1 Allocates time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understand, prepares, and follows schedules.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Rarely completes monitored task(s) in allocated time.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Routinely completes monitored task(s) in allocated time.</td>
<td>L</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MONEY</strong></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>C2 Allocates Money.</td>
<td></td>
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</tr>
<tr>
<td>Uses or prepares budgets, includes cost and revenue forecasts; keeps detailed records to track budget performance; and makes appropriate adjustments.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepares monitored budget</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely accomplishes goals within budget</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Routinely meets goals within budget</td>
<td>L</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MATERIALS AND FACILITIES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3 Allocates Material &amp; Facility Resources. Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely uses instructor identified materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Routinely uses instructor identified materials</td>
<td>L</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>HUMAN RESOURCES</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C4 Allocates Human Resources. Assess knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rarely recognizes own skills and strengths as a team member</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Routinely recognizes skills and strengths as a team member</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Routinely recognizes and appropriately uses own skills and strengths as a team member while providing feedback and evaluates performance of self</td>
<td>L</td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By acquiring competence at allocating resources, students are learning to perform some of the basic functions of management - planning, organizing and controlling. Each resources skill, to varying degrees, involves these functions.
RUBRIC FOR SCANS WORKPLACE COMPETENCY SKILLS©

Levels of Proficiency

<table>
<thead>
<tr>
<th>Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACQUIRES &amp; EVALUATES INFORMATION</td>
<td>rarely obtains, with assistance, instructor identified data from existing sources</td>
<td>Routinely obtains, with assistance, instructor identified data from existing sources</td>
<td>Routinely obtains, with assistance, instructor identified data from existing sources</td>
<td>Routinely analyzes need for data, obtains data from existing sources or creates it</td>
<td>Routinely analyzes need for data, obtains data from existing sources or creates it, and evaluates its relevance and accuracy</td>
</tr>
<tr>
<td>C5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ORGANIZES &amp; MAINTAINS INFORMATION</td>
<td>rarely understands, transforms information from computer, visual, oral, and physical sources in written and computerized formats, with all tasks being identified and monitored by the instructor.</td>
<td>Routinely understands, transforms information from computer, visual, oral, and physical sources in a systematic fashion with two of the above tasks monitored by the instructor</td>
<td>Routinely understands, transforms information from computer, visual, oral, and physical sources in written and computerized formats in a systematic fashion with two of the above tasks monitored by the instructor</td>
<td>Routinely understands, transforms information from computer, visual, oral, and physical sources in written and computerized formats in a systematic fashion with only one of the above tasks monitored by the instructor</td>
<td>Routinely understands, transforms and organizes information from computer, visual, oral, and physical sources in easily accessible formats (written and computerized) in a systematic fashion</td>
</tr>
<tr>
<td>C6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERPRETS AND COMMUNICATES INFORMATION</td>
<td>rarely completes instructor monitored selection of information, selection of media, and conversion of the information to a desired format.</td>
<td>Routinely completes instructor monitored selection of information, selection of media, and conversion of the information to a desired format.</td>
<td>Routinely selects information, identifies media (oral, written, graphic, pictorial, or multi-media) for communicating information and converts information to a desired format with one of the above task(s) monitored</td>
<td>Routinely selects information, identifies appropriate media (oral, written, graphic, pictorial, or multi-media) for communicating information and converts information to a desired format</td>
<td>Routinely selects and analyzes information, identifies appropriate media (oral, written, graphic, pictorial, or multi-media) for communicating information and creatively converts information to the desired format</td>
</tr>
<tr>
<td>C7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USES COMPUTERS TO PROCESS INFORMATION</td>
<td>routinely uses computer to enter, modify, retrieve, store, and verify information in an appropriate format with the above task(s) monitored</td>
<td>Routinely uses computers to enter, modify, retrieve, store, and verify information, chooses an appropriate format with only one of the above task(s) monitored</td>
<td>Routinely uses computers to enter, modify, retrieve, store, and verify information, and chooses the best format for the accurate conversion of information.</td>
<td>Routinely uses computers to enter, modify, retrieve, store, and verify information, and chooses the best format for the accurate conversion of information.</td>
<td>Routinely uses computers to enter, modify, retrieve, store, and verify information, and chooses the best format for the accurate conversion of information.</td>
</tr>
<tr>
<td>C8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In acquiring information, recognizing the structure of a document or database is fundamental; to retrieve information efficiently and accurately, students need to be able to find the underlying structure in lists, schedules, tables, indexes, and other documents, and then to use this structure in retrieval. Likewise, they need to develop the ability to organize information according to its logical structure as they display or communicate information—whether graphically, orally, or in writing, or through other presentation forms.

Rubric.P1
<table>
<thead>
<tr>
<th>Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C9 Participates as Member of a Team</strong></td>
<td>rarely works cooperatively with others</td>
<td>routinely works cooperatively with others and contributes to the group with ideas, suggestions, and effort with moderate supervision</td>
<td>routinely works cooperatively with others and contributes to the group with ideas, suggestions, and effort with minimal supervision</td>
<td>routinely works cooperatively with others and contributes by sharing task(s), encourages others by appropriate listening and responding, recognizes and builds on individual strengths, resolves differences to benefit the group, takes personal responsibility for goal achievement and challenges responsibly existing procedures, policies, or authorities</td>
<td>routinely works cooperatively with others and contributes by sharing task(s), encourages others by appropriate listening and responding, recognizes and builds on individual strengths, resolves differences to benefit the group, takes personal responsibility for goal achievement and challenges responsibly existing procedures, policies, or authorities</td>
</tr>
<tr>
<td><strong>C10 Teaches others. Helps others learn</strong></td>
<td>rarely helps others learn</td>
<td>routinely helps others learn by coaching</td>
<td>Routinely helps others learn by coaching, conveys information in a relevant manner with monitored supervision</td>
<td>routinely helps others learn by coaching, conveys information in a relevant manner and assesses performance with restrictive feedback and recognizes training needs with monitored task(s) in one of the above areas</td>
<td>Routinely helps others learn by coaching, conveys information in a relevant manner and assesses performance with constructive feedback</td>
</tr>
<tr>
<td><strong>C11 Serves Clients/Customers. Competent performance requires a worker to: listen actively to identify needs and avoid misunderstandings; communicate in a positive manner, especially when handling complaints or conflicts; &amp; be familiar with relevant resources for satisfying customer needs.</strong></td>
<td>rarely works and communicates with clients and customers</td>
<td>routinely works and communicates with clients and customers through active listening, positive communication, and familiarity with relevant resources with monitored supervision</td>
<td>Routinely works and communicates with clients and customers through active listening, positive communication, and familiarity with relevant resources with monitored supervision</td>
<td>Routinely helps others learn by coaching, conveys information in a relevant manner and assesses performance with constructive feedback</td>
<td></td>
</tr>
<tr>
<td><strong>C12 Exercises Leadership. Communicates thoughts, feelings, and ideas to justify a position, &amp; encourages, persuades, convinces, or otherwise motivates an individual or group, including responsibly challenging existing procedures, policies or authority</strong></td>
<td>rarely communicates to utilize rules/values of others, to justify a position, to establish credibility, to take minority viewpoints into consideration</td>
<td>routinely communicates to make use of the rules/values followed by others, to justify a position, to establish credibility, to take minority viewpoints into consideration with monitored supervision</td>
<td>Routinely communicates to make use of the rules/values followed by others, to justify a position logically and appropriately, to establish credibility through competence and integrity, to take minority viewpoints into consideration with monitored supervision in two of the above task(s)</td>
<td>Routinely communicates to make positive use of the rules/values followed by others, to justify a position logically and appropriately, to establish credibility through competence and integrity, to take minority viewpoints into consideration</td>
<td></td>
</tr>
</tbody>
</table>

**RUBRIC FOR SCANS WORKPLACE COMPETENCY SKILLS ©**

Levels of Proficiency
### NEGOTIATES

<table>
<thead>
<tr>
<th>C13 Negotiates. Works toward an agreement that may involve exchanging specific resources or resolving divergent interest</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C13</strong></td>
</tr>
<tr>
<td>rarely works toward an agreement that could involve exchanging specific resources or resolving divergent interests with monitored supervision</td>
</tr>
<tr>
<td>routinely works toward an agreement that could involve exchanging specific resources or resolving divergent interests with monitored supervision</td>
</tr>
<tr>
<td>Routinely works toward an agreement that could involve exchanging specific resources or resolving divergent interests through research and history of the conflict, set goals, present objective arguments, listen, hear, and reflect on what has been said, clarify problems and resolve conflicts, adjust quickly to new facts/ideas, propose and examine possible options, and make reasonable compromises with monitored supervision in four of the above task(s)</td>
</tr>
<tr>
<td>Routinely works toward an agreement that could involve exchanging specific resources or resolving divergent interests through research and history of the conflict, set goals, present objective arguments, listen, hear, and reflect on what has been said, clarify problems and resolve conflicts, adjust quickly to new facts/ideas, propose and examine possible options, and make reasonable compromises with monitored supervision in two of the above task(s)</td>
</tr>
<tr>
<td>Routinely works toward an agreement that could involve exchanging specific resources or resolving divergent interests through research and history of the conflict, set goals, present objective arguments, listen, hear, and reflect on what has been said, clarify problems and resolve conflicts, adjust quickly to new facts/ideas, propose and examine possible options, and make reasonable compromises</td>
</tr>
</tbody>
</table>

### WORKS WITH CULTURAL DIVERSITY

<table>
<thead>
<tr>
<th>C14 Works with cultural diversity. Works well with men and women and with a variety of ethnic, social, or education backgrounds.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C14</strong></td>
</tr>
<tr>
<td>rarely works with men and women and with a variety of ethnic, social, or education backgrounds with monitored supervision</td>
</tr>
<tr>
<td>routinely works with men and women and with a variety of ethnic, social, or education backgrounds with monitored supervision</td>
</tr>
<tr>
<td>Routinely works well with men and women and with a variety of ethnic, social, or education backgrounds through understanding cultures, respecting the rights of others while helping them make needed adjustments in their behavior, making judgments and decisions on the basis of performance, understanding the concerns of members of other ethnic and gender groups with monitored supervision in four of the above task(s)</td>
</tr>
<tr>
<td>Routinely works well with men and women and with a variety of ethnic, social, or education backgrounds through understanding cultures, respecting the rights of others while helping them make needed adjustments in their behavior, making judgments and decisions on the basis of performance, understanding the concerns of members of other ethnic and gender groups with monitored supervision in two of the above task(s)</td>
</tr>
<tr>
<td>Routinely works well with men and women and with a variety of ethnic, social, or education backgrounds through understanding cultures, respecting the rights of others while helping them make needed adjustments in their behavior, making judgments and decisions on the basis of performance, understanding the concerns of members of other ethnic and gender groups</td>
</tr>
</tbody>
</table>

Underlying the various skills listed above, one finds a number of common themes: 1) awareness of the interpersonal dimensions; 2) perspective taking; 3) flexibility; 4) problem solving and 5) communication.
Improving or designing systems involves making suggestions, recommending alternative systems designs, and sometimes, responsibly challenging the status quo. In many situations, good oral and written communication skills, part of the SCANS foundation, are necessary for effectively presenting systems improvements.

Finally, improving or designing systems requires synthesis, an insightful combination of previously acquired forms of knowledge. People who can improve or design systems are likely to have in-depth understanding of several similar systems. In addition, they generally have experienced many and varied situations that required monitoring and correcting of a systems performance.
### Rubric for Scans Workplace Competency Skills

#### Levels of Proficiency

<table>
<thead>
<tr>
<th>Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
| **Selects Technology**  
C18 | rarely chooses appropriate set of procedures, tools, or machines, including computers and their programs with monitored supervision | routinely chooses which set of procedures, tools, or machines, including computers and their programs with monitored supervision | routinely judges which set of procedures, tools, or machines, including computers and their programs will produce the desired results with monitored supervision | routinely judges which set of procedures, tools, or machines, including computers and their programs, will produce the desired results with monitored supervision | routinely judges which set of procedures, tools, or machines, including computers and their programs, will produce the desired results |
| **Applies Technology to Task**  
C19 | rarely understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems with monitored supervision | routinely understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems with monitored supervision | routinely understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems with minimal supervision | routinely understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems with minimal supervision in one of the above task(s) | routinely understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems and accurately interprets machine output with accuracy |
| **Maintains and Troubleshoots Technology**  
C20 | rarely prevents, identifies, or solves problems in machines, computers and other technology with monitored supervision | routinely prevents, identifies, or solves problems in machines, computers and other technology with monitored supervision in one of the above task(s) | routinely prevents, identifies, or solves problems in machines, computers and other technology with monitored supervision in two of the above task(s) | routinely prevents, identifies, or solves problems in machines, computers and other technology with monitored supervision in one of the above task(s) and when to get additional help | routinely prevents, identifies, or solves problems in machines, computers and other technology |

In the past, technical skills were taught to young people who enrolled in vocational education courses because they were found to be necessary for a four-year education. In today's rapidly changing workplace, technology education is essential for all students, regardless of where they are bound after high school, and is the responsibility of all educators.

Rubric is Copyrighted 1994, Jo Hoffman
APPENDIX L

Del Mar College
Department of Nurse Education
Medical/Pregnancy Release Form

General Responsibilities
The nursing student is responsible for performing patient assessment, planning care delivery, performing nursing intervention and teaching patients, family members and communities about health and illness. Responsibilities include reviewing the patient’s chart, assessing the patient’s medical condition, complaints and concerns, assessing bio-psychosocial and spiritual aspects of the patient’s health, carrying out physician’s orders, and determining appropriate treatment and medication. Direct care includes administering medications and completing nursing procedures such as catheterization, suctioning, dressing changes and responding to emergencies as they occur. The student also assists patients with meals, positioning, transporting and transferring in and out of bed, and in walking. Information gathered about the patient is regularly and appropriately communicated to the health care team. The student also engages in community-based activities in which care to families, groups and target populations is delivered. This requires participation in agency and independent activities.

Working Environment:
There are many settings in which the nursing student gains experience, e.g., hospital, nursing home, public health and community agencies, home visits, school setting and clinics. The most physically demanding may be in a local Medical hospital and other health care settings where there is a nursing station with patient rooms in the surrounding area. The flooring often varies and students are expected to walk distances while monitoring patients’ conditions. These active, busy environments require the ability to keep track of a large number of activities at a time.

Percent of Time Spent:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sitting</td>
<td>10%</td>
</tr>
<tr>
<td>Standing</td>
<td>50%</td>
</tr>
<tr>
<td>Walking</td>
<td>40%</td>
</tr>
</tbody>
</table>

Standing and walking are required during the entire work day. Occasional sitting is possible when taking patient’s history or recording on patient’s chart.

- Lift up to 10-15 lbs. Medical supplies and equipment
- Lift up to 20-50lbs When assisting with 2-person lift

Identifying specific weights lifted in a transfer is difficult because it is dependent upon the amount of assistance the patient is able to offer. Use of assistive devices for lifting are encouraged and at times required.

The student must notify the Del Mar College Nurse Education Department of any restrictions or modifications that may need to be considered. A release from the primary physician is required

Physician Signature________________________________________Date________________________________________
1. I have read the Student Handbook in its entirety and understand the objectives, policies, rules and regulations set forth therein.

2. I agree to abide by these policies and guidelines and accept responsibility for my actions while enrolled as a student in the Nursing Program. I understand that failure to abide by the policies or meet the academic standards set forth in this handbook may result in dismissal from the Program or other action as described in the handbook.

3. I also understand that in gaining experience in procedures; i.e. physical assessment, bathing, moving clients, and others, I will be required to perform procedures on my fellow students. I also understand that these procedures will be performed only after lectures and practice sessions with a training aid and under the supervision of an instructor.

4. I also agree to abide by the safety policies outlined in this handbook and as described to me by my instructors. I recognize that failure to do so may result in action (i.e., probation or dismissal from the program).

5. I also understand that any policy set forth in this handbook can change at any time during my tenure in the program.

6. I also give permission for the college for release of necessary personal information to the clinical training facility prior to clinical placement.

7. I also have read and understand the potential for exposure to blood or other potentially infectious materials, or exposure to inhalation of airborne microorganisms during clinical placement and I will not hold the college liable for any accidental exposure I may experience in the clinical setting.

____________________________
Student signature

________________________
Date
I hereby verify that I have received and have had the following documents regarding licensure eligibility for registered professional nurses in Texas explained to me:


4. I have read the Texas Board of Nursing eligibility questions regarding Criminal Behavior, Mental Illness, and Chemical Dependency (located in the Declaratory Order form at [http://www.bne.state.tx.us/forms_declaratory_order.asp](http://www.bne.state.tx.us/forms_declaratory_order.asp) under “Petition for Declaratory Order” link)

Printed Student Name _____________________________________________________________

Student signature_______________________________________________________________

Date ________________________________
Appendix O
Department of Nurse Education - ATI TESTING POLICY

What is ATI?
- Assessment Technologies Institute® (ATI) offers an assessment driven review program designed to enhance student success on the National Council Licensure Examination (NCLEX-RN/PN).
- The comprehensive program offers multiple assessment and enhancement activities. These include assessment indicator for academic success, critical thinking, and learning styles, online tutorials, online practice testing, and proctored testing over the major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare more efficiently, as well as increase confidence and familiarity with nursing content.
- Data from student testing and development can be used for program’s quality improvement and outcome evaluation.
- ATI information and orientation resources can be accessed from your student home page. It is highly recommended that you spend time navigating through these orientation materials.

Modular Study:
ATI provides online review modules that include written and video materials in all content areas. Students can expect to use these modules to supplement course work throughout the nursing program and instructors will assign these during the course and/or as part of active learning to enhance student performance following assessments.

Tutorials:
ATI offers unique Tutorials that teach nursing students how to think like a nurse; how to take a nursing assessment and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide.

Assessments:
Assessments will help the student to identify what they know as well as areas requiring active learning/review. There are practice assessments available to the student and proctored assessments that may be scheduled during courses.

Active Learning/Enhancement:
Active learning/enhancement is a process of reviewing content in an area that was not learned or not fully understood as demonstrated on an assessment. It is intended to help the student review important information to be successful in courses and on the NCLEX. The student’s individual performance profile will contain a listing of the topics to review. The student will review content, using the Focused Review which contains links to ATI books, media clips and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students will be asked to provide documentation that required ATI work was completed using the “My Transcript” feature located under the “My Results” tab of the ATI Student Home Page, or by submitting written Active Learning Templates as required.

Grading Rubric: For each course, ATI will make up a component (percentage) of the overall course grade. A grading rubric will be provided in each course explaining how a student earns class points with regard to ATI.

Student Acknowledgement
Initial both statements below and sign:

_____ I have received a copy of and have read the ATI Assessment and Review Policy

_____ I understand that it is my responsibility to utilize all of the books, tutorials and online resources available from ATI.

_____________________________  ____________________  __________________
Student signature  Date  Student printed name

SUM 2014
Appendix P

EXAMPLE of grade attainment

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit exams (6)</td>
<td>60%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>10%</td>
</tr>
<tr>
<td>ATI</td>
<td>10%</td>
</tr>
</tbody>
</table>

STEP 1: Determining the overall exam average

Exam 1  86  
Exam 2  85  
Exam 3  78  
Exam 4  80  
Exam 5  78  
Exam 6  90  
Final   86

\[ 86 + 85 + 78 + 80 + 78 + 90 + 86 = 583 \div 7 = 83.28\% \]

The AVERAGE of all unit exams PLUS the final exam (as indicated in course syllabus) must be 75% in order to be eligible to receive the other 20% of coursework. In this example ALL SEVEN exams produce an average of 83.2% (so this person would be eligible for the other 20% received via ATI and Project).

NOTE: There may be times when the last unit exam is scheduled to be administered after the college drop date. In this case, it is recommended that you speak with the course faculty to determine best course of action with regard to continuing in the class or withdrawing if there is concern about overall exam performance scores and/or average.

STEP 2: Apply the “weight”. The “weighting” of all components is applied only if the exam average is 75% or higher from step 1 above

Exam 1  86  
Exam 2  85  
Exam 3  78  
Exam 4  80  
Exam 5  78  
Exam 6  90  
Final  86

\[ 86 \times 0.20\% \text{ (final is weighted at 20\%)} = 17.2 \text{ pts} \]

ATI =  \[ 96 \times 0.10\% \text{ (ATI weighted at 10\%)} = 9.6 \text{ pts} \]

Group project =  \[ 94 \times 0.10\% \text{ (group project weighted at 10\%)} = 9.4 \text{ pts} \]

\[ 49.68 + 17.20 + 9.60 + 9.40 \]

85.88 (the course grade would be recorded as a “B” per the grading scale policy)
Appendix Q

Department of Nurse Education - ExamSoft TESTING POLICY

ExamSoft is a cloud-based software program that allows for the creation, delivery, and assessment of exams. No internet is required to take the exam. Students are directed by faculty to download an encrypted exam onto an instructor-specified device prior to test time using the application called SofTest. Instructors may deliver the exam on department-owned iPads or laptops, lab computers, or scantron-type forms.

Once a student had accessed the SofTest app, directions will be provided by faculty on how to proceed taking the exam. Students are not able to access or begin the exam until faculty provides a code on test day. SofTest will block access to all other applications on the device that is being used for test-taking. Once the exam is started SofTest will save and back-up your work every minute.

ExamSoft is never dependent on the Internet during testing. When an exam is complete, the software locks the exam, re- enables Internet activity, and automatically uploads the answers the next time the device is online. Exams are scored immediately and detailed faculty and student-based reports are created. A student may access his/her exam performance by logging into www.examsoft.com/delmarnursing and placing the student id and password in the correlating fields.

- I understand that if I encounter any technical difficulties during an exam I am to contact my instructor proctor immediately. I will not shut off my device during test-taking without an instructor proctor present.

- I understand that no cell phone or recording device of any sort is permitted on my person during testing or exam review and that faculty reserve the right to request cell phones be left in a designated area prior to the start of the exam.

- I understand that all other testing considerations will be followed as stipulated in the Department of Nurse Education Student Testing Policy (Student Handbook – www.delmar.edu/rn)

- I understand that any student who violates the ethical code of behavior set forth in the Del Mar College Standards of Student Conduct: Scholastic Dishonesty will be subject to the penalties set forth therein; this can include academic suspension or dismissal from program and/or college and be subject to disciplinary hearing.

Student Acknowledgement
Initial both statements below and sign:

_____ I have reviewed and understand the Department of Nurse Education ExamSoft testing policy.

_____ I understand any violation to the above policy may result in disciplinary action.

__________________________  __________________________  ________________
Student Signature             Student Printed Name             Date

SUM 2015

80
Appendix R

Del Mar College
Department of Nurse Education
Medical Leave of Absence Request

I, (print name) _____________________________________________ have submitted the required medical documentation indicating that I must step-out of the nursing program at this time due to personal/family (circle one) medical health issues.

I have provided written notification to the level coordinator. I understand that my return to classes is contingent upon providing written medical clearance from my health care provider or written verification that my family member is no longer requiring my attendance for health care needs.

Beginning date of medical leave ____________________________

________________________________________________________________________
Printed Name Date

________________________________________________________________________
Signature

Date of return to classes _________________________________

Medical verification for return provided to nursing office (and attached to this form) □