



1000 W. Foothill Boulevard  
Glendora, CA 91741-1899

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**STUDENT HANDBOOK**

**2023-2024**

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## WELCOME

Welcome to the Associate Degree Nursing Program at Citrus College. We are looking forward to assisting you in meeting your career goal of becoming a registered nurse and providing a foundation for your continuing education in nursing.

This ADN Student Handbook is available online for you to download, print and place in a notebook that you keep with you throughout the program. Please find the ADN Student Handbook on the ADN Homepage at: <https://www.citruscollege.edu/academics/programs/adn/Documents/adn-handbook.pdf>

It is the student's responsibility to review all the Policies and Procedures in this handbook.

The ADN Handbook is designed to give you important information to assist you in orienting yourself to the program, and to provide a resource as you progress through the program. Contents presented in this handbook are in accordance with the Citrus College., additional information is also available in the college catalog.

The ADN Program Policies are compatible with college policies, the accrediting agency guidelines and requirements of our clinical partners. It is very important to thoroughly read this handbook and to ask for clarification of any part you do not understand. Please keep the handbook as a reference throughout the ADN Program. Students will be notified about any changes will be provided to enrolled students as soon as possible. The student is responsible to print and insert updated information into the ADN Handbook notebook in an ongoing basis.

Committed to individual student success, each ADN faculty serves as both a student mentor and resource throughout this professional educational program. Student input is critical to the development of policy, as well as to the implementation of curriculum. Opportunities will be provided to all students to evaluate courses and participate on ADN Committees. We welcome you to the family of the Citrus College ADN Program.



# **SECTION I: CITRUS COLLEGE INFORMATION**

## **INTRODUCTION TO CITRUS COLLEGE**

Celebrating over 100 years of service, Citrus College is located in Glendora in the foothills of the San Gabriel Mountains, approximately twenty-five miles northeast of metropolitan Los Angeles. The college has the distinction of being the oldest community college in Los Angeles County and the fifth oldest in the state.

Citrus College was founded in 1915 under the leadership of Dr. Floyd S. Hayden, who helped bring the community college movement to California. From 1915 to 1961, the college was operated by the Citrus Union High School District.

In July 1961, the Citrus Community College District was created to include the Azusa and Glendora unified school districts. In 1967, the district expanded to include the Claremont, Duarte and Monrovia school districts.

Today, Citrus College occupies a 104-acre campus. The college is currently experiencing a major facilities expansion project that will change the look of the campus.

The college enrolled 27 students in 1915 and currently the college serves more than 19,000 students annually.

Classes are offered on a 16-week calendar (fall and spring semesters), as well as in a variety of non-traditional scheduling options -- winter intersession, evenings, summer sessions, and optional class formats, such as online education courses.

### **Accreditation**

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

### **Citrus Community College District's Mission Statement**

Citrus College provides students with quality educational experiences and support services that lead to the successful completion of degrees, transfer, certificates, career/technical education and basic skills proficiency. The college fosters academic and career success through the development of critical thinking, effective communication, creativity, and cultural awareness in a safe, accessible and affordable learning environment. In meeting the needs of our demographically diverse student population, we embrace equity and accountability through measurable learning outcomes, ethical data-driven decisions and student achievement.

### **Vision Statement**

Citrus College is driven to provide excellent educational opportunities that are responsive to the needs of our students, and empower them to meet and exceed challenges as active participants in shaping the future of our world.

## Values

1. **Student Success and Completion:** Meeting student needs by creating an educational environment in which students can attain a variety of goals.
2. **Excellence:** Maintaining a high standard of integrity and performance leading to the achievement of academic and career goals.
3. **Collaboration:** Seeking input from all sectors of the college and the community.
4. **Diversity:** Fostering a learning community in which the diverse values, goals, and learning styles of all students are recognized and supported.
5. **Life-Long Learning:** Encouraging enthusiastic, independent thinkers and learners striving for personal growth.
6. **Integrity:** Behaving ethically in all interactions at all levels.
7. **Technological Advancement:** Implementing cutting-edge technology that enhances instruction and prepares students for life-long success.

## CAMPUS RESOURCES

### **Associated Students of Citrus College (ASCC)**

The Associated Students of Citrus College (ASCC) is made up of all students attending Citrus College and paying their ASCC student service fee. Members of ASCC's executive board and program board plan and execute a variety of educational and social activities open to all members.

In compliance with shared governance mandates, the ASCC has an active voice in campus-wide committees, making sure that students' needs and opinions are considered in decisions affecting their education.

The ASCC offers a number of opportunities and activities to meet the needs and interests of all students. Whether you're interested in planning and producing campus-wide activities, participating in student government, or just making new friends in any of the ASCC's diverse clubs, you'll find the program that's right for you. As an ASCC member, you are entitled to many services and benefits, as well as discounts at local businesses and amusement parks.

### **California Work Opportunity and Responsibility for Kids (CalWORKs)**

California Work Opportunity and Responsibility for Kids (CalWORKs) is the State's welfare-to-work program for families with children. The Citrus College CalWORKs Program works in collaboration with the Department of Public Social Services to assist students with education, training and job skills. CalWORKs students receive assistance with completion of county paperwork including childcare verification hours, work-study job placement, and referrals to community resources. If you are receiving Temporary Aid for Needy Families (TANF), Citrus College CalWORKs can help you navigate county requirements and set you on a path to become self-sufficient.

### **Counseling and Advisement**

The Counseling and Advisement Center offers specialized services needed for success at Citrus College and beyond, from assessing student skills to identifying career goals and selecting appropriate classes. Through matriculation, the Counseling and Advisement Center offers specialized services, such as:

- guided self-placement
- new student orientation and student education plan (SEP) requirements
- follow-up services

Counselors and advisors assist with long-range planning and verification of specific requirements so students meet graduation requirements, course prerequisites, and requirements for transfer to four-year colleges or universities.

Counseling services are offered to help students make informed choices with educational planning, career counseling, transfer counseling, and personal counseling through a variety of options, like:

- counseling virtual lobbies and individual appointments
- workshops for student education plans, registration assistance, and early alert
- online services
- online educational plan
- transfer services
- career services

In addition to the Counseling and Advisement Center, many college programs offer counseling services such as athletics, CalWORKs, Career/Transfer Center, career and technical education, DSPS, EOPS/CARE, visual and performing arts, International Student Center, nursing, STEM, and veteran services.

### **Disabled Student Programs and Services (DSPS)**

At Citrus College, we are committed to providing students with disabilities an accessible educational environment that allows each student the opportunity to reach their academic goals and participate in a full range of campus programs and activities. Once we receive verification of a student's disability, we provide support services to compensate for disability-related educational limitations. Such support services are essential components of the educational program as they help students with disabilities realize their educational potential in the mainstreamed academic programs.

### **Early Alert**

Early Alert is a computerized email-based system of early warning and follow-up for students identified as having academic difficulties early in the semester AND a feedback procedure for all instructors regarding the specific actions taken by their identified students. It consolidates all traditional "academic progress reports" into one roster and establishes a systematic referral process for students experiencing academic difficulties. It is designed to be efficient and technologically user-friendly for instructional and support staff, as well as informative, direct and non-threatening for students.

### **Extended Opportunity Programs and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)**

Extended opportunity programs and services (EOPS) was established to help community college students from economically and educationally disadvantaged backgrounds succeed in their educational goals and transferring to a four-year institution. At Citrus College, the EOPS office has one purpose in mind: to help you succeed in your educational goals. We provide educationally under-prepared and economically disadvantaged students with the tools needed to get the most out of what college has to offer. The EOPS program enhances your educational success through academic counseling, textbook assistance, and a variety of valuable support services. Cooperative Agencies Resources for Education (CARE) program was established to help single parent EOPS students who are current ANF/CalWORKs participants. The CARE program is designed to help break the welfare cycle by offering additional support to students who want to receive college-level career training or complete specific educational programs. As a team, the EOPS/CARE staff offers you guidance in a supportive atmosphere that promotes independence, self-esteem, and overall personal success.

### **Food Services**

Students, faculty and staff at Citrus College can enjoy the culinary offerings at Owl Café. The breakfast, grill, and deli stations are open on Monday through Thursday from 8 a.m. to 2 p.m. The Owl Café is located downstairs from the Ross L. Handy Campus Center, just north of the tennis courts. Protective measures have been implemented for the safety and well-being of the campus community. You are strongly encouraged to skip the lines by ordering online through the contactless ordering system. Face masks are required indoors when not eating. All patrons must adhere to Citrus College's current COVID-19 safety requirements. Vending machines are also available at several convenient locations across campus

## **Financial Aid**

The financial aid office and its staff is committed to providing quality support services that support the college's mission of student success. The financial aid office promotes financial aid programs that remove financial barriers to ensure access to all students in pursuit of academic excellence, economic opportunity, and personal achievement. The financial aid office strongly recommends students check their Citrus College email account frequently, as it is the primary means of communication between the financial aid office and the student. The financial aid office is not available to release confidential information over the phone or through email.

## **Learning Center**

The Learning Center provides instructional support services across the curriculum including Tutorial Services, the Writing Center, Embedded Tutoring Program, Speech Lab, and DSP&S Testing Center. The Learning Center is open to all Citrus College students with a Citrus ID card. All non-testing services are offered both in person and online.

## **Tutorial Services**

Tutorial Services, a College Reading & Learning Association (CRLA) Level II Certification center, provides tutoring on a drop-in basis in most subjects by trained staff free of charge.

## **The Writing Center**

The Writing Center, a College Reading & Learning Association (CRLA) Level II Certification center, provides assistance to all Citrus students requesting English tutoring, as well as students seeking help with essays, research papers, lab reports, or any other writing assignment. The Writing Center services also include assistance with reading comprehension and strategies for note taking. Consultations by trained staff provide drop-in, one-on-one writing consultations, and scheduled appointments by special arrangement. The Writing Center also offers lectures and specialty workshops covering a variety of topics.

## **Speech Lab**

The Citrus College Speech Lab provides support for speech students as well as access to the use of tablets, recording devices, and detailed binders from professors of the course. Students can receive assistance with the entire speech process from outline and writing to presenting the speech.

## **DSP&S Testing Center**

Disabled Student Programs and Services (DSP&S) students who require accommodations due to disabilities or other circumstances may arrange to take their exams through Adapted Testing. Typical accommodations provided by Adapted Testing include extended time, large print, distraction-reduced exam space and adapted computer equipment.

## **Library**

The Floyd S. Hayden Memorial Library/Learning Resource Center is a two-story, 33,000 square-foot facility containing 37,884 print volumes, 21,846 e-books, 2,162 physical audiovisual titles, and a wide variety of textbooks on reserve as well as media items in traditional and streaming formats. The library also subscribes to 43 databases which are searchable on or off campus. The library catalog can be accessed online through the library's home page.

Library facilities feature individual seating for over 650 including individual study carrels, tables, and soft seating. Students can reserve one of 18 study rooms online (12 on the first floor and six on the second floor). The first floor also includes access to a large multi-purpose study room and a Quiet Study Room.

Students also have access to 185 student computers, including eight laptops and seven computers that are inside study rooms. Computers are available in the Research Help and Media areas; Adaptive technology is available to visually impaired students including adapted keyboards. Black and white, color printing is also available in the library. Students are invited to explore the library's many resources and services, to become acquainted with the staff, and to use the library as a pleasant place to study and relax.

The library staff assists students with their research for term papers, speeches and personal information needs. The library staff includes two full-time faculty librarians, adjunct faculty librarians, a Library Services Supervisor, and 8 classified staff members including Library Media Technicians I & II, and Library Media Assistants. The Library Services Supervisor oversees general library operations. Library faculty oversee the program and services.

Faculty librarians collaborate with faculty to customize information competency instruction for specific courses and assignments conducted in LI 118 classroom and online via Zoom. Students learn information literacy and the importance of finding credible sources beyond a basic internet search. Research Help staff assist students with research for class assignments through one-on-one instruction in person, by phone, e-mail, text message and online chat. Librarians are also available for one-on-one consultations with all students, including those with special needs.

### **NCLEX Success Strategies**

One of the main goals of the Citrus College ADN Program is to prepare students pass the NCLEX Licensure exam successfully. Various strategies are implemented throughout the program. Some strategies include but not limited to integrating Kaplan into the nursing courses and providing students with NCLEX prep application software.

### **Skills Lab**

The Skills Lab is located in the Health Sciences Department, PC 212. It consists of a Skills lab, computer room and Sim Lab room. The Skills Lab contains and continues to purchase a variety of equipment and resources to supplement student's learning, and prepare them for National Council Licensure Examination (NCLEX-RN). Skills lab also offers Open Skills Lab opportunities for nursing students to come and practice skills under the supervision of an instructor.

There are a variety of resources available for all nursing students:

1. Skills practice with Professor
2. Skills check-off with Professor
3. Computer learning activities
4. SIM Man simulation activities
5. Computer accessibility for online learning to access
6. Reference Textbook and Nursing journal articles

## **Student Clubs**

Citrus College supports a variety of student clubs. Many are organized around a specific program of study; others are service or social clubs and afford students the opportunity to take part in programs and activities with other students who share similar interests.

Participation in clubs can be an exciting and important part of your college experience. As a club member, you have the opportunity to develop your leadership skills, get to know other students and contribute to the college community. Citrus has an active club program and student government. By paying the student service fee, you are eligible to join a club and participate in club sponsored activities.

## **Student Government**

Take an active role in the decisions that affect the entire student body at Citrus. Make new friends. Explore and develop your leadership skills. Be responsible for a budget in excess of \$450,000.

Citrus College's student government program is acknowledged as one of the state's best. Leadership opportunities exist in elected and appointed officer positions. Some of the elected positions include: student trustee, president, vice president, legislative liaison and senators. The appointed positions are treasurer, commissioner of public relations, commissioner of activities, commissioner of athletics and commissioners-at-large.

The main priority for the Associated Students of Citrus College's Executive Board is advocacy for student needs on all campus committees, as well as at the state level.

## **Student Health Center**

The Citrus College Student Health Center's mission is to support the educational process and overall mission of Citrus College by providing quality health care services and promoting positive health outcomes for the Citrus College.

All currently enrolled students who pay the student health fee are eligible to receive health care services from the Student Health Center. A current Citrus College ID card or a current class printout with a picture ID are required to be seen. Many of the services provided by the student health center are free of charge. Some tests, medications, and procedures require a minimal fee.

Nursing students who are injured while in clinical courses at off-campus sites are covered by Worker's Compensation. Students are seen immediately if the injury requires urgent attention. If urgent/immediate care is not required, students are seen at the Student Health Center during their operating hours or at an urgent care center during alternate hours.

## **Student Life and Leadership Development**

Student life and leadership development is designed to provide students with opportunities to further their learning beyond the classroom, develop important life skills, meet new friends, and increase awareness and appreciation of diversity. Most importantly, it contributes to a memorable college experience!



Planned and produced by the Associated Students' Campus Activities Board (CAB), our most popular happenings include social activities, Night Owls, and many others. We co-sponsor several cultural and educational activities with other campus areas. These include Black History Month, Hispanic Heritage Month, leadership and personal growth workshops, Women's History Month, and health and wellness topics.

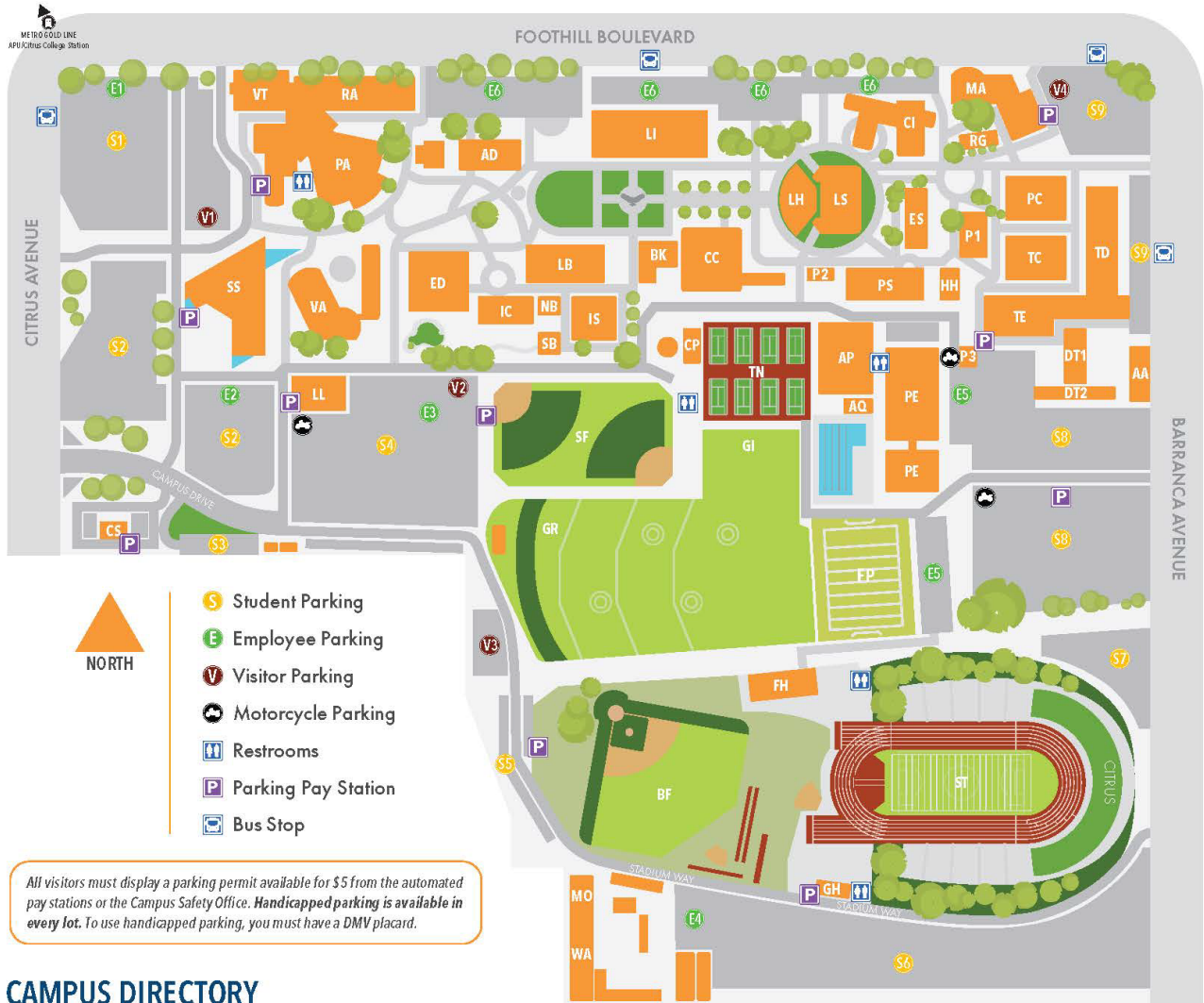
### **Veterans Success Center**

As the central hub for our veterans program, the Citrus College Veterans Success Center offers a wide array of services to our student veterans.

The Veterans Success Center provides a relaxing place for them to meet, receive the latest veteran benefits information, coordinate with the Veterans Network (club), hold workshops, meet with veterans service organizations, and allows the staff to more easily manage the veterans services from one central location.

All are welcome to check out the center anytime. See how we treat our brave men and women who have served our great nation in war and in peace. We stand ready to help those who have served transition back to civilian life.

# Citrus College Campus Directory



All visitors must display a parking permit available for \$5 from the automated pay stations or the Campus Safety Office. Handicapped parking is available in every lot. To use handicapped parking, you must have a DMV placard.

## CAMPUS DIRECTORY

### BUILDINGS

<b>AA</b> AUTOMOTIVE ANNEX	<b>GI</b> GOLF INSTRUCTION	<b>PC</b> PROFESSIONAL CENTER
<b>AD</b> ADMINISTRATION	<b>GR</b> GOLF DRIVING RANGE	<b>PE</b> PHYSICAL EDUCATION
<b>AP</b> ADAPTIVE PHYSICAL EDUCATION	<b>HH</b> HAYDEN HALL	<b>PS</b> PHYSICAL SCIENCE
<b>AQ</b> AQUATICS	<b>IC</b> INTEGRATED SUCCESS CENTER	<b>RA</b> RECORDING TECHNOLOGY
<b>BF</b> BASEBALL FIELD	<b>IS</b> INFORMATION SYSTEMS	<b>RG</b> REPROGRAPHICS (PRINT SHOP)
<b>BK</b> OWL BOOKSHOP	<b>IS</b> INFORMATION SYSTEMS	<b>SB</b> SOUTH BUNGALOW
<b>CC</b> CAMPUS CENTER	<b>LB</b> LIBERAL ARTS/BUSINESS	<b>SF</b> SOFTBALL FIELD
<b>CP</b> CENTRAL PLANT	<b>LH</b> LECTURE HALL	<b>SS</b> STUDENT SERVICES
<b>CS</b> CAMPUS SAFETY	<b>LI</b> HAYDEN LIBRARY	<b>ST</b> STADIUM
<b>DT1</b> DIESEL TECHNOLOGY 1	<b>LL</b> LIFELONG LEARNING CENTER	<b>TC</b> TECHNOLOGY CENTER
<b>DT2</b> DIESEL TECHNOLOGY 2	<b>LS</b> LIFE SCIENCE	<b>TD</b> TECHNICIAN DEVELOPMENT
<b>ED</b> EDUCATIONAL DEVELOPMENT CENTER	<b>MA</b> MATHEMATICS/SCIENCES	<b>TE</b> TECHNOLOGY ENGINEERING
<b>ES</b> EARTH SCIENCE	<b>MO</b> MAINTENANCE/OPERATIONS	<b>TN</b> TENNIS COURTS
<b>FH</b> FIELD HOUSE	<b>NB</b> NORTH BUNGALOW	<b>VA</b> VISUAL ARTS
<b>FP</b> FOOTBALL PRACTICE FIELD	<b>P1</b> PORTABLE #1	<b>VT</b> VIDEO TECHNOLOGY
<b>GH</b> GATE HOUSE	<b>P2</b> PORTABLE #2	<b>WA</b> WAREHOUSE/PURCHASING
	<b>P3</b> PORTABLE #3	
	<b>PA</b> HAUGH PERFORMING ARTS CENTER	

### SERVICES

Academic Affairs _____ AD	Dental Assisting _____ PC	Noncredit Matriculation _____ LL
Admissions and Records _____ SS	Disabled Students Center _____ SS	Nursing _____ PC
Associated Students _____ CC	Esthetician _____ TC	Outreach _____ SS
Athletics/Kinesiology _____ PE	EOP&S _____ SS	Printing, Reprographics _____ RG
Art & Coffee Bar _____ SS	External Relations _____ AD	Promise Program _____ SS
Audiovisual _____ LI	Facilities Rental _____ AD	Public Information _____ AD
Auditorium _____ PA	Financial Aid _____ SS	Receiving _____ WA
Board Room _____ AD	Fitness Center _____ AP	Receiving, Bookstore _____ BK
Bookstore _____ BK	FLS Language Center _____ P2	Safety Office _____ CS
Box Office _____ PA	Food Service _____ CC	STEM Center _____ MA
Bursar _____ AD	Foster Kinship Office _____ IC	Student Affairs _____ CC
Business Services _____ AD	Foundation _____ AD	Student Employment Services _____ AD
Cafeteria - Owl Café & Grill _____ CC	Golf Pro Shop _____ GR	Student Newspaper - Clarion _____ VA
CalWORKS _____ SS	Health Center _____ SS	Student Services Office _____ SS
Career Technical Education Office _____ TE	Health Sciences _____ PC	Superintendent/President's Office _____ AD
Career/Transfer Center _____ SS	Human Resources _____ AD	Swimming Pool _____ AQ
Cashier _____ SS	Information _____ SS	Testing Center _____ P1
College Advancement _____ AD	International Student Center _____ SS	The SPA at Citrus _____ TC
Community Education _____ LL	I Will Complete College _____ SS	Transfer Center _____ SS
Computer Center _____ IS	Learning Center _____ P1	Veterans Success Center _____ IC
Cosmetology _____ PC	Little Theatre _____ PA	
Counseling and Advisement Center _____ SS	Noncredit Education _____ LL	

**Campus Safety** 626-914-8611 | **Student Health Center** 626-914-8671

1000 W. Foothill Blvd., Glendora, CA 91741 | 626-963-0323



Download the Citrus College app!  
Access important college information anytime, anywhere.

## **SECTION II: ADN PROGRAM INFORMATION**

## **INTRODUCTION TO THE CITRUS COLLEGE ADN PROGRAM**

The Citrus College ADN Program was initiated in fall 2007 with a cohort of Advanced Placement Option (LVN to RN) students. The Generic Option began in fall 2008.

### **Citrus College Associate Degree Nursing Program Mission Statement**

The Citrus College Associate Degree Program (ADN) strongly supports the College Mission, Vision and Values statements. The ADN curriculum is designed to provide the individual an opportunity to obtain marketable vocational and technical skills in order to advance professionally and personally in a chosen area. The program strives to foster within each graduate a commitment to individual excellence, lifelong learning, and professional development. If desired, graduates may seek transfer to a four-year college or university for additional formal education and degrees. At the conclusion of the program, students will:

- Possess the knowledge and skills necessary to function within the minimum competency requirements of an entry-level registered nurse.
- Qualify for the state board examination (NCLEX-RN) leading to licensure according to the regulations of the California State Board of Registered Nursing.
- Satisfy the requirement for an Associate of Science Degree in Registered Nursing, OR qualify for 30-unit Option completion.

### **Citrus College Associate Degree Nursing Program Philosophy**

The philosophy of the Citrus College ADN Program supports and implements the mission statement of the College. The philosophy is based on the premise that students bring unique learning abilities, life experiences, goals, responsibilities and support systems to the educational experience. The program and faculty believe that a sound nursing education is built on concepts relating to the individual, health/illness, the environment, and nursing, which includes nursing education and teaching/learning. The purpose of the nursing program is to educate students for entry level registered nursing positions in a variety of multicultural health care settings within the community.

#### **Beliefs about the Individual**

Nursing faculty members recognize the individual as a holistic, unique and complex being who constantly responds to changing environments in physiological, psychological, social, cultural, developmental and spiritual domains. Individuals develop in identifiable stages throughout the life span, and interact within the context of family, community, and social environments. People possess dignity, self-worth and the inherent right to assume responsibility for the development of their own potential. In addition, individuals are entitled to information that allows them to make informed choices regarding their health care and to become active participants in decisions regarding their well-being. Individuals hold diverse values and beliefs and exist in different social and physical environments, all of which may have an impact on an individual's state of health.

#### **Beliefs about Health/Illness**

The Citrus College faculty member believes that health is a changing state along a wellness-illness continuum, in which people are adapting to the internal and the external environment from birth until the end of life. Degrees of health or illness on the continuum may range from optimal wellness to illness and death. An individual's ability to adapt to stressors in the internal or external environment will affect that person's health status; and is affected by lifestyle behaviors and stressors. Illness occurs when the adaptive responses of the physiological and/or the psychological systems are actually or potentially

impaired resulting in alterations in function. People can experience a lack of health due to a variety of conditions—some of which are acute and self-limiting; others may be long-term, chronic, or permanent. Each person has a personal perception of health, or lack of health, based on knowledge, beliefs, and previous experiences that will influence the choices regarding related health care interventions.

### **Beliefs about the Environment**

The environment/society consists of all interactions, both internal and external, that possess the potential to define or delineate a person's state of well-being. Both internal and external processes create conditions which require individuals to adapt. Within the community, there must be health services appropriate and available to provide quality care and maximize adaptation for clients, families, or groups with respect for age, lifestyle, and individual differences.

### **Beliefs about Nursing and Nursing Education**

The Citrus College nursing faculty believes nursing is both an art and an applied science that brings together knowledge from the biological, natural and social sciences with the caring skills needed to assist clients to attain an optimal state of wellness. As vital members of the health care team, nurses provide direct, client-oriented care, patient teaching and advocacy, and leadership and management for the client, family, or group, which are guided by professional standards and ethics. The practice of nursing responds to the individualized health care needs of the client. As an evidence-based discipline, nursing requires the use of cognitive, psychomotor, and affective skills in the application of the nursing process to assist clients to promote, maintain, and/or restore wellness and prevent disease or to support the client to experience dignity in death. Within the framework of the nursing process, nurses apply skills of critical thinking and problem solving to decision-making processes that render accurate and effective clinical judgments. This level of knowledge and performance requires proficiency in analytical and communication skills, which allow nurses to function effectively as members of a multidisciplinary team in a variety of health care settings within the community. The role of the associate degree graduate is that of provider of care, manager of care and member within the profession of nursing.

Nursing education occurs at various levels within institutions of higher education and involves the students, instructor, and educational environment in an interactive process. Associate degree nursing education represents the entry level of professional nursing.

### **Beliefs about the Learner**

Each learner is recognized as having unique experiences and background. Faculty members are alert and sensitive to individual differences due to gender, ethnicity, cultural background, goals, and learning styles. Support services, including counseling, financial aid, and a wide variety of learning resources are an integral part of the system available to accommodate the individual needs and requirements of students. It is also recognized that as adult learners, students have commitments outside the educational program that warrant adaptation of instructional methods, assignments, and scheduling. The student is considered an active and accountable participant in both the educational experience and the evaluation of the experience.

### **Beliefs about Faculty Responsibilities**

Faculty members function as motivators, coaches, facilitators, resource persons and role models in the learning process by providing direction for necessary changes in the learner's perception and behavior. Faculty members promote a learning environment that provides students with opportunities to experience interactive, theoretical and hands-on learning that will allow them to explain, integrate, and interrelate knowledge in preparation for competent nursing practice. Capitalizing on the unique

characteristics of each student, faculty assist students to increase control over their own growth, motivating them toward life-long learning. Faculty members are responsible and accountable for planning and implementing the curriculum, planning the learning experiences, organizing and presenting information in a meaningful and efficient manner, and supervising and evaluating learning outcomes.

The teaching/learning experience is guided by principles of adult education. Learning experiences progress from simple to complex building upon prerequisite knowledge by expanding and adding elements to the cognitive, psychomotor, and affective learning domains. The additional elements provide depth and integration of data, which makes decision-making possible and viable for the registered nurse.

Revised/Approved: 3/3/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**CONCEPTUAL FRAMEWORK**

**Introduction**

The nurse provides care using a critical thinking model known as the nursing process. The steps of the process include assessment, diagnosis, planning including outcomes identification, implementation and evaluation. The nursing process guides the clinical decision making of the nurse and all nursing actions taken by nurses in providing care. Knowledge from nursing science, basic social sciences, physical sciences, ethics and health policy are used as the nurse plans and provides care. A conceptual framework provides the nurse with a structure to assess the needs of individual clients and their families and provide care within the nursing process. A conceptual framework describes the role of the nurse, the client or patient who receives care, a description of how nurses see health and illness, and the role of the environment in affecting the health/illness of the client.

**Citrus College ADN Program Conceptual Framework**

The Citrus College Conceptual Framework is founded on four major constructs of nursing theory that incorporate beliefs about: the individual; health and illness; the environment/society; and nursing. The relationships of these elements of the framework are also represented in the ADN Conceptual Framework Diagram. The elements of the Conceptual Framework will be reflected in the assessment and planning tools used in the program as well as in the presentation of content in each class. The faculty expects the student to use the Conceptual Framework with increasing complexity throughout the program. Concept mapping will be used as a visual tool in which ideas or data are enclosed in circles or boxes and relationships between these are indicated by connecting lines or arrows. Concept maps depict the care plan. The concept map will assist the student as a method of learning and demonstrating the linkages among disease processes, laboratory data, medications, signs and symptoms, risk factors, and other relevant data. Traditional care planning tools will also be used to demonstrate the components of the nursing process specific to the individual patient.

**Individuals**

The faculty views the client/patient holistically as a unique and complex being with physiological, psychological, social, cultural, developmental and spiritual dimensions. The nurse seeks to understand how each aspect of the individual affects their need for nursing support. Individuals develop (move along their life continuum) within the context of their families, community and social environments. Individuals possess dignity, self-worth and the inherent right to assume responsibility for the development of their own potential. Inherent responsibility for development of their own potential addresses an inborn obligation to work toward reaching their highest abilities. Individuals hold diverse values and beliefs and exist in different social and physical environments. They are entitled (have the right to) information that allows them to make informed choices regarding health care. The nurse therefore evaluates:

- a. The physiological changes that affect the biological functions of the person.
- b. The mental and emotional processes that affect the psychological wellbeing of the individual.
- c. The social influences that affect the individual as they interact with others.
- d. Cultural factors of heritage, genetics, customs and social environment that affect the individual.
- e. The developmental stage of the individual as they move across the life span.



- f. The spiritual dimension provides a unifying theme for the individual's life including beliefs about faith, values, meaning of life, inner strength, peace and harmony, relationships with others and energy to maintain health.

### Health/Illness

Health is a dynamic state that exists on a continuum across the lifespan. Internal and external stressors can alter the state of health. Stressors are any stimulus that produces mental or physical stress in an organism. Internal stressors are associated with physiological, psychological, social, cultural, developmental, or spiritual factors. External stressors originate from physical and socioeconomic factors in the environment in which the individual exists.

The individual seeks optimal wellness within the circumstances with which that individual is faced. Illness results when the stressors adversely alter the biological, psychological or social systems and the individual is unable to make adequate adaptation.

### Environment/Society

External variables affecting health and state of well-being include the physical environment, standards of living, family and cultural beliefs and social support networks. The physical environment may have a significant effect on the individual. The geographic location, pollution and other environmental hazards must be considered. An individual's standard of living is related to health, morbidity, and mortality. The family passes on patterns of daily living and lifestyles. Emotional health depends on a social environment that is free of excessive tension and does not isolate the person from others. A climate of open communication, sharing and love fosters the fulfillment of the person's optimum potential. Cultural beliefs and social interactions influence how a person perceives, experiences and copes with health and illness. Support systems may help the individual maintain or restore health as well as have an effect on how illness is experienced.

### Nursing

Nursing is an art that is an activity skillfully and creatively carried out and a science (a body of knowledge based on observation and study). It incorporates knowledge from nursing theory and evidence based practice, biological, natural and social sciences to determine a plan of care. The nurse expresses a caring attitude while interacting with the client (genuine interest in and concern for the individual). Nursing is guided by professional standards (established measurements of quality) and ethics (codes of conduct). Nursing is an evidence-based discipline meaning that decisions regarding nursing care involve a synthesis of knowledge derived from research, quality improvement data, nursing standards and clinical expertise. Nursing is concerned with assisting the client to promote, maintain, and restore health to the optimal level of wellness attainable in a variety of health care settings including the community. Nurses use cognitive, psychomotor, and affective skills in the application of the nursing process to assist clients to promote, maintain, and/or restore wellness and prevent disease. Within the framework of the nursing process, nurses apply skills of critical thinking and problem solving to decision making processes that render accurate and effective clinical judgments.

### Terminology Related to the ADN Conceptual Framework

#### Individuals

- Physiological domain: the biological functions and vital processes of the human organism.



- Psychological domain: those aspects related to mental and emotional processes especially as they affect behavior and include actions, traits, attitudes, and thoughts.
- Social domain: refers to those aspects of the individual as seen in interactions with others.
- Cultural domain: those aspects of the individual derived from one's heritage, genetics, customs and social environment.
- Developmental domain: includes all the steps and stages of human growth from birth to death.
- Spiritual domain: deals with the thinking, motivating and feeling aspects of the individual as distinguished from the biological and separate from matter.
- Dignity: means being worthy of self-esteem.
- Values: are those ideas and properties that one sees as having worth or as being worthy.
- Beliefs: are convictions or acceptance that certain things are true.
- Informed choice: allows the individual to select from alternatives after receiving accurate and appropriate information regarding all aspects under consideration.

### Health

Health is a changing (dynamic) state that exists on a continuum (a thing whose parts cannot be separated or separately discerned) from life to death. Internal and external stressors can alter the state of health.

- Stress: the dynamic (changing) force which produces strain or tension within the organism.
- Stressor: stimulus (positive or negative) that produces mental or physical stress in an organism.
- Internal stressors: stimuli that originate in the cognitive, developmental, physiological, spiritual or psychological dimensions of the individual.
- Developmental stressor: stressors that occur at predictable times throughout an individual's life.
- Situational stressor: unpredictable event that may occur at any time during life and may be positive or negative.
- External Stressor: stimuli that originates from the physical and socio-cultural environment in which the individual exists and also includes historical, political, and economic conditions.
- Optimal wellness: Individuals can seek optimal wellness, which is represented as the highest level of health that can be attained given the circumstances with which the individual is faced. Illness results when stressors in the environment adversely alter biological, psychological, or social systems and the individual is unable to make adequate adaptation.
- Alteration in stress state: a change resulting from dealing with the stressor(s) that can have physical, emotional, intellectual, social and spiritual consequences.
- Coping: a natural or learned way of responding positively or negatively to the stress state.
- Adaptation: represents the process by which an individual changes (copes) in structure, function, or form to seek a more optimal state of being and/or to improve the chance of survival.
- Maladaptation: results in increased distress for the person and others associated with the person or stressful event.

### Environment/Society

The environment includes all internal and external factors that affect the individual. The individual constantly interacts with physical, social and psychological changes in his environment.

### Nursing

- Cognitive skills require the ability to think, meditate, and/or ponder.

- Psychomotor skills require the ability to use one's hands and body in response to mental processes.
- Affective skills are those arising from attitudes, beliefs, and emotions.
- Caring refers to the tenet that the nurse values human caring. It is a moral commitment to protect, enhance and preserve human dignity. Caring is an attitude, a conscious decision to behave in a way that demonstrates that they recognize what matters to the patient (who they are, their strengths and weaknesses) and that they act with the knowledge and intent to care.

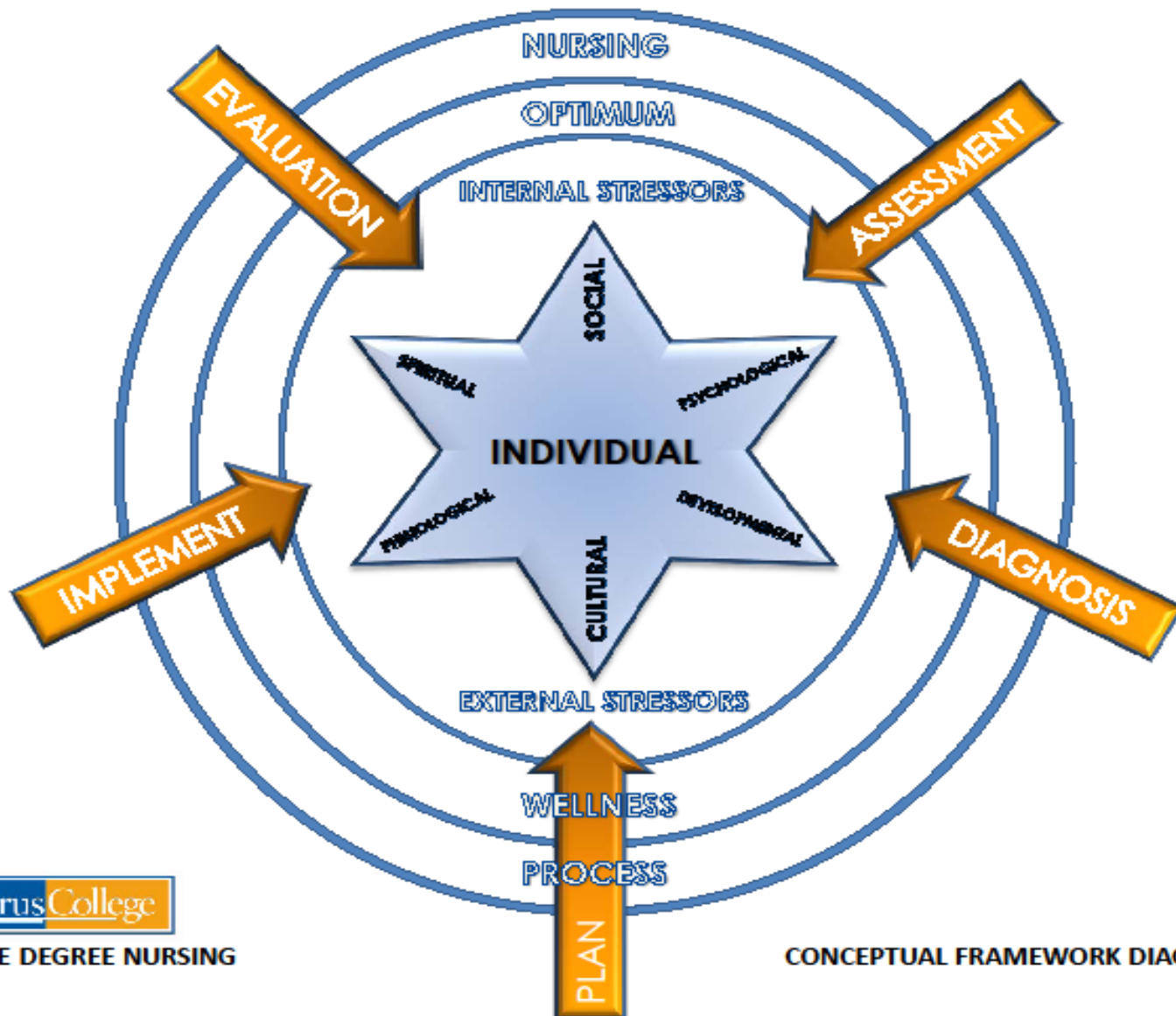
Nursing Process is a problem-solving process requiring the use of decision-making, clinical judgment, and other critical thinking skills. It involves:

- The steps of the Nursing Process:
  - Assessment, which is the process by which the nurse systematically gathers, verifies, and communicates data about a client to establish a database about the client's health and related information.
  - Nursing diagnosis, which is the establishment of a statement that describes the client's actual or potential response to an alteration in health.
  - Planning/Outcome, which requires the use of deliberate decision making and problem-solving skills to design nursing care for each client, and to establish the priorities and outcomes/goals of care.
  - Implementation, which is the carrying out of the plan of care.
  - Evaluation, which involves the measuring of the client's response to nursing interventions and the progress toward established health care goals.
- Goals of nursing care:
  - Promotion, which involves all the activities including teaching that help prevent an individual from engaging in activities that will create stressors leading to an altered state of wellness.
  - Maintenance, which involves those behaviors taken by an individual to remain at the state of wellness currently existing.
  - Restoration, which involves all the activities initiated by a caregiver or by self to regain a previous state of wellbeing that has been altered by illness.
- Thought processes in nursing:
  - Critical thinking is a systematic way to form and shape one's thinking that is disciplined, comprehensive, based on intellectual standards and is therefore, well-reasoned. It is the intellectual process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and evaluating information by observation, experience, reflection, reasoning, and communicating as a guide to action.
  - Problem Solving is a process of reaching a solution by working through details of a problem. An individual must identify the relevant elements that influence the problem and then proceed to the solution by using a series of mental processes. Problem solving may be a gauge of an individual's critical thinking skills.
  - Decision-making processes are the steps one goes through in reaching a conclusion.
  - Clinical judgments are conclusions and opinions that are made regarding an approach to client care based on patient data and nursing knowledge.

- Concept mapping is a clinical tool that allows the nurse to consider all of the client's problems holistically then develop a plan to treat the problems. It provides a means to assess what is known and determine what other information is needed.
- A care plan is a written or computerized guide that documents the outcomes/goals and interventions for the individual client. Student care plans are learning tools that include the nursing diagnosis, assessment data, goals and outcomes, interventions with rationales for selecting a particular intervention and evaluation of the attainment of outcomes/goals.
- Evidence Based Practice is the conscientious, deliberate use of valid research in developing the concept map/care plan to identify the most up-to-date, research tested interventions. The planning process takes into consideration the patient's desires, the clinical situation and the expertise of the nurse.

Revised/Approved: 3/3/2022

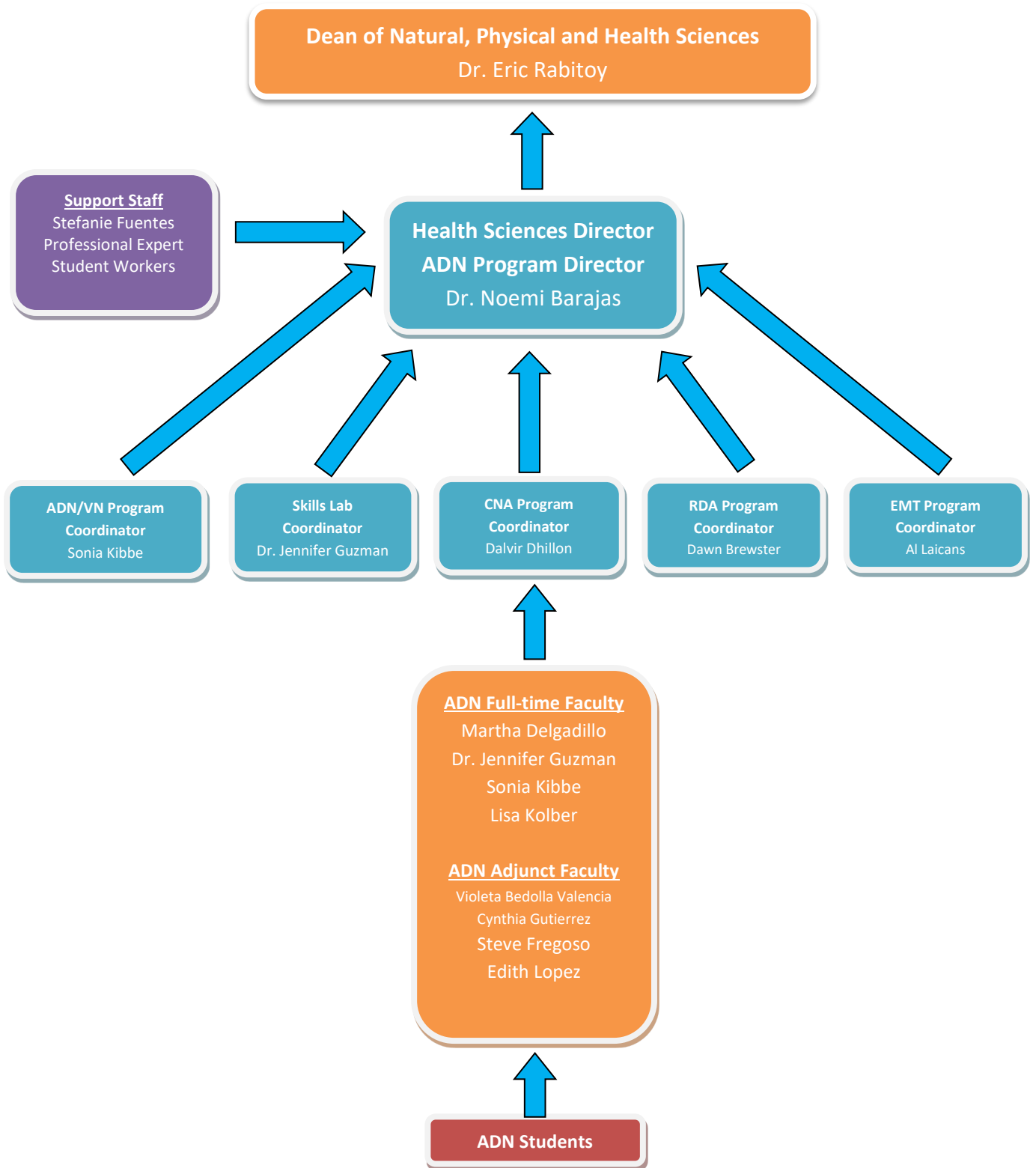
# ADN CONCEPTUAL FRAMEWORK DIAGRAM



ASSOCIATE DEGREE NURSING

CONCEPTUAL FRAMEWORK DIAGRAM

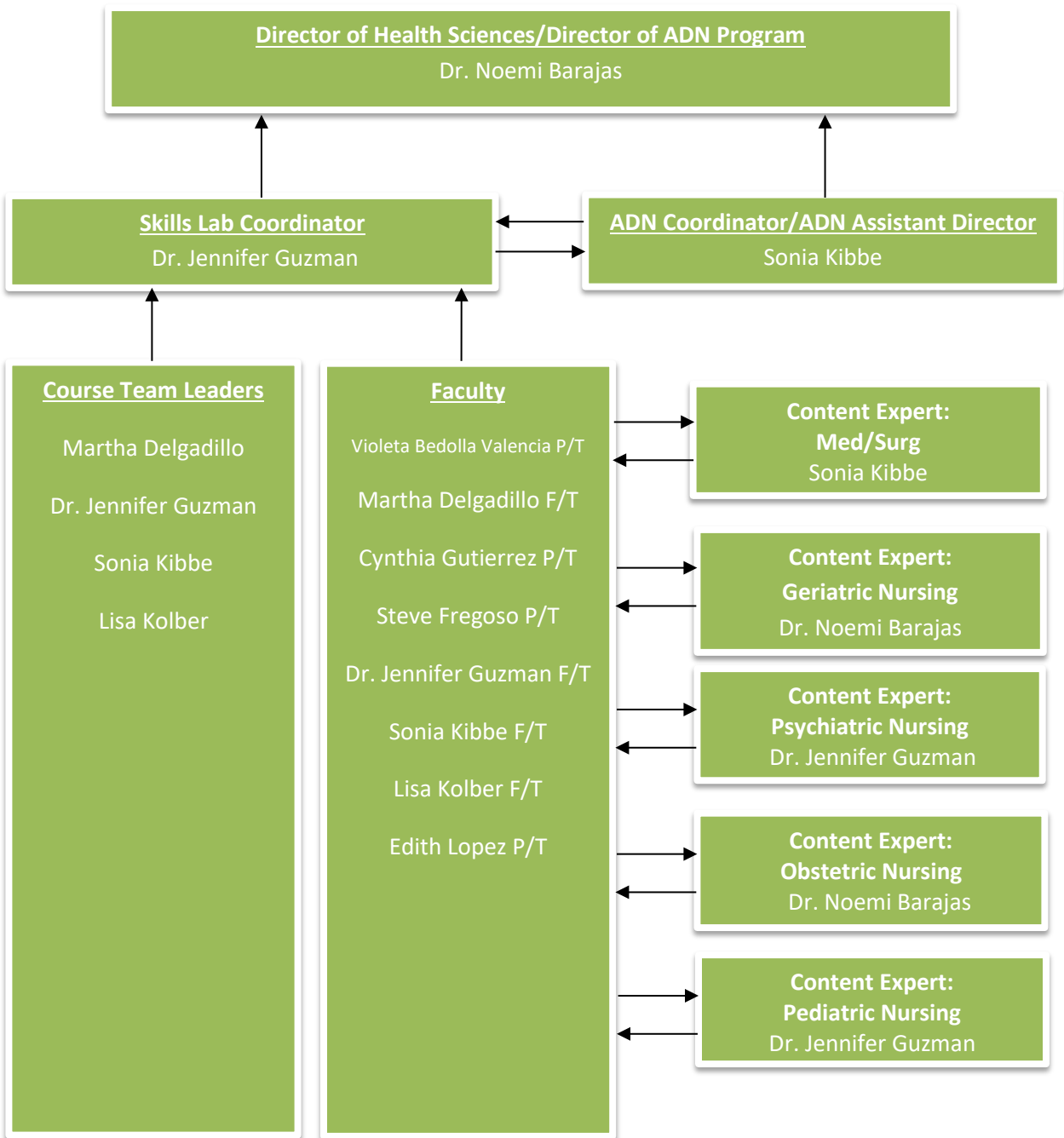
**CITRUS COLLEGE  
HEALTH SCIENCES DEPARTMENT ORGANIZATIONAL CHART**



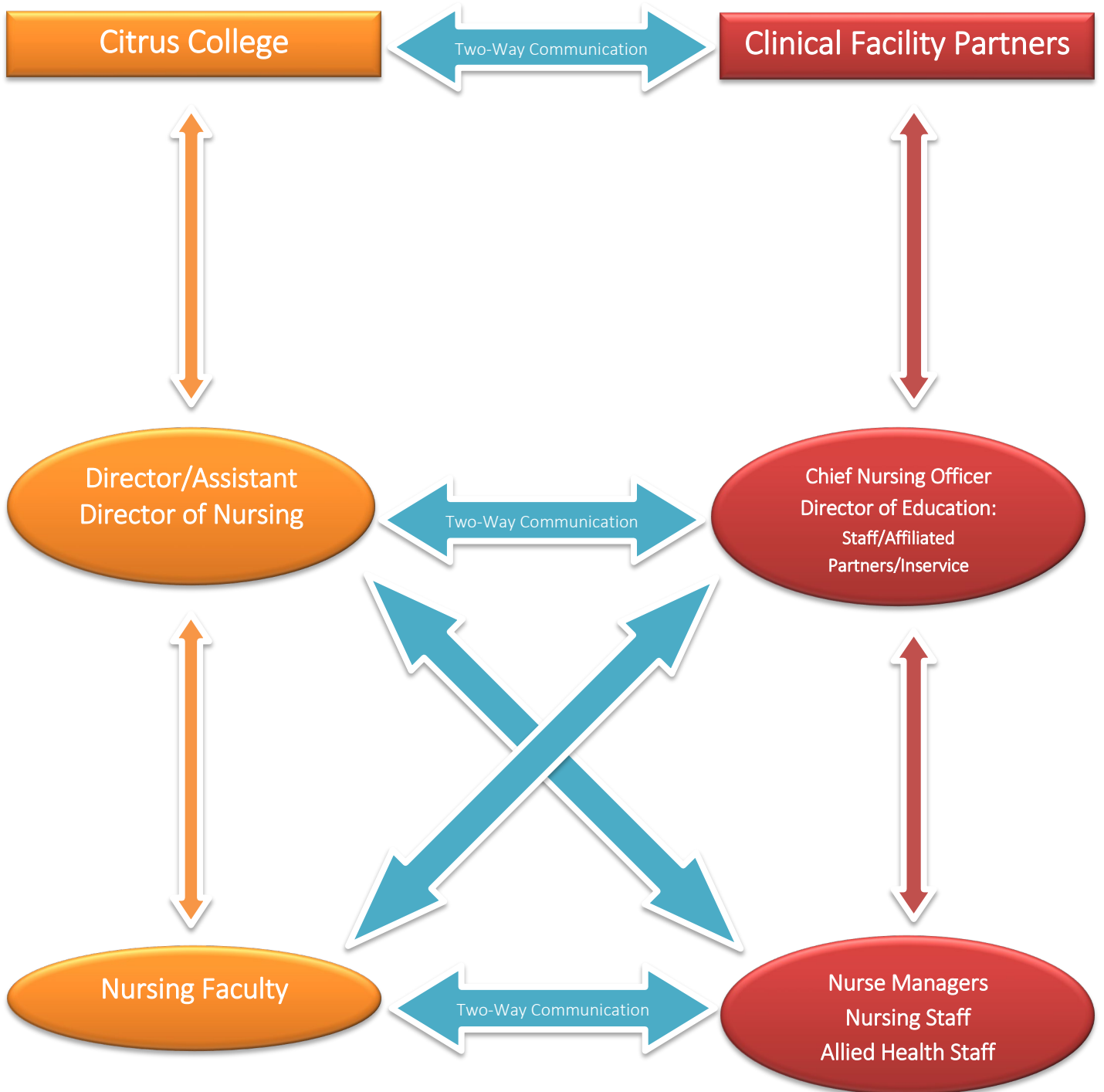
Please note: Blue arrows denote lines of communication.

## ADN PROGRAM ORGANIZATIONAL CHART

\*Black arrows denote lines of communication



## ADN PROGRAM CLINICAL PARTNER COMMUNICATION



**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING  
GRADUATE OUTCOMES**

At the completion of the program, the graduate will be prepared to function as an entry level registered nurse in a variety of health care settings, in a manner that meets the standards of California Code of Regulation (CCR), 1443.5. Meeting CCR 1443.5 standards will be evident in graduate performance in the clinical setting. The graduate will function competently as an entry level nurse by collaboratively assisting clients to promote, maintain, and restore optimum wellness. The graduate will transfer scientific knowledge from the social, biological and physical sciences in applying the nursing process to:

- demonstrate caring behavior toward the client, significant other/s, peers and other members of the health care team, providing an environment that respects individual human rights, values and cultural and spiritual beliefs.
- apply critical thinking to formulate nursing diagnoses through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health care team.
- formulate a care plan, from a holistic perspective, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures, taking into account the health-illness continuum.
- demonstrate safe, ethical care delivery across the lifespan that meets professional standards while performing skills essential to the kind of nursing action to be taken, taking into account client individuality, explaining the health treatment to the client and family and teaching the client and family how to care for the client's health needs.
- use sound clinical judgment to delegate tasks to unlicensed assistive personnel (UAP) based on both the legal scope of practice of the UAP subordinates and on the preparation and capability needed in the tasks to be delegated, and then to effectively supervise nursing care being given by UAP.
- evaluate the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and then to modify the plan as needed.
- act as the client's advocate, as circumstances require by initiating action to promote, improve, maintain and restore health or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.

Revised/Approved: 6/9/2022



**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
ACCREDITING AGENCIES**

The RN Program is approved by the California Board of Registered Nursing. The main office for the BRN is in Sacramento. BRN information may be obtained online at [www.rn.ca.gov](http://www.rn.ca.gov)

**Board of Registered Nursing**

Physical Location:

1747 North Market Boulevard  
Sacramento, CA 95834

Mailing Address:

Board of Registered Nursing  
P.O. Box 944210  
Sacramento, CA 94244-2100  
(916) 322-3350

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**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
CLINICAL FACILITIES**

The following clinical facilities have contractual relationships with the College and are used in its nursing programs as clinical practice sites:

**Claremont Manor Care Center – Pomona**

**Corona Regional Medical Center – Corona**

**Dignity Health (Community Hospital of San Bernardino) – San Bernardino**

**Glendora Canyon Transitional Care Unit – Glendora**

**Emanate Health:**

Foothill Presbyterian Campus – Glendora

Intercommunity Hospital – Covina

Queen of the Valley Campus – West Covina

**Foothill Unity Center, Inc. – Monrovia and Pasadena**

**Pomona Valley Hospital Medical Center – Pomona**

**Route 66 Post Acute – Glendora**

**San Antonio Regional Hospital – Upland**

Clinical rotations may be scheduled any day of the week. Shifts may be scheduled for day shift or night shift, any time during a 24-hour period.

**SECTION III:  
DESCRIPTION OF PROGRAM  
(Citrus College Catalog)**

**CITRUS COLLEGE  
CATALOG DESCRIPTION  
ASSOCIATE DEGREE NURSING PROGRAM (RN)**

**Registered Nursing**

**A.S. Degree**

The Citrus College Associate Degree Nursing (ADN) Program, leading to an Associate in Science Degree with a major in Nursing, is approved by the California Board of Registered Nursing (BRN). The purpose of the nursing program is to educate students for entry level registered nursing positions in a variety of multicultural health care settings within the community. The Program consists of course work in nursing, science, general education and clinical practice at local hospitals and health agencies. The graduate of this two-year program is eligible to take the National Council for Licensure Examination (NCLEX), and upon successful completion, become licensed as a Registered Nurse (RN) in the State of California. There are fees for obtaining licensure by examination or endorsement, interim permit, and biennial renewal. California law allows for the denial of registered nursing licensure on the basis of any prior convictions substantially related to nursing practice. More information can be obtained by visiting the BRN website at <http://www.rn.ca.gov/applicants/lic-faqs.shtml>

The Citrus College ADN Program Philosophy is based upon the premise that students bring unique learning abilities, life experiences, goals, responsibilities and support systems to the educational experience. The philosophy of the Citrus College ADN Program supports and implements the Mission Statement of Citrus College. The program and faculty believe that a sound nursing education program is built on concepts relating to the individual, health and illness, the environment, and nursing, which includes nursing education and teaching and learning.

In-depth information about the program prerequisites, which are those requirements that must be completed prior to applying to the ADN Program, can be obtained by visiting the website, through Counseling, or by attending Nursing Information Workshops (posted on the website). To access the ADN Website, visit [www.citruscollege.edu](http://www.citruscollege.edu), use the A to Z index and select Registered Nursing.

**REGARDING LICENSURE**

The BRN protects the consumer by screening applicants for licensure in order to identify potentially unsafe practitioners. The BRN may deny applications for interim permits, temporary licenses, and permanent licensure, if the applicant has been found guilty of dishonesty, fraud or deceit, felony child abuse, sex offender crimes, acts involving narcotics, dangerous drugs or devices, assault and/or battery, and other crimes. Applicants who have questions regarding limitations related to licensure should contact the BRN at (916) 322-3350 or access the BRN website at [www.rn.ca.gov](http://www.rn.ca.gov).

**ENROLLMENT PROCESS**

Separate application must be made into the nursing program. All ADN applicants selected will be required to also apply to Citrus College. Several admission and progression options are available including the Generic Option, the Advanced Placement Option, and the 30-Unit Option. Specific information is available in the application, on the website, and at scheduled information workshops held by nursing counselors. Visit the website for application dates.

## PLACEMENT OPTIONS

- 1) **Generic Option** students are those who will complete the entire ADN Program at Citrus College. The application is submitted, and if qualified, cohort selection is made according to the current enrollment process. Students must also take the Testing of Essential Academic Skills, version seven (TEAS 7). The TEAS tests the prospective student's knowledge of basic math, English, reading and applicable science. Prospective students must score a minimum of 62% on the TEAS 7.
- 2) **Advanced Placement Option (LVN to RN)** students are those documented as current Licensed Vocational Nurses in California. Students choosing this option must apply to the program, complete all program prerequisites and general education, degree and graduation requirements with a letter grade of C or better, and pass the TEAS 7 with a minimum of 62%. After successful completion of Role Transitions: LVN to RN (RNRS 200), with a letter grade of C or better, students will then be placed into the third semester of the ADN Program.
- 3) **30-Unit Option** is available to California Licensed Vocational Nurses. The BRN regulation 1429(a) provides the option of completing 30 semester units in Nursing and related science courses in order to be eligible to take the RN licensure exam (NCLEX). The Citrus College ADN Program will accept qualified 30-Unit Option applicants upon space availability.  
To qualify for this option, the applicant must: 1) have a current California Vocational Nurse License (LVN); 2) have previously completed Human Physiology, 4 or 5 units with a lab, and Microbiology, 4 or 5 units with a lab; both with a letter grade of C or better. The application and placement policy for Advanced Placement also applies to this option (see item 2 above). Candidates completing this option are not graduates of Citrus College, will not be awarded a degree, but are eligible to take the NCLEX. The prospective student should be aware that they may not change their status as a 30-unit option RN with the BRN at any time after licensure. Individuals who become licensed as Registered Nurses using this option may not be eligible for licensure in states other than California and may have difficulty transferring to a BSN program even if degree requirements are completed. The program is accredited by the California Board of Registered Nursing. They are not eligible to wear the Citrus College ADN Nursing pin nor graduate from the Associate Degree Program.
- 4) **Transfer students** are those who transfer nursing units to Citrus College from another college. The education code allows students to transfer only lower division units to a community college. Requests for transfer are evaluated on a case-by-case basis. Transfer placement will be made on a space available basis and is determined by the course content and number of nursing degree units completed. If the prospective student has earned a single non-progression grade (D or F), in a registered nursing program at another school, that non-progression grade will be considered the only allowable failure for that student. A single further non-progression grade will result in dismissal from the program, without the ability to return. Prospective students must score a minimum of 62% on the TEAS 7.
- 5) **Challenge students** are those students admitted to the ADN program with previous documented experience who may be allowed to challenge certain, specified content areas (Education Code, Section 5557537), Title 5 of the California Administrative Code.

**Note:** The TEAS requirement applies to all entry options.

After all prerequisites have been verified as complete, and there are more applicants than spaces available, selection will be based on the enrollment criteria. The enrollment criteria are based on the

recommended Best Practice for Enrollment prepared by the California Community Colleges Chancellor's Office. Please contact the nursing counselors for further clarification of the enrollment process.

**DEGREE AWARDED**

Associate in Science, Nursing (ADN) – Requires degree applicable coursework including ADN Nursing Program Pre-requisites, Nursing General Education, ADN General Education for Associate Degree, and Nursing Option-specific coursework. All requirements must be completed with a letter grade of C or better to progress in the program, graduate with an ADN, and qualify for licensure through NCLEX.

**GENERIC and ADVANCED PLACEMENT (LVN to ADN) PROGRAM PREREQUISITES**

All prerequisites must be complete prior to entry into the ADN Nursing Program.

**ADN Nursing Program Prerequisites: Units**

BIOL 200 Human Anatomy	<b>4</b>
BIOL 201 Human Physiology	<b>4</b>
BIOL 220 Microbiology	<b>5</b>
ENGL 101 Reading and Composition	<b>4</b>
<b>or</b>	
ENGL 101H Reading and Composition – Honors	<b>4</b>
<b>or</b>	
ENGL 101E Reading and Composition, Enhanced	<b>5</b>

Citrus College has required prerequisites on anatomy, physiology, and microbiology. Students who transfer completed science graduation requirements including anatomy, physiology and microbiology from another school not requiring chemistry and general biology as prerequisites will be granted science credit for graduation-see nursing counselor for additional information.

**Total Units 17-18**

**General Education Prerequisites:**

ANTH 210 Introduction to Cultural Anthropology	<b>3</b>
<b>or</b>	
ANTH 210H Introduction to Cultural Anthropology - Honors	<b>3</b>
<b>or</b>	
SOC 201 Introduction to Sociology	<b>3</b>
<b>or</b>	
SOC 201H Introduction to Sociology - Honors	<b>3</b>
PSY 205 Developmental Psychology	<b>3</b>
SPCH 100 Interpersonal Communication	<b>3</b>
<b>or</b>	
SPCH 101 Public Address	<b>3</b>
<b>or</b>	
SPCH 101H Public Address - Honors 3	

**Total Units 9**

**Additional Associate Degree Prerequisites:**

These requirements are waived for students who have a BA or BS from a regionally accredited institution in the United States.

*Mathematics - One (1) course from area	5
Arts - One (1) course from area	3
Humanities - One (1) course from area	3
History and Political Science - One (1) course from area	3
Kinesiology/Dance	3

See Counselor for applicable courses.

**\*[Mathematics Competency Requirement:](#)**

*Proficiency in mathematics may be satisfied by one of the following:*

- *Completion of two years of high school algebra AND placement at the level of College Algebra or higher on the math assessment test; or*
- *Completion of any mathematics class listed in the mathematics section of the General Education Requirements with a grade of "C" or better. \*Transcript needed to verify the 2 years of high school algebra.*

**Total Units 12-17**

**LVN to RN by 30 UNIT PROGRAM PREREQUISITES**

All prerequisites must be complete prior to entry into the ADN Nursing Program

BIOL 201 Human Physiology	4
BIOL 220 Microbiology	5

Physiology and Microbiology must be complete at time of application, no additional science classes will be required for any student applying for the 30-unit option. Students planning to take BIOL 201 and BIOL 220 at Citrus College need to meet prerequisite requirements for those classes. See counselor for details.

**Total Units 9**

**GENERIC OPTION - MAJOR REQUIREMENTS****ADN YEAR ONE, FIRST SEMESTER**

RNRS 190 Foundations of Nursing	4
RNRS 191 Intro to Medical/Surgical Nursing I	5

**SECOND SEMESTER**

RNRS 193 Pediatric Nursing	3
RNRS 194 Obstetrics/Maternity Nursing	3
RNRS 195 Beginning Medical/Surgical Nursing II	4.5

**ADN YEAR TWO, THIRD SEMESTER**

RNRS 201 Medical-Surgical Nursing III	6.5
RNRS 203 Mental Health-Psychiatric Nursing	3

**FOURTH SEMESTER**

RNRS 251 Medical-Surgical Nursing IV	7
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The Board of Registered Nursing (BRN) requires these Nursing courses be completed to be eligible to take the RN licensing examination. All of these courses must be completed with a grade of "C" or better.

	<b>Total Units</b>	<b>36</b>
<b>SUMMER INTERCESSION</b>		
RNRS 200 Role Transition: LVN to RN		<b>3</b>

<b>THIRD SEMESTER</b>		
RNRS 201 Medical-Surgical Nursing III		<b>6.5</b>
RNRS 203 Mental Health-Psychiatric Nursing		<b>3</b>

<b>FOURTH SEMESTER</b>		
RNRS 251 Medical-Surgical Nursing IV		<b>7</b>

The Board of Registered Nursing (BRN) requires these courses be completed to be eligible to take the licensing examination. All of these courses must be completed with a grade of "C" or better.

**Total Units 19.5**

<b>Major Requirements for Generic Option</b>	<b>Total Units</b>	<b>36</b>
All Units for Generic Option	<b>Total Units</b>	<b>74-80</b>

<b>Major Requirements for LVN to RN Option</b>	<b>Total Units</b>	<b>19.5</b>
All Units for LVN to RN Option	<b>Total Units</b>	<b>57.5-63.5</b>

<b>Major Requirements for LVN to RN by 30 Unit Option</b>	<b>Total Units</b>	<b>28.5</b>
All Units for LVN to RN by 30 Unit Option	<b>Total Units</b>	<b>28.5</b>

**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
TOTAL CURRICULUM PLAN**

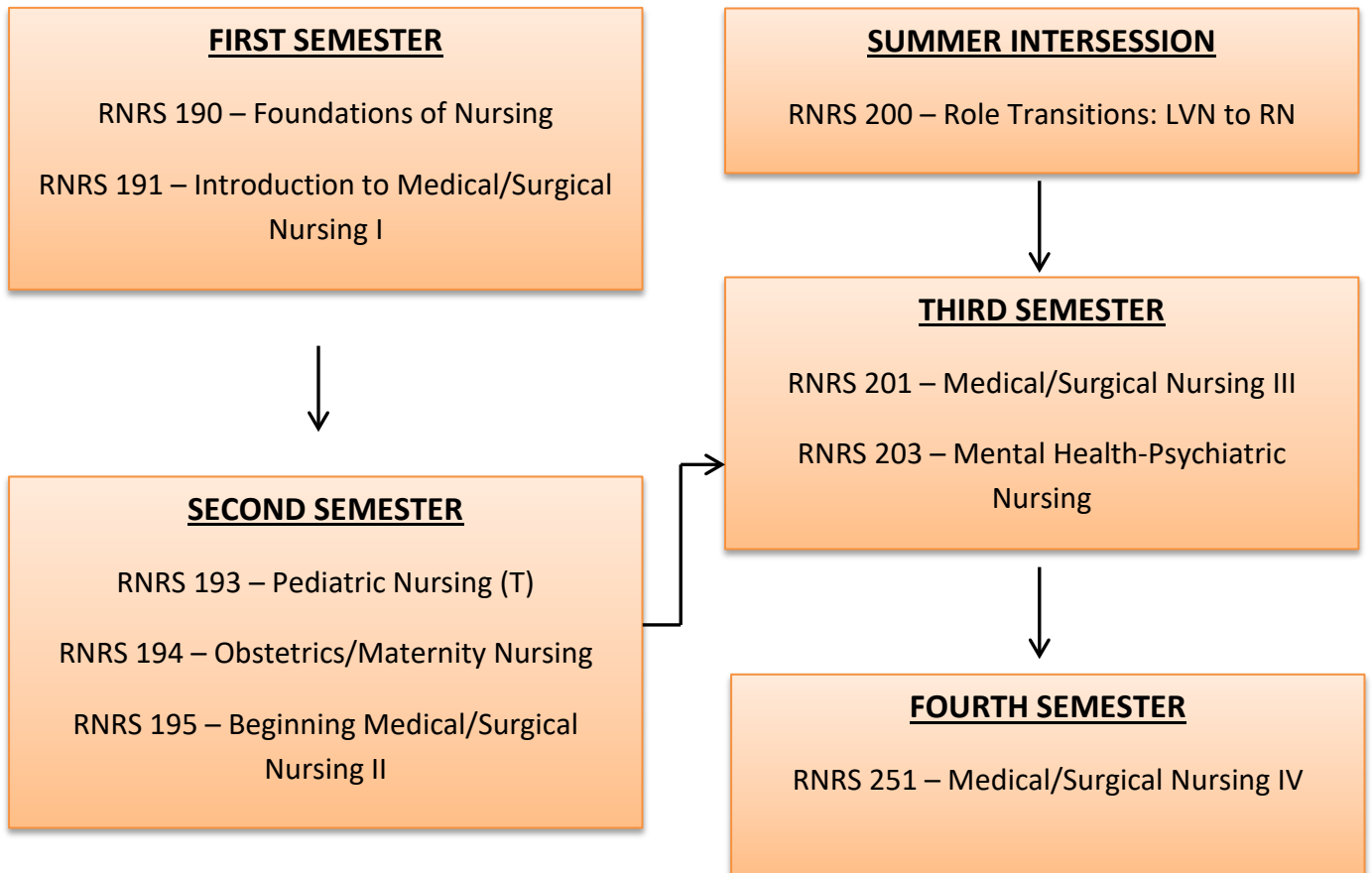
<b>COURSE NUMBER</b>	<b>NUMBER OF WEEKS</b>	<b>COURSE TITLE</b>	<b>UNITS</b>	<b>THEORY HOURS</b>	<b>CLINICAL HOURS</b>
<b>FIRST SEMESTER</b>					
RNRS 190	8	Foundations of Nursing	4	36	108
RNRS 191	8	Introduction to Medical/Surgical Nursing I	5	45	135
<b>SECOND SEMESTER</b>					
RNRS 193	16	Pediatric Nursing (T)	3	27	0
RNRS 193	8	Pediatric Nursing (C)		0	81
RNRS 194	16	Obstetrics/Maternity Nursing (T)	3	27	0
RNRS 194	8	Obstetrics/Maternity Nursing (C)		0	81
RNRS 195	16	Beginning Medical/Surgical Nursing II (T)	4.5	36	0
RNRS 195	8	Beginning Medical/Surgical Nursing II (C)		0	135
<b>SUMMER INTERSESSION</b>					
RNRS 200	4	Role Transitions: LVN to RN	3	36	54
<b>*Required for AP Option Only</b>					
<b>THIRD SEMESTER</b>					
RNRS 201	16	Medical/Surgical Nursing III (T)	6.5	63	0
RNRS 201	11	Medical/Surgical Nursing III (C)		0	162
RNRS 203	16	Mental Health-Psychiatric Nursing (T)	3	27	0
RNRS 203	6	Mental Health-Psychiatric Nursing (C)		0	81
<b>FOURTH SEMESTER</b>					
RNRS 251	16	Medical/Surgical Nursing IV (T)	7	63	0
RNRS 251	10	Medical/Surgical Nursing IV (C)		0	190

(T) = Theory

(C) = Clinical



**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**PROGRESSION THROUGH THE ASSOCIATE DEGREE NURSING PROGRAM**



**SECTION IV:  
PROGRAM ADMISSION/ ENROLLMENT,  
PROGRSSION, WITHDRAWAL, RE-ENTRY**

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**ADMISSION POLICY AND PROCEDURES REQUIREMENTS FOR ELIGIBILITY TO APPLY**

**UNIT REQUIREMENTS PER SEMSTER**

Any student who needs to maintain 12 units per semester for financial aid or insurance purposes can avail themselves of required general education courses which are available. See the counseling department for assistance.

**CORE SCIENCE GPA**

An overall grade point average of 2.5 for the Human Anatomy, Human Physiology, and Microbiology prerequisite courses with no grades less than a letter grade of 'C' for each course is required. Online prerequisite sciences with labs from regionally accredited institutions completed from spring 2020 to the present will be accepted. The Health Sciences department will accept Pass/No Pass (P/NP) grades for prerequisite courses, but encourages applicants to receive letter grades for all prerequisite classes. If a Pass (P) grade is received for a prerequisite course, this will be considered similar to an AP credit course which has no value in calculating GPA. Core sciences must be completed within the past five years. Students may repeat one core science course within the past 5 years. Withdrawal (W) grades and repeats of core sciences older than five years will not be treated as an attempt. Attempted core sciences without a lab component will be treated as an attempt in the core sciences. Core sciences removed from a student's record via academic renewal will still be considered as repeats in the core sciences. \*\* Combined anatomy and physiology classes must have both 4 unit sections completed (A&P I and A&P II) or consist of one 8 unit course. Students should also note that a 2.5 GPA is not competitive.

**COLLEGE ENGLISH GPA**

College level, transferable English, minimum of three (3) semester units with a grade no less than a "C."

**COLLEGE GPA**

A cumulative grade point average (GPA) of 2.5 for all degree applicable coursework. Please note that a "C" in all coursework will not earn a GPA of 2.5.

**SELECTION PROCEDURE**

Timeline and submission information is published on the Citrus College Nursing website. Applications will be reviewed and processed in a precise and exacting manner, using points based on multi-criteria to qualify candidates fairly. Multi-criteria for the Generic, Advanced Placement and 30-Unit Option can be found on the nursing website. Application documents submitted for points which are missing information, or not following the multi-criteria will not be considered for points. It is strongly recommended that students meet with the nursing counselor, or attend an application workshop prior to submitting their application. Applications will be reviewed if the following criteria are met:

- A complete application is received before the end of the application period.
- Candidate has completed all course prerequisites for the program and meets stated requirements.
- Students are encouraged to complete all graduation requirements prior to entry. However, students who have six or less graduation requirements pending after the spring semester prior to entry will still be considered for admission.

- ALL Transcripts from all college work are submitted to the Admissions and Records office at prior to submitting the application.

Any required application items received after the closing date will cause the students to be removed from the application pool. Students offered admission into the program must provide evidence of completion of high school education or equivalent or higher prior to the start of the program (before attending the mandatory orientation program).

The nursing counselor will handle all notification regarding status to the ADN program. The counselor is responsible for revising and updating the applicant list on a regular basis. The Health Sciences department will not disclose ranking of any admitted, alternate, or unaccepted students.

Applicants will be notified of their accepted, alternate or not accepted status by email. The Health Sciences Department will not disclose admission information over the phone. Admission status can change based on acceptance of our offer and TEAS scores.

### **ASSESSMENT READINESS TESTING**

Citrus College ADN Program faculty and staff are committed to assisting students to be successful in the program and on the NCLEX-RN licensing examination. In order to assess the skills necessary for success, all students who are selected for the program and the alternates are required to have an assessment/readiness test. The Citrus College ADN Program uses the American Technologies Institute (ATI) Test of Essential Academic Skills (TEAS) Version 7 for this assessment. The four content areas included in the test are Math, Reading, English, and Science. Students must meet or exceed the adjusted individual total cut score of 62% in order to be enrolled into the immediately subsequent fall semester, with the exception of the 30-unit option. The TEAS score is only valid for one calendar year. Only the first ATI TEAS score of 62% or higher within the past calendar year will be accepted for admission. Multiple attempts are not reviewed. If a student has taken the TEAS at another testing site, they will be advised to request their previous scores be sent to Citrus College from ATI online at [www.atitesting.com](http://www.atitesting.com) by a posted deadline set by the department. Unofficial copies of test results from students or other colleges will not be accepted. Students are encouraged to review information on the test from the website and may purchase a study guide at the ATI website [www.atitesting.com](http://www.atitesting.com).

Any selected student (with the exception of 30-unit option) who is unsuccessful in meeting or exceeding the cut score shall be counseled and offered a remediation plan by the nursing counselor; and upon completion of that remediation plan and successful TEAS 7 retake (student must pass each of the four sections with an adjusted individual score of 62%), shall be given a space into the subsequent fall cohort.

Students who do not meet the remediation requirements within the timeframe designated in the remediation plan will be required to restart the application process as a new student.

All testing and application accommodation requests must be submitted prior to the close of the application period.

Adopted/Approved: 6/9/2022

**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
PROGRAM ADMISSION / ENROLLMENT**

**CITRUS COLLEGE ADN PROGRAM REQUIREMENTS  
GENERIC OPTION (Registered Nursing)**

Enrollment in the Citrus College Registered Nursing Program – **Generic Option** – is open to persons regardless of sex, age, marital status, disability, ethnic group, religion or national origin. The **Generic Option** consists of four semesters for the Associate Degree in Nursing (ADN) program. **Applications are accepted once a year for fall admission.** For a complete description of the ADN program, please visit the registered nursing website at [www.citruscollege.edu/academics/programs/adn](http://www.citruscollege.edu/academics/programs/adn)

**Students seeking admission to the Registered Nursing Program – Generic Option – must meet all of the following criteria:**

- A GPA of 2.5 or higher is required for prerequisite core sciences, which includes Human Anatomy, Human Physiology, and Microbiology with no grade less than a “C” for each course.
- A cumulative GPA of 2.5 or higher is required for all college coursework attempted, *regardless of applicability to nursing requirements.*
- Prerequisite core sciences (Human Anatomy, Human Physiology, and Microbiology) must have been completed within the last five (5) years.
- Only one repetition in one of the three prerequisite core sciences (Human Anatomy, Human Physiology, and Microbiology) is permitted within the last five (5) years. Withdrawal (W) grades and repeats of core sciences older than five years do not count as repeats.
- Prerequisite core sciences must meet or exceed the 4.0 unit minimum with a laboratory component, as required by the California Community College Chancellor’s office.
- College level, transferable English, minimum of three (3) semester units or four (4) quarter units with a grade no less than a “C.”
- Good standing student status (academic and in-progress).
- It is mandatory for all *provisionally admitted* students to have the [ATI TEAS](#) exam completed with a total score of 62% or higher in order to be enrolled in the subsequent fall semester.
- Meet the minimum physical and mental qualifications to perform essential nursing functions.
- Pass background check.
- Evidence of high school education or equivalent or higher.

**GENERIC OPTION PREREQUISITES TAKEN PRIOR TO ENTRY**

The following prerequisites ***must be completed*** with a minimum of “C” or better before applying to the Generic ADN Option. **These courses cannot be in progress.**

COURSE and TITLE	UNITS
<b>BIOLOGY 200* - HUMAN ANATOMY</b> <i>*Prerequisite(s): BIOL 105 or BIOL 105H or BIOL 124</i>	4.0
<b>BIOLOGY 201* - HUMAN PHYSIOLOGY</b> <i>*Prerequisite(s): BIOL 200 <b>and</b> CHEM 103 or CHEM 104 or CHEM 110 or CHEM 111 or CHEM 112</i>	4.0
<b>BIOLOGY 220* - MICROBIOLOGY</b> <i>*Prerequisite(s): BIOL 105 or BIOL 105H or BIOL 124 <b>and</b> CHEM 103 or CHEM 104 or CHEM 110 or CHEM 111 or CHEM 112</i>	5.0
<b>ENGLISH 101/H - READING AND COMPOSITION</b> <i>or</i> <b>ENGL 101E - READING AND COMPOSITION, ENHANCED</b>	4.0 - 5.0

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## ADN GENERAL EDUCATION REQUIREMENTS

All courses below must be completed with a grade of "C" or better prior to graduation. Nursing general education courses and general education for the Associate Degree are not required for admission to the ADN (RN) program; rather, they are required for the completion of the Associate Degree in Nursing. Students are ***strongly recommended*** to complete the following courses prior to applying to the program.

NURSING GENERAL EDUCATION (BOARD OF REGISTERED NURSING REQUIREMENTS) COURSE and TITLE	UNITS
PSYCHOLOGY 205 – DEVELOPMENTAL PSYCHOLOGY	3.0
SPEECH 100 – INTERPERSONAL COMMUNICATION <i>or</i> SPEECH 101/H – PUBLIC ADDRESS	3.0
ANTHROPOLOGY 210/H – CULTURAL ANTHROPOLOGY <i>or</i> SOCIOLOGY 201/H – INTRODUCTION TO SOCIOLOGY	3.0
<b>GENERAL EDUCATION REQUIRED FOR THE ASSOCIATE DEGREE</b> The General Education (GE) requirements for an Associate Degree in Nursing (ADN) at Citrus College may be fulfilled with the completion of GE Option I ( <a href="#">Local Pattern</a> - listed below), Option II ( <a href="#">CSUGE</a> ), or Option III ( <a href="#">IGETC</a> ). Applicants with a baccalaureate or higher degree from a regionally accredited institution in the United States are waived from completing the general education requirements listed below.	<b>UNITS</b>
<a href="#">MATHEMATICS*</a> Completion of any mathematics class listed in the mathematics section of the General Education Requirements with a grade of "C" or better <i>or</i> completion of two years of high school algebra AND placement at the level of College Algebra or higher.	Up to 5.0
<a href="#">ARTS*</a> – ONE COURSE FROM AREA	3.0
<a href="#">HUMANITIES*</a> – ONE COURSE FROM AREA	3.0
<a href="#">HISTORY AND POLITICAL SCIENCE*</a> – ONE COURSE FROM AREA	3.0
<a href="#">KINESIOLOGY/DANCE*</a> (No varsity sports courses may be used) Three units of Kinesiology or dance activity <i>or</i> any Kinesiology theory course as stipulated in the Citrus College Catalog	3.0

\*See Citrus College [Catalog](#) for additional information on applicable courses.

### REQUESTS FOR EQUIVALENCY

If you are uncertain whether a course taken inside or outside the California Community College system is equivalent to the Citrus College course, please schedule an appointment with the [Nursing Counselor](#).

### INTERNATIONAL COURSEWORK

Foreign coursework may be accepted to satisfy [general education requirements for the associate degree](#) only. Foreign coursework will NOT satisfy Citrus College nursing prerequisites and nursing general education (BRN requirements). Foreign transcripts must be evaluated by a Citrus College [approved evaluation service](#).

### HIGH SCHOOL EDUCATION OR EQUIVALENT

Applicants must provide proof of graduation from:

- An accredited high school in the United States by transcripts or diploma or;
- Documentation of a passing score on the General Education Development (GED) exam or;
- Associate, or Baccalaureate degree from an accredited institution of higher education in the United States or;
- Official evaluation of international diploma/degree

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## Citrus College ADN: *Generic Option* Multi-Criteria for Selection

- Eligibility to apply:**
- 1) An overall GPA of 2.5 or above for the core sciences: Anatomy, Physiology, and Microbiology with a “C” or better.
  - 2) Completion of English 101 (or equivalent) with a “C” or better.
  - 3) Cumulative GPA of 2.5 or above for *ALL* college coursework attempted.
  - 4) Anatomy, Physiology and Microbiology must have been completed within the last five (5) years.

Admission Criteria	Max. Points	Point Distribution	Required Supporting Documentation
<p><b>Previous Academic Degree</b></p> <ul style="list-style-type: none"> <li>• Degree must be from regionally accredited U.S. College/University or international degree must be evaluated by an <a href="#">approved evaluation service</a></li> <li>• Points will only be awarded for one qualifier</li> </ul>	<b>8 points</b>	BA/BS degree or higher = 8 points AA/AS degree = 4 points	<ul style="list-style-type: none"> <li>• Official transcripts must be on file with Admissions &amp; Records</li> <li>• Degree posting and completion must be clearly identified on official transcripts</li> </ul>
<p><b>Prerequisite Sciences GPA: Anatomy, Physiology, and Microbiology</b></p> <ul style="list-style-type: none"> <li>• Minimum GPA of 2.5 or higher in prerequisite sciences</li> <li>• No grade less than a “C”</li> <li>• All three courses must be completed within the last five (5) years</li> <li>• One repeat is permitted within the last five (5) years for all three courses combined (NOT for each course), <i>excluding</i> withdrawal grades and/or repeats of expired courses</li> <li>• “+” and “-” are not counted for this GPA calculation</li> <li>• No rounding for this GPA calculation</li> </ul>	<b>25 points</b>	4.00 = 25 points 3.50 – 3.99 = 18 points 3.00 – 3.49 = 10 points 2.50 – 2.99 = 5 points < 2.50 = ineligible for admission	<ul style="list-style-type: none"> <li>• Official transcripts must be on file with Admissions &amp; Records</li> <li>• Failure to submit transcripts with all grades posted will result in disqualification</li> </ul>
<p><b>Cumulative GPA</b></p> <ul style="list-style-type: none"> <li>• All eligible applicants must have a cumulative GPA of 2.5 or higher</li> <li>• All coursework, regardless of applicability to nursing requirements will be required</li> <li>• AP scores posted on transcripts will not be granted credit without score reports</li> </ul>	<b>20 points</b>	4.00 = 20 points 3.50 – 3.99 = 15 points 3.00 – 3.49 = 10 points 2.50 – 2.99 = 5 points < 2.50 = ineligible for admission	<ul style="list-style-type: none"> <li>• Official transcripts for all courses completed at any and all regionally accredited U.S. colleges and universities, regardless of applicability to nursing requirements need to be submitted officially to Admissions and Records</li> <li>• Citrus College transcripts do not need to be requested</li> <li>• Failure to submit transcripts with all grades posted will result in disqualification</li> </ul>

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<p><b>Completion of additional required courses</b></p> <ul style="list-style-type: none"> <li>Points will be awarded for the completion of the <a href="#">Nursing General Education (BRN requirements)</a> and <a href="#">General Education (GE)</a> for the Associate Degree</li> <li>Courses in progress will not be considered</li> </ul>	<p><b>15 points</b></p>	<p>No remaining course(s) = 15 points          1 remaining course = 10 points          2 remaining courses = 5 points</p>	<ul style="list-style-type: none"> <li>Official transcripts must be on file with Admissions &amp; Records</li> <li>Failure to submit transcripts with all grades posted will result in disqualification</li> </ul>
<p><b>Healthcare Experience (work or volunteer)</b>  <b>NOTE: Must be within the past 5 years, with direct human patient care. Direct Patient Care = Hands on, face to face contact with patients for the purpose of diagnosis, treatment and monitoring, per the <a href="#">CDC website</a>.</b>          Occupations listed below are examples only and are not an exhaustive list of certifications/licenses that may be accepted. The program will make the final determination of acceptance of work or volunteer experience.</p> <ul style="list-style-type: none"> <li><b>Licensed or certified healthcare worker</b>, e.g., Certified Nurse Assistant (CNA), Home Health Aide (HHA), Emergency Medical Technician (EMT), Paramedic, Medical Military Experience, Psychiatric Technician, Respiratory Therapist, Physical Therapist, Occupational Therapist, Radiologic Technician, Medical Sonographer, Certified Medical Assistant, Phlebotomist, etc.</li> <li><b>Other relevant healthcare employment</b> with direct patient contact will be considered on a case by case basis</li> <li><b>Acute</b> care refers to hospitals where a patient receives active but short-term treatment for an injury/trauma or episode of severe/sudden illness, an urgent medical condition, or during recovery from surgery</li> <li><b>Non-acute</b> care refers to treatment of non-urgent matters and is aimed at maintenance or long-term care. It is defined as specialized multidisciplinary care in which the primary need for care is optimization of the patient's functioning and quality of life. Examples include skilled nursing facilities, subacute &amp; post-acute care, surgery centers, physician clinics, urgent care, long-term care, mental health facilities, etc.</li> </ul>	<p><b>20 points</b></p>	<ul style="list-style-type: none"> <li>Acute care experience, as well as healthcare positions that require a license or certification will be given higher consideration of points</li> <li>Points will only be awarded for <b>one</b> qualifier (including, but not limited to the examples below) and will not be combined:             <ul style="list-style-type: none"> <li><i>*Licensed or certified acute healthcare experience</i></li> <li><i>*Licensed or certified non-acute Healthcare Experience</i></li> <li><i>*Relevant healthcare experience</i></li> <li><i>**Certificate/license only</i></li> <li><i>***Volunteer experience</i></li> </ul> </li> </ul>	<p><b>*Healthcare Experience:</b>          Applicant must provide verification from current or former human resources, employer, or organization. Letter must be on organizational letterhead with an original signature and must include:</p> <ul style="list-style-type: none"> <li>Applicant's name</li> <li>Start date and end date (if applicable)</li> <li>Employment status (full/part-time)</li> <li>Total number of hours worked or approximate hours (hours per week is not satisfactory)</li> <li>Job or position title</li> <li>Department (if applicable)</li> <li>Examples of duties or attached job/position description</li> <li>Copy of license or certificate</li> </ul> <p><b>All documentation is subject to verification and approval. Resumes and/or CVs will not be accepted. Submitting incomplete documentation will impact determination of points. All licenses/certificates must be current to receive points</b></p> <p><b>**Certificate/License only:</b> Must provide copy of current certificate or license. No points will be awarded for out-of-state or expired licenses/certificates under this qualifier. CPR, BLS, or ACLS certifications do not count for points. A license or certificate must be current.</p>





			<p><b>***Volunteer Experience:</b> The letter must be on organization letterhead with an original signature, total number of hours volunteered, and a description of duties. Educational/clinical hours for other programs do not qualify as volunteer hours.</p>
<p><b>2<sup>nd</sup> Language Proficiency</b></p> <ul style="list-style-type: none"> <li>• Credit is awarded for languages as identified by the Chancellor’s Office. These languages may include, but are not necessarily limited to, any of the following: American Sign Language, Arabic, Chinese (including its various dialects), Farsi, Russian, Spanish, Tagalog, Languages of the Indian subcontinent &amp; Southeast Asia</li> <li>• Applicant must have the ability to speak, interpret, and write in the language to qualify for points</li> <li>• Cannot combine HS/College transcripts</li> <li>• The person verifying language ability may not be a relative or family member</li> <li>• Self-written letters are not accepted as verification</li> </ul>	<p><b>2 points</b></p>	<ul style="list-style-type: none"> <li>• Points will only be awarded for one qualifier and will not be combined</li> </ul>	<p>May use <b>ONE</b> of the following for verification:</p> <ul style="list-style-type: none"> <li>• Letter from professor, employer, or clergy on formal letterhead verifying 2<sup>nd</sup> language proficiency</li> <li>• If native/fluent in another language, you may attach unofficial transcripts from foreign school</li> <li>• Unofficial high school transcript showing completion of 3 years in the same language with a “C” or better</li> <li>• Unofficial college transcript showing completion of 1 year in the same language through the <b>intermediate level</b> with a “C” or better</li> <li>• Unofficial AP score of 3+ or SAT subject test score of 1050+ in the language</li> <li>• Medical interpreter certification or military language proficiency exam</li> <li>• Language other than English proficiency test certification</li> </ul>
<p><b>Veteran Status</b></p> <ul style="list-style-type: none"> <li>• Military Service: Veteran (former or active) or dependent of veteran of the U.S. military</li> </ul>	<p><b>5 points</b></p>		<p>May use <b>ONE</b> of the following for verification:</p> <ul style="list-style-type: none"> <li>• Copy of Defense Department Form 214 (DD-214) Honorable Discharge</li> <li>• Copy of official notice issued by the Department of Defense documenting the active-duty status of a veteran</li> </ul>
<p><b>Life Experience or Special Circumstances</b></p> <ol style="list-style-type: none"> <li>Disabilities</li> <li>Disadvantaged social or educational environment</li> <li>First generation to attend college</li> <li>Low family income</li> </ol>	<p><b>5 points</b></p>	<ul style="list-style-type: none"> <li>• Points will only be awarded for one qualifier and will not be combined</li> </ul>	<ol style="list-style-type: none"> <li>Verified eligibility from Citrus College’s Disabled Student Programs and Services (DSPS) or other similar program</li> <li>Proof of participation or eligibility for Extended Opportunities Programs and Services (EOPS), Upward Bound Program, or other similar</li> </ol>

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<p>e) Need to work at least part-time f) Refugee status</p> <ul style="list-style-type: none"> <li>• Required documentation must be submitted to receive points</li> <li>• Self-written letters are not accepted as verification</li> </ul>			<p>program)</p> <p>c) Documentation verifying 1<sup>st</sup> generation status (ex. Letter from school authority, EOPS/CARE/CalWORKs program, International Student Services, high school counselor or teacher, college professor or clergy)</p> <p>d) Documentation verifying eligibility or receipt of financial aid (ex. CA Promise Grant, Cal Grant, Pell Grant, Cal Works and others)</p> <p>e) Documentation from employer verifying dates of employment (ex. Employer letter on company letterhead, recent paycheck stub, W-2 or employee verification form)</p> <p>f) Documentation or letter from USCIS</p>
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**IMPORTANT NOTES:**

- The Citrus College ADN program follows a multi-criteria screening and ranking process. This Multi-Criteria for Selection is used to determine who will be admitted into the program. Students are ranked using the Multi-Criteria for Selection. The criteria consist of 100 total points possible. All qualified applicants are ranked from highest to lowest points.
- Coursework from ALL colleges/universities must be submitted prior to the application. Any applicant who does not submit all coursework at the time of application shall be disqualified from consideration; or dismissed from the program.
- Falsification of any documentation used for the Multi-Criteria for Selection will disqualify applicants from entering the program.
- Each letter/document may be used as verification for only ONE criterion. Separate documents must be submitted to receive points for each criterion: health experience, life experience and proficiency in another language. All letters must be on letterhead and must include a signature and contact information.
- Completion of the standardized [Assessment Technologies Incorporated \(ATI\) Test of Essential Academic Skills \(TEAS\)](#) is not required to apply to the ADN program. However, it is mandatory for all *provisionally admitted* students to have the [ATI TEAS](#) completed with a total score of 62% or higher in order to be enrolled in the subsequent fall semester.

## CITRUS COLLEGE ADN PROGRAM REQUIREMENTS ADVANCED PLACEMENT OPTION (LVN to RN)

Enrollment in the Citrus College Registered Nursing Program is open to persons regardless of sex, age, marital status, disability, ethnic group, religion or national origin. The **Advanced Placement Option** allows active California Licensed Vocational Nurses (LVN) to be given credit in the nursing courses in the first two semesters of the Associate Degree in Nursing (ADN) Program. The Advanced Placement candidate would be admitted into the LVN to RN Transition course. Following successful completion of that course, the candidate would enter into the third semester of the Associate Degree in Nursing program. **Applications are accepted once a year for Fall admission.** For a complete description of the program please go to: [www.citruscollege.edu/academics/programs/adn](http://www.citruscollege.edu/academics/programs/adn)

**Students seeking admission to the Advanced Placement Registered Nursing Option must meet all of the following criteria:**

- A GPA of 2.5 or higher for prerequisite core sciences, which includes Human Anatomy, Human Physiology, and Microbiology with no grade less than a "C" for each course is required.
- A cumulative GPA of 2.5 or higher is required for all college coursework attempted, *regardless* of applicability to nursing requirements.
- Prerequisite core sciences (Human Anatomy, Human Physiology, and Microbiology) must be completed within five (5) years at the time of the application.
- Only one repetition of the three prerequisite core sciences combined (Human Anatomy, Human Physiology, and Microbiology) is permitted within five (5) years at the time of the application. Withdrawal (W) grades and repeats of core sciences older than five years do not count as repeats.
- Prerequisite core sciences must meet or exceed the 4.0 unit minimum with a laboratory component, as required by the California Community College Chancellor's office.
- College level, transferable English, minimum of three (3) semester or four (4) quarter units with a grade no less than a "C."
- Possess a current, [active California Vocational Nursing License](#).
- Possess transcripts of VN coursework that includes PEDS, OB and MED SURG up to intermediate level.
- Good standing student status (academic and in progress).
- It is mandatory for all *provisionally admitted* students to have the [ATI TEAS](#) completed with a total score of 62% or higher in order to be enrolled in the subsequent fall semester.
- Meet the minimum physical and mental qualifications to perform essential nursing functions.
- Pass background check.
- Evidence of high school education or equivalent or higher.

### ADVANCED PLACEMENT OPTION PREREQUISITES TAKEN PRIOR TO ENTRY

The following prerequisites ***must be completed*** with a minimum of "C" or better before applying to the Advanced Placement ADN Option. **These courses cannot be in progress.**

COURSE and TITLE	UNITS
<b>BIOLOGY 200* - HUMAN ANATOMY</b> <i>*Prerequisite(s): BIOL 105 or BIOL 105H or BIOL 124</i>	4.0
<b>BIOLOGY 201* - HUMAN PHYSIOLOGY</b> <i>*Prerequisite(s): BIOL 200 <u>and</u> CHEM 103 or CHEM 104 or CHEM 110 or CHEM 111 or CHEM 112</i>	4.0
<b>BIOLOGY 220* - MICROBIOLOGY</b> <i>*Prerequisite(s): BIOL 105 or BIOL 105H or BIOL 124 <u>and</u> CHEM 103 or CHEM 104 or CHEM 110 or CHEM 111 or CHEM 112</i>	5.0
<b>ENGLISH 101/H - READING AND COMPOSITION</b> <i>or</i> <b>ENGL 101E - READING AND COMPOSITION, ENHANCED</b>	4.0 - 5.0

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## ADN GENERAL EDUCATION REQUIREMENTS

All courses below must be completed with a grade of "C" or better prior to graduation. Nursing general education courses and general education for the Associate Degree are not required for admission to the ADN (RN) program; rather, they are required for the completion of the Associate Degree in Nursing. Students are ***strongly recommended*** to complete the following courses prior to applying to the program.

NURSING GENERAL EDUCATION (BOARD OF REGISTERED NURSING REQUIREMENTS ) COURSE and TITLE	UNITS
PSYCHOLOGY 205 – DEVELOPMENTAL PSYCHOLOGY	3.0
SPEECH 100 – INTERPERSONAL COMMUNICATION <i>or</i> SPEECH 101/H – PUBLIC ADDRESS	3.0
ANTHROPOLOGY 210/H – CULTURAL ANTHROPOLOGY <i>or</i> SOCIOLOGY 201/H – INTRODUCTION TO SOCIOLOGY	3.0
GENERAL EDUCATION REQUIRED FOR THE ASSOCIATE DEGREE	UNITS
The General Education (GE) requirements for an Associate Degree in Nursing (ADN) at Citrus College may be fulfilled with the completion of GE Option I ( <a href="#">Local Pattern</a> - listed below), Option II ( <a href="#">CSUGE</a> ), or Option III ( <a href="#">IGETC</a> ). Applicants with a baccalaureate or higher degree from a regionally accredited institution in the United States are waived from completing the general education requirements listed below.	
<a href="#">MATHEMATICS*</a> Completion of any mathematics class listed in the mathematics section of the General Education Requirements with a "C" or better <i>or</i> completion of two years of high school algebra AND placement at the level of College Algebra or higher.	Up to 5.0
<a href="#">ARTS*</a> – ONE COURSE FROM AREA	3.0
<a href="#">HUMANITIES*</a> – ONE COURSE FROM AREA	3.0
<a href="#">HISTORY AND POLITICAL SCIENCE*</a> – ONE COURSE FROM AREA	3.0
<a href="#">KINESIOLOGY*</a> (No varsity sports courses may be used) Three units of Kinesiology or dance activity <i>or</i> any Kinesiology theory course as stipulated in the Citrus College Catalog	3.0

\*See Citrus College [Catalog](#) for additional information on applicable courses.

### REQUESTS FOR EQUIVALENCY

If you are uncertain whether a course taken inside or outside the California Community College system is equivalent to the Citrus College course, please schedule an appointment with the [Nursing Counselor](#).

### INTERNATIONAL COURSEWORK

Foreign coursework may be accepted to satisfy [general education requirements for the associate degree](#) only. Foreign coursework will NOT satisfy Citrus College nursing prerequisites and nursing general education (BRN requirements). Foreign transcripts must be evaluated by a Citrus College [approved evaluation service](#).

### HIGH SCHOOL EDUCATION OR EQUIVALENT

Applicants must provide proof of graduation from:

- An accredited high school in the United States by transcripts or diploma or;
- Documentation of a passing score on the General Education Development (GED) exam or;
- Associate, or Baccalaureate degree from an accredited institution of higher education in the United States or;
- Official evaluation of international diploma/degree

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## Citrus College ADN: *Advanced Placement* Multi-Criteria for Selection

- Eligibility to apply:
- 1) An overall GPA of 2.5 or above for the core sciences: Anatomy, Physiology, and Microbiology with a "C" or better.
  - 2) Completion of English 101 (or equivalent) with a "C" or better.
  - 3) Cumulative GPA of 2.5 or above for ALL college coursework attempted.
  - 4) Anatomy, Physiology and Microbiology must have been completed within the last five (5) years.
  - 5) Transcripts of VN coursework that includes PEDS, OB and MED SURG up to intermediate level

Admission Criteria	Max. Points	Point Distribution	Required Supporting Documentation
<b>Previous Academic Degree</b> <ul style="list-style-type: none"> <li>• Degree must be from regionally accredited U.S. College/University <i>or</i> international degree must be evaluated by an <a href="#">approved evaluation service</a>.</li> <li>• Points will only be awarded for one qualifier</li> </ul>	<b>8 points</b>	BA/BS degree or higher = 8 points AA/AS degree = 4 points	<ul style="list-style-type: none"> <li>• Official transcripts must be on file with Admissions &amp; Records</li> <li>• Official transcripts must show degree awarded</li> </ul>
<b>Core Sciences GPA: Anatomy, Physiology, and Microbiology</b> <ul style="list-style-type: none"> <li>• Minimum GPA of 2.5 or higher in prerequisite sciences</li> <li>• No grade less than a "C"</li> <li>• All three courses must be completed within the last five (5) years</li> <li>• One repeat is permitted within the last five (5) years for all three courses combined (NOT for each course), <i>excluding</i> withdrawal grades and/or repeats of expired courses</li> <li>• "+" and "-" are not counted for this GPA calculation</li> <li>• No rounding for this GPA calculation</li> </ul>	<b>25 points</b>	4.00 = 25 points 3.50 – 3.99 = 18 points 3.00 – 3.49 = 10 points 2.50 – 2.99 = 5 points < 2.50 = ineligible	<ul style="list-style-type: none"> <li>• Official transcripts must be on file with Admissions &amp; Records</li> <li>• Failure to submit transcripts with all grades posted will result in disqualification</li> </ul>
<b>Cumulative GPA</b> <ul style="list-style-type: none"> <li>• All eligible applicants must have a cumulative GPA of 2.5 or higher</li> <li>• All coursework, regardless of applicability to nursing requirements will be required</li> <li>• AP scores posted on transcripts will not be granted credit without score reports</li> </ul>	<b>20 points</b>	4.00 = 20 points 3.50 – 3.99 = 15 points 3.00 – 3.49 = 10 points 2.50 – 2.99 = 5 points < 2.50 = ineligible	<ul style="list-style-type: none"> <li>• Official transcripts for all lower and upper division courses completed at <b>all</b> regionally accredited U.S. institutions</li> <li>• AP score reports posted on official transcripts will not be granted credit without official score reports on file with Admissions &amp; Records</li> <li>• Failure to submit transcripts with all grades posted will result in disqualification</li> </ul>
<b>Completion of additional required courses</b> <ul style="list-style-type: none"> <li>• Points will be awarded for the completion of <a href="#">Nursing</a></li> </ul>	<b>15 points</b>	No remaining course = 15 points 1 remaining course = 10 points	<ul style="list-style-type: none"> <li>• Official transcripts must be on file with Admissions &amp; Records</li> </ul>

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<p><a href="#">General Education (BRN requirements)</a> and <a href="#">General Education (GE)</a> for the Associate Degree</p> <ul style="list-style-type: none"> <li>Coursework in progress will not be considered</li> </ul>		<p>2 remaining courses = 5 points</p>	<ul style="list-style-type: none"> <li>Failure to submit transcripts with all grades posted will result in disqualification</li> </ul>
<p><b>LVN Experience</b>  <b>NOTE: Must be within the past 5 years, with direct human patient care. Direct Patient Care = Hands on, face to face contact with patients for the purpose of diagnosis, treatment and monitoring, per the CDC website</b></p> <ul style="list-style-type: none"> <li>Must provide proof of current <a href="#">CA LVN license</a></li> <li>Must submit copy of transcripts from LVN program verifying OB/PEDS coursework</li> <li>LVN program must be <a href="#">BVNPT approved</a></li> <li><b>Acute</b> care refers to hospitals where a patient receives active but short-term treatment for an injury/trauma or episode of severe/sudden illness, an urgent medical condition, or during recovery from surgery</li> <li><b>Non-acute</b> care refers to treatment of non-urgent matters and is aimed at maintenance or long term care. It is defined as specialized multidisciplinary care in which the primary need for care is optimization of the patient's functioning and quality of life. Examples include skilled nursing facilities, subacute &amp; post-acute care, surgery centers, physician clinics, urgent care, school districts, long-term care, mental health facilities, etc.</li> </ul>	<p><b>20 points</b></p>	<ul style="list-style-type: none"> <li>Acute care experience as a LVN will be given higher consideration of points</li> <li>Points will only be awarded for <b>one</b> qualifier (including, but not limited to the examples below) and will not be combined: <ul style="list-style-type: none"> <li><i>*LVN with <u>acute</u> care experience</i></li> <li><i>*LVN with <u>non-acute</u> experience</i></li> <li><i>**LVN License only</i></li> </ul> </li> </ul>	<p><b>*LVN Experience</b>  Applicant must provide verification from current or former human resources, employer, or organization. Letter must be on organizational letterhead with an original signature and must include:</p> <ul style="list-style-type: none"> <li>Applicant's name</li> <li>Start date and end date (if applicable)</li> <li>Employment status (full/part-time)</li> <li>Total number of hours worked or approximate hours (hours per week is not satisfactory)</li> <li>Job or position title</li> <li>Department (if applicable)</li> <li>Examples of duties or attached job/position description</li> <li>Copy of LVN license</li> </ul> <p><b>All documentation is subject to verification and approval. Resumes and/or CVs will not be accepted. Submitting incomplete documentation will impact determination of points.</b></p> <p><b>**LVN License only:</b> Must provide current <a href="#">CA LVN license</a>. LVN program must be <a href="#">BVNPT approved</a>. No points will be awarded for out-of-state or expired licenses under this qualifier.</p>
<p><b>2<sup>nd</sup> Language Proficiency</b></p> <ul style="list-style-type: none"> <li>Credit is awarded for languages as identified by the Chancellor's Office. These languages may include, but are not necessarily limited to, any of the following: American Sign Language, Arabic, Chinese (including its various dialects), Farsi, Russian, Spanish, Tagalog, Languages of the Indian subcontinent &amp; Southeast Asia</li> <li>Applicant must have the ability to speak, interpret, and</li> </ul>	<p><b>2 points</b></p>	<ul style="list-style-type: none"> <li>Points will only be awarded for one qualifier and will not be combined</li> </ul>	<p>May use <b>ONE</b> of the following for verification:</p> <ul style="list-style-type: none"> <li>Letter from professor, employer, or clergy on formal letterhead verifying 2<sup>nd</sup> language proficiency. Letter must be specific that student is proficient in all aspects of language</li> <li>If native/fluent in another language, you may attach unofficial transcripts from foreign school</li> <li>Unofficial high school transcript showing completion of 3 years in the same language with a "C" or better</li> </ul>

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<p>write in the language to qualify for points</p> <ul style="list-style-type: none"> <li>• Cannot combine HS/College transcripts</li> <li>• The person verifying language ability may not be a relative or family member</li> <li>• Self-written letters are not accepted as verification</li> </ul>			<ul style="list-style-type: none"> <li>• Unofficial college transcript showing completion of 1 year in the same language through the <b>intermediate level</b> with a “C” or better</li> <li>• Unofficial AP score of 3+ or SAT subject test score of 1050+ in the language</li> <li>• Medical interpreter certification or military language proficiency exam</li> <li>• Language other than English proficiency test certification</li> </ul>
<p><b>Veteran Status</b></p> <ul style="list-style-type: none"> <li>• Military Service: Veteran (former or active) or dependent of veteran of the US Military</li> </ul>	<p><b>5 points</b></p>		<p>May use <b>ONE</b> of the following for verification:</p> <ul style="list-style-type: none"> <li>• Copy of Defense Department Form 214 (DD-214) Honorable Discharge</li> <li>• Copy of official notice issued by the Department of Defense documenting the active-duty status of a veteran</li> </ul>
<p><b>Life Experience or Special Circumstances</b></p> <ol style="list-style-type: none"> <li>Disabilities</li> <li>Disadvantaged social or educational environment</li> <li>First generation to attend college</li> <li>Low family income</li> <li>Need to work at least part-time</li> <li>Refugee status</li> </ol> <ul style="list-style-type: none"> <li>• Required documentation must be submitted to receive points</li> <li>• Self-written letters are not accepted as verification</li> </ul>	<p><b>5 points</b></p>	<ul style="list-style-type: none"> <li>• Points will only be awarded for one qualifier and will not be combined</li> </ul>	<ol style="list-style-type: none"> <li>Verified eligibility from Citrus College Disabled Student Programs and Services (DSPS) or other similar program</li> <li>Proof of participation or eligibility for Extended Opportunities Programs and Services (EOPS), Upward Bound Program, or similar program</li> <li>Documentation verifying 1<sup>st</sup> generation status (ex. Letter from school authority, EOPS/CARE/CalWORKs program, International Student Services, high school counselor or teacher, college professor or clergy)</li> <li>Documentation verifying eligibility or receipt of financial aid (ex. CA Promise Grant, Cal Grant, Pell Grant, Cal Works and others)</li> <li>Documentation from employer verifying dates of employment (ex. Employer letter on company letterhead, recent paycheck stub, W-2 or employee verification form)</li> <li>Documentation or letter from USCIS</li> </ol>



**IMPORTANT NOTES:**

- The Citrus College ADN program follows a multi-criteria screening and ranking process. This Multi-Criteria for Selection is used to determine who will be admitted into the program. Students are ranked using the Multi-Criteria for Selection. The criteria consist of 100 total points possible. All qualified applicants are ranked from highest to lowest points.
- Coursework from ALL colleges/universities must be submitted prior to the application. Any applicant who does not submit all coursework at the time of application shall be disqualified from consideration; or dismissed from the program.
- Falsification of any documentation used for the Multi-Criteria for Selection will disqualify applicants from entering the program.
- Each letter/document may be used as verification for only ONE criterion. Separate documents must be submitted to receive points for each criterion: health experience, life experience and proficiency in another language. All letters must be on letterhead and must include a signature and contact information.
- Completion of the standardized [Assessment Technologies Incorporated \(ATI\) Test of Essential Academic Skills \(TEAS\)](#) is not required to apply to the ADN program. However, it is mandatory for all *provisionally admitted* students to have the [ATI TEAS](#) completed with a total score of 62% or higher in order to be enrolled in the subsequent fall semester.



## CITRUS COLLEGE LVN 30-UNIT OPTION PROGRAM REQUIREMENTS

Enrollment in the Citrus College Registered Nursing Program – **30-Unit Option** – is open to persons regardless of sex, age, marital status, disability, ethnic group, religion or national origin. **Applications are accepted once a year for fall admission.** For a complete description of the 30-Unit option please go to:

[www.citruscollege.edu/academics/programs/adn](http://www.citruscollege.edu/academics/programs/adn)

**Students seeking admission to the 30-unit option must meet all of the following criteria:**

- A GPA of 2.5 or higher for the Human Physiology and Microbiology prerequisite courses with no grade less than a “C” for each course is required.
- A cumulative GPA of 2.5 or higher for all college coursework attempted, *regardless of applicability to nursing requirements.*
- Human Physiology and Microbiology must have been completed within the last five (5) years.
- Only one repetition in one of the two prerequisite core sciences (Human Physiology and Microbiology) is permitted within the last five (5) years. Withdrawal (W) grades and repeats of core sciences older than five years do not count as repeats.
- Core sciences must meet or exceed the 4.0 unit minimum with a laboratory component, as required by the California Community College Chancellor’s office.
- Possess a current, [active California Vocational Nursing License](#).
- Possess transcripts of VN coursework that includes PEDS, OB and MED SURG up to intermediate level.
- Good standing student status (academic and in progress).
- Completion of the standardized [Assessment Technologies Incorporated \(ATI\) Test of Essential Academic Skills \(TEAS\)](#) is not required to apply to the ADN program. However, it is mandatory for all *provisionally admitted* students to have the [ATI TEAS](#) completed with a total score of 62% or higher in order to be enrolled in the subsequent fall semester.
- Meet the minimum physical and mental qualifications to perform essential nursing functions.
- Pass background check.
- Evidence of high school education or equivalent or higher.

### 30- UNIT OPTION PREREQUISITES TAKEN PRIOR TO ENTRY

The following prerequisites ***must be completed*** with a minimum of “C” or better before applying to the 30-Unit Option. **These courses cannot be in progress.**

COURSE and TITLE	UNITS
<b>BIOLOGY 201* - HUMAN PHYSIOLOGY</b> <i>*Prerequisite(s): BIOL 200 <b>and</b> CHEM 103 or CHEM 104 or CHEM 110 or CHEM 111 or CHEM 112</i>	4.0
<b>BIOLOGY 220* - MICROBIOLOGY</b> <i>*Prerequisite(s): BIOL 105 or BIOL 105H or BIOL 124 <b>and</b> CHEM 103 or CHEM 104 or CHEM 110 or CHEM 111 or CHEM 112</i>	5.0

### REQUESTS FOR EQUIVALENCY

If you are uncertain whether a course taken inside or outside the California Community College system is equivalent to the Citrus College course, please contact the [Nursing Counselor](#).

### HIGH SCHOOL EDUCATION OR EQUIVALENT

Applicants must provide proof of graduation from:

- An accredited high school in the United States by transcripts or diploma or;
- Documentation of a passing score on the General Education Development (GED) exam or;
- Associate, or Baccalaureate degree from an accredited institution of higher education in the United States or;
- Official evaluation of international diploma/degree

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## Citrus College ADN: *LVN 30 Unit Option* Multi-Criteria for Selection

- Eligibility to apply:
- 1) Cumulative GPA of 2.5 or above for the core sciences: Physiology and Microbiology with a “C” or better.
  - 2) Cumulative GPA of 2.5 or above for ALL college coursework attempted.
  - 3) Physiology and Microbiology must have been completed within the last five (5) years.
  - 4) Transcripts of VN coursework that includes PEDS, OB and MED SURG up to intermediate level

Admission Criteria	Max. Points	Point Distribution	Required Supporting Documentation
<b>Previous Academic Degree</b> <ul style="list-style-type: none"> <li>• Degree must be from regionally accredited U.S. College/University <i>or</i> international degree must be evaluated by an <a href="#">approved evaluation service</a></li> <li>• Points will only be awarded for highest degree</li> </ul>	<b>8 points</b>	BA/BS degree or higher = 8 points AA/AS degree = 4 points	<ul style="list-style-type: none"> <li>• Official transcripts must be on file with Admissions &amp; Records</li> <li>• Official transcripts must show degree awarded</li> </ul>
<b>Core Sciences GPA: Physiology and Microbiology</b> <ul style="list-style-type: none"> <li>• Minimum GPA of 2.5 or higher in prerequisite sciences</li> <li>• No grade less than a “C”</li> <li>• “+” and “-” are not counted for this GPA calculation</li> <li>• No rounding for this GPA calculation</li> <li>• One repeat is permitted within the last five (5) years for all three courses combined (NOT for each course)</li> </ul>	<b>25 points</b>	4.00 = 25 points 3.50 – 3.99 = 18 points 3.00 – 3.49 = 10 points 2.50 – 2.99 = 5 points < 2.50 = ineligible	<ul style="list-style-type: none"> <li>• Official transcripts must be on file with Admissions &amp; Records</li> <li>• Failure to submit transcripts with all grades posted will result in disqualification</li> </ul>
<b>Cumulative GPA</b> <ul style="list-style-type: none"> <li>• All eligible applicants must have a cumulative GPA of 2.5 or higher</li> <li>• All coursework, regardless of applicability to nursing requirements will be calculated for this GPA calculation</li> <li>• AP scores posted on transcripts will not be granted credit without score reports</li> </ul>	<b>20 points</b>	4.00 = 20 points 3.50 – 3.99 = 15 points 3.00 – 3.49 = 10 points 2.50 – 2.99 = 5 points < 2.50 = ineligible	<ul style="list-style-type: none"> <li>• Official transcripts for all lower and upper division courses completed at <b>all</b> regionally accredited U.S. institutions</li> <li>• AP score reports posted on official transcripts will not be granted credit without official score reports on file with Admissions &amp; Records</li> <li>• Failure to submit transcripts with all grades posted will result in disqualification</li> </ul>
<b>Completion of additional required courses</b> <ul style="list-style-type: none"> <li>• Points will be awarded for the completion of <a href="#">Nursing General Education (BRN requirements)</a> and <a href="#">General Education (GE)</a> for the Associate Degree</li> <li>• Coursework in progress will not be considered</li> </ul>	<b>15 points</b>	No remaining course = 15 points 1 remaining course = 10 points 2 remaining courses = 5 points	<ul style="list-style-type: none"> <li>• Official transcripts must be on file with Admissions &amp; Records</li> <li>• Failure to submit transcripts with all grades posted will result in disqualification</li> </ul>

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<p><b>LVN Experience</b>  <b>NOTE: Must be within the past 5 years, with direct human patient care. Direct Patient Care = Hands on, face to face contact with patients for the purpose of diagnosis, treatment and monitoring, per the CDC website</b></p> <ul style="list-style-type: none"> <li>• Must provide proof of current <a href="#">CA LVN license</a></li> <li>• Must submit copy of transcripts from LVN program verifying OB/PEDS coursework</li> <li>• LVN program must be <a href="#">BVNPT approved</a></li> <li>• <b>Acute</b> care refers to hospitals where a patient receives active but short-term treatment for an injury/trauma or episode of severe/sudden illness, an urgent medical condition, or during recovery from surgery</li> <li>• <b>Non-acute</b> care refers to treatment of non-urgent matters and is aimed at maintenance or long term care. It is defined as specialized multidisciplinary care in which the primary need for care is optimization of the patient's functioning and quality of life. Examples include surgery centers, physician clinics, urgent care, school districts, long-term care, mental health facilities, etc.</li> </ul>	<p><b>20</b> points</p>	<ul style="list-style-type: none"> <li>• Acute care experience as a LVN will be given higher consideration of points</li> <li>• Points will only be awarded for <b>one</b> qualifier (including, but not limited to the examples below) and will not be combined:</li> </ul> <p><i>*LVN with <u>acute</u> care experience</i></p> <p><i>*LVN with <u>non-acute</u> experience</i></p> <p><i>**LVN License only</i></p>	<p><b>*LVN Experience</b>  Applicant must provide verification from current or former human resources, employer, or organization. Letter must be on organizational letterhead with an original signature and must include:</p> <ul style="list-style-type: none"> <li>• Applicant's name</li> <li>• Start date and end date (if applicable)</li> <li>• Employment status (full/part-time)</li> <li>• Total number of hours worked or approximate hours (hours per week is not satisfactory)</li> <li>• Job or position title</li> <li>• Department (if applicable)</li> <li>• Examples of duties or attached job/position description</li> <li>• Copy of LVN license</li> </ul> <p><b>All documentation is subject to verification and approval. Resumes and/or CVs will not be accepted. Submitting incomplete documentation will impact determination of points.</b></p> <p><b>*LVN License only:</b> Must provide current <a href="#">CA LVN license</a>. LVN program must be <a href="#">BVNPT approved</a>. No points will be awarded for out-of-state or expired licenses under this qualifier.</p>
<p><b>2<sup>nd</sup> Language Proficiency</b></p> <ul style="list-style-type: none"> <li>• Credit is awarded for languages as identified by the Chancellor's Office. These languages may include, but are not necessarily limited to, any of the following: American Sign Language, Arabic, Chinese (including its various dialects), Farsi, Russian, Spanish, Tagalog, Languages of the Indian subcontinent &amp; Southeast Asia</li> <li>• Applicant must be fluent in all aspects of language (reading, writing and speaking) to receive credit</li> </ul>	<p><b>2</b> points</p>	<ul style="list-style-type: none"> <li>• Points will only be awarded for one qualifier and will not be combined</li> </ul>	<p>May use <b>ONE</b> of the following for verification:</p> <ul style="list-style-type: none"> <li>• Letter from professor, employer, or clergy on formal letterhead verifying 2<sup>nd</sup> language proficiency. Letter must be specific that student is proficient in all aspects of language</li> <li>• If native/fluent in another language, you may attach unofficial transcripts from foreign school</li> <li>• Unofficial high school transcript showing completion of 3 years in the same language with a "C" or better</li> <li>• Unofficial college transcript showing completion of 1</li> </ul>

<ul style="list-style-type: none"> <li>• Cannot combine HS/College transcripts</li> </ul>			<p>year in the same language through the <b>intermediate level</b> with a “C” or better</p> <ul style="list-style-type: none"> <li>• Unofficial AP score of 3+ or SAT subject test score of 1050+ in the language</li> <li>• Medical interpreter certification or military language proficiency exam</li> <li>• Language other than English proficiency test certification</li> </ul>
<p><b>Veteran Status</b></p> <ul style="list-style-type: none"> <li>• Military Service: Veteran (former or active) or dependent of veteran of the US Military</li> </ul>	<p><b>5 points</b></p>		<p>May use <b>ONE</b> of the following for verification:</p> <ul style="list-style-type: none"> <li>• Copy of Defense Department Form 214 (DD-214) Honorable Discharge</li> <li>• Copy of official notice issued by the Department of Defense documenting the active-duty status of a veteran</li> </ul>
<p><b>Life Experience or Special Circumstances</b></p> <ol style="list-style-type: none"> <li>Disabilities</li> <li>Disadvantaged social or educational environment</li> <li>First generation to attend college</li> <li>Low family income</li> <li>Need to work at least part-time</li> <li>Refugee status</li> </ol> <ul style="list-style-type: none"> <li>• Required documentation must be submitted to receive points</li> <li>• Self-written letters are not accepted as verification</li> </ul>	<p><b>5 points</b></p>	<ul style="list-style-type: none"> <li>• Points will only be awarded for one qualifier and will not be combined</li> </ul>	<ol style="list-style-type: none"> <li>Verified eligibility from Citrus College Disabled Student Programs and Services (DSPS) or other similar program</li> <li>Proof of participation or eligibility for Extended Opportunities Programs and Services (EOPS), Upward Bound Program, or other)</li> <li>Documentation verifying 1<sup>st</sup> generation status (ex. Letter from school authority, EOPS/CARE/CalWORKs program, International Student Services, high school counselor or teacher, college professor or clergy)</li> <li>Documentation verifying eligibility or receipt of financial aid (ex. CA Promise Grant, Cal Grant, Pell Grant, Cal Works and others)</li> <li>Documentation from employer verifying dates of employment (ex. Employer letter on company letterhead, recent paycheck stub, W-2 or employee verification form)</li> <li>Documentation or letter from USCIS</li> </ol>

**IMPORTANT NOTES:**

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- The Citrus College ADN program follows a multi-criteria screening and ranking process. This Multi-Criteria for Selection is used to determine who will be admitted into the program. Students are ranked using the Multi-Criteria for Selection. The criteria consist of 100 total points possible. All qualified applicants are ranked from highest to lowest points.
- Coursework from ALL colleges/universities must be submitted prior to the application. Any applicant who does not submit all coursework at the time of application shall be disqualified from consideration; or dismissed from the program.
- Falsification of any documentation used for the Multi-Criteria for Selection will disqualify applicants from entering the program.
- Each letter/document may be used as verification for only ONE criterion. Separate documents must be submitted to receive points for each criterion: health experience, life experience and proficiency in another language. All letters must be on letterhead and must include a signature and contact information.
- Completion of the standardized [Assessment Technologies Incorporated \(ATI\) Test of Essential Academic Skills \(TEAS\)](#) is not required to apply to the ADN program. However, it is mandatory for all *provisionally admitted* students to have the [ATI TEAS](#) completed with a total score of 62% or higher in order to be enrolled in the subsequent fall semester.

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**PROGRESSION/NON-PROGRESSION/RE-ENTRY POLICY**

**Progression through the ADN Curriculum**

In order to be promoted to the next course, or complete the last course, in the nursing program, a student must meet the following criteria:

1. Theory grades in nursing classes must be passed with a letter grade of “C” or better (75% of total points or above).
2. All clinical objectives in the nursing course must be passed with a satisfactory evaluation by the instructor. Clinical skill competencies must be demonstrated in full each semester with satisfactory evaluation.
3. An “incomplete” grade may be given if all assigned work is not completed by the end of the semester, which would result in the student not progressing to the next course until the incomplete work is submitted satisfactorily. The clearance of any “incomplete” is the responsibility of the instructor and re-entry in a subsequent semester would be dependent on space availability.

**Withdrawal from the Program**

If a student withdraws from a course with grades below “C” or unsatisfactory evaluation in the clinical component, the withdrawal is considered a failure in the program. If the student applies for re-entry and is readmitted, this attempt will be considered their second and final opportunity in the program. If a student fails any other course in the program after the re-entry, they will not be eligible to re-enter in the future (total of two failed courses). If a student withdraws from a nursing course once, based on illness or family crisis, while in good standing related to grades and clinical performance, the withdrawal will not be considered as a failure when determining eligibility for re-entry. Students who enter an ADN course, but attend less than two weeks (or not at all) will not be considered re-entry students and must reapply and compete for acceptance into a subsequent nursing class.

**Non-Progression**

Faculty, in collaboration with the Program Coordinator, will determine if a student is not eligible to progress to the next course. The decision will be based on the student not meeting required academic and clinical performance objectives in the ADN Program as described in the ADN Grading Policy. The student must meet with the director of the ADN Program or designee to discuss the reasons for the failure. Unsafe behavior in the clinical setting or unprofessional behavior may disqualify the student for readmission. A student who fails two nursing courses is not eligible for re-entry.

**The following causes shall be sufficient for immediate dismissal:**

**1. Professionalism**

- a) Documented and counseled consistent account of poor personal hygiene.
- b) Documented and observed cheating or plagiarism in the classroom and/or clinical practice settings.
- c) Insubordinate attitude or comments to faculty and/or staff
- d) Refusal to sign a prepared learning contract
- e) Noncompliance with program policies, procedures, and/or strategic plans.
- f) Unethical or inappropriate conduct/incivility in the classroom and/or clinical practice settings.
- g) Documentation of behavior consistent with substance abuse.
- h) Use of alcohol or abuse of drugs.

## **2. Clinical Performance**

- a) Unsafe skills performance in the laboratory and/or clinical practice settings.
- b) Inconsistent performance in delivering patient care.
- c) Unsatisfactory/inappropriate recording and reporting and inaccurate documentation.
- d) At any point in the semester, failure to complete clinical objectives.
- e) Insubordination or incivility to clinical professors, other students, or clinical faculty, and hospital staff.

## **3. Attendance**

- a) Illness, mental or physical, deemed sufficient to interfere with the student's ability to complete objectives.
- b) Excessive absence or tardiness, as defined by the Attendance Policy.

## **4. Any other reason enumerated in the student conduct section of the college catalog.**

### **Re-entry**

Any student receiving an incomplete, grade below a letter grade of "C" in a theory course or a clinical failure will not progress. Any such student must make an appointment with the Director of Health Sciences or designee, for an Exit/Re-entry Interview for the purpose of an academic review and establishment of a re-entry plan. The Citrus College ADN Exit/Re-entry Interview must be completed within 2 business days of withdrawal or failure. The re-entry plan must be signed by the Director of Health Sciences, or designee, and the student. A student who does not participate in an Exit/Re-entry Interview may forfeit any possible re-entry into the program.

Placement in a course for repetition purposes is based on the nursing program's policy on entry/re-entry and available space for a maximum of 2 years. If the student meets the requirements to re-enter the program at a later date, a request to re-enter must be made in writing in accordance with the terms of the re-entry plan determined at the Exit/Re-entry Interview with the Director of Health Science or designee. The student is responsible for completing the remediation plan determined at the interview and submitting documentation of remediation activities.

Re-entry decisions are based on the documents submitted and space available.

Re-entry is not guaranteed. A student may be granted only ONE readmission if the student meets readmission eligibility criteria including:

- Space availability
- No previous admissions granted or requested and criteria is met
- Compliance with the Exit Interview readmission requirements, including assignments, remediation requirements, referrals, and the completion of the Exit Interview Form
- Leaving in good standing
- Approval of the Associate Degree Nursing Program Director

The Nursing Program Director or designee may specify certain criteria necessary for readmission. The Nursing Program Director and/or designee reserves the right to deny a request for readmission if the student was dismissed for issues relating to academic integrity, unsafe patient care, inappropriate conduct, or other serious violation of professional standards/ethics.

The Nursing Program Director or designee reserves the right to approve an admission or readmission for a student in good standing who has to defer or withdraw for an unexpected personal life event, including but not limited to: illness/injury, and/or military deployment.

Revised/Approved: 3/3/2022



**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
PROGRAM EXIT INTERVIEW / RE-ADMISSION PLAN**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Interviewer \_\_\_\_\_

Course Exited/Semester/year \_\_\_\_\_

Instructor \_\_\_\_\_

Circumstances at exit:

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Student input on obstacles to success in the course

- When was the problem identified?

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- Did faculty members help in identifying the problem? When? What immediate action was taken?

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- Did faculty assist you with remediation? Was a theory/clinical remediation plan written? Carried out? Revised? Please identify the resources used: Skills lab, ATI testing and remediation, on campus resources, tutoring, study group etc.

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- Was there something you identified that could help us improve the program/experience for future students?

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- Are you planning to petition for return to the program?

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- Remediation Plan – What will you do to ensure success should you re-enter such as things you are doing/planning to do to make you a stronger student?

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Concern	Remediation Activities	Timeline	Comments

Additional Comments:

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Remediation Plan Progress:

In order to be eligible for re-entry into the ADN program, the student must have met all remediation requirements.

Has the student met the above mentioned remediation requirements? **Yes / No**

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ADN Program Director Date

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ADN Program Coordinator Date

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Student Date

Revised/Approved: 3/3/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**CHALLENGE/ADVANCED PLACEMENT INTO THE NURSING EDUCATION PROGRAM FOR**  
**MILITARY PERSONNEL**

Individuals who have held Military Health Care Occupations, specifically: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4NOXIC) may achieve advance placement with documentation of education and experience qualifying them for the specific Military Health Care Occupation and upon successful completion of the challenge exam, dosage calculation exam, and skills competency exam. This option is not applicable to current Licensed Vocational Nurses.

The veteran must have discharged under “honorable” condition. Please review and follow the policies below:

1. Individuals who have documented military education and experience in health care occupation may be eligible for advanced placement into Citrus Nursing Program.
2. Documentation of education and clinical experience for military health care occupation must demonstrate satisfactory completion of education and experience. Official transcript(s) and documentation of experience (on official letterhead) must be submitted.
3. Applicants must meet all general entrance requirements of the Associate Degree Nursing Program, including completion of science prerequisite courses, general education courses for the Nursing Major and the Test of Essential Academic Skills (TEAS).
4. Acceptance of Military Challenge students into the Associate Degree Nursing Program is contingent upon space availability, and successful passing of the skills competency exam, achievement of 75% or above on the Challenge Exam and 100% on a dosage calculation exam.
5. Military Challenge students who have earned a grade C or lower, or W in a previous nursing program will not be eligible for admission to the Associate Degree Nursing Program.

**Petition for Credit by Examination**

1. A student may petition for credit by examination.
2. The student must be enrolled and pay all fees.
3. The current established theory and clinical course outline, objectives learning activities and recommended readings in the course/s being challenged will be used.
4. The examination criteria, theory and clinical, will be the same criteria currently established for the specific course/s being challenged.
5. The theory challenged examination must be passed at 75% or higher before the clinical portion can be challenged.
6. The clinical portion must be passed as “Satisfactory.” If the clinical portion results in “failure,” the whole course being challenged must be taken.
7. Theory, clinical and skills lab must be passed to receive a grade for the course.

**PROCEDURE**

Interested candidates must request an appointment with the Nursing Counselor at least three to four months prior to the start of the spring semester to discuss eligibility requirements for the Associate Degree Nursing Program.

1. Applicants who may be eligible for advanced placement will include those individuals who have satisfactorily completed, within the last three years, education and experience for the following:
  - a. Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP)
  - b. Army Health Care Specialist (68W Army Medic)
  - c. Air Force Independent Duty Medical Technician (IMDT 4N0X1C)
2. Applicants applying for transfer credit must submit the following materials verifying education and experience:
  - a. transcripts from appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience
3. Documentation of experience
4. After a review of the applicant's documentation and upon determination that the applicant has met the educational and experience requirements as well as the additional nursing program admission requirements, the student will be required to take a written challenge examination for the 1<sup>st</sup> semester nursing courses, skills competency and dosage calculation exams.
5. The following materials will be available to the applicant once challenge confirmation is made:
  - a. course syllabus, including course objectives;
  - b. content outline;
  - c. bibliography and textbook lists; and
  - d. example of style and format of examination.
6. Written and skills competency examinations for advanced placement or challenge must be completed eight to twelve weeks prior to admission to the program, unless waived by the Director of the Nursing Program.
7. Advanced Placement will be granted if applicant meets minimum requirements equivalent to those required of students enrolled in the actual course.

Adopted/Approved: 6/9/2022  
Revised: 9/5/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**TRANSFER/EQUIVALENCY/CREDIT BY EXAMINATION POLICY**

**REQUESTS FOR EQUIVALENCY – GENERAL EDUCATION**

Requests for equivalency for general education courses should be directed to the nursing counselor for evaluation. Prerequisite science courses must meet or exceed the 4.0-unit minimum with a laboratory component. If the applicant is uncertain whether a course taken inside or outside the California Community College system is equivalent to the Citrus College course, please attach a catalog description and/or course outline to assist the nursing counselor in processing your request for equivalency.

**NURSING PROGRAM TRANSFER PROCEDURE/REQUEST FOR COURSE CREDIT**

All transfer students who have taken coursework in nursing at another nursing program will be evaluated on an individual basis, and are admitted only when there is space available. Previous nursing coursework must be no older than three years. The director of the program evaluates the completed nursing courses in relationship to the ADN curriculum at Citrus College. Course to course credit will be granted for equivalent content and units. The student must present a letter from the director of the former nursing program, stating the circumstances necessitating the transfer, and an evaluation of clinical safety. Students who have been deemed unsafe in the clinical area are not eligible for transfer to the Citrus College Associate Degree Nursing Program. Transfer students must demonstrate competence in clinical skills and pass a dosage competency examination with a score of 90%, before admission to the program. Skills to be evaluated will be based on the level the student is applying to enter. Students who have not progressed in two nursing courses at another nursing program will not be eligible for entry. Students who have previously earned one non-progression will be eligible for entry, but will not be allowed re-entry if they do not successfully complete all courses in the Citrus College program. Transfers are handled case-by-case and are dependent on space availability.

**FOREIGN COURSEWORK**

Course work completed in another country may be accepted to satisfy requirements for graduation. Foreign transcripts must be evaluated by a recognized foreign evaluation service. Official documentation of foreign evaluation must be submitted with the student application for admission. Consult the counseling department for assistance with foreign course equivalency.

**CREDIT BY EXAMINATION (CHALLENGE) POLICY**

The Health Science Department follows the policy of Citrus College in allowing students to challenge classes through an examination process for equivalent nursing course content in situations where equivalent credit cannot be granted course for a course. Consult Citrus College Catalog for further information on this option.

**DEFERRED ENTRY POLICY FOR NEWLY ACCEPTED ADN STUDENTS**

Citrus College ADN program does not generally offer an option to defer. An offer to admission only applies to the specific term/academic year for which the applicant has applied.

Students admitted to the ADN program and are not able to attend the program for the specific academic year to which they applied will need to reapply for admission.

Because admission decisions are specific to an academic year, an offer of admission is not transferable to another academic year.

Under extenuating circumstances, a request for deferring admission for an admitted applicant may be considered on a case-by-case basis. These circumstances must fall into one of the following categories:

1. Medical condition (s) and/or treatment that makes it impossible or unsafe for the student to enroll in the program for that particular academic year for which they have been admitted.
2. Military orders changing an applicant's ability to enroll in the program for that particular academic year for which they have been admitted. This applies to U.S. military personnel only.
3. Extraordinary personal or family circumstances not otherwise indicated.

### **Submitting a Request for Deferment**

Applicants seeking a deferment that meets one or more of the circumstances stated above must submit a letter formally requesting consideration to defer admission to the following academic year. The situation must be thoroughly explained in the letter.

If an applicant request for deferment is granted, the student is required to:

1. Submit a letter of intent to the Director of Health Sciences department no later than February 15<sup>th</sup>, to be enrolled in the upcoming program.
2. Meet with the nursing counselor to ensure that all the requirements are met.

The applicant will be informed regarding the decision via email only.

It is very important to note that deferral status is offered **one time only** and applies admission to the consecutive academic year only.

Adopted: 07/2009

Revised/Approved: 3/3/2022

# **SECTION V: POLICIES AND PROCEDURES**



**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**ACADEMIC INTEGRITY POLICY**

Citrus Community College District has established rules of student conduct that are in the best interests of both the student and the College. Procedures guaranteeing due process ensure that students' rights will be scrupulously guarded. Enforcement procedures will be fair and equal for all. Nursing student conduct within the clinical facilities must be consistent with the American Nurses Association Code of Ethics.

A currently enrolled student may be disciplined for one or more of the following causes, which must be related to District attendance or activity. These categories of behavior are not intended to be an exhaustive list, but are examples of causes, and are good and sufficient causes, for disciplinary action.

Examples include, but are not limited to:

1. Failure to provide complete transcripts from all colleges/universities attended at the time of application, which will result in immediate dismissal from the program.
2. Academic dishonesty such as cheating that is defined as obtaining, or attempting to obtain, credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Helping someone commit an act of academic dishonesty is also considered cheating.
3. Unacceptable examination behavior; communicating with fellow students, copying material from another student's examination, allowing another student to copy from an examination, possessing or using unauthorized materials, or any behavior that defeats the intent of an examination.
4. Plagiarism, taking the work of another and offering it as one's own without giving credit to that source, whether that material is paraphrased or copied in verbatim or near verbatim form.
5. Unauthorized collaboration on a project, homework, or other assignment where an instructor expressly forbids such collaboration.
6. Documentary falsification, including forgery, altering of campus documents or records, tampering with grading procedures, fabricating lab assignments, or altering medical excuses.
7. Failing to appropriately report medical errors in the clinical facility and/or responding appropriately to maintain patient well-being.
8. Falsifying medical records in the clinical setting.

**Academic Integrity Related to Review of Examinations**

***Test review is at the discretion of the instructor with the exception of Final Exam. There is no review of Final Exam.*** Faculty may choose to highlight problematic areas of an examination during class. Students may be invited to review their tests during faculty office hours. Such a review is possible any time after test scores are posted (only after all students have taken the examination) and before the next examination is given. Please refer to your specific course syllabus for details. No note-taking or audio taping is allowed during any review of examination content unless under specific instructions of the instructor. During any review process it is important for the student to give no cause for suspicion of wrongdoing. An infraction of this policy will be treated as an infraction of the academic honesty policy resulting in a penalty determined by the instructor.

### Penalty for Violation of the Academic Integrity Policy

Depending on the severity of the infraction, the instructor penalty may range from reprimand, assigning a grade reduction or a zero grade for the assignment or examination. If the cheating occurs on a major assignment or final, it may result in the student failing the course. Please be advised, that ADN students are also subject to all Citrus College board policies related to student conduct (<http://www.citruscollege.edu/stdntsrv/studentaffairs/conduct/Pages/default.aspx>).

In cases of serious infractions, the student would be referred to the Director of Health Sciences and the Dean of Student Services for further disciplinary action. The Citrus College Standards of Student Conduct Policy states that violations of the Code of Student conduct are subject to any of the following types of disciplinary actions:

1. Reprimand: *Records that a student's conduct in a specific instance does not meet the standards of the College, as defined in Board Policy 5500.*
2. Disciplinary Probation: *Shall be a trial period during which time the College will impose disciplinary conditions upon the student.*
3. Removal by Instructor: *An instructor may remove a student from class when the student has interfered with the instructional process.*
4. Disciplinary Suspension: *The involuntary removal of a student for "good cause", as that term is defined in Board Policy 5500.*
5. Summary Suspension: *In cases involving alleged violations of the Penal Code or Federal law, and in which there is either an admission of guilt, plea of no contest, or substantial evidence of guilt.*
6. Expulsion: *The Board of Trustees may expel a student for "good cause" as that term is defined in Board Policy 5500.*

A penalized student will not be permitted to avoid the academic penalty grade by withdrawing from the course with a "W" grade. The student may not be eligible for re-entry to the program based on a lack of academic integrity.

Revised/Approved: 04/07/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**FACULTY/STUDENT COMMITTEES**  
**ADMINISTRATIVE COMMITTEE MEMBERSHIP POLICY**

**MEMBERSHIP**

Members: The membership of the committee includes faculty and at least one student, as determined at the first general faculty meeting of the academic year. The CSNA will appoint the student representative to the committee.

Chairperson: To be selected at first meeting of the academic year.

**TERMS OF MEMBERSHIP**

Student: One academic year

Faculty: One academic year

**SCHEDULE OF MEETINGS**

Meetings are held monthly, and ad hoc, at a time and place determined by the committee members. Notification of meetings is to be sent to all members one week prior to the scheduled time of each meeting, whenever possible.

**FUNCTIONS**

1. Development of program policies and procedures
2. Review and revision of policies and procedures according to the program timeline for program evaluation
3. Evaluation of student achievement on NCLEX
4. Evaluation of student achievement post-graduation

**AREAS OF CONCERN**

1. ADN Student Handbook-yearly revisions
2. Recruitment of students
3. Attrition and retention of students
4. Policy for selection and admission of students
5. Transfer/Equivalency/Challenge by Examination Policy
6. Evaluation of Graduates
7. Clinical Policies
8. Program Evaluation Policy
9. Faculty Assignment Policies
10. Faculty orientation procedures
11. Evaluation of time plan for program evaluation
12. Program resources

Revised/Approved: 04/07/2022

**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING  
ATTENDANCE POLICY**

Faculty prepare clinical and theory classes to assist students to meet clinical objectives and master the course content. Interactive class assignments enhance learning. The student is therefore expected to participate fully in all class sessions. Unannounced quizzes may be used to determine grades in the class. If a student is not in attendance, the points from the quiz will not be available to that student.

1. Students are expected to attend classes and clinical hours for the entire scheduled time. The first day and week of each semester is extremely important because of orientation to the class and/or clinical facilities.
2. The student is expected to attend all scheduled theory classes. Attendance will be taken at the beginning of each class session and/or at the discretion of each instructor. The student must stay for the entire class session, or else will be marked absent. Recorded absences will not be changed at a later date. The student will be responsible for the material covered in class in cases of an absence. Student will be required to make-up all missed lecture time with an assignment per the instructor to meet theory objectives. The total hours made-up must be equivalent to the number of hours missed.

The Associate Degree Nursing student is treated as an adult learner and will therefore be accountable for their own learning. Participation points and daily quizzes may be given without notice. Ultimately, it is up to the student to ensure that he/she is able to meet the requirements of each course. If a pattern of excessive excused and/or unexcused absences are noted by the faculty, an evaluation of the student's attainment of outlined objectives will be completed by the instructor. If the student is not meeting the objectives, the student may be dropped from the course for lack of progress in meeting objectives.

According to Citrus College Policy, this drop can be made up to the published drop deadline of a semester or session. After the midpoint, a student may not be dropped and the instructor must assign a letter grade. Procedures for appeal of the drop are described in the Citrus College Catalog. Exceptions due to extenuating circumstances may be made to this policy at the discretion of the department.

Excused absences are those in which a student is absent from class for another duty or assignment connected with the ADN Program and cleared through the Director of Health Sciences. Any court-related absence or any extenuating circumstances, including but not limited to severe illness, any infectious disease, will need to be verified by faculty to be considered excused. This means that the hours which the student misses from the regular classroom activity will not be recorded. The student will be responsible for material covered in the class missed. No additional or make-up assignments will be given.

3. It is crucial to learning that the student attends all clinical laboratory sessions in order to apply theory to clinical and practice clinical skills. If a student is unable to attend clinical, it is the responsibility of the student to notify the instructor at least 1 hour before the beginning of the

clinical day. If the student does not call to notify the instructor and does not attend the clinical session, the student may be dropped from the class. Hours missed due to absence must be made up through the clinical make-up procedure. The plan for make-up of clinical hours is developed collaboratively with the student and the clinical instructor. The total hours made-up must be equivalent to the number of hours missed. Excessive absences may interfere with the student's ability to meet all clinical objectives. If the clinical objectives cannot be met, the student may be dropped from the program and/or achieve an unsatisfactory clinical grade.

4. If a student enters the clinical site after the scheduled start time, they are considered tardy. Each time a student is tardy in clinical, they will be considered absent for the first hour of that day. Loss of clinical hour credit from clinical must be made-up through the clinical make-up procedure. Any situation that will lead to arriving late at the clinical site should be reported as soon as possible to the instructor. If the student arrives more than half an hour later than the scheduled start of the clinical day, the situation will be handled by the clinical instructor on case-by-case basis.
5. Each course team will identify guidelines for clinical make-up time. Activities may include clinical skill development, use of interactive computer assisted learning programs, research assignments or any other activity approved by the faculty team. If a student has to make up clinical time in the Skills Lab, the instructor in consultation with the student will identify the number of hours to make up and the activities appropriate to meet the objectives missed. A clinical make-up form (See Clinical Document section of the Student Handbook) will be completed for the student to take to the Skills Lab.
6. The student is advised to refrain from attending clinical with signs and symptoms of acute illness. Patient safety and protection of the patient from additional illness is the foremost concern of the program. The faculty reserves the right to request a medical doctor's statement regarding satisfactory health status following an illness or injury, prior to a student's return to the clinical area.
7. The student should come to the clinical assignment rested and ready to carry out the assignment with good physical and psychological preparation. The student will not be allowed to care for clients if they have worked the shift before their Citrus College shift.
8. Due to college liability issues, students may not leave the clinical facility structure, beyond designated outdoor eating areas, during assigned clinical hours.

Revised/Approved: 6/9/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**CALIFORNIA STUDENT NURSE'S ASSOCIATION (CSNA)**  
**POLICY AND PROCEDURES – ROLES & RESPONSIBILITIES**

**CALIFORNIA STUDENT NURSING ASSOCIATION (CSNA) CLUB**

CSNA was founded in the year 2008. The club began as chapter association of the National Student Nursing Association (NSNA). CSNA is a means for Citrus College student nurses to communicate with faculty members, and current nursing students about current issues/topics in the nursing profession, ADN program, fundraisers, and pinning ceremony. Participation in following CSNA activities is mandatory:

1. At least two fundraising activities per academic year.
2. Attending regular monthly CSNA meetings.
3. Paying CSNA dues in fall and spring semester in a timely manner.

If a student is unable to attend CSNA meeting, the student will make-up two hours in the skills lab. The student is responsible to obtain skills lab referral form from the CSNA advisor.

**PURPOSE**

The club's purpose is to introduce nursing students to nursing leadership development through education and social activities within the communities they serve.

**FUNCTIONS**

The function of the club is to establish professionalism in health careers, and promote a safe environment for networking under the facilitation of a faculty advisor. Above all students will promote and participate in academic, social, political and community outreach.

**FEES**

Association fees are due in spring and fall semesters. By paying dues and becoming a member gives students the privilege to become involved and invest into the health care profession.

**CSNA ADVISOR**

This is a voluntary position for two-year term open to all full-time ADN faculty. The role and responsibility of the advisor is to serve as the official representative of the college to the club.

- Ensure club is welcoming and inclusive for all students.
- Ensure the District is fulfilling its obligations to the club.
- Monitor the activities of the club for compliance with California Ed Code; district policies and procedure; and constitutions of the club, ICC and ASCC.
- Must be present for all club meetings.
  - Note there can be a difference between a club and a simple gathering of friends.
- Must attend all events/activities that are held in the evenings, weekends, or off campus.
- Must be present when items such as evens and spending are discussed an agreed upon.
- Sign an advisor agreement each semester, reaffirming their support of, and commitment to, the club.
- Serve as a risk manager, motivator and mentor.
  - Develop relationships with officers.
  - Provide feedback on their successes and challenges.
  - Hold club accountable for their actions.
  - Help students find a balance between academics and co-curricular activities. (ICC, 2016)

## **CALIFORNIA STUDENT NURSE'S ASSOCIATION (CSNA) BOARD ELECTION POSITION DESCRIPTIONS**

**President:** Open to all second-year students. This position will involve representing students from both first- and second-year classes in a professional manner to the Citrus College Faculty, Citrus College Inter-Club council (ICC), and other state/national nursing organizations. This position requires someone who is a class organizer, has good delegation, communication, and organizational skills since he/she will be overseeing all Citrus Student Nurses Association (CSNA) business including graduation/pinning ceremonies, committees, and attending CSNA and faculty monthly meetings. Bonus-looks great on a resume!

**Vice President:** Open to all 1<sup>st</sup> year students. This position will require the holder to represent your fellow students in a professional manner to the Citrus College Faculty. In addition, this position requires the holder to be the first-class organizer and have good delegation and communication skills. Part of your duties include, working with the CSNA president in overseeing first year committee groups, attending CSNA and faculty meetings. The person in this position is also responsible in assuming the duties of the CSNA President in the event the President is absent or leaves a vacancy. In addition, this person will be responsible for ensuring a smooth transition of duties from the graduating class officers to the continuing third Semester class. Bonus-looks great on a resume!

**Secretary:** Open to all students from either class. This position will entail maintaining contact lists of all students, maintain committee lists for both classes, taking notes at CSNA meetings to be typed up and distributed if requested. Providing a newsletter for students at least once a semester, and ensuring there is good communication between both classes.

**Treasurer:** Open to all second-year students. This position requires the holder to be the custodian of all CSNA funds, collect semester dues, distribute receipts, sign checks for monetary disbursements, and submit reports reflecting credits and debits to the CSNA membership and faculty as requested.

**Historian:** Open to all students, two positions one from each class. This position will require the holder to capture their classmates' journey as they make their way through the nursing program. The historian will maintain historical files of important documents and events which include organizing and maintaining pictures for use during the pinning ceremony slide show.

**Inter-Club Council (ICC) Representatives:** (THIS IS NOT AN ELECTED POSITION, VOLUNTEERS NEEDED) Open to all students, one from each class. This position will require going to one campus meeting a month. The holder will represent the CSNA and its needs to Citrus College. Representatives will also report back any rules and regulation changes or information from the council to the CSNA. (ICC, 2016)

Adopted/Approved: 04/07/2022



**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**CLASSROOM STANDARDS**

These standards are common to all ADN Program classes. Individual faculty may impose additional requirements.

1. For online class sessions, be sure to have an environment that is free from distraction for you and others. Use an appropriate, distraction free background.
2. When attending an online class session, keep your audio on mute. Use the 'raise hand' feature if you have a question. Unmute yourself after you are called on.
3. The chat box is for class related discussions only. You are not on social media. If you use the chat box, remember it is public and a record of the chat is kept and archived.
4. Students will only communicate in English in the classroom.
5. For on-campus classes, bottled water, with the cap in place, is allowed. Food, coffee or other beverages are to be consumed before class or during the break time outside the classroom.
6. Cell phones should be turned off during class. Students found using their phones during an on-campus class session will be required to turn them in for the duration of the class.
7. Students with DSPS accommodations who are permitted to record must abide by DSPS policies. Such policies include but are not limited to; notifying the instructor prior to recording, not sharing recordings with others, turning off recorder during class discussions such as question and answer sessions and sharing of sensitive information. Students will also delete recordings at the end of the semester.
8. Leaving the physical/virtual classroom is allowed only in an emergency. Leaving in the middle of the class for any reason is disruptive and not acceptable. Leaving before the end of the class will be considered an absence.
9. Excused absences are those in which a student is absent from class for another duty or assignment connected with the ADN Program and cleared through the Director of Health Sciences. Any documented court related absence will also be considered excused. This means that the hours which the student misses from the regular classroom activity will not be recorded. The student will be responsible for material covered in the class missed. No additional or make-up assignments will be given.
10. When returning from a clinical absence, all missed hours must be made up. Please see the Attendance Policy for details. The total hours made-up must be equivalent to the number of hours missed.
11. Assignments must be submitted on time. Late assignments may be penalized or not accepted for credit. Please refer to the individual instructor syllabus for procedures and specific penalties for late assignments.
12. Disruptive classroom behavior, including arriving late, not muting your audio feature, sleeping, eating, engaging in side conversations, studying for another class, or any other activity that interferes with learning, is unacceptable and the disruptive student will be asked to leave the classroom. For online class sessions, the student will be removed from the session by the instructor. An absence will then be recorded for the entire session. On-campus classroom seating arrangements may be assigned and changed periodically.
13. Breaks for refreshment and bathroom usage will be provided per Chancellor's Office Guidelines.
14. Students will actively demonstrate a positive, collegial, and professional attitude across peers and faculty.

15. Please do not hesitate to ask questions if something discussed in class is not clear. The instructor will let you know if you may ask questions at any point or if you are asked to wait until the completion of a section for questions and answers.
16. Since some of the best learning comes from application of theory and critical thinking exercises, you may be working in groups during class time. It is very important to have full participation of each student and recognition of the importance of peer to peer teaching and learning.

Revised/Approved: 12/13/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**CLINICAL EXPERIENCE POLICY**

**I. Use of Clinical Time:**

- A. The clinical experience will begin and end at times specified in the class schedule.
- B. Clinical breaks will be determined by clinical partner staffing procedures.
- C. Break patterns i.e. lunch, breaks and ending time will be established at the initial faculty team meeting for the course based on the following criteria: hospital policy, level of student, and the nature of the assignment. Due to college liability issues, students may not leave the clinical facility structure, beyond designated outdoor eating areas, during assigned clinical hours.

**II. Clinical Conferences during scheduled clinical time:**

- A. Clinical conference schedules are determined by faculty at the course team meetings.
- B. Conferences (seminars) may be scheduled on campus or within the hospital setting.
- C. Use of an available conference room will be scheduled by mutual agreement of the instructor and clinical partner.
- D. Topics, objectives, and teaching plans appropriate for clinical conferences will be determined by the lecturer and clinical instructors at team meetings.
  - 1. Pre-conference time is designed to allow for discussion of preplanning of patient care.
  - 2. Post-conference provides time to discuss implementation of the nursing process in caring for patients, as well as designated clinical conference topics identified by the instructional team.

**III. Instructor expectations of students in the clinical areas:**

- A. The student is responsible for the planned care, and use of suitable resources, in implementing care.
- B. In order to maintain patient safety, the student is responsible for informing the instructor if he/she is not prepared for all, or part, of the assignment.
- C. The student is responsible for achieving all clinical objectives of the course. The student is responsible for seeking guidance and assistance to achieve the stated clinical objectives.
- D. The instructor must be consulted before any invasive procedure is performed, with the exception of preceptorship rotation. For medication/IVs, refer to the Procedure on Supervision of Medication Administration.
- E. To assure that safe care is provided for the patient, students may be prohibited from administering care if planning is not thorough. The student is responsible for reviewing the pathophysiology and developing a preplanning tool with anticipated nursing diagnoses and interventions. The clinical instructor will review the preplanning tool prior to the student initiating patient care. The student must review all medications and complete the medication worksheet on each medication before administration of medication(s).
- F. Students will only communicate in English in the classroom and clinical settings with the exception of communicating with non-English speaking patients for the purposes of providing patient care.
- G. Students will not translate for health care providers in the clinical setting.

**IV. Faculty Expectations. The student will be:**

- A. Treated with respect.
- B. Provided with a thorough orientation before clinical begins.
- C. Provided with clear clinical objectives and preparation for clinical procedures.
- D. Given prompt feedback in a professional, private manner.
- E. Provided with feedback on written assignments in a timely manner (usually within a week).
- F. Provided with feedback and supervision from the instructor throughout the clinical day.
- G. Provided with clear expectations related to giving medications and providing other care to patients. The assignment should be clear and posted on the hospital unit on the student assignment form.
- H. Provided with clear expectations of conference times and topics.
- I. Evaluated by the faculty through questioning and referral to resources in the clinical setting to develop the student's critical thinking skills.
- J. Notified of changes in clinical schedules as soon as possible.
- K. Provided with clear instructions on how to communicate with the instructor for questions and how to notify the instructor of absences/tardiness.

**V. Other:**

- A. Students are not permitted to use cell phones or any smart devices while in class or on duty at the clinical facility, and should keep their phones and all smart devices off while in the hospital and during classes.

Revised/Approved: 12/08/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING**  
**CLINICAL HEALTH AND SAFETY CLEARANCE POLICY**

There are specific qualifications, abilities, knowledge, and skills required in professional practice. Nursing employers set minimal physical and mental standards for employees who function as nurses. The curriculum of a registered nursing program must be approved by the appropriate state licensing agency; in the case of ADN programs that agency is the Board of Registered Nursing (BRN). Instructions must be given by the faculty and competency must be demonstrated by the student in both clinical and theoretical nursing practice in order for the student to be eligible for the licensure examination. Therefore, the student must be able to demonstrate that he/she can perform the basic physical and cognitive job requirements of the entry level staff nurse. The Citrus College ADN Program faculty considers the following to be required for participation in the clinical experiences of the curriculum.

**Latex Sensitivity Policy**

Latex-sensitive students must have a letter from a physician documenting the latex sensitivity and the treatment that will be required in the event of an adverse reaction prior to engaging in any clinical or laboratory practicum in the first semester of the ADN nursing program. The student must keep the emergency medications with them at all times when involved with school related functions or school related activities throughout the entire nursing program.

Latex-sensitive students will use only non-latex supplies. Latex free gloves must be provided to the student during the on-campus laboratory practicum. During clinical, students may use hospital latex-free gloves supplied by the hospital.

All students with evidence of latex sensitivity will be responsible for obtaining and wearing a medical alert bracelet, carrying non-latex gloves and emergency medical instructions, including emergency medications if applicable.

**Emotional Requirements**

The student must have sufficient emotional stability to perform under stress produced both by academic study and the necessity of performing nursing care in real-time patient situations while being observed by instructors and other health care personnel.

**Physical Requirements**

In order to participate in the Citrus College ADN Program, students are required to travel independently to agencies and hospitals, with unpredictable environments. Students need to have the endurance to adapt to a physically and emotionally demanding program. The following physical requirements would be necessary to participate in the clinical application courses in nursing:

1. **Strength**: sufficient strength to lift, move and transfer most patients; to restrain and carry children; to move and carry equipment; and to perform CPR which requires sufficient body strength and lung expansion.
2. **Mobility**: sufficient to bend, stoop, and bend down on the floor; a combination of strength, dexterity, mobility and coordination to assist clients; the ability to move around rapidly; and to move in small, confined areas.

3. **Fine Motor Movements**: the ability to manipulate syringes and IVs; to assist patients with feeding and hygiene; to write in charts; to perform sterile procedures and other skilled procedures.
4. **Speech**: the ability to speak clearly in order to communicate effectively with faculty, staff, physicians, and patients; the ability to be clearly understood on the telephone.
5. **Communication**: able to communicate in both verbal and written formats such that students can communicate nursing actions, interpret client responses, initiate health teaching, document and understand nursing activities, and interact with patients, staff and faculty supervisors.
6. **Vision**: possess sufficient to make physical assessments of patients and equipment.
7. **Hearing**: possess sufficient to accurately hear on the telephone; to be able to hear through a stethoscope to discriminate sounds; to hear cries for help; to hear alarms on equipment and emergency signals; and various overhead pages.
8. **Touch**: the ability to palpate both superficially and deeply, and to discriminate tactile sensations.
9. **General Health**: nursing is considered to be a high-risk profession for exposure to Hepatitis B and other contagious diseases. The immunizations required by the Health Sciences Department will reduce this risk for nursing students, but will not eliminate it entirely.

**Students must be free from any condition (e.g. communicable diseases, infections, or physical or psychological disorders) that would prevent the safe and successful performance of responsibilities and tasks required as part of the ADN Program. Any condition described which is developed by the student after admission to the ADN Program may be considered sufficient cause for dismissal or suspension from the Program.**

The Director of Health Sciences, in collaboration with the nursing faculty, reserves the right to request that a nursing student be examined by a health care provider if there is any evidence that the student is not able to perform as described above. The provider completing the examination must be acceptable to the director and faculty.

**If at any time during the semester a student is injured, becomes seriously ill, has surgery, or becomes pregnant, a physician's clearance must be provided before the student may return to class, clinical, skills lab, or any ADN program related activities. This release must specifically state that the student may participate in classroom, clinical and/or ADN related activities without restrictions. The note is to be given to the instructor who will put it in the student's file.**

**If a student or an instructor test positive for COVID-19, or comes in contact with a positive COVID-19 individual in the community, appropriate steps are to be taken. In addition to following the College and the local/state health department protocol, the appropriate isolation protocol must also be followed before resuming any in-person school related activities.**

#### **Health Requirements upon Admission to the ADN Program**

***Please be advised: It is the responsibility of each student to keep all certifications and health records current. If any item becomes expired/outdated, the student will not be allowed to attend clinical until it is corrected, which may result in not meeting clinical criteria/attendance requirements. This could result in dismissal from the program.***

## Requirements upon Entry

### 1. History and Physical

The student must have a history and physical completed that verifies the student is in good mental and physical condition in order to participate in the nursing program. The history and physical and immunizations may be completed by the student's private physician/nurse practitioner or at the Citrus College Student Health Center. An assessment of general laboratory data will also be required. If the examination and immunizations are completed off campus, please have official Citrus College forms completed. A completed history and physical is required by the college, and the liability insurance carriers.

### 2. Immunizations

Proof of immunity to varicella, rubella, rubeola, and mumps is essential before entry into the program. Immunity must be shown through titers. If the student is not immune, they must be vaccinated or have a positive titer before having patient contact. Some vaccinations require two doses one month apart or must be spaced so have your immunizations assessed as soon as possible to allow time if vaccination or repetition of vaccination is necessary before the deadline set by the department.

### 3. Tuberculosis Screening

The program requires Two-Step TB testing showing a negative reaction prior to entry. The testing is scheduled with one week between each test; and each test must be read 48 hours after the administration. ***TB testing must be repeated yearly after the initial Two-Step test screening.*** If the student has previously tested positive for TB, he/she needs to submit documentation of the skin testing and the most recent chest X-ray. Chest X-rays must be repeated every two years.

### 4. Hepatitis

The program recommends vaccination against Hepatitis B. If the student declines to be vaccinated, they must sign a declination form. Hepatitis vaccinations are delivered as three injections given at the time of entry, one month, and six months after the first injection. Immunity is then confirmed with a titer.

### 5. Cardiopulmonary Resuscitation

Students are required to have a current CPR card for the Health Care Provider-Basic Cardiac Life support. Based on clinical partner requirements, the department requires that ***the card must be renewed yearly***; and, that the course be an American Heart Association course. The course must consist of one-man, two-man, child & infant, use of an AED, and bag valve mask. The student may take the CPR course from any authorized CPR instructor. ***No online courses will be accepted.*** It is mandatory to have a current card with you at all times. The CPR card or a copy is to be worn behind the picture name badge at all times.

### 6. Tetanus (T-dap)

The student must have a current Tetanus Immunization (within 10 years of admission).

### 7. Influenza

The Program and our clinical partners require vaccination against seasonal and any other strains of influenza that are deemed a risk to health care workers. The student will be required to have the immunizations recommended or sign a declination document. If the student declines, the clinical partner may not allow the student to be in the facility, which may impact the student's ability to meet clinical objectives.



8. COVID-19

The Program and our clinical partners require vaccination against COVID-19. The student will be required to have the immunizations recommended or sign a declination document. If the student declines, the clinical partner may not allow the student to be in the facility, which may impact the student's ability to meet clinical objectives.

9. Background Checks, Document and Tracking Portal

1) The following information will be verified at a minimum:

1. Seven-year history
2. Address Verification
3. Sex offender database search
4. Two names (current legal and one other name)
5. Three countries
6. Office of Inspector General (OIG) Search
7. Social Security Number verification
8. Tracks Immunization records
9. Drug screening

2) Policy

1. Students are required to complete a background check by the specified ADN Program deadlines for the fall semester.
2. The background check is not a prerequisite for application or acceptance to the nursing programs; but, must be completed after an invitation for admission is received.
3. The background check information will be maintained by the respective Program Director and/or designee designated program faculty.
4. The background check cost is assumed by the student. The cost is subject to change.
5. Background check results are shared with the student's assigned clinical partner. Any record of convictions may render student's ineligible to attend clinical.
6. Students may be denied access to clinical facilities based on offenses appearing on the criminal record.
7. Students will be required to provide documentation regarding clearance of background check infractions. Failure to provide sufficient proof of rehabilitation to the Board of Registered Nursing may result in denial of licensure.
8. Students who are determined to be ineligible for clinical placement will be unable to meet clinical objectives of the nursing program curriculum and therefore will not be allowed to continue in the nursing program.

10. Learning Disabilities

Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in the nursing program, are encouraged to contact Disabled Student Program and Services (DSP&S) as soon as possible to ensure that such accommodations are implemented in a timely fashion. A completed and approved DSP&S authorization form is required before any accommodation can be made by the ADN Program. It is the student's responsibility to attain the documentation and provide it to the ADN Program Coordinator.

Accommodations approved by DSP&S must be on file with the ADN Program. The student is responsible for notifying this approved accommodation to the respective course faculty responsible for the administration of the examination.

#### **\*Other Requirements to be completed at the Beginning of the Program**

1. Signed release for random drug testing at clinical facility.
2. Signed Hepatitis and Flu vaccine consent form.
3. Signed COVID-19 vaccine consent form.

#### **Continuing Requirements during the Program**

In addition to the general health requirements that students must meet when they enter the ADN Program, there are requirements that must be validated by the student each semester. The history and physical must be repeated every year. Hepatitis status must be updated as the series of immunizations are completed. A Hepatitis B titer is required at the completion of the series to assure immunity.

On the first day of each clinical rotation, is it the student's responsibility to present photocopies of the following:

1. Tuberculin status: Verifications of ongoing assessment is required on an annual basis, therefore, students who are PPD negative must have an annual PPD and present documentation of results. Students who are PPD positive will fill out an annual TB symptoms screen to meet the expectation of annual assessment. Students who are PPD positive must present a negative chest x-ray examination every two years.
2. CPR card (AHA-Health Care Provider): This card must be valid for the entire semester and must be verified before the student can begin clinical assignments.
3. Current flu vaccine for fall semester.
4. Renewed NSO Insurance.

These are requirements established by contract with our clinical partners. The student is responsible for providing the photocopies for their own files. The department does not provide this service. Students who do not/are not able to comply with the above requirements will not be allowed to participate in clinical experiences. Any clinical time missed for this reason will count in the overall absences for the course (see Attendance Policy) and may be cause for exclusion from the course/s.

Revised/Approved: 6/9/2022



**HEALTH SCIENCES PROGRAM HEALTH REQUIREMENTS**  
To be filled out by Health Care Provider (HCP)

Student Name \_\_\_\_\_ DOB \_\_\_\_\_

Health Sciences Program \_\_\_\_\_ Projected entry date \_\_\_\_\_ Exam Date \_\_\_\_\_

**COPIES OF TUBERCULIN TEST(S) AND TITER RESULTS ARE REQUIRED**

The Health Sciences Program requires the baseline communicable disease titers listed below to be performed. All boxes must be filled out. Applicants with non-immune status will be required to obtain the appropriate vaccine(s) and a follow up titer(s).

Titer	Date Drawn	Result #	Reference Range	Results of titers
Rubeola(Measles) AB (IGG)				<input type="checkbox"/> immune <input type="checkbox"/> non immune
Mumps AB (IGG)				<input type="checkbox"/> immune <input type="checkbox"/> non immune
Rubella AB (IGG)				<input type="checkbox"/> immune <input type="checkbox"/> non immune
Hepatitis B (HepBsAg)*				<input type="checkbox"/> Non-reactive <input type="checkbox"/> Reactive
Hepatitis B (HepBsAb)				<input type="checkbox"/> immune <input type="checkbox"/> non immune
Varicella AB (IGG)				<input type="checkbox"/> immune <input type="checkbox"/> non immune

\*Persons with positive HepBsAg Provider must address whether acute hepatitis or chronic hepatitis condition.

IMMUNIZATION DATES							
MMR				Hepatitis B or Twinrix			
Td (Tetanus)				Tdap (one time only)		Influenza	
Varicella			COVID-19 Vaccine & Booster (include manufacturer)	COVID #1	COVID #2	COVID Booster(s)	

\*\*  WAIVER: SEE ATTACHED

TB skin test (2 step required) Documented Proof of Positive PPD & Date of Positive reaction \_\_\_\_\_

**Step 1 Mantoux (PPD)**

Date given \_\_\_\_\_ Signature/Title \_\_\_\_\_

Date read \_\_\_\_\_ mm induration \_\_\_\_\_ Signature/Title \_\_\_\_\_

**Step 2 Mantoux (PPD)**

Date given \_\_\_\_\_ Signature/Title \_\_\_\_\_

Date read \_\_\_\_\_ mm induration \_\_\_\_\_ Signature/Title \_\_\_\_\_

Chest X-Ray Film Date \_\_\_\_\_ Impression  normal  abnormal  Free from communicable tuberculosis

**PHYSICAL EXAMINATION**

Date of exam \_\_\_\_\_

WNL = Within Normal Limits

Known Allergies \_\_\_\_\_

HEENT \_\_\_\_\_ Lungs \_\_\_\_\_ Cardiac \_\_\_\_\_ Extremities \_\_\_\_\_ Spine \_\_\_\_\_ Abdomen \_\_\_\_\_

Neuro \_\_\_\_\_ Height \_\_\_\_\_ Weight \_\_\_\_\_ Pulse \_\_\_\_\_ BP \_\_\_\_\_

Provider comments:

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**ESSENTIAL FUNCTIONS** All applicants are required, throughout the program, to meet the following essential functions for entry and continuation in Health Sciences Programs.

**Physical Demands:**

- Perform prolonged, extensive, or considerable standing/walking, lifting, positioning, pushing, and/or transferring patients;
- Possess the ability to perform fine motor movements with hands and fingers;
- Possess the ability for extremely heavy effort (lift/carry 50 lbs. or more);
- Perform considerable reaching, stooping, bending, kneeling and crouching.

**Sensory Demands:**

- Color vision: ability to distinguish and identify colors (may be corrected with adaptive devices);
- Distance vision: ability to see clearly 20 feet or more;
- Depth perception: ability to judge distance and space relationships;
- Near vision: ability to see clearly 20 inches or less;
- Hearing: able to recognize a full range of tones.

**Working Environment:**

- Exposed to infectious and contagious disease, without prior notification;
- Exposed to the risk of blood borne diseases;
- Exposed to hazardous agents, body fluids and wastes;
- Exposed to odorous chemicals and specimens;
- Subject to hazards of flammable, explosive gases;
- Subject to burns/cuts;
- Contact with patients having different religious, culture, ethnicity, race, sexual orientation, psychological and physical disabilities, and under a wide variety of circumstances;
- Handle emergency or crisis;
- Subject to many interruptions;
- Requires judgment/action in life/death situations;
- Exposed to products containing latex.

**English Language Skills:**

Students must be able to communicate effectively, both verbally and written, with clients, colleagues and instructors to complete classes successfully and to ensure safety for themselves and for others.

**Note**

- Prior to admission to the ADN Program, students demonstrate physical health as determined by a health history and physical examination.
- Entry and continuation in the program requires the student to submit a history and physical exam and meet required immunizations, titers, TB clearance (PPD/Chest X-ray), and any other testing required by college, program and clinical partner contractual requirements, including drug testing.
- A current Healthcare Provider CPR card, renewed annually while enrolled.
- The college does not provide transportation to and from required clinical facility rotations.
- Entry and continuation in the ADN Program requires that students must earn a minimum grade of C.

\*\*After this examination, I believe this applicant meets wellness criteria for Health Sciences Programs. There is no evidence of communicable disease or health condition at this time that would prohibit this applicant from undertaking any Health Science Program.

Provider Signature \_\_\_\_\_ Print Name \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

I have reviewed the essential functions and verify that the above information is correct. I understand that any falsification of any information may result in my being dropped from Health Sciences Program. I also understand that various on-campus and off-campus agencies require that students in a health science program be certified in good health in order to participate in the educational experience provided by the agency. I hereby authorize the continuing exchange of information between the above healthcare provider and the cooperating agencies, including release of my health record.

\_\_\_\_\_  
Student Signature Date

Revised/Approved: 6/9/2022



**ASSOCIATE DEGREE NURSING PROGRAM  
HEPATITIS B VACCINE INFORMED CONSENT/REFUSAL POLICY**

I MUST SIGN THE ATTACHED FORM WHICH INDICATES I HAVE READ AND UNDERSTAND THE FOLLOWING:

I may choose to take part in the program for the prevention of Hepatitis B. This includes an elective vaccination program for the prevention of Hepatitis B virus.

Hepatitis B is a viral infection of the liver. It usually resolves spontaneously but sometimes persists and occasionally is fatal. There is no known treatment or cure for Hepatitis B.

Hepatitis B vaccine is a relatively new vaccine which has shown 90% effectiveness in preventing Hepatitis B among susceptible persons. The vaccination consists of three injections at time zero, one month and six months. The vaccination provides optimal protection only after the third dose.

Adverse reactions to Hepatitis B vaccine are rare, but have included local inflammation at the injection site, flu-like symptoms, hives, and liver inflammation. Serious reactions such as permanent neurologic disability have been exceedingly rare. There has been no evidence that Acquired Immune Deficiency Syndrome (AIDS) can be acquired from the vaccine. You may wish to discuss the vaccine with your private physician. Please see your own doctor if you wish to receive Hepatitis B vaccine while pregnant.

RECOMBIVAX-HB (Hepatitis B Vaccine [Recombinant] MSD) is contraindicated in the presence of hypersensitivity to yeast or any component of the vaccine.

I understand that my risk of Hepatitis B disease, if I have no direct exposure to patient blood, carries no greater risk than that of the general population. Health care workers with frequent contact with blood or body fluids from infected patients may have the risk increased from 2 to 6 times that of the general population.

To participate in this Hepatitis B vaccine program, I must fill out the attached Informed Consent/Refusal form.

It is my responsibility to fill out this form whether or not I decide to participate in this program.

I have received information and I understand that Student Health Center staff will be available to answer questions. I understand that I have the right to refuse to participate in this program at any time prior to performance of this procedure or during any stage of this procedure. Further, I understand that I will not be able to participate in clinical lab rotations without either the series of injections, or a titer showing immunity due to agreements/contracts with the clinical partners of the Citrus College ADN Program.

Revised/Approved: 6/9/2022



**ASSOCIATE DEGREE NURSING PROGRAM  
HEPATITIS B VACCINE INFORMED CONSENT/REFUSAL FORM**

Name (please print) \_\_\_\_\_

Date of Birth \_\_\_\_\_ STUDENT ID # \_\_\_\_\_

- YES I have either seen the Hepatitis B film or listened to the lecture and have had an opportunity to discuss and/or ask questions pertaining to this issue. I wish to participate in the Hepatitis B Vaccination Program.

I understand that I will be participating in the program for the prevention of Hepatitis B. This includes a series of three vaccinations.

I understand the benefits and the risks of receiving this vaccine. To my knowledge, I am neither pregnant nor sensitive to yeast products or molds. I understand that the duration of protection effect is presently unknown. I understand that I may receive the third dose at six months, even if I am not a student at Citrus College at that time, provided I begin the series at Citrus College. Further, I understand that this is the only service I will be able to access at the Student Health Center when I am not a student.

- Hep B Immunization completed with proof of immunity. Documentation is enclosed.
- NO I have been informed of the above matter. I have seen the Hepatitis B film/lecture and have had an opportunity to discuss and/or ask questions pertaining to this issue. I do not wish to participate in the Hepatitis B Vaccination Program

I understand that due to my exposure to blood or other potentially infectious materials, I may be at risk of acquiring Hepatitis B virus (HBV) infection. I have been given the opportunity to be vaccinated with Hepatitis B vaccine. However, I decline Hepatitis B vaccination at this time. I understand that by declining this vaccine I continue to be at risk of acquiring Hepatitis B, a serious disease. If in the future I continue to have exposure to blood or other potentially infectious materials, and I want to be vaccinated with Hepatitis B vaccine, I can receive the vaccination series provided I am registered as a student at that time.

Further, I understand that I will not be able to participate in clinical lab rotations without either the series of injections, or a titer showing immunity due to agreements/contracts with the clinical partners of the Citrus College ADN Program.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Revised/Approved: 5/23/2023



ASSOCIATE DEGREE NURSING PROGRAM
FLU/H1N1 VACCINE INFORMED CONSENT/REFUSAL FORM

Name (please print) \_\_\_\_\_
Date of Birth \_\_\_\_\_ Student ID \_\_\_\_\_ Entry Date \_\_\_\_\_

YES, I wish to participate in the Flu/H1N1 Vaccination Program.

I understand that I will be participating in the program for the prevention of Flu/H1N1. This includes a vaccination. I understand the benefits and the risks of receiving these vaccines. To my knowledge, I am not sensitive to yeast products or molds. I understand that the duration of protection effect is presently unknown. I received the Flu/H1 vaccines on the dates listed below, and have attached documentation for same.

Signature \_\_\_\_\_

Date \_\_\_\_\_

NO, I have been informed of the above matter. I do not wish to participate in the Flu/H1N1 vaccination Program.

I understand that I will be risking exposure to potentially infectious individuals. I may be at risk of acquiring Flu/H1N1 viral infections. I also understand that by declining vaccination, I become a risk for spreading the infection and may not be able to participate in clinical rotations necessary for completion of program clinical criteria. I have been notified that I need to be vaccinated with Flu/H1N1 vaccines. However, I decline Flu/H1N1 vaccination at this time. I understand that by declining this vaccine I continue to be at risk of acquiring Flu/H1N1, a potentially serious illness. If in the future, I want to be vaccinated with Flu/H1N1 vaccine, I can arrange for the vaccinations. Further, I understand that I will not be able to participate in clinical lab rotations without either injections, or a signature below declining to be vaccinated due to agreements/contracts with the clinical partners of Citrus College's Nursing Programs.

Signature \_\_\_\_\_

Date \_\_\_\_\_

Immunization completed/in progress.

I have previously completed the series of immunization or am in progress. Enclosed is documentation.

Date of Flu injection \_\_\_\_\_ Date of H1N1 injection \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Immunization unavailable (seasonal).

I understand that the Flu/H1N1 Vaccine is not available at this time. I agree to obtain the vaccine and provide documentation when available (flu season).

Signature \_\_\_\_\_

Date \_\_\_\_\_





**HEALTH SCIENCES DEPARTMENT  
PROCEDURE FOR DRUG TESTING**

The Citrus College Health Sciences clinical partners may require random/mandatory of any/all students drug testing. A release is required by the student to allow this testing. If the student comes to the clinical impaired by drugs or alcohol the student will not be allowed to participate in clinical and will be dropped from the program.

**CITRUS COLLEGE HEALTH SCIENCES DEPARTMENT  
RELEASE FOR RANDOM/MANDATORY DRUG TESTING**

Per a hospital's request, any student may be requested to undergo a blood test, urinalysis, "Breathalyzer" test or other diagnostic tests under the following circumstances:

1. Where there is reason to believe, in the opinion of the hospital, that a student:
  - a. Is under the influence of, or imparted by, alcohol or drugs (prescribed or non-prescribed) while on hospital property or during working hours.
  - b. Has come to the hospital with a measurable quantity of drugs in blood or urine.Both situations described above include, but are not limited to, circumstances where a student is involved in a work related accident/incident involving an employee.
2. Where this is any unusual occurrence, which in the opinion of the hospital indicates a student's use of alcohol or drugs.
3. As a standard programmatic/clinical partner require.

I give permission for random/mandatory drug testing to be performed by hospital staff in the above circumstances.

Print full name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Revised/Approved: 6/9/2022



ASSOCIATE DEGREE NURSING
COVID-19 VACCINE INFORMED CONSENT/REFUSAL FORM

Name (please print) \_\_\_\_\_
Student ID. \_\_\_\_\_ Entry Date \_\_\_\_\_

[ ] YES, I wish to participate in the COVID-19 Vaccination Program.

I understand that I will be participating in the program for the prevention of COVID-19. This includes a vaccination. I understand the benefits and the risks of receiving these vaccines. I understand that the duration of protection effect is presently unknown.

Signature \_\_\_\_\_

Date \_\_\_\_\_

[ ] Immunization completed/in progress.

I have previously completed the series of immunization or am in progress. Enclosed is documentation.

Date & manufacturer of COVID-19 vaccine #1 \_\_\_\_\_

Date & manufacturer of COVID-19 vaccine #2 \_\_\_\_\_

Date & manufacturer of COVID-19 booster \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

[ ] NO, I have been informed of the above matter. I do not wish to participate in the COVID-19 Vaccination Program.

I understand that I will be risking exposure to potentially infectious individuals. I may be at risk of acquiring COVID-19 viral infections. I also understand that by declining vaccination, I become a risk for spreading the infection and may not be able to participate in clinical rotations necessary for completion of program clinical criteria. I have been notified that I need to be vaccinated with COVID-19 vaccines. However, I decline COVID-19 vaccination at this time. I understand that by declining this vaccine I continue to be at risk of acquiring COVID-19, a potentially serious illness. If in the future, I want to be vaccinated with COVID-19 vaccine, I can arrange for the vaccinations. Further, I understand that I will not be able to participate in clinical lab rotations without either injections, or a signature below declining to be vaccinated due to agreements/contracts with the clinical partners of Citrus College's Nursing Programs.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**COMMUNICATION POLICY**

The faculty is committed to promoting and maintaining ongoing communication between faculty and students. The faculty believes that open communication between faculty and students is essential to the development, implementation, and evaluation of the program. This goal will be accomplished through student participation in the following ways:

1. Student Professional Membership: Students are required to join the Citrus College Chapter of the California Student Nurses Association (CSNA), a division of the American Nurses Association. The Student Nurse Organization is represented by a group of officers who form the Student Council. At least one faculty member will serve as advisor to the ADN Student Council and at least one advisor must be present at any, and all, meetings of the Council.
2. ADN Program meetings: All students are invited to attend program meetings. Student officers, or their designated representatives, report on input/concerns from the Student Council and take information or requests from the program to the Student Council for communication to the student body. Students will be excluded from closed door sessions of program meetings involving issues of a confidential nature. Program meeting information is readily available in the Health Sciences Office 626-914-8720.
3. Faculty committees: It is the responsibility of the Student Council to select student representatives to serve on department committees. This provides a means for two-way communication between Student Council and the faculty. Students provide representation of the student body by providing input into the decision-making process. All committee meetings are open to any interested students.
4. Monthly, and ad hoc, informal forum between students and the Director/Assistant Director/Coordinator will be held to discuss progression and to facilitate communication between the students and program administration. Students are welcome to address any suggestions and/or concerns.
5. The ADN Program's Philosophy, Conceptual Framework and Program Policies are provided to the students through the Student Handbook.
6. Minutes of all faculty meetings and standing committees shall be posted in a designated area, accessible to all students and faculty, with the exception of closed session items (closed session items will not be posted, but will be included in the meeting record).
7. Any major changes in policy or procedures will be provided to the students by email and/or a hard copy. ***Students are then responsible for updating their Student Handbook.***

Revised/Approved: 04/07/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**COMMENCEMENT / PINNING CEREMONY POLICY**

The pinning ceremony is designed to celebrate the accomplishments of completing the Associate Degree Nursing Program and the transition into professional practice. Family and friends, Board of Trustees, Superintendent President, the School of Nursing faculty and staff, clinical partners and other college members join together to honor the graduating students. The ceremony is held at the Haugh Performing Arts Center at Citrus College campus. The graduating class works in collaboration with their Faculty Advisor and the Program Director to plan the event. Students from first year (second semester) are required to assist during the ceremony.

Each graduating student receives two invitation cards. The graduate is welcome to bring as many friends and family members as they wish. Mandatory rehearsal dates and times are mutually set by the Faculty Advisor and the Program Director. All graduating students must attend the rehearsal.

Graduates are required to present a 3x5 index card with their first and last name (phonetically if needed) to the Faculty Advisor at least two weeks prior to the pinning ceremony.

Graduating students are responsible for the following:

- Preparing slide show presentation DVD for the event.
- Providing sashes (one for each student).
- Arranging photographer.
- Flower arrangement.

The Faculty Advisor is responsible for coordinating with the Program Director in:

- Finalizing the invitation, program details and student speaker(s).
- Selecting and finalizing entrance and exit music, PowerPoint slide presentations.
- Assigning program faculty to assignments to be performed during the ceremony.

**DRESS CODE**

Each student is expected to maintain dress code as stated in the ADN Program Student Handbook for the entire duration of the pinning ceremony, including pre- and post-ceremony. Ultimately, the decision concerning students' professional appearance will be evaluated by the Faculty Advisor. Non-adherence with the dress code will prevent the graduate from participating in the ceremony until the graduate dons professional attire.

Adopted/Approved: 05/31/2022

**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
FACULTY/STUDENT COMMITTEE  
CURRICULUM COMMITTEE MEMBERSHIP POLICY**

**MEMBERSHIP**

Members: The membership of the committee includes faculty (full-time/adjunct), CSNA representatives and ADN students.

**SCHEDULE OF MEETINGS**

Meetings are scheduled monthly, at a time and place determined by the committee members. Notification of meetings is to be sent to all members at least one week prior to the scheduled time of each meeting.

**FUNCTIONS**

1. Curriculum development
2. Curriculum evaluation
3. Curriculum revision

**AREAS OF CONCERN**

1. Prerequisite and support courses
2. Philosophy
3. Learning objectives
4. Student learning resources
5. Curriculum plan
6. ADN Conceptual Framework
7. Assessment and methodology

Revised/Approved: 05/05/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**DRESS CODE POLICY**

The student must report in full uniform when participating in any ADN-related activity (including tutoring and skills lab), whether on-campus or at an off-campus site. The clinical setting is considered to be any healthcare setting in which a Citrus College nursing student is present in an educational capacity. This includes all areas of any clinical facility, not just those in which direct patient care is provided. The appearance of the student is very important in projecting a professional impression to the patient, the public and clinical partner staff. The student represents themselves, the college and the program. The instructor will refuse to allow a student to participate in the educational activity if he or she does not meet uniform and/or personal appearance expectations. Hospital policy and that of the area to which the student is assigned is to be followed as presented by the instructor. Any student dismissed because of appearance shall be deemed absent for the entire day.

**I. Uniform**

**A. General Uniform Information**

1. Uniform should fit well, but should not be tight fitting. Alteration of the uniform is limited to hemming only. Undershirts must be white and not visible below the hem. Sleeves must be form fitting, full length, and covering both arms. Only uniform lab jackets with patch are permitted.
2. Uniform pants are to be worn with uniform top at all times.
3. Beige or white hose for women, white socks (no logos) are acceptable for both men and women. No textured hose.
4. Two uniforms are more practical since infection control dictates that a freshly laundered uniform must be worn daily.
5. Uniform (or other dress specified by faculty) is clean and laundered. Shoes and laces are clean. Overall appearance is neat, pressed, and well-kept. Any additional clothing worn under the uniform must not be visible.
6. When students are in a rotation or event that does not require the official school uniform, business attire is the appropriate level of dress.
7. Components of the school uniform that identify the student in a nursing student role are not to be worn in non-student roles.

**B. Shoes**

1. All white (no color), all leather, and professional in appearance. Any company logo should be able to be covered completely by a U.S. quarter coin. Make sure the shoes offer good support and are comfortable with socks.
2. No clogs or sling-back shoes are permitted.
3. Shoes must be clean every day.

**C. Accessories**

1. The student may wear a lab coat in the clinical area over the uniform. It must be a white, fingertip length lab jacket without cuffs. The Citrus College ADN patch is required, left upper arm, three fingers widths below the shoulder seam of the uniform, or lab jacket.

2. White or black wrist watch with second hand and washable band is required. No smart phones or smart watches allowed.
3. Jewelry- Only one simple band ring is allowed. For patient safety and infection control, no rings with stones and raised settings are allowed. The only exception to this rule is a bracelet from a recognized company for allergy/health risk alerts only or religious significance. No visible necklaces or chains are to be worn.
4. Sunglasses must be removed before entering classroom and clinical site.
5. Stethoscope and BP cuff (sphygmomanometer).
6. Bandage scissors (5 ½ or 6-inch stainless steel).
7. Nurse's pen light.
8. Pocket notebook and black pen.
9. Gait belt.
10. Name tag (blue print on white background). Purchased at Owl Bookstore. Citrus College badge reel must be worn.
11. Patch: left arm, three fingers widths below shoulder seam.
12. Picture I.D. from Citrus College must also be worn (no charge to student at library).

## II. Personal Grooming

- A. Hair: Hair must be off the collar, neat and worn in a professional manner that does not require constant attention. Hair color must be within the realm of genetic possibility. No bows, scarves, colored barrettes or flowers are allowed. Hair holders/devices should be approximately the same color as the student's hair. "Claw" and "banana" clips come loose and present a danger, and therefore, are not acceptable.
  1. Religious head coverings
    - a. To ensure patient safety and infection control, religious head coverings worn in clinical must be white, cleaned daily and securely fastened behind the head:  
*In accordance with the Citrus Community College District's Administrative Policy 7102– The District is committed to providing an academic and work environment free of unlawful harassment. Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation of any person, or the perception that a person has one or more of these characteristics is illegal and violates District policy.*
- B. Surgical caps: Students may wear surgical caps. Surgical caps must be white, blue (matching uniform), or black in color. They must be cleaned daily and securely fastened.
- C. Nails: **No nail polish**. Cuticles trimmed and well groomed. Length should be no longer than the end of the finger. Excessively long nails can be injurious to the patient, while very short (bitten) nails can become jagged and a source of injury and infection. Acrylic nails are not allowed due to infection control issues.
- D. Eyelashes: No artificial eyelashes are permitted.
- E. Hygiene: Use deodorant daily after shower or bath. The use of scent (i.e., no perfume, body spray etc.) is not accepted because of patient allergies and sensitivities. Daily oral hygiene is imperative. Chewing gum will not be permitted in the classroom or clinical facilities at any time.
- F. Make up, if used, is applied lightly and must appear natural.



G. No visible body piercing is allowed. The body piercing must be covered. Tongue piercings are to be removed during the clinical period.

**H. Any visible tattoos must be completely covered.**

### **III. Professional Conduct**

As an ADN student at Citrus College, you must realize that your professional conduct is extremely important and that you always represent the ADN Program, your college, and yourself. The following statements should assist you in knowing what professional conduct is considered acceptable:

- demonstrating a caring attitude toward patients/families.
- accepting assigned duties and responsibilities.
- demonstrating initiative and productivity.
- demonstrating cultural sensitivity toward patients/families.
- demonstrating a cooperative attitude toward fellow students, clinical partner staff, and ADN Program faculty.
- maintaining professional grooming guidelines.

Revised/Approved: 04/28/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**GRADING POLICY**

Students achieve course grades based on completion requirements described in the syllabus of each course. The grade achieved in clinical courses is a composite of student performance in the theory, skills lab and clinical learning arenas. A student must achieve a passing grade in each area (theory: final and cumulative test/quiz grades of 75% or higher, satisfactory completion of assignments in skills lab and satisfactory completion of all clinical objectives) to successfully pass each course. Even if a student is successful in the theory portion of the course, if an unsatisfactory grade is achieved in the clinical component, the student will earn a failing grade for the entire course.

If a student does not successfully complete a course for any reason (earns a grade of 'D' or 'F' in theory or withdraws with grades below 'C' in theory or unsatisfactory in clinical), the student may apply to the program to repeat the course. If the student fails a clinical component of a course based on unsafe clinical practice, the student will not be eligible for re-entry. Re-entry is dependent on space availability and completion of a re-entry plan. Students are allowed to repeat only one course during the program. If the student fails the repeated course, or any other subsequent ADN course, they will be disqualified from continuing in the program.

If a student withdraws once based on illness or family crisis while in good standing related to grades and clinical performance, the withdrawal will not be considered as a failure when determining eligibility for re-entry in the future. It is the student's responsibility to ensure that the program is notified in writing of the particular circumstances, in advance of the extenuating-circumstance withdrawal.

**Theory Grade**

- Passing the theory portion of a nursing course requires the student to achieve a cumulative theory grade of 75% or higher at the end of the course, as well as 75% on the final exam, according to the criteria set forth by that course syllabus.
- Since it is critical for the student to be able to analyze and correctly answer questions based on the testing model of the National Council of State Boards Nursing Examination (NCLEX) for RN licensure, the student must achieve 75% or higher on the objective tests before grades on written assignments and group projects will be added for calculation of the final grade.
- Students who are unable to take an examination as scheduled must make up the examination before the next class period. The student who makes up an examination may not achieve more than 84% of the total points. The student may take a late examination only once during the course.
- Letter grade computation. Grades are never "rounded" up:

Passing:	Not Passing/Failure:
A = 93-100%	D = 63-74%
B = 84-92%	F = 0-62%
C = 75-83%	
- By mid-semester (or length of the particular course) and during the college's week of withdrawal, the theory instructor will analyze the grades and notify the student, the Coordinator, and the Director if a student is in jeopardy of not meeting the above criteria. The theory instructor will

assist the student to develop a plan of remediation (Theory Learning Contract) to assist in meeting the objectives of the course.

### Skills Laboratory

The student must develop clinical skill competencies as described in the ADN Skills Checklist in order to meet the objectives of the clinical component of a nursing course. The student is required to attend skills development session(s) scheduled in the skills lab, review media/skills procedures described in media/texts related to skills, practice on mannequins and demonstrate competency in performing each skill. The student must complete all the assigned skills and learning activities according to the criteria and time frames set forth in the individual course syllabus. The student is responsible for recording skills learned, practiced and performed in the Skills Lab and clinical area in the Skills Checklist.

### Clinical Grading

#### Introduction

Evaluation of clinical performance is a part of the evaluation process in the ADN Program. As a faculty, we believe that effective clinical evaluation facilitates teaching and learning, and promotes student professional and personal growth. It is therefore imperative that students understand the clinical evaluation process used in the Citrus College ADN Program.

The clinical evaluation process is designed to implement the faculty's belief that learning proceeds from the simple to the complex; and that changes in behavior illustrate that learning has occurred. Since the student-centered Citrus College ADN Program values the experiences the adult learner brings to the educational process, the clinical evaluation process is based on shared behavioral objectives and realistic self-assessment.

#### Overview of the Clinical Evaluation Process

The student's ability to master clinical objectives is evaluated by planned and unplanned observations. In addition, the ability of the student to apply the theory learned is evaluated as he/she cares for clients in the clinical setting. Clinical performance is graded on a satisfactory/unsatisfactory basis. If the student earns an unsatisfactory clinical grade in the clinical the highest possible grade for the entire course will be a 'D', no matter what the theory grade was at the course conclusion.

As the instructor evaluates the student in an ongoing manner, the student will be informed verbally of their performance status. Written assignments will be assessed and verbal and written feedback will be given in a timely manner, in order for continuous improvement to take place. Formal written evaluations will take place at midterm and at the conclusion of the course. The purpose of the evaluation process is to assist students in identifying learning problems, and in securing appropriate resources to solve such problems. The evaluation will be discussed with the student in a private conference.

If a student is unsatisfactory in meeting objectives at midterm, a Clinical Learning Contract will be developed. The faculty will collaborate with the coordinator/director in the remedial plan, and the coordinator will also clinically evaluate any student in jeopardy of not meeting clinical objectives. The contract will describe specific behaviors that indicated unsatisfactory performance, suggested strategies to remediate the behavior, criteria for completion of the contract and a time-frame for completion of the contract. If the instructor and coordinator collaboratively agree that criteria for the learning contract are not met, an unsatisfactory grade will be earned and the student will earn a 'D' for the entire course.

Patient safety and preparation are key aspects of each clinical course. The student is expected to demonstrate proficient and competent nursing care at all times. Students are expected to ask for assistance and clarification as needed during the clinical rotation. In order to pass the clinical component of the course, the student must achieve a rating of satisfactory on each clinical objective by the end of the course.

If the student is determined by the instructor to need additional skill development, a referral for remediation in a particular skill may be completed for the student to take with them to the skills lab. The faculty member in the skills lab will assist the student to remediate and the completed form will be returned to the clinical instructor. Mastery of clinical skills is essential in safely caring for patients and passing the clinical component with a satisfactory grade.

### Performance Scale

The following criteria will be used to evaluate each clinical objective.

#### Satisfactory (S)

By the end of the course, the student will demonstrate competence in meeting/exceeding the clinical objective at the level identified in the course clinical performance evaluation tool.

#### ***For satisfactory completion of the clinical rotation, student must achieve satisfactory in all areas of Final Evaluation***

#### Needs Improvement during the clinical course (NI)

During the clinical course, the student demonstrates inconsistent achievement of the clinical objective. The quality of performance is often below the expected level of achievement, and the student often requires more than the expected amount of guidance by the clinical instructor. The student needs more practice or direction to competently achieve the objective.

#### Unsatisfactory Performance during the course (US)

The student demonstrates unsatisfactory performance of the clinical objective. The quality of performance is consistently and substantially below the expected level of achievement, and the student requires more than the expected amount of guidance from the clinical faculty or staff nurse. The student does not progress to a competent level of performance. A Clinical Learning Contract will be developed to assist the student to satisfactorily meet the objective.

#### Unsatisfactory Performance at the conclusion of the course (US)

If the student is unsatisfactory in one or more objective and/or does not successfully complete their learning contract, they will receive a grade of 'D' for the course and will not progress to the next nursing course.

#### Unsafe Clinical Performance:

Unsafe behavior is that which places the client in either physical or emotional jeopardy. Physical jeopardy is the risk of causing physical harm. Emotional jeopardy means the student creates an environment of anxiety, distress, or uneasiness for the client and/or family. If, at any time, a student demonstrates behavior jeopardizing patient safety or practices nursing in a grossly negligent or incompetent manner, the student will be required to leave the clinical setting and be subject to faculty and

coordinator/director review. Unsafe behavior may be a single occurrence of a very serious nature or may be a pattern of behavior involving unacceptable risk. Unsafe behavior could result in the student being excluded from the clinical setting and receiving an unsatisfactory clinical performance evaluation for the course.

### **Remediation Policy**

It is the faculty's belief that students can remediate successfully and not fall behind in courses. This is true as long as the student takes responsibility for their learning, seeks assistance from faculty as soon as they start having difficulties in a course and is willing to complete the remediation plan established in collaboration with the instructor. The instructor will notify and collaborate with the coordinator when any student is in need of remediation.

The faculty will develop the remediation plan in collaboration with the student. The student will be given specific activities for remediation, as appropriate for the portion of the course that is less than the expected level; be it in theory, skills, or in the clinical arena. The plan will describe the objective that is not being met with specific examples of unsatisfactory behaviors or grades, establish a time-frame for completion of the contract, and criteria for successful completion of the plan. The coordinator will be involved in all aspects of the remediation. The learning contract will be filed in the student's folder in the department.

### **Remediation might involve any or all of the following:**

- Documented use of non-proctored testing with improvement in scoring until the student can score at least a 90% on the appropriate test.
- Written assignments designed to master the material (this is in addition to the usual course work). The instructor will determine if credit is to be granted for this work.
- Tutoring by faculty or peer.
- Adequate performance of nursing skills/clinical objectives in the simulation lab under the supervision of a faculty member.
- Practicing of nursing skill(s) in the skills lab under supervision by a faculty member/lab supervisor until deemed proficient enough to be scheduled for a simulation testing procedure for the skill/s.

Revised/Approved: 6/9/2022

**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
THEORY LEARNING CONTRACT**

**Course** \_\_\_\_\_ **Student** \_\_\_\_\_

**Instructor** \_\_\_\_\_

**Date of Conference to Determine Theory Learning Contract** \_\_\_\_\_

**Description of the objective(s) or area of content determined to need improvement or unsatisfactory  
(Cite current grade and % of achievement)**

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**Factors determined to be interfering with achievement of objectives:**

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**Student Comments:**

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**Remediation Plan:**

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**Date Remediation Plan to be Completed** \_\_\_\_\_

**Instructor Signature** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
REPORT ON PROGRESS/ COMPLETION OF THEORY LEARNING CONTRACT**

**Course** \_\_\_\_\_ **Student** \_\_\_\_\_  
**Instructor** \_\_\_\_\_ **Date of Conference** \_\_\_\_\_

**Describe remediation activities conducted and completed, current grade, update on student achievement:**

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**Continuing student support activities, revision of the plan, or completion of plan:**

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**Student comments:**

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**Faculty Signature** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

Revised/Approved:6/9/2022

**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
CLINICAL LEARNING CONTRACT**

**Course** \_\_\_\_\_ **Student** \_\_\_\_\_

**Instructor** \_\_\_\_\_

**Date of Conference to Determine Clinical Learning Contract** \_\_\_\_\_

**Description of the incident or objective(s) determined to need improvement or is unsatisfactory (Cite specific objectives and/or behaviors indicating needs improvement/ unsatisfactory performance)**

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**Student Comments:**

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**Remediation Plan:**

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**Date Remediation Plan to be Completed** \_\_\_\_\_

**Instructor Signature** \_\_\_\_\_

**Student Signature** \_\_\_\_\_



**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
CONFERENCE TO EVALUATE COMPLETION OF CLINICAL LEARNING CONTRACT**

**Course** \_\_\_\_\_ **Student** \_\_\_\_\_

**Instructor** \_\_\_\_\_

**Date of Conference** \_\_\_\_\_

**Final resolution of Clinical Learning Contract (Describe activities in completing plan, date plan completed, final evaluation of objectives(s))**

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**Continuing student support activities, revision of the plan, or completion of plan:**

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**Student comments**

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**Faculty Signature** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
GRIEVANCE POLICY**

The Health Science Department follows the Citrus College Student Grievance procedures as reflected in the college catalog and schedule of classes. The catalog states that "Citrus College provides every student with a prompt and equitable means of seeking an appropriate resolution for any alleged violation of his or her rights. The rights protected under these procedures include, but are not limited to, those guaranteed by the established rules and regulations of the Citrus Community College District and the Education Code of the State of California. Students are advised that grievances must be filed within 20 school days of the alleged event. The procedures do not apply to the employment rights of students."

The college catalog states "Citrus College students are, by law, protected against capricious, arbitrary, unreasonable, unlawful, false, malicious or professionally-inappropriate evaluations or actions by an employee of Citrus College. Information regarding student grievance procedures may be obtained in on the college website or from the Office of the Vice President of Student Services, Administration building, first floor, 626-914-8532. Any student at Citrus Community College who feels that his or her rights have been infringed upon has access to due process. The student is expected to attempt, in good faith, to resolve differences with the individual concerned before resorting to grievance proceedings." Issues related to disciplinary actions are covered under separate policies, as are issues related to administrative procedures and parking citations obtained on campus. Sexual harassment or discrimination issues are referred to the Office of Human Resources.

The Health Sciences faculty and staff recommend that students informally address issues of concern related to their nursing education by using the following processes:

1. Most problems can be addressed at the origin and it is suggested that the student meet with his/her instructor, as often as needed, for satisfaction/solution when any problem or concern arises within five academic days of the occurrence. It is the responsibility of the instructor/staff person to expedite the discussion of the problem, and develop and implement a solution. The student may request the Program Coordinator/Assistant Director be present at the meeting with the instructor/staff person.
2. A student may, by appointment or email, communicate with the Program Coordinator, regarding unresolved problems.
3. If the problem is not resolved through discussion with the faculty, and the Program Coordinator, the student may take the issue to the ADN Director.
4. The ADN Director shall meet with all parties involved to assist with resolving the issue. During that meeting, the director will review the College Policy for Student Grievance with the student, which will include guiding the student to the next step, which is to schedule an appointment with the Division Dean. The student will be guided in initiating the process.

Revised/Approved: 03/03/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**HIPAA POLICY AND AGREEMENT FORM**

***Prior to each clinical rotation, student must complete this form and turn it in to their clinical instructor to be placed in their Student file.***

In the course of the provision of care for clients in any health care setting, students will abide by the following rules for handling client data, or any other information related to a client:

- Client information will be viewed and/or accessed only when necessary to accomplish the objectives for that course of study.
- Client information will not be shared, other than in the clinical setting, while in the provision of care, or in conference, under the guidance of the clinical instructor.
- Client information will not be discussed in any public areas (i.e. such as the elevator or lunch room).
- Client information will not be removed from the client's file, or duplicated for use outside of the clinical setting.
- No client identifiers (i.e. name, social security number) will be included on any student paper work.
- Students will abide by the institutional policies/procedures regarding client confidentiality where they are currently in clinical.

**The Use of Technology and Social Media Policy**

Courses in the Nursing and Health Sciences programs use online resources as a learning and communication tool between instructors and students. Professional behavior and proper technology etiquette is expected of all students both inside and outside the classroom and during clinical activities. Students are expected to follow all hospital or other clinical site policies and procedures at all times.

- All students are required to check their Citrus College student email and the Learning Management System (LMS) regularly.
- Personal electronic devices can only be used in designated areas of the clinical sites.
- No photos may be taken by students in the clinical agency or lab environments unless authorized by faculty for a course assignment.
- Confidential information related to individuals or agencies must be kept in confidence.
- All students are expected to follow HIPAA guidelines at all times.
- Information concerning clients/clinical rotations cannot be posted in any online forum or webpage.
- Students are legally responsible for anything that may be posted in social media forums.

If a student violates the Use of Technology and Social Media Policy:

- The student must meet with the Nursing and Health Sciences Department faculty to determine disciplinary actions and further eligibility in the program.
- The student is also subject to disciplinary actions by the clinical site.

*Note: Nursing students are preparing for a profession which provides services to the public and are expected to maintain high standards of behavior and professional communication. Students should*

*remember that their online presence reflects them as a professional. Many recruiters routinely search the social networks when considering candidates for hire.*

I hereby acknowledge having viewed/reviewed the HIPAA Information Overview/ Film and agree to and understand the rules outlined above.

Student (Print): \_\_\_\_\_ Date: \_\_\_\_\_

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

Revised: 04/28/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**INFECTION CONTROL**

### Introduction

Microorganisms such as bacteria, viruses, and fungi are part of the individual's daily life. They exist everywhere, primarily in peaceful coexistence with each person. Microorganisms which cause illness, infections and disease are called pathogens. Health care settings, which the student will enter, are places where there are higher risks of coming into contact with pathogens. There are important steps and practices to take to maximize the student's safety, and the safety of others in these settings. Theory related to infection and skills to prevent transmission of disease will be taught in the program classes. It is the responsibility of the student to practice good habits early and take measures to practice in a safe manner at all times.

There are two major concerns related to infection control in health care settings. First, there is the risk of the healthcare worker being exposed to potential pathogens. Policies and procedures are established by the health care agencies to protect the health care worker. There are also many habits and work practices which the nurse must have complete control over that are essential to reduce this risk. Second, there is the risk of microorganisms being transmitted from the nurse to the patient or from one patient to another by healthcare workers who are practicing poor habits such as not washing their hands. With very few exceptions, organisms need an item or other organism to transport them from one area to another. They are usually carried on dirty hands or equipment. Not practicing good infection control places the student, co-workers, and patients at risk because poor work habits contribute to the spread of organisms in the hospital. Patients are susceptible to infections due to their health problems and they need to be protected. Infections acquired in the hospital are considered complications and are called nosocomial infections. These infections impact our clients on many levels, including the physical toll to the client's health; a possible increased length of stay; and increased financial costs. *It is the responsibility of health care practitioners, including students, to protect the client and not attend clinical when ill including fever, influenza, cold and coughs.*

### Agencies, Standards, and Recommendations

There are two federal agencies that review research and findings related to infection control. These agencies set standards and make recommendations to reduce the risk of transmission, or spread, of microorganisms. The Occupational Health and Safety Administration (OSHA) establish rules and regulations intended to promote safety in the workplace. Their goal is to promote safety for employees. Hospitals and healthcare settings must comply with the rules set forth by this agency or they can be fined. The second agency is the Centers for Disease Control and Prevention (CDC&P). This federal agency establishes guidelines and recommendations for the prevention and treatment of diseases. This agency does not have enforcement powers, but rather, sets standards for reducing the risks related to the spread of infections and communicable diseases.

### OSHA Regulations

The student will learn more about OSHA in nursing courses, but the following is a summary of important information to know.

1. Healthcare settings must notify health care workers of hazardous conditions. This includes signs about hazardous waste, radiation, and special precautions (isolation).

2. It is the responsibility of the health care worker to look for the signs and follow the procedures indicated.
3. Preventing illness by vaccination and immunity is very important. This is why health screening upon entry into the program is so comprehensive. Immunity to diseases provides protection to the student in the workplace. The Hepatitis B vaccine is highly recommended and if the student chooses to refuse it, a written declination form must be completed which will be kept in the student's school file.
4. Hospitals and healthcare settings use engineering controls to create a workplace environment that is as safe as possible. Examples of engineering controls include putting sharps containers in patient rooms so they will be easily accessible; and using needleless intravenous devices to reduce the risk of sharps injuries. The student must follow the policies and use the controls the facility has put into place to protect the health care workers.
5. Next are recommendations about work place practices. These are practices which the health care worker has complete control over. They are good work habits that are essential to prevent the spread of microorganisms. Hand washing is the first of these and forms the foundation for infection control. There are many important tips to hand washing which the student will learn about during preparation to enter the clinical setting. Another safe work place practice is to never recap, bend, break, or remove needles. These activities frequently result in injuries to healthcare workers. If the student must recap a needle, it should be done with a one-handed scooping method so there will not be any risk of injury.
6. Always discard all sharps directly into sharps containers. If a patient hands a sharp object to the nurse (such as a used lancet or insulin syringe), have them place it on a neutral surface for it to be picked up so there will be no risk of them puncturing the nurse in the process.
7. Never eat, drink, apply cosmetics, or handle contact lenses in the work setting. Do not store food or drinks where there is blood or potentially infectious materials.
8. The student will learn in class about **personal protection equipment (PPE)** such as gloves, masks, goggles, and gowns. The student must always wear these when there is any risk of contact with blood, body fluids, non-intact skin, or mucous membranes.

### Exposures and Sharps Injuries

While the nurse's focus should always be to prevent an exposure, it is important to know what to do should an exposure occur. A blood or body fluid exposure is defined as a splashing or spraying of another's blood or body fluids onto mucous membranes. An example of this is if a body fluid splashed the face and got into the eyes. If an exposure occurs, wash the area well and then contact the instructor immediately. If the student is unsure of whether or not it is an exposure, then wash well and contact the instructor immediately so it can be determined if any follow-up care is indicated.

Sharps injuries are defined as punctures of the skin from a contaminated object. Examples of sharps injuries include needle sticks with contaminated needles, piercing the skin with a contaminated finger lancet, or piercing the skin with broken bloody glass from a vial. If the student experiences a sharps injury, wash the area well and contact the instructor immediately. If the student is unsure of whether or not an injury has occurred, wash the area well and contact the instructor immediately so it can be determined if follow-up is necessary.

### Respiratory Protection

There are specific rules and regulations related to respiratory protection in the workplace. Current regulations state that healthcare workers caring for patients with suspect or confirmed TB must wear a

N95 mask. The health care worker must be fit-tested to the mask. The fit-testing process is intended to evaluate if the mask fits the individual well enough to provide the intended protection. Until the student has been fit tested, he/she should not be caring for these patients. Note that although great care is taken in determining which patients provide the most risk, there will be times where the facility and/or school will find out after the student has cared for the patient that they were indeed positive for TB. When notified, the school/facility will make sure that the student is immediately tested. If indicated, he/she will be started on prophylactic treatment for the exposure per state health department protocol.

Mask-fit testing also applies when caring for COVID-19 patients. Until the student has been fit tested, he/she should not be caring for these patients. Note that although great care is taken in determining which patients provide the most risk, there will be times where the facility and/or school will find out after the student has cared for the patient that they were indeed positive for COVID-19. When notified, the school/facility will make sure that the student is immediately tested. If indicated, he/she will follow the college and the local/state health department protocol.

### CDC&P Guidelines

“Hand washing is the single most important means of preventing the spread of infection.”

The Centers for Disease Control & Prevention

The Centers for Disease Control & Prevention (CDC&P) guidelines define practices and activities that will reduce the risk of spreading infections. These guidelines include recommendations regarding *the use of personal protective equipment for all patients, all the time*, and recommendations to be used with certain patients based on their health problem (Department of Health, 2019; CDC & P, 2020).

**Standard precautions** include procedures and steps to take to protect you. *They must be used with all patients all the time.* If the student has been in a health care setting before this program, he/she may have heard the term **universal precautions**. The terminology, *universal precautions*, used in a prior set of CDC&P recommendations, is still commonly used by many health care workers. The basis for both universal and standard precautions is that the health care worker must take measures to assure protection **all** the time, with **all** patients, regardless of how healthy or ill someone appears to be. This is based on the fact that carriers of blood borne pathogens may not display any signs or symptoms and may appear to be healthy. The healthiest looking patient may be a carrier of HIV, Hepatitis B, or Hepatitis C, making them a great risk to health care workers. Likewise, the sickest looking patient may not have any blood borne pathogens making them less of a risk. The student cannot look at a patient and decide how to protect him/herself. Health care workers must protect themselves all the time. Within standard precautions, PPE must be worn any time the health care worker may come into contact with blood, body fluids, non-intact skin, or mucous membranes. The student will learn about how, when, and where to use these PPEs in nursing courses.

“If it is wet, warm, and not yours – **do not touch it without protection!**” (Department of Health, 2019; CDC & P, 2020).

Transmission based precautions are additional protective measures to be taken with certain patients. These recommendations are based on how microorganisms are spread. The three sets of transmission-based precautions are airborne precautions, contact precautions, and droplet precautions. The student will learn more about these in nursing courses and readings. Additional measures and PPEs will be required when taking care of patients in transmission-based precautions.

## Summary

Most hospitals use the CDC&P guidelines or some modifications of them based on their patient populations. During clinical orientations students will be educated to the specifics of that facility's policies and procedures. Each hospital has an individual or department in charge of their infection control program who can address questions or concerns. The instructor is the best resource for the student to go to in the clinical setting, but after graduation, remember that there are resources and people who are available to help with questions. It is the student's responsibility to learn and follow the policies of the facility, and to take precautions to protect themselves and the other patients.

**\*\*Remember – by developing and practicing good infection control habits, the life you save may be your own!\*\***

Revised/Approved: 6/9/2022



**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**MEDICATION ADMINISTRATION PROCEDURES**

Students will administer medications in compliance with current Joint Commission on Accreditation of Health Care Organizations National Patient Safety Requirements for Medication Administration, and the policies and procedures in effect in the clinical agency. The student must at all times demonstrate critical thinking skills regarding pharmacologic interventions.

**DOSAGE PRETEST**

Prior to each clinical rotation, in which medication administration is required, students will be given a dosage calculation quiz. The quiz must be successfully completed with a minimum score of 90% before the student will be allowed to give any medications. If the student is unsuccessful, remediation will be required to enhance problem-solving skills through remediation assignment. The student must achieve 90% or higher in the remediation assignment in order to take the second quiz. A maximum of three quizzes may be given. Every quiz will be different. If a student is unable to pass the quiz at the required level, he or she will not be allowed to continue in the course since the critical competency of medication administration cannot be met. Medication skills competencies will also be evaluated in the skills lab and the clinical setting based on the course skills checklist. A failing clinical evaluation will result in a course failure.

**RNRS 190 Foundations of Nursing:** No medications will be administered by students in this course.

**RNRS 191: Introduction to Medical-Surgical Nursing I:** All medication administration in RNRS 191 shall be under the direct supervision of the instructor.

1. Students must successfully pass the competency and dosage calculation quiz prior to administering any medications.
2. The instructor shall review the medications and discuss the nursing considerations with the student before each medication is administered. The instructor shall verify that the student is checking all current Patient Rights before medication is administered.
3. Medications may be administered through these routes: oral, intramuscular, subcutaneous, sublingual, topical, rectal, vaginal, ear, eye, and through nasogastric or gastrostomy tube.
4. The student may monitor and assess peripheral IV sites.

**INITIATION AND ADMINISTRATION OF INTRAVENOUS THERAPY**

After completion of skill development and competency verification in the Skills Lab, and if within the course objectives and policy of the clinical agency, the student may initiate intravenous therapy and administer intravenous medications (IVPB) under the direct supervision of the instructor. First year nursing students may not administer medication by IV push.

**RNRS 193: Pediatric Nursing:** Under the direct supervision of the instructor, the student may administer medications following correct procedure and according to agency policy for pediatric clients.

1. Students must successfully pass skills competency and dosage calculation quiz prior to administering any medications.

2. The instructor shall review the medications and discuss the nursing considerations with the student before each medication is administered. The instructor shall verify that the student is checking all current Patient Rights before medication is administered.
3. Medications may be administered through these routes: oral, intramuscular, subcutaneous, sublingual, topical, rectal, vaginal, ear, eye, and through nasogastric or gastrostomy tube.
4. Under the direct supervision of the instructor, the student will administer IV fluids, medications through the IVPB route via a peripheral line and flush an existing peripheral intermittent infusion device, per hospital policy.

**RNRS 194: Obstetrics/Maternity Nursing:** Under the direct supervision of the instructor the student may administer medications following correct procedure and according to agency policy for maternal/child clients.

1. Students must successfully pass skills competency and the dosage calculation quiz prior to administering any medications.
2. The student will safely monitor and administer IV fluids.
3. The instructor shall review the medications and discuss the nursing considerations with the student before each medication is administered. The instructor shall verify that the student is checking all current Patient Rights before medication is administered.
4. Medications may be administered through these routes: oral, intramuscular, subcutaneous, sublingual, topical, rectal, vaginal, ear, eye, and through nasogastric or gastrostomy tube.
5. Under direct supervision of the instructor, the student may initiate IV therapy, administer medications through the IVPB route via a peripheral line and flush an existing peripheral intermittent infusion device, per hospital policy.

**RNRS 195: Beginning Medical/Surgical Nursing II:** All medication administration in RNRS 195 shall be under the direct supervision of the instructor.

1. Students must successfully pass skills competency and dosage calculation quiz prior to administering any medications.
2. The instructor shall review the medications and discuss the nursing considerations with the student before each medication is administered. The instructor shall verify that the student is checking all current Patient Rights before medication is administered.
3. The student will safely monitor and administer IV fluids.
4. Medication administration shall include these routes: oral, IM, SQ, eye, ear, vaginal and rectal.
5. Under the direct supervision of the instructor, the student may initiate IV therapy, administer medications through the IVPB route via a peripheral line and flush an existing peripheral intermittent infusion device, per hospital policy.
6. Students will not administer K rider at the clinical sites.

**RNRS 201: Medical-Surgical Nursing III:** All medications administered in RNRS 201 shall be under the direct supervision of the instructor.

1. Students must successfully pass skills competency and the dosage calculation quiz prior to administering any medications.
2. The Instructor shall review the medications and discuss the nursing considerations with the student before each medication is administered. The instructor shall verify that the student is checking all current Patient Rights before medication is administered.
3. The student will safely monitor and administer IV fluids.

4. The student will safely administer medication by oral, parenteral, topical and IVPB routes.
5. Under the direct supervision of the instructor, the student may initiate IV therapy, administer medications through the IVPB route via a peripheral line and flush an existing peripheral intermittent infusion device, per hospital policy.
6. When the instructor has determined that the student has demonstrated competency in medication administration by a determined route, the student will discuss the medication with the clinical instructor and the staff member. The instructor shall observe initiation of IV therapy, the administration of all IV medication and IV fluids. The student may flush an existing peripheral intermittent infusion device, per hospital policy with direct supervision of the instructor.
7. Under special circumstances, determined by the instructor, the students may be permitted to administer medication by all routes, except IV, under the direct supervision of a staff RN approved by the instructor. The student must obtain prior approval from the instructor before administering medication under supervision of a staff RN.
8. The student may be permitted to administer blood and blood components, under the direct supervision of the instructor or staff RN, following theory presentation and the demonstration of skill competency.
9. Student can administer IV pushes under the direct supervision of the clinical instructor.

**RNRS 203: Mental Health-Psychiatric Nursing:** All medications administered in RNRS 203 shall be under the direct supervision of the instructor.

1. Students must successfully pass skills competency and the dosage calculation quiz prior to administering any medications.
2. The instructor shall review the medications and discuss the nursing considerations with the student before each medication is administered. The instructor shall verify that the student is checking all current Patient Rights before medication is administered.
3. The student may administer psychotherapeutic and other medications by the oral, parenteral or topical routes if allowed by agency policy.

**RNRS 251: Medical-Surgical Nursing IV:** Students must successfully pass skills competency and a dosage calculation quiz prior to administering any medications.

1. The instructor or preceptor shall review the medications and discuss the nursing considerations with the student before each medication is administered.
2. When the instructor has determined that the student has demonstrated competency in medication administration by identified routes except IVPB and IV push, the student will verify all current Patient Rights with the clinical instructor or preceptor and may then administer the medication to the patient independently. The instructor or preceptor shall observe the initiation of IV therapy, administration of all IV medication and IV fluids.
3. Under special circumstances, determined by the instructor, the student may be permitted to administer medications by all routes, with the exception of IV medication, under the direct supervision of a RN approved by the instructor. The student must obtain prior approval from the instructor, before administering medication under supervision of a staff RN.

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**NURSING STUDENT IMPAIRED BY ALCOHOL, DRUG ABUSE, AND/OR EMOTIONAL ILLNESS**

In the matter of nursing students impaired by alcoholism, drug abuse, and emotional illness, the California Board of Registered Nursing (BRN), and the ADN Program faculty recognize that (BRN Impaired Nursing Students Policy/EDP-B-03):

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

\* Nursing students who develop these diseases will be directed to seek assistance through an appropriate health care provider. It is the student's responsibility to provide the ADN Program with proof of treatment and medical clearance by the health care provider before being allowed to return to/continue in the ADN Program.

Therefore, the Citrus College Health Science Department faculty offers appropriate assistance to the student impaired by these diseases, either directly or by referral. Resources available to all nursing students include, but are not limited to, the Student Health Services Office, school psychologist and college physician. Community referrals are available in the Student Health Services Office.

Citrus College ADN program faculty have the authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting. Unsafe behavior is that which places the client or student in either physical or emotional jeopardy. If the student is impaired by alcohol, drugs or is emotionally unable to fulfill the responsibilities of the nursing student, the student will be required to leave the clinical facility or the classroom until the student is deemed medically safe to return to classroom/clinical activities. The director of the program will be notified and disciplinary action may be taken through Citrus College Student Discipline Policy (College Handbook). Unsafe behavior shall result in the student being removed from the classroom/clinical setting immediately (see ADN Student Illness and Injury Policy) and may result in an unsatisfactory clinical performance evaluation for the course.

The College prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on college property, and as part of any college sponsored or sanctioned event (College Handbook). Although it is outside of the ADN Program scope of function to endorse or recommend a particular course of therapy, it is the policy of the ADN Program to inform students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed to practice nursing in the State of California.

The Board of Registered Nursing requires the applicant for licensure, as a registered nurse, to disclose prior misdemeanor and felony convictions. The applicant must explain the circumstances of the

conviction and provide documentation of rehabilitation. The BRN considers the nature and severity of the offense, subsequent acts, recency of acts or crimes, compliance with court sanctions, and evidence of rehabilitation. Questions concerning this requirement may be directed to the Director of Health Sciences.

Revised/Approved: 04/28/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING**  
**NURSING STUDENT RISK MANAGEMENT FORM**

This form is to be completed by the instructor following any incident or error involving a Citrus College nursing student. The instructor will make a copy for the student and will retain the original in the student's file. If deemed necessary, a copy will also be given to the director and the college's risk management officer.

Student: \_\_\_\_\_ Date/Time of incident: \_\_\_\_\_  
Instructor: \_\_\_\_\_ Course \_\_\_\_\_  
Agency/Location \_\_\_\_\_

**Description of incident:**

Describe the incident and the reasons for its occurrence. If this was a medication error (indicate if an error of omission or commission), indicate the medication name, dosage, route, frequency of administration, action, side effects, and reason that it is ordered for this particular patient.

**Indicate the actions taken after the incident:**

Describe the response of the patient. Identify the persons notified and their responses.

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Please indicate how the incident could have been avoided. If this was a medication error, also indicate which of the "Patient Right(s)" was violated. How will this incident affect your future practice?

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Instructor Comments and Plan for Remediation if Indicated:

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Signatures

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

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

Instructor: \_\_\_\_\_

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

Revised/Approved: 05/05/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**SEXUAL HARASSMENT POLICY**

Citrus College is dedicated to fostering an open learning and working environment, which is free from sexual harassment. Sexual harassment is unacceptable behavior and will not be tolerated at Citrus College.

**Definition**

Sexual harassment is defined as unwelcome sexual advances; requests for sexual favors; and other verbal, visual, or physical conduct of a sexual nature, made by someone from, or in the work or educational setting, under any of the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress;
2. Submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
3. The conduct has the purpose or effect of having a negative impact on the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment;
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

The American Council on Education has stated, "Sexual harassment can be verbal, visual, or physical. It can be overt, as in the suggestion that a person could get an "A" if a particular sexual favor is granted. Or, it can be consistent or persistent, unwanted attempts to change a professional relationship into a personal one. Sexual harassment can range from inappropriate put-downs of individual persons and/or unwelcome sexual flirtations, to serious physical abuses, such as rape. It is coercive and threatening, it creates an atmosphere that is not conducive to teaching, learning and working."

Citrus College is committed to providing a workplace and study environment free of sexual harassment. All students should be aware that the college strongly disapproves of any conduct that constitutes sexual harassment and will take disciplinary measures to ensure compliance. All formal complaints will be investigated and appropriate action taken. Complaints should be reported to the human resources/staff diversity officer, 626-914-8830. See Board Policy AP and BP 3540 for further details.

Revised/Approved: 04/28/2022



**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**HEALTH SCIENCES SKILLS LAB SAFETY POLICY AND GUIDELINES**

**I. INTRODUCTION**

It is the intent of the faculty and administration in the Health Sciences Department to provide a safe learning experience for all students and to provide guidelines for the development, implementation, and maintenance of a comprehensive school safety program.

The following guidelines are established to provide instructions in maintaining safety for students, staff, and faculty while using the Skills Lab within the Health Sciences Department. These guidelines shall be adhered to by all concerned.

The Skills Lab Coordinator will update the contents of this document every year, or more often, if necessary. All students, staff, and faculty will be advised of these revisions. The Skills Lab Coordinator is responsible for enforcing this policy. The Skills Lab Coordinator is responsible for orienting new students to the Skills Lab.

**II. GENERAL GUIDELINES**

- A. All faculty, staff, and students must know and practice the safety guidelines at all times while using the Skills Lab. Failure to adhere to general guidelines can result in disciplinary action. This policy will be available in the Skills Lab and students will be instructed to review the contents upon admission to the clinical component of the curriculum.
- B. All Labs are locked unless occupied by faculty and/or students. Students are supervised by qualified faculty/staff during class or practice. When the Skills Lab is open, an instructor/staff must be available for supervision and assistance.
- C. The Skills Lab is secured by an alarm system. Any breach in the security alarm system in the computer lab should be reported immediately to Campus Safety at 626-914-8611, the Skills Lab Coordinator, Department Director, and/or Dean.
- D. Students are expected to come to the Skills Lab in full uniform and prepared by having read the scheduled laboratory objectives and assignments prior to the start of the scheduled class. Students should be knowledgeable of the care, handling, and proper use of equipment prior to use.
- E. Students should report pregnancies, physical handicaps, recent injuries, illnesses, surgeries, or communicable diseases to their instructors as soon as possible so that necessary precautions may be taken. A medical clearance from a physician is required before a student with the above-mentioned conditions will be allowed to practice or perform return demonstration in clinical or Skills Lab.
- F. It is the right of the instructor and/or clinical agency to determine whether a student in any of the situations above is capable of safely performing the necessary skills and providing care for patients.

### III. INVASIVE PROCEDURES

To ensure the health and safety of students and faculty using the Skills Lab, *NO invasive procedures are to be performed on or by students or faculty in the Skills Lab*, with the exception of finger-stick blood glucose measurement. Should a student suffer a needlestick injury during skills practice, the incident needs to be reported to the coordinator (see item VII – area C) and the Student Injury Report and Non-Employee Injury forms need to be completed.

### IV. SKILLS LAB GUIDELINES

- A. Students must sign in and out of Skills Lab. If a student only signs in but does not sign out, they will only be credited for one (1) hour of attendance.
- B. The Referral to Skills Lab from must be completed before leaving the lab. Extra copies are available in the lab. The form must be filled out completely before it will be signed by Skills Lab faculty.
- A. There shall be no eating or drinking in the Skills Lab during student use, demonstration or return demonstration.
- B. Access to the doorway in the Skills Lab shall be evident at all times. Furniture will not be placed to obstruct the exits.
- C. All doors and cabinets shall remain closed and locked when not in actual use.
- D. The Skills Lab shall not be used as a health center for ill students, staff, or faculty.
- E. Children or unauthorized personnel are not allowed in the Skills Lab at any time. Injury to unauthorized personnel in the Skills Lab shall not be considered the responsibility of Citrus College or the Health Sciences Department.
- F. All students shall practice proper hand washing technique while utilizing the Skills Lab.
- G. Gloves are worn by students and faculty during any contact with body fluids. Gloves are utilized for practice and demonstration of skills. Gloves are utilized for personnel using harsh disinfectants to clean the Skills Lab. Avoid using petroleum-based hand creams. These can interfere with glove integrity. Latex gloves are used in the Skills Lab. If you have latex allergy, please inform the Skills Lab staff (by providing a physician's note) so that arrangements can be made to provide non-latex gloves. Do not, under any circumstances, put on latex gloves if you have had a latex reaction previously.
- H. The Skills Lab is not to be used as a social area. Any student making up clinical hours or remediating must be engaged in active learning.
- I. Any misconduct occurring in the Skills Lab must be reported to the Skills Lab Coordinator/designee immediately.
- J. Students will be required to use the equipment from their purchased Nursing Kit for competency check offs. Each student will be expected to bring their Nursing Kit to the Skills Lab for assigned lab classes. Sharps will be stored in the Skills Lab for student use. Equipment for practice must be requested, per protocol, through the instructor/staff in the Skills Lab.

### V. STUDENT MEDIA CHECK-OUT PROCEDURE

The student shall:

- A. Locate the media call number by utilizing the Media Index located at the supplies check-out window.
- B. View media in the audio-visual area, requesting assistance from the Skills Lab faculty/staff as needed.

- C. Use personal earphones while viewing media.
- D. Report malfunctioning equipment and damaged media to the faculty/staff as needed.

## VI. SKILLS LAB SAFETY

### MEDICATION/FLUID ADMINISTRATION SAFETY

1. Students will be instructed to practice and return demonstrate only those skills for which they have had prior instruction. Students must have had prior content delivery, including proper procedure. Students are expected to come to the Lab prepared according to the prior instruction on the procedure.
2. Students shall demonstrate safe techniques while learning/practicing in the Skills Lab. Standard precautions must be followed at all times.
3. When breaking ampules for practice, students should protect their fingers by using a gauze covering or an alcohol wipe and should break the ampule in the opposite direction of their face.
4. Needles provided for practice of injections are used at the Skills Lab **ONLY** when faculty is present for assistance.
5. Students must demonstrate safety precautions while utilizing needles during practice as instructed in class. Any irresponsible use of needles will result in disciplinary action.
6. Students are to practice injections **ONLY** on the mannequins provided in the Skills Lab.
7. Students are never to recap needles, and must discard used needles in the sharps disposal container provided in the Skills Lab.
8. Needles and other sharp objects must not be discarded in the trash or left out openly in the Skills Lab at any time.
9. Placebos (candy pieces, commercially prepared practi-med and water) will be used for simulation of oral/topical medications. Expired medication containers are labeled for use when simulating preparation of an actual medication order.
10. I.V. fluids with expired dates may be used for practice and demonstration unless obviously contaminated. These fluids are **NOT** for internal use, but for practice with mannequins only.
11. IV insertion and administration equipment will be stored in the Skills Lab for student use and will be labeled with the student's name. After use, IV tubing should be drained before storage.
12. Any IV fluids and tubing which have been used will be discarded as needed.

### B. ELECTRICAL SAFETY

1. Wet materials may not be used around electrical outlets or equipment.
2. Faculty and students are responsible for reporting to the appropriate faculty/staff any frayed electrical cords, cracked plugs, missing outlet covers, etc., as well as any problems encountered while using electrical equipment.
3. No electrical cords shall be left in the pathway of walking traffic. Extension cords shall be properly taped to the floor if used over a walkway.
4. Electric hospital beds in the Skills Lab will be inspected as needed for repairs.
5. Electric beds should always be placed in its lowest position.

6. Only three-prong plugs that contain a ground wire shall be used to power equipment in the Skills Lab.

C. **PHYSICAL SAFETY**

1. Students will be instructed regarding the principles of body mechanics prior to practice and /or demonstration of moving, lifting, and transferring skills.
2. Students should use caution when practicing lifting skills and should not lift another student without assistance.
3. Students practicing lifting techniques will not perform these procedures in a foolish or unsafe manner. Irresponsible behavior will result in the student's failure to pass that particular lab and/or dismissal from the Skills Lab.
4. Equipment used for body mechanics practice (bed, wheelchair, stretcher, etc.) will be kept in good working condition. Any broken part will be reported immediately to Skills Lab Coordinator.
5. The wheels of all equipment (wheelchairs, stretchers and beds) are to be locked during practice and return demonstration.

**VII. REPORTING OF AN INJURY**

- A. Any incident occurring in the Skills Lab during school hours must be reported to the faculty, Skills Lab Coordinator/designee immediately.
- B. Appropriate incident report form/s must be filled out for the injury. The report must be signed by the faculty member and the student involved as soon as possible after the incident. Incident forms are available in the file cabinet of the Health Sciences Office.
- C. Protocol for a physical injury/occupational exposure:
  1. Report the incident to faculty, Skills Lab Coordinator/designee.
  2. The faculty/staff/student will be assisted to the Student Health Center, depending upon the nature of the injury. Campus security/Health Center may be called to assist in transporting a student to a health center or call 911 depending on the severity of the injury.
  3. The department director/designee will follow up with the student within 3 working days. A copy of the incident report and a written follow up report will be kept in the office of the Health Sciences Department.
  4. The incident will be reported to Risk Management 626-914-8889 per College Policy.

**VIII. CLEANING OF LABORATORY AND EQUIPMENT**

- A. The Skills Lab Coordinator shall be responsible for the disinfection and maintenance of equipment, and monitoring of the Labs at all times.  
The Skills Lab Coordinator may delegate this task, but will be responsible for the overall performance of these duties.
- B. Students and faculty are responsible for the cleanliness of the Skills Lab during and after use. Time must be configured into each lab session for cleanup by students. The Skills Lab shall be left in perfect order.
- C. Floors, counters and furniture will be cleaned by appropriate personnel at the end of each semester and more frequently if needed.

- D. Equipment located in the Skills Lab will be cleaned each semester and more often as necessary with the appropriate cleaning agent.
- E. Linen on beds will be changed when soiled, after extensive use, and at the end of each semester.
- F. Bedspreads may be used more than once during return demonstration of bathing.
- G. All soiled linen will be sent to the authorized vendor for cleaning and stored in a clean, closed cabinet upon return to Skills Lab.

**IX. HAZARDOUS WASTE DISPOSAL**

- A. Potential infectious wastes are collected, contained, stored, and disposed of according to the Occupational Safety and Health Administration (OSHA) guidelines.
- B. Batteries used in Skills Lab equipment will be disposed of through the Hazardous Waste Office.
- C. Biohazard contaminated supplies used during competency labs are collected and stored in designated area of Skills Lab. All biohazard waste will be picked up by a designated transporter.

**X. FIRE AND EMERGENCY**

In case of fire or emergency, the college protocol will be followed:

- A. In case of fire:
  - 1. Alert people in area to evacuate.
  - 2. Activate nearest fire alarm and/or call 626-914-8611 to notify campus safety.
  - 3. Close doors to confine fire.
  - 4. Evacuate to safe area -- Do not use elevators.
  - 5. Provide emergency personnel with any pertinent information.
  - 6. Students and faculty should become familiar with the location of the nearest fire extinguishers and pull boxes for fire alarm.
  - 7. Building diagrams that indicate fire escape routes and locations of fire escapes are located in each room of the Skills Lab and near fire extinguishers.
- B. Refer to College Safety Procedures for handling other types of emergency situations on campus.

Revised/Approved: 6/9/2022  
Updated: 6/9/23

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**STUDENT REFERRAL TO SKILLS LAB/ MAKE-UP FORM**

The instructor and student will prepare the form identifying the hours to be completed and/or the activities to assist the student in meeting clinical objectives. The student will take the form to the Skills lab and signs in per procedure. Upon completion of activities/hours and documentation by the Skills lab staff/faculty, the form should be returned to the clinical instructor.

Referral for: **Make-up** \_\_\_\_\_ ( \_\_\_\_\_ missed hours)      **Remediation:** \_\_\_\_\_  
 Course: \_\_\_\_\_      Date: \_\_\_\_\_  
 Faculty: \_\_\_\_\_      Student: \_\_\_\_\_

Recommended Learning Activities/clinical hours to make-up (Check all that apply)

- \_\_\_\_\_ Review skill using skills manual, nursing foundation textbook  
 \_\_\_\_\_ Practice Skill(s) in Skills Lab  
 \_\_\_\_\_ Other \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Documentation of Activities and/or Hours of Clinical Make-up in Skills Lab

Date	Activities Completed	Hours Completed	Skills Lab Staff Initials

## CITRUS COLLEGE STUDENT HEALTH CENTER

The mission of the Student Health Center is to provide high-quality ambulatory care, mental health counseling, comprehensive disease prevention and healthcare education to Citrus College students.

### **Health Care Services for Students**

- Treatment of acute illness/ ambulatory care
- Immunizations (Tetanus, Hepatitis B series, Measles/Mumps/Rubella, Influenza)
- Tuberculin skin tests
- Over-the-counter (non-prescription medications)
- Condoms and personal hygiene items
- Blood pressure and weight checks
- Commonly used prescription medications at low cost prescribed by campus health care providers (physician and/or nurse practitioner)
- Family Planning Services/Women's Health
- Plan B - Emergency Contraception
- Sexually Transmitted Disease testing
- Off-Campus referrals as needed
- Short term personal counseling

### **Promotion of Positive Health Outcomes for Students**

1. Health education materials (audio-visual, brochures, reference files)
2. AIDS information, referral resources
3. Substance abuse information and referral resources
4. Eating disorders information and referral resources
5. 12-step program referrals
6. Accident and medical insurance information

There is no charge for the college nurse, nurse practitioner, and physician or counseling services. Some tests, medications and procedures require a nominal fee.

Students are invited to visit the Student Health Center or call (626) 914-8671 or go online [Student Health Center at Citrus College](#) for information and/or appointments. Hours sometimes vary for college health nurses, nurse practitioners, physicians and other health care personnel.

**PLEASE NOTE: Due to safety issues, children are NOT allowed in the Student Health Center.**

Thank you for your cooperation and we apologize for the inconvenience.

Revised: 05/16/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**STUDENT INJURY/ILLNESS PROCEDURES**

**Emergencies**

If a student is injured as part of their responsibilities as a student nurse in the clinical setting, or they become acutely ill and the instructor and agency staff deem the situation should be treated as an emergency, the student is referred to the emergency services of the agency in which the injury occurred.

Additional steps to be taken include:

- The student is to report injury immediately to the clinical instructor faculty.
- The faculty will report the injury to the Director of Health Sciences/designee, appropriate clinical agency personnel.
- The faculty will complete and submit the following forms within 24 hours to the Director of Health Sciences/designee and Risk Management at Citrus College:
  - Instructor's Report of Student Injury at a Clinical Site (located in the file slots by the copier).
  - Nursing Student Risk Management form (in Student Handbook).
- If the emergency occurs on campus, the faculty will call Campus Safety at (626) 914-8611. Campus Safety will respond to the scene and activate emergency services. Faculty will report the injury to the Director of Health Sciences/designee and complete and submit the following:
  - Non-Employee Injury Form within 24 hours (located in the file slots by the copier).
- If the emergency occurs in the community setting, faculty will call 911 as appropriate and report the injury to the Director of Health Sciences/designee. Faculty will be required to complete and submit the following:
  - Non-Employee Injury Form within 24 hours (located in the file slots by the copier).
  - Instructor's Report of Student Injury at a Clinical Site if the injury occurs while the student is participating in assigned clinical activities (located in the file slots by the copier).
- The student has the right to accept or deny medical services/transportation.

**Non-emergencies**

If the student is injured as they carry out their responsibilities as a student nurse or they become acutely ill and the instructor and agency staff determines the injury/illness to be non-emergent, the instructor will complete the following steps:

- Report the injury to the Director of Health Sciences/designee. Inform the appropriate clinical agency personnel.
- Complete an agency unusual occurrence report as required by facility protocol.
- Complete and submit the following forms within 24 hours to the Director of Health Sciences/designee and Risk Management at Citrus College:
  - Instructor's Report of Student Injury at a Clinical Site (in the file slots by the copier).
  - Nursing Student Risk Management Form (in Student Handbook).
- Refer the student to Company Nurse Injury hotline at 877-518-6702 for evaluation.
  - Employer name: Citrus Community College District
  - Search code: SCC01



- If the Company Nurse recommends treatment or if the student has an exposure (needle stick, blood, body fluids), they will be sent to Concentra Urgent Care for examination. Concentra Urgent Care is the provider for Citrus College student injuries in a clinical setting regardless of any healthcare coverage that the student may have.
  - Concentra Urgent Care  
6520 N. Irwindale Ave. Suite 100  
Irwindale, CA 91702  
(626) 812-0366
- Any further treatment will be done through Concentra Urgent Care. They will make recommendations to the student for follow-up care. It is the student's responsibility to follow through those recommendations.
- If a student becomes ill while on campus, they may be referred to the Student Health Center.

A student who is injured or becomes ill will not be allowed to drive themselves home. The injured/ill student's emergency contact or a family member will be required to come to the agency/campus to drive them. Another student cannot drive the injured/ill student home during class/clinical hours.

Reviewed/Approved: 05/05/2022

## **SECTION VI: CLINICAL DOCUMENTS**

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**GUIDELINES FOR USE OF THE CLINICAL JUDGEMENT / PATIENT ASSESSMENT FORM**

The Conceptual Framework guides the student in assessing the patient and developing nursing care plans that consider the impact of health and illness on the whole person and their family. The following guidelines may assist the student in considering the factors that should be assessed to identify the client's stressors and recognize their level of stress, strengths and weaknesses and ability to adapt.

**NOTICING/ASSESSMENT/RECOGNIZING CUES**

**Physiological Assessment**

Use the Clinical Judgement / Patient Assessment Form to document your physical assessment of the patient. In some of the physiological system sections you will find a box with an example of a normal assessment of the system. In most cases you will be able to check a box or circle the data you observe on your patient. There may also a comment section for you to describe additional observations and subjective information related by the patient and/or family including the health history related to the system. Some assessment data in each section is specific to the area of obstetrics and pediatrics. Identify laboratory and diagnostic data that relates to the patient's diagnosis especially if there are abnormalities.

The faculty expects the student to use appropriate techniques of inspection, palpation, auscultation and percussion during assessment. The expectation for completing the assessment will be leveled as the student progresses through the program.

**Psychological Assessment**

The assessment tool includes concepts with suggested questions that will help you to assess the patient's psychological strengths and weaknesses based on the ADN Conceptual Framework. Much of a psychological assessment is performed as you care for the patient and get to know them as an individual. Their level of anxiety with illness and their coping ability will be critical in the plan of care. You do not need to ask all the questions listed to assess the concepts under a psychological assessment. You may get additional insight into your patient by talking to their family and significant others.

**Sociological Assessment**

The assessment tool also focuses on concepts from the ADN Conceptual Framework that relate to the socioeconomic/cultural and spiritual aspects of the patient's life. You may gather your subjective data from the patient and his/her family/significant others. The suggested questions may be used, but most information may be gathered as the student talks to the patient during implementation of care.

**Spiritual Assessment**

Usually the patient is asked about religious affiliation upon admission. He/she may be asked if they would like their spiritual advisor called or would they like to see the hospital chaplain. The patient may share their beliefs about faith, meaning of life, inner strength, peace and harmony, and their energy to maintain health and relationships with others. The nurse may perceive the patient needs spiritual support but should refer them to an authorized spiritual advisor.

## Developmental Assessment

The ADN Conceptual Framework directs the student to assess the expected developmental stage based on the patient's chronologic age according to Erikson. The actual behaviors observed may indicate the patient is in another developmental stage from the expected one. The nurse would use this information to plan care to assist the patient to deal with the issues of the actual stage.

### **INTERPRETING/ANALYSIS/ANALYZE CUES**

Appropriately analyze the patient cues/data collected and determine what information is the most significant. The findings may be normal or abnormal. Discuss the nursing relevance and how will this influence patient care.

### **INTERPRETING/ANALYSIS/PRIORITIZE HYPOTHESIS (PROBLEM)**

#### **Identification of Nursing Diagnoses and Outcomes**

Analyze the significant patient data/results to identify and prioritize patient's problems. Any actual, risk for, or readiness for wellness information found in the assessment should lead the student to identify, interpret, and prioritize hypothesis.

### **INTERPRETING/PLANNING/GENERATE SOLUTIONS**

#### **Care Planning Based on the Patient Assessment**

The Clinical Judgement / Patient Assessment form and concept map must flow from an accurate and complete assessment. Identify the priority nursing diagnosis for the patient. The outcomes/goals will drive the development of interventions appropriate to the needs of the individual patient and family. The assessment and subsequent implementation of care will include further continuous assessment, therapeutic interventions and teaching.

### **INTERPRETING/IMPLEMENTATION/TAKE ACTION**

The nurse continuously reassesses if the plan of care is leading toward meeting the identified outcomes. If not, the plan is modified using the nursing process. While the plan of care is implemented and evaluated, keep in mind that the patient needs discharge preparation and teaching from the time of admission since most patients have as short a stay as possible.

### **REFLECTING/EVALUATION/EVALUATE OUTCOMES**

Evaluate the patient's plan of care. Was the desired/expected outcome for the patient achieved?  
Answer the questions to reflect on your experience.

## Clinical Judgment / Patient Assessment

**Overview:** This assignment is designed to help students grow their nursing clinical judgment by working through the three clinical judgement models: Tanner’s, the Nursing Process, and the Clinical Judgement Action Model. Students will complete this activity weekly on each patient they are assigned to in clinical. **The responses in this assignment must reflect the individual patient, not generic information.** At the end of the semester, students will submit one *Clinical Judgment Assignment* that will summatively evaluate their clinical judgment.

### Directions:

#### 1. **Noticing/Assessment/Recognizing Cues**

- a. Collect data from the chart to complete (collect trends for labs).
- b. Pathophysiology should represent the relationships between the patient’s comorbidities and the admitting diagnosis. Must be patient specific and explained at a cellular level in your own words.

#### 2. **Interpreting/Analysis/Analyze Cues**

- a. Appropriately analyze the patient cues/ data collected on your patient.
- b. Determine what information is the most significant, (i.e., need to know, as a nurse). Findings may be a normal or abnormal finding.
- c. Discuss the nursing relevance (how will this influence care?).

#### 3. **Interpreting/Analysis/Prioritize Hypothesis (Problem)**

- a. Analyze the significant data/results to identify three priority hypotheses (problems).
- b. Prioritize the three most important *Provider Orders*, explain the rationale, and what the desired/expected outcomes for those orders.
- c. Based on the patient’s specific situation, hypothesize the three mostly likely complications and their clinical relevance.
- d. Identify age-specific concerns, as applicable.

#### 4. **Interpreting/Planning/Generate Solutions**

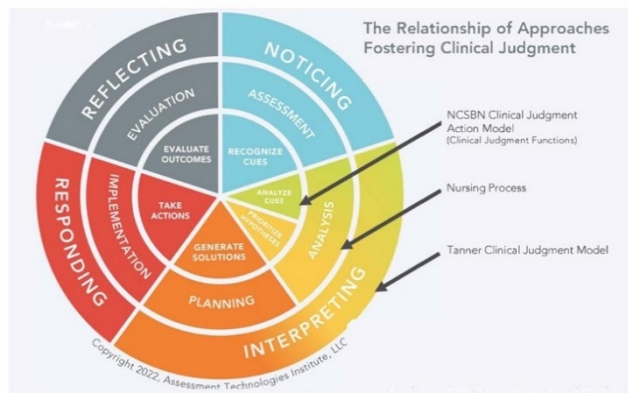
- a. Identify which hypothesis (problem) has the highest priority and must be addressed first.
- b. Plan and generate solutions with five nursing interventions (what can the nurse actively do for the patient, not just monitor or assess) and explain your rationale.
- c. Explain the desired/expected outcome for each intervention.
- d. Determine which members of the health care team can assist in meeting the patient’s needs and why?
- e. Identify the patient’s discharge needs.

#### 5. **Interpreting/Implementation/Take Action**

- a. Identify which hypothesis (problem) requires immediate response.
- b. Which intervention(s) can be implemented via delegation?
- c. Which medication(s) address the identified priority hypothesis (problem).
- d. Complete medication chart. Discuss pharmacological age-specific concerns, if appropriate.

#### 6. **Reflecting/Evaluation/Evaluate Outcomes**

- a. Answer the questions listed.



## Clinical Judgment / Patient Assessment


Student Name:		Date:		Instructor Name:	
Pt. Initials:		<input type="checkbox"/> M <input type="checkbox"/> F	Age:	Allergies/Reaction:	
Date of Admission:		Code Status:			
Admitting Diagnosis:					
Comorbidities:					
General appearance:					
<b>Immunizations not up to date: Yes/No</b> <input type="checkbox"/> Influenza <input type="checkbox"/> Pneumococcal <input type="checkbox"/> COVID-19 <input type="checkbox"/> Varicella <input type="checkbox"/> Other: _____		<b>Immuno-compromised:</b> Describe: _____ _____ _____ _____		<b>Isolation Precautions Type(s):</b> _____ _____ _____ _____	

### Noticing/Assessment/Recognizing Cues

History of Present Problem				
Significant PMH				
<b>Vital Signs:</b>	Time:	Time:	Time:	Height:
Temp				
HR				
Resp.				Weight(kg):
BP				BMI: _____
O2sat				
Pain				

Chemistry/Electrolytes				CBC with Differential			
Lab	Result/Critical Value/Trend		Ref. Range	Lab	Result/Critical Value/Trend		Ref. Range
	Date:	Date:			Date:	Date:	
Na <sup>+</sup>	↑↓↔	↑↓↔		WBC		↑↓↔	
Cl <sup>-</sup>	↑↓↔	↑↓↔		Hemoglobin		↑↓↔	
K <sup>+</sup>	↑↓↔	↑↓↔		Hematocrit		↑↓↔	
CO <sub>2</sub>	↑↓↔	↑↓↔		Platelets		↑↓↔	
Glucose	↑↓↔	↑↓↔		RBC		↑↓↔	
Mg <sup>++</sup>	↑↓↔	↑↓↔		Lymphocytes		↑↓↔	
Ca <sup>++</sup>	↑↓↔	↑↓↔		Neutrophils		↑↓↔	
Phos.	↑↓↔	↑↓↔		<b>Pancreatic Function</b>			
<b>Cardiac Function</b>				Amylase		↑↓↔	
Troponin	↑↓↔	↑↓↔		Lipase		↑↓↔	
BNP	↑↓↔	↑↓↔		<b>Urinalysis</b> <b>Urine Culture</b>			
<b>Clotting and Hepatic Function</b>				Protein		Organism(s)	
PTT	↑↓↔	↑↓↔		Glucose		Sensitivity	Y/Pending
PT	↑↓↔	↑↓↔		Ketones		ABx sensitive to: _____	
INR	↑↓↔	↑↓↔		Bilirubin		_____	
ALT	↑↓↔	↑↓↔		Blood		What Abx is patient on: _____	
AST	↑↓↔	↑↓↔		WBC			
ALP	↑↓↔	↑↓↔		Nitrate			
Ammonia	↑↓↔	↑↓↔					
Albumin	↑↓↔	↑↓↔					

Renal Function				Wound Culture (Source Location): _____			
BUN	↑ ↓ ↔	↑ ↓ ↔		<b>Organism:</b>			
Creatinine	↑ ↓ ↔	↑ ↓ ↔		Sensitivity (ABx Sensitive to):			
GFR	↑ ↓ ↔	↑ ↓ ↔		What ABx is patient on: _____			
ABGs				Misc. Lab Work			
pH: _____	Acidosis / Alkalosis			Organism			
pCO2: _____	Respiratory / Metabolic			Sensitivity (ABx Sensitive to):			
HCO3: _____	Compensated / Uncompensated						
pO2: _____				Lactate		↑ ↓ ↔	
O2 settings: _____				Procalcitonin		↑ ↓ ↔	
Diagnostic Tests (Date and Type) & Result:							

NEUROLOGICAL						
<b>Normal:</b> A&Ox4. Behavior appropriate to situation. Active ROM of all extremities. Symmetry of strength & movement. No paresthesias. Speech clear. Swallowing intact. EOM intact. PERRLA. LT & ST memory intact.						
Orientation:	Person	Place	Date/Time	Situation		
Level of Consciousness:	Awake	Drowsy/Lethargic	Stuporous	Comatose		
<b>GCS</b> Total: _____  <b>Eyes</b> 4 Spontaneous 3 To speech 2 To pain 1 None  <b>Motor</b> 6 Obey Commands 5 Localized pain to stimuli 4 Withdraws from stimuli 3 Abnormal flexion 2 Abnormal extension 1 No response  <b>Verbal</b> 5 Oriented 4 Confused 3 Inappropriate words 2 Incomprehensible sounds 1 None	<b>Eyes</b> PERRLA # _____mm 1 2 3 4 5 6 7 8   <b>Pupils</b> Brisk Sluggish Fixed  <b>Vision</b> No Deficits OD OS Glasses/Contacts Cataracts Glaucoma Blind	<b>Hearing</b> No Deficits AD AS Tinnitus HOH/ Deaf Hearing Aids	<b>Sensation</b> Normal Numbness Tingling Absent Location: _____	<b>Pain</b> <u>Character</u> Sharp/Dull Burning Pin Prick Heavy/Cramp Ache	<b>Primary Language:</b>   <b>Speech:</b> Articulate Slurred Garbled Aphasic Slow to Respond	<b>Verbal Scale</b> Level: ___/10 Location: _____  <b>Non-Verbal Pain Cues</b> Moaning Crying Grimacing Clenched Teeth Tight Closed Eyes Restlessness Guarding ↑ HR/BP
		<b>Gait Coordination</b> Steady Unsteady	<b>Gross Movement</b> Intact Absent	<b>Fine Movement</b> Intact Absent		

### RESPIRATORY

**Normal:** Effortless respirations with regular rate, rhythm, depth. Clear breath sounds, Able to cough and clear secretions. SpO2 95% or higher on room air.

O2 Admin	Cough	Sputum	Amt.	Vent Settings	Respirations	Lung Sounds	Location	Chest Tubes
Room Air O2 L/min____ Nasal Cannula Mask Trach BiPAP CPAP ETT	None Non-productive Productive	White/clear Tan Yellow Green Rusty Pink/Red Thick/Thin	Small Mod. Large  <b>Suction Type</b> Oral NasoTracheal Tracheostomy ETT	Mode____ RR____ VT____ FIO2____ PEEP____	Full Shallow Deep Labored Retractions Nasal flaring	Clear Crackles Rhonchi Diminished Wheezes Inspiratory Expiratory Grunting Friction Rub	Throughout R ↑ Lobe R Mid. Lobe R ↓ Lobe L ↑ Lobe L ↓ Lobe	Type of CT: _____ Location: _____ Drainage: _____

### CARDIOVASCULAR

**Normal:** Regular rhythm. No JVD or edema. Peripheral pulses 2+ bilat. Capillary refill <3 secs. Skin pink, warm, dry, no numbness or paresthesia. Denies chest pain. No activity intolerance or SOB.

Nailbeds	Capillary Refill	Apical Rate	Rhythm	Heart Sounds	Edema	Pacemaker
Pink Pale Cyanotic	> < 3 seconds RUE: LUE: RLE: LLE:	____ bpm Beats per Minute	Regular Irregular Tele:_____	S1 S2 Murmur Distant	None Pitting: +1 +2 +3 +4 Non-pitting Location:_____	Yes / No  Type: _____ Settings: _____
<b>Peripheral Pulses</b> 0/Absent +1/weak +2/normal +3/bounding			L radial:	R radial:	L pedal:	R pedal:

### NUTRITION

Swallowing	Feeding Method	Diet	Parenteral	Dental	N/V/D
Intact Dysphagia  Admission Wt.: ____ kg. +/-Δ since admit: ____ kg. No Change	Self-Assisted NGT GT JT Placement ✓ Residual: ____ mls Flush: NS H2O Flush Amt: ____ mls Rate: _____	NPO Clear liquid Full liquid Soft Regular Cardiac Diabetic Renal  <i>Other</i> Breakfast: Amt. taken ____% Lunch: Amt. taken ____%  <b>Liquids:</b> thin, nectar-like, honey-like, pudding-like	TPN/PPN Rate: _____ Lipids Rate: _____  <b>Glucose Checks</b> Time: Result: Intervention:  Time: Result: Intervention:	Dentures ↑↓ Missing teeth Partials ↑↓	N- Y/N V- Y/N D- Y/N

### GASTROINTESTINAL/ENDOCRINE

**Normal:** Abdomen soft, non-distended, non-tender, no diarrhea, constipation. No tubes, drains, stomas, diabetes, pituitary, thyroid, thymus or adrenal gland disorders.

Bowel Sounds	Abdomen	Stool	NGT/GT/JT Decompression
Active / Hyperactive / Hypoactive / Absent  Location: _____  <i>Flatus:</i> Yes / No  <u>Mucous Membranes</u> Moist Dry	Soft Firm Distended Non-distended Tender Non-tender	Formed Soft Hard Liquid # ____ /24 hr. Color: _____  <u>Last BM:</u> Date: _____  <b>Incontinence</b> Yes / No	NGT / GT/PEG / JT Suction: Intermittent / Continuous ____ mmHg Drainage Color: _____  <b>Ostomy:</b> Yes / No <b>Location:</b> _____ <b>Type:</b> Ileostomy Colostomy <b>Stoma Color:</b> Red / Pink / Dusky  <b>Goiter:</b> Yes / No  <b>Neck Surgical Scar:</b> Yes / No  <b>Exophthalmos:</b> Yes / No

### RENAL/URINARY

Urine	Catheter	Voiding Per:	Frequency	Urgency	Incontinence	Dysuria	Nocturia	Dialysis
Clear Cloudy Sediment Straw Yellow Amber Pink Red	None I & O External Indwelling Suprapubic	Urinal BR BSC BP	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No	Hemodialysis Peritoneal
			<b>Mucous Membranes:</b> Moist/Dry		<b>Skin Turgor</b> Tenting/Non-Tenting		<b>Shunt/Fistula:</b> Location: _____ Bruit +/- Thrill +/-	



### SKIN INTEGRITY

**Normal:** Skin color appropriate to ethnicity. Turgor within normal limits. Skin warm, dry & intact. Oral mucous membranes moist & intact. No bruising or Petechiae, no rashes or skin lesions. No dermal ulcers.

<b>Consistency</b>	<b>Temperature</b>		<b>S</b> - Surgical site <b>B</b> - Burn <b>E</b> - Ecchymosis <b>F</b> - Fracture/Cast <b>C</b> - Scar	<b>W</b> - Wound Description: _____  <b>W</b> - Wound Description: _____  <b>W</b> - Wound Description: _____  <b>P</b> - Pressure ulcer & stage: _____  <b>A - Drains</b> None Jackson-Pratt Penrose Hemovac
Moist Diaphoretic Dry	Warm Cool Clammy		Braden Score: _____  Risk: _____  <b>M</b> - Edema <b>R</b> - Rash <b>D</b> - Dressing Drsg Type: _____ <b>N</b> - Inflammation <b>T</b> - Tattoo <b>O</b> - Other: _____	
<b>Skin Color</b>				
Pink Pale Jaundiced Flushed Cyanotic  <u>Normal for Ethnicity</u> Ethnicity: _____  <b>IV Site</b> Site(s): _____  _____  Patent Swollen Infiltrated Leaking				

### MUSCULOSKELETAL

Activity	Restrains	ROM	Sleep Patterns	Cast/Brace/Traction	Bed Rails
Ambulatory Bedrest Commode Wheelchair Assist: No / Yes [ ] Stand-by [ ] 1 person assist [ ] 2 person assist [ ] Full assist # _____ Persons Order to activity: _____ _____	Chair Cane Walker Crutches  Type: _____ _____ Location: _____	Active Passive CPM	Uninterrupted Interrupted Hours _____ Insomnia	Type: _____ _____ Location: _____	Up Down How many? 2/3/4
<b>Injury/Fall Risk</b>			<b>Muscle Strength</b>		
Yes / No Bed/Chair Alert Fall Mat			RUE ___/5    LUE ___/5 RLE ___/5    LLE ___/5  0= No Movement 1= Trace Movement 2= Mov. but not against gravity 3= Mov. against gravity but not against resistance 4= Mov. against some resistance 5= Full Power		

**OBSTETRICAL**

History	Type of Delivery	Infant	Post-Delivery/Op	Breasts	
<ul style="list-style-type: none"> <li>○ LMP _____</li> <li>○ EDD _____</li> <li>○ GA _____</li> <li>○ Gravida _____</li> <li>○ Para _____</li> <li>○ SAB _____</li> <li>○ TAB _____</li> <li>○ EAB _____</li> </ul>	<ul style="list-style-type: none"> <li>○ FHT _____</li> <li>○ FH _____</li> <li>○ FHR _____</li> <li>• Decelerations</li> <li>• Variables</li> <li>○ PROM</li> <li>○ SROM</li> </ul>	<ul style="list-style-type: none"> <li>○ SVD</li> <li>○ C/S 1°, X _____</li> <li>○ VBAC</li> <li>○ Forceps/Vacuum</li> <li>○ Episiotomy _____</li> <li>○ Laceration _____</li> <li>○ Fundus _____</li> <li>○ Lochia amt. _____</li> <li>○ Rubra</li> <li>○ Serosa</li> <li>○ Alba</li> <li>○ Clots _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Live</li> <li>○ Single</li> <li>○ Demise</li> <li>○ Twins</li> <li>○ Multiple</li> </ul>	<ul style="list-style-type: none"> <li>○ LMP _____</li> <li>○ EDD _____</li> <li>○ GA _____</li> <li>○ Gravida _____</li> <li>○ Para _____</li> <li>○ SAB _____</li> <li>○ TAB _____</li> <li>○ EAB _____</li> <li>○ Surgical Site</li> <li>○ Staples _____</li> <li>○ Sutures _____</li> <li>○ Approximated</li> <li>○ Other _____</li> </ul>	<ul style="list-style-type: none"> <li>○ Breastfeeding</li> <li>○ Full</li> <li>○ Filling</li> <li>○ Engorged</li> <li>○ Nipples</li> <li>○ Flat</li> <li>○ Inverted</li> <li>○ Other</li> </ul>

**NEWBORN/PEDIATRIC CLIENT**

NB	CVS/Respiratory	Reflexes	Sex	Feeding	I/O
<ul style="list-style-type: none"> <li>○ APGAR _____</li> <li>○ Time _____ of _____</li> <li>○ DL _____</li> <li>○ V/S: _____</li> <li>○ HR _____ T P</li> <li>○ SpO2 _____ %</li> <li>○ Wt. _____ gms/lbs</li> <li>○ Length _____ cm/inches</li> </ul>	<ul style="list-style-type: none"> <li>○ Acrocyanosis</li> <li>○ Accessory muscles</li> <li>○ Stridor</li> <li>○ Lung sounds</li> </ul>	<ul style="list-style-type: none"> <li>○ Grasp</li> <li>○ Moro</li> <li>○ Rooting</li> <li>○ Gag</li> <li>○ Fencing</li> <li>○ Babinski</li> <li>○ Stepping</li> </ul>	<ul style="list-style-type: none"> <li>○ Female</li> <li>○ Male</li> <li>○ Other: _____</li> <li>○ Testicles descended _____</li> <li>○ Circumcision</li> <li>○ Breasts</li> <li>○ Discharge</li> </ul>	<ul style="list-style-type: none"> <li>○ Formula _____ oz.</li> <li>○ Breastfeeding _____ mins/breast</li> <li>○ Diet</li> <li>○ NGT</li> <li>○ Lavage</li> <li>○ Gavage</li> </ul>	<ul style="list-style-type: none"> <li>○ Diapers _____</li> <li>○ Voiding _____</li> <li>○ Meconium _____</li> <li>○ BM _____</li> <li>○ Vomitus _____</li> <li>○ Diarrhea _____</li> </ul>

**INTAKE**

**OUTPUT**

PO (ml): _____ IV (ml): _____ NG (ml): _____ Blood (ml): _____ <b>TOTAL INTAKE:</b> _____	Urine: _____ NG: _____ Chest tube: _____ Emesis: _____ Drains: _____ mL Liquid Stool: _____ mL Other: _____ <b>TOTAL OUTPUT:</b> _____
---	---

Shift Net Balance: +/- \_\_\_\_\_ mls.      Prior 24° Balance

**Pathophysiology & Comorbidities:**

In your own words, discuss the relationship between the patient's comorbidities and the admitting diagnosis. Must be patient specific and explained at a cellular level.

**PSYCHOLOGICAL ASSESSMENT**

Patient's perceived health status and expectations of care:	How does patient usually manage stressors (coping skills)?
History of psychiatric illness (on any psychotropic medications)? Describe:	Patient's perception of self-esteem and body image:
Identify actual and potential stressors (internal & external), losses and strengths:	

**DEVELOPMENTAL ASSESSMENT**

Identify where patient is on each developmental theory below as applicable.

<b><i>Erickson</i></b>	<b><i>Maslow</i></b>
Chronological stage: <input type="checkbox"/> Trust vs. Mistrust <input type="checkbox"/> Identity vs. Role Confusion <input type="checkbox"/> Autonomy vs. Shame and Doubt <input type="checkbox"/> Intimacy vs. Isolation <input type="checkbox"/> Initiative vs. Guilt <input type="checkbox"/> Generativity vs. Stagnation <input type="checkbox"/> Industry vs. Inferiority <input type="checkbox"/> Integrity vs. Despair	Current stage: <input type="checkbox"/> Self-Actualization <input type="checkbox"/> Self-Esteem <input type="checkbox"/> Love and Belonging <input type="checkbox"/> Safety and Security <input type="checkbox"/> Physiological Needs
Actual stage: <input type="checkbox"/> Trust vs. Mistrust <input type="checkbox"/> Identity vs. Role Confusion <input type="checkbox"/> Autonomy vs. Shame and Doubt <input type="checkbox"/> Intimacy vs. Isolation <input type="checkbox"/> Initiative vs. Guilt <input type="checkbox"/> Generativity vs. Stagnation <input type="checkbox"/> Industry vs. Inferiority <input type="checkbox"/> Integrity vs. Despair	
Developmental factors unique to this patient.	

**SOCIAL ASSESSMENT**

Patient's occupation: If retired, previous occupation: Highest level of education:	Significant relationships (circle one): S M W D
Tobacco products: No / Yes Type: _____	Quit? No / Yes Years: _____
Alcohol consumption: No / Yes Quit? No / Yes	Quantity: _____ Years: _____
Living arrangements/Support system:	Recreational drugs: No / Yes Type: _____
	Quit? No / Yes Years: _____

Conflicts at work, school, home, or community? Describe:

**CULTURAL ASSESSMENT**

Primary language: Speak/understand English fluently: Yes / No Need for translator: Yes / No	Country of birth: Patient's ethnic identity: Number of years in USA: _____
---	--

Does the patient's culture influence health care decisions in any way? Describe:

Alternative therapies  
 Touch / Personal space  
 Eye contact  
 Gender of healthcare provider  
 Other: \_\_\_\_\_  
 Other: \_\_\_\_\_

**SPIRITUAL ASSESSMENT**

Does the patient have any spiritual or religious belief system: Yes / No  
Describe:

Does patient feel (circle): Hopeful / Hopeless / Empowered / Powerless

**Interpreting/Analysis/Analyze Cues**

What cues (data) and results are significant (given the admitting diagnosis and patient's current condition) that must be recognized as clinically significant to the nurse?

Significant cues from Histories (PMH & Personal/Social):	Nursing Relevance:
Significant VS(s):	Nursing Relevance:

Significant Lab(s):	Why are these important to the nurse? If abnormal, interpret the cause?	TREND Improving/Worsening/Stable:
Significant Diagnostics:	Nursing Relevance:	
Significant Assessment Findings:	Nursing Relevance:	
What age-specific concerns that need to be considered and why?		

**Interpreting/Analysis/Prioritize Hypothesis (Problem)**

Hypothesize which **THREE** findings from histories, VS, labs, diagnostics, and assessment must be recognized as priority concerns to the nurse and why?

- 1.
- 2.
- 3.

Hypothesize which **THREE** Provider Orders are a priority that must be recognized as clinically significant to the nurse?

Provider Orders:	Rationale:	Expected Outcome of the order:
1.	1.	1.
2.	2.	2.
3.	3.	3.

Hypothesize the complications the patient is at greatest risk to develop?

The patient is at risk for developing \_\_\_\_\_ related to \_\_\_\_\_

The patient is at risk for developing \_\_\_\_\_ related to \_\_\_\_\_

The patient is at risk for developing \_\_\_\_\_ related to \_\_\_\_\_

**Interpreting/Planning/Generate Solutions**

<b>What is the priority nursing diagnosis and should be managed first? Why?</b>	<b>Goal(s) (SMART):</b> Short-term / Long-term
<b>Based on your analysis of cues, what are <u>FIVE</u> appropriate nursing interventions, in order of priority and why?</b>	<b>What is the desired/expected outcome of the intervention?</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
<b>Which interprofessional healthcare team member(s) can assist in meeting this patient's needs and why?</b>	
<b>What discharge needs do you anticipate your patient will have?</b>	

**Interpreting/Implementation/Take Action**

<b>What interventions are needed immediately?</b>		
<b>Which intervention(s) can be safely delegated?</b>		
<b>What patient and family education are indicated?</b>	<u><b>In-Patient</b></u> 1.  2.  3.	<u><b>Discharge</b></u> 1.  2.  3.

**Patient Medications** (Medications relevant to primary problem - scheduled and PRN):

\*This will be used in conjunction with the *Medication Worksheet*

Drug name (trade & generic)	Dose/Route/ Time Due	How will medication help with prioritized hypothesis(es) (problem)?	Evaluation – Patient response to administration (not what the drug is expected to do)

Age-specific considerations:			

**Reflecting/Evaluation/Evaluate Outcomes**

Was the desired/expected outcome for the patient achieved? Explain.	
What findings would indicate whether the interventions were effective?	
Did the patient respond as expected? Explain.	
What cues should be assessed/re-assessed?	
What did you learn from caring for your patient today?	
How can you use what you learned today in the future?	
What could have gone better? What could have gone differently?	
What are your goals next week?	



## Summative Clinical Judgment / Patient Assessment Activity Grading Rubric

Criteria	Accomplished - 5 Points	Acceptable - 3 Points	Needs improvement - 1 Point
<b><i>Noticing/ Assessment/ Recognizing Cues</i></b>  <b>Points Earned:</b> _____	<p>Cues include patient specific significant subjective data (history of present problem, personal &amp; social history, pain) and objective data (history, VS, lab &amp; diagnostic results, assessment findings) are identified and described completely and are significant to the clinical patient. Pathophysiology is patient specific and thoroughly explains how the patient's comorbidities contributed to the disease process. Explained at a cellular level.</p>	<p>Many of the cues including subjective data (history of present problem, personal &amp; social history, pain) and objective data (history, VS, lab &amp; diagnostic results, assessment findings, pathophysiology) are identified and described completely and are significant to the clinical patient. Pathophysiology is partially patient specific and partially explains how the patient's comorbidities contributed to the disease process. Not fully explained at a cellular level.</p>	<p>Cues including subjective data (history of present problem, personal &amp; social history, pain) and/or objective data (history, VS, lab &amp; diagnostic results, assessment findings, pathophysiology) are incomplete and/or not relevant. Pathophysiology is not patient specific. Patient's comorbidities are incomplete and/or not relevant. Not explained at a cellular level.</p>
<b><i>Interpreting/ Analysis/ Analyze Cues</i></b>  <b>Points Earned:</b> _____	<p>Comprehensively identifies patient specific significant history, VS, lab &amp; diagnostic results, assessment findings. Thoroughly explains why they are clinically significant to the nurse and the patient's condition.</p>	<p>Partially identifies significant history, VS, lab &amp; diagnostic results, assessment findings. Does not completely explain why they are clinically significant to the nurse and the patient's condition.</p>	<p>Does not identify the significant history, VS, lab &amp; diagnostic results, assessment findings. Explain of why they are clinically significant to the nurse and the patient's condition is incomplete and/or not relevant.</p>
<b><i>Interpreting/ Analysis/ Prioritize Hypothesis</i></b>  <b>Points Earned:</b> _____	<p>Accurately identifies the <u>three</u> patient specific priorities based on significant history, VS, lab &amp; diagnostic results, assessment findings. Accurately identifies the <u>three</u> priority Provider Orders and potential complications.</p>	<p>Partially identifies <u>two</u> priorities based on significant history, VS, lab &amp; diagnostic results, assessment findings. Partially identifies (either incorrectly or less than three) priority Provider Orders and potential complications.</p>	<p>Identifies <u>two or less</u> priorities based on significant history, VS, lab &amp; diagnostic results, assessment findings are not identified or incorrect. Priority Provider Orders and potential complications are not identified or incorrect.</p>
<b><i>Interpreting/ Planning/ Generate Solutions</i></b>  <b>Points Earned:</b> _____	<p>Accurately identifies the patient specific priority. Provides <u>five</u> appropriate active nursing interventions with thorough explanation of clinical relevance.</p>	<p>Identifies a potential patient priority. Provides <u>four to three</u> appropriate active nursing interventions with some explanation of relevance. Or only partially explains relevance.</p>	<p>Does not identify, identifies <u>two or less</u>, or incorrectly identifies patient priorities. Interventions are insufficient to address patient needs and/or are inappropriate.</p>



Criteria	Accomplished - 5 Points	Acceptable - 3 Points	Needs improvement - 1 Point
<b>Interpreting/ Implementation/ Take Action</b>  <b>Points Earned:</b> _____	Determines what actions should be taken. Prioritizes interventions appropriately and identifies any impact(s) to the actions chosen. Appropriately identifies the necessary patient and family education. Appropriately anticipates the patient's discharge needs.	Somewhat determines what appropriate actions should be taken and prioritizes actions. Many interventions are appropriate. Is missing some necessary patient or family education. Partially anticipates the patient's discharge needs.	Actions are insufficient to address patient needs and/or inappropriate. Few or no interventions are appropriate. Insufficient patient and family education. Patient's discharge needs are not identified or are incorrect.
<b>Reflecting/ Evaluation/ Evaluate Outcomes</b>  <b>Points Earned:</b> _____	Identifies and explains desired/expected patient specific outcomes and patient's response. Determines if outcomes were achieved. Reflects on the days clinical experience.	Identifies desired/expected outcomes. Indicates whether outcomes were achieved or not. Identifies patient's response without explanation. Completes partial reflection.	Does not identify desired/expected outcomes and/or achievement of outcomes. Reflection is incomplete and/or not provided.
<b>Grammar, spelling, APA, and clarity</b>  <b>Points Earned:</b> _____	Writing is well- organized; connections are clearly demonstrated. Very few errors in grammar, mechanics, or spelling.	Writing is organized, some connections are clearly demonstrated. Some errors in grammar, mechanics and/or spelling.	Writing is disorganized, connections are disordered or non-existent, many errors in grammar, mechanics and/or spelling.
<b>Total Score:</b>			
<b>Scoring for Summative Assignment</b>			
<b>TOTAL POINTS</b>		<b>GRADE</b>	
27 – 35 points		<i>PASSING</i>	
26 points or less		<i>NOT PASSING</i>	

**Instructor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
CLINICAL ASSIGNMENT SHEET**

COURSE \_\_\_\_\_ STUDENT LEVEL \_\_\_\_\_ DATE \_\_\_\_\_

INSTRUCTOR: \_\_\_\_\_ CONTACT# \_\_\_\_\_

CLINICAL FACILITY: \_\_\_\_\_ UNIT \_\_\_\_\_

Pre-conference: Time/Location \_\_\_\_\_

Post-conference: Time/Location \_\_\_\_\_

STUDENT	UNIT	ROOM #	PT. INITIALS	NURSE	NOTES

**INDEPENDENT ACTIVITIES**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MEDICATION ADMINISTRATION**

Following discussion of the medications with the instructor, the student may administer the following medication by specified routes with \_\_\_/without\_\_\_ direct supervision of the instructor.

Oral \_\_\_ Topical \_\_\_ Eye \_\_\_ Ear \_\_\_ Vaginal \_\_\_ Rectal \_\_\_ Subcutaneous \_\_\_ IM \_\_\_

With **direct supervision** of the instructor, the student may administer medication by the following routes:

IV fluids \_\_\_\_\_ IV medications \_\_\_\_\_ IVPB \_\_\_\_\_ IV push \_\_\_\_\_ Saline lock flushes \_\_\_\_\_

Blood and blood products \_\_\_\_\_

**ACTIVITIES PERFORMED UNDER DIRECT SUPERVISION OF THE INSTRUCTOR:**

\_\_\_\_\_

\_\_\_\_\_

**COMMENTS:**

\_\_\_\_\_

Revised/Approved: 05/05/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**CLINICAL REPORT TOOL**

<b>SITUATION/CHIEF COMPLAINT:</b>		<b>DATE:</b>	
Medical Dx:	Age:		
Pt. Initials:	Gender:	Physician: _____	
RM#:	Code Status:		
<b>BACKGROUND:</b>		Allergies:	
Medical Hx (Circle if Applicable): DM / CHF / HTN / CAD / COPD / CVA		Isolation:	
List Other Medical Hx:			
Surgical Hx:			
<b>ASSESSMENT:</b>		<u>Vital Signs:</u>	
<b>NEURO</b>		• Temp:	
A&Ox _____ GCS: _____		• B/P:	
Activity Level: Ad lib / Bedrest / BRP		• HR:	
Assist: Y / N Standby or Assist		• RR:	
Devices: Walker / Cane / W/C / Crutches		• O2 Sat:	
Pertinent Labs:		• Pain Rating:	
Pertinent Diagnostics:		• Location:	
		Vital Signs Routine:	
<b>CARDIOVASCULAR</b>		<b>RESPIRATORY</b>	
Edema: Y / N		Lungs Sounds: _____	
Location: _____		O2 @: _____ via: _____	
Pulses: _____		Cough/Secretions: _____	
Tele Rhythm: _____		Ventilator Settings:	
Pertinent Labs:		Chest Tube:	
Pertinent Diagnostics:		Pertinent Labs:	
		Pertinent Diagnostics:	
<b>GI</b>		<b>GU</b>	
Bowel Sounds: _____		Void / Foley	
Diet: _____		Dialysis: Y / N	
Last BM: _____		Dialysis Access: _____	
NG / OGT: Suction / Tube Feeding / Clamped		Weight: _____	
Tube Feed: _____		Last 24 I&O: _____	
Ostomy: Y / N			
Residual: _____		Pertinent Labs:	
Location: _____		Pertinent Diagnostics:	
Pertinent Labs:			
Pertinent Diagnostics:			
<b>SKIN</b>		<b>IV ACCESS</b>	
Intact: Y / N		Peripheral: _____	
Wounds: _____		PICC Line: Y / N Location: _____	
Dressing Change: _____		Central Line: Y / N	
Braden Scale: _____		Location: _____	
		IVF: _____	
<b>RECOMMENDATION:</b>		Goals for Your Shift:	
Labs Reviewed: Y / N			
Medication Sheet Complete: Y / N			
Orders Reviewed: Y / N			
Na	Cl	BUN	Gluc
K	CO <sub>2</sub>	Creat	
			WBC
			Hgb
			Hct
			Plt

Revised: 5/23/18      Approved: 5/24/18

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**CONCEPT MAP DIRECTIONS**

Satisfactory completion of concept map is required for the student to pass the clinical component of each course. The following directions delineate the requirements of the concept map in the four different semesters. Be sure that the patient chosen for the concept map is at an appropriate level of complexity for the semester.

**Data Gathering**

Gather clinical patient data. The data includes, but is not limited to: health problems, medical history, medications, treatment, all current and relevant past laboratory and diagnostic tests and physical assessment data. Assess your patient and complete all the sections of the Clinical Judgement / Patient Assessment Form.

**Patient Assessment Form**

**1. Physiological Assessment**

Document your physical assessment of the patient. In each of the physiological system sections you will find a box with an example of a normal assessment of the system. In most cases you will be able to check a box or circle the data you observe on your patient. There is also a comment section for you to describe additional observations and subjective information provided by the patient and/or family including the health history related to the system. The comments section should also be used to identify actual or potential nursing diagnoses that you identified, and that you will consider in developing your care plan/concept map. Some assessment data in each section is specific to the area of obstetrics and pediatrics. Identify laboratory and diagnostic data that relates to that body system especially if there are abnormalities. If gerontologic considerations are important, they may also be noted in the box. The faculty expects the student to use appropriate techniques of inspection, palpation, auscultation and percussion during assessment. The expectation for completing the assessment will be leveled as the student progresses through the program. The form must be complete. A nursing diagnosis is required on the form for systems that are not within normal limits. Lab/diagnostic box and life span considerations must be completed for each system. A total of three life span considerations must be entered in each box.

**2. Psychological Assessment**

The assessment tool includes concepts with suggested questions that will help you to assess the patient's psychological strengths and weaknesses based on the ADN Conceptual Framework. Much of a psychological assessment is performed as you care for the patient and get to know them as an individual. Their level of anxiety with illness and their coping ability will be critical in the plan of care. You do not need to ask all the questions listed to assess the concepts under a psychological assessment. You may get additional insight into your patient by talking to their family and significant others.

**3. Developmental Assessment**

The ADN Conceptual Framework directs the student to assess the expected developmental stage based on the patient's chronologic age according to Erikson and, in the case of pediatrics, other developmental theories described in class, including Piaget and Kohlberg. The actual behaviors observed may indicate

that the patient is in unexpected developmental stage. The nurse would use this information to plan care to assist the patient to deal with the issues of the actual stage.

#### **4. Social and Cultural Assessment**

The assessment tool also focuses on concepts from the ADN Conceptual Framework that relate to the socioeconomic/cultural and spiritual aspects of the patient's life. You may gather your subjective data from the patient and his/her family/significant others. The suggested questions may be used, but most information may be gathered as the student talks to the patient during implementation of care.

#### **5. Spiritual Assessment**

Usually, the patient is asked about religious affiliation upon admission. He/she may be asked if they would like their spiritual advisor called or, if they would like to see the hospital chaplain. The patient may share their beliefs about faith, meaning of life, inner strength, peace and harmony, and their energy to maintain health and relationships with others. The nurse may perceive that the patient needs spiritual support, but should refer them to an authorized spiritual advisor.

Based on the clinical data collected, develop a diagram of the patient. Now you are ready to complete the boxes in the concept map form.

### **Components of Concept Map**

#### **A. Patient Information Box**

Complete each section of the patient information box appropriately.

#### **B. Medical Diagnosis Box**

Write the acute medical diagnosis at the time of care. List RELEVANT past medical history.

#### **C. Laboratory/Diagnostic Tests Box**

This includes the lab/diagnostic test/s relevant to the medical diagnosis, medical history, and nursing diagnosis. This box must be complete with abnormal results marked with arrows. Abnormal tests must be explained with references.

#### **D. Medication Box**

Complete the medication section. This includes the drug name, dose, route, frequency, and the specific purpose as it relates to the patient, side effects, and nursing implications.

For pediatric concept maps, pediatric-safe drug dosage calculations as well as IV fluids with calculations for maintenance rate are mandatory.

#### **E. Pathophysiology**

Write the pathophysiology (disease process or S/S) of the diagnosis IN TERMS appropriate for the patient/family at the bedside (in simple language, i.e.: 4<sup>th</sup> to 6<sup>th</sup> grade reading level). This is NOT a definition; pathophysiology is an explanation of the disease process that is specific to the patient's condition. For the obstetric patient, include information describing the physiological processes of the return to the non-pregnant state.

#### **F. Medical treatment Box**

This box includes any treatments your patient is getting, or as ordered by the clinician. It must include the name, type, indication and frequency of the treatment. Some examples include strict I/O, PT, OT, ST, swallow eval, O2 therapy.

### **G. Subjective and Objective Data Box**

Include all the relevant subjective and objective data related to the two identified nursing diagnosis. Refer to your patient assessment form. Make sure you are providing holistic assessment data that includes physiological, psychological, social, cultural, spiritual and developmental assessment.

### **H. Environmental Factors Box**

Complete the Environmental factors section. Each area must be addressed. Environmental factors include the physical, social, cultural and spiritual aspects. Physical factors include climate, inanimate objects and any other non-human living organisms. Social, cultural, and spiritual factors are explained under the patient assessment form.

### **I. Nursing Diagnosis**

Develop a list of at least 5 nursing diagnoses that you identified during your physical assessment. All actual nursing diagnoses must include defining characteristics/data. Prioritize the identified nursing diagnoses using Maslow's hierarchy. List rationales with the prioritization.

Write the two highest priorities NANDA nursing diagnoses identified earlier.

The nursing diagnosis has three parts: problem, etiology, and subjective/objective data (S/S). Write is as: NANDA, related to (R/T), and as evidence by (AEB).

(IF writing a nursing diagnosis that is "Risk for..." there would be NO AEB because that problem has not yet occurred.)

Nursing Diagnosis Example: Pain R/T abdominal incision AEB: report of 5/10 on pain scale, grimacing, BP 174/94, HR 120

Notice: A medical diagnosis/name of surgery was not used. Make sure the information on the Patient Assessment form reflects the defining characteristics of the nursing diagnosis

RNRS 191- any actual diagnosis is acceptable; the diagnosis of Pain may be used only once.

RNRS 195- any actual nursing diagnosis or "risk" diagnosis is acceptable. A diagnosis may be written up only once.

RNRS 201- any actual nursing diagnosis is acceptable. Consult with your clinical instructor before writing up pain, constipation, knowledge deficit, or "Risk for" diagnosis. A nursing diagnosis may be written up only once.

RNRS 251- Any actual biological nursing diagnosis is acceptable with the exceptions of Pain, Constipation, and Knowledge Deficit. A nursing diagnosis may be written up only once. Consult with your clinical instructor before wiring up a "Risk for" diagnosis.

### **J. Goals**

Write the patient goal for the nursing diagnosis utilizing the SMART format. There must be one short term and one long term goal for each nursing diagnosis. The goal starts out as: "Patient will....."

Then, take the wording of the NANDA portion of the nursing diagnosis (in the example it was "Pain") and change it to a positive statement.

Then, give a time frame for resolution of each goal. A short-term goal time frame is 4 hours or less, and long term goal time frame is more than 4 hours, or by the end of patient care of your shift.

Then, “fix” the AEB’s of the nursing diagnosis (in the example the AEB’s were “Pt report of 5/10 on pain scale, grimacing, BP 174/94, HR 120”

Short Term Goal Example: Pt will have decreased pain within 3 hours AEB report of 2/10, no grimacing, BP < 140/90mm/Hg, HR <90/min.

Long Term Goal Example: Patient will identify at least 2 non-pharmacological interventions to manage his pain.

Notice: The first statement about the pain (“decreased pain”) is very general; it’s the AEB’s that are very specific (report of 2/10, no grimacing, BP < 140/90mm/Hg, HR <90/min). The AEB’s must be measurable and realistic for the patient. You may not use the term “increase” or “decrease” in the AEB’s.

### **K. Interventions**

You must write one monitor/manage/teach for each short term (total of 3) and for each long-term (total of 3) for each nursing diagnosis. Each of the 12 interventions must be accompanied by a rationale with APA citation. Be sure to include HOW OFTEN to do the implementations

### **L. Goal Met/Partially Met/Not Met & Contributing factors**

Write an explanation of how well the patient reached the goal. It has three parts.

- 1) Goal met/partially met/not met
- 2) Discuss how the patient progressed with the very specific AEB’s mentioned earlier. (“pain level, grimacing, BP, HR”)
- 3) Contributing factors: Discuss the reasons WHY the goal was met partially, or not met. Include positive and negative factors for why the goal was met/partially met/not met and include modifications. List some actual changes and/or some additional implementations that will help the patient to fully achieve the goal.

Example: Goal met; pt. reports 1/10, no grimacing, BP 134/82, HR 84

Contributing factors: pain medication, effective healing from surgery, ambulating, deep breathing helpful

OR

Goal partially met; pt. reports 2/10, grimacing, BP 140/94, HR 94

Contributing factors: pain medication not effective after 3 hours, healing from surgery, deep breathing helpful.

Modifications: Contact MD for different pain med, encourage ambulation q 2 hrs.

This concludes the directions for completing the Concept Map. Be sure to include the Patient Assessment Form, Lab Value worksheet, Medications sheet and the Evaluation criteria forms when turning in the Concept map.

Concept Maps must be completed at a satisfactory level. The Evaluation Form indicates the criteria to achieve a satisfactory level. If there are sections of the concept map that are deemed-unsatisfactory, the map will be returned for only **one revision**. If still unsatisfactory upon resubmission, the map will not be accepted. A new map, with a different patient, will need to be submitted.

Assistance is available from clinical instructors. It is plagiarism to copy another person's concept map. Plagiarism may result in failure of the course.

Revised/Approved: 6/9/2022



Pathophysiology

Subjective/Objective Data

Nursing dx

Goal

Acute Medical diagnosis

Nursing dx

Goal

Subjective/Objective Data

Medical Treatments:

Laboratory/Diagnostics Tests:

Interventions (Monitor, Manage, Teach)

Goal met/partially met/not met

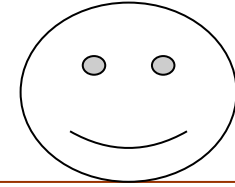
Contributing factors

Interventions (Monitor, Manage, Teach)

Goal met/partially met/not met

Contributing factors

Medications:



Pt Information Box

Age:

Gender:

Culture:

Ethnicity:

Religion:

Occupation:

Environmental Factors: (physical, social, cultural and spiritual)

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**NURSING CONCEPT MAP (NCM) GRADING CRITERIA**

Student \_\_\_\_\_ Submission # \_\_\_\_\_

NCM must be completed at a satisfactory level. If there are sections of the NCM that are deemed unsatisfactory, the map will be returned for only one revision. If still unsatisfactory upon resubmission, the map will not be accepted.

<b>Components of Nursing Concept Map &amp; Grading Criteria</b>	<b>Points</b>	<b>Comments</b>
<b>Patient Assessment Form:</b> Complete, asset/deficit indicated	/15	
<b>Patient Information:</b> Complete	/2.5	
<b>Acute Medical Diagnosis:</b> Complete diagnosis mentioned with a list of RELEVANT past medical history	/2.5	
<b>Laboratory/Diagnostic Tests:</b> Complete, Abnormal to be marked with arrows, abnormal tests explained with addendum and references	/5	
<b>Medications:</b> Complete (must include 5 rights) with correct purpose and nursing implications	/5	
<b>Pathophysiology:</b> Written in terms as it would be told to the patient/family at the bedside in simple language	/3	
<b>Medical/Nursing Treatment:</b> Name, type, indication, and frequency must be mentioned	/4	
<b>Subjective and Objective data:</b> Thorough, complete, and relevant subjective and Objective data of the patient for both the nursing diagnosis	/10	
<b>Environmental Factors:</b> Each area completely assessed; includes physical, social, cultural and spiritual aspects.	/4	
<b>Nursing Diagnosis:</b> Lists at least 5 Nursing Diagnosis statements written in NANDA approved format for the client from the physical assessment; Prioritize the identified nursing diagnosis using Maslow.	/10	
List rationales on prioritization. Diagnosis statements are complete and written appropriately with "related to" and "as manifested by".	/10	
<b>Goal:</b> One short term and one long term goal per diagnosis. Must have SMART components	/8	
<b>Intervention: Monitor/Manage/Teach:</b> One intervention for each. Must be relevant, specific, realistic, and complete with rationales and references included. E.g. of reference: (Ackley & Ladwig, 2011, p.231)	/12	
<b>Evaluation/Contributing Factors/Modification:</b> Complete and realistic. Adjusted goals if any	/4	
Complete references at the end/APA Format	/5	
<b>Total Points</b>	<b>/100</b>	<b>Satisfactory/Unsatisfactory</b>

**Instructor's Signature:** \_\_\_\_\_

Revised/Approved: 6/9/2022

**CITRUS COLLEGE**  
**ASSOCIATE DEGREE NURSING PROGRAM**  
**DEVELOPMENTAL THEORISTS INFORMATION GUIDE**

Stage	Erikson	Freud	Piaget	Kohlberg
<b>Infancy</b> (birth to 1year)	Trust vs. Mistrust	Oral	Sensorimotor (birth to 2 years)	
<b>Toddlerhood</b> (1-3 years old)	Autonomy vs. Shame and Doubt	Anal	Sensorimotor (1 to 2 years); preoperational (preconceptual) (2-4 years)	Preconventional
<b>Preschool</b> (3-6 years old)	Initiative vs. guilt	Phallic	Preoperational (preconceptual) (2-4 years) Preoperational (intuitive) (4-7 years old)	Preconventional
<b>School Age</b> (6-12 years old)	Industry vs. Inferiority	Latency	Concrete operations  (7-11 years old)	Conventional
<b>Adolescence</b> (12-18 years old)	Identity vs. role confusion (diffusion)	Genital	Formal operations  (11-15 years old)	Postconventional

**Erik Erikson: Theory of Psychosocial Development**

Stages	Developmental Task or Conflict to be Resolved
<b>Oral-Sensory (birth to 1 year)</b>	<b>Trust vs. Mistrust</b> Babies learn either to trust or to mistrust that others will care for their basic needs, including nourishment, sucking, warmth, cleanliness and physical contact. The major emphasis is on the mother's positive and loving care for the child, with a big emphasis on visual contact and touch. If we pass successfully through this period of life, we will learn to <b>trust</b> that life is basically okay.
<b>Muscular-anal (1-3 years)</b>	<b>Autonomy vs. Shame and Doubt</b> Children learn either to be self-sufficient in many activities, including toileting, feeding, walking and talking, or to doubt their own abilities. Here we have the opportunity to build self-esteem and <b>autonomy</b> as we gain more control over our bodies and acquire new skills, learning right from wrong. And one of our skills during the "Terrible Two's" is our ability to use the powerful word "NO!"
<b>Locomotor-Genital (3-5 years)</b>	<b>Initiative vs. Guilt</b> Children want to undertake many adult-like activities, sometimes overstepping the limits set by parents and feeling guilty, playing out roles in a trial universe, experimenting with the blueprint for what we believe it means to be an adult. We also begin to use that wonderful word for exploring the world—"WHY?" If we're frustrated over natural desires and goals, we may easily experience <b>guilt</b> .

<b>Latency (6-12 years)</b>	<b>Industry vs. Inferiority</b> Children are learning, creating and accomplishing numerous new skills and knowledge, thus developing a sense of <b>industry</b> . This is also a very social stage of development and if we experience unresolved feelings of inadequacy and <b>inferiority</b> among our peers, we can have serious problems in terms of competence and self-esteem.
<b>Adolescence (12-18 years)</b>	<b>Identity vs. Role Confusion</b> Adolescents try to figure out “Who am I?” They establish sexual, ethnic, and career identities, or are confused about what future roles to play. task is to discover who we are as individuals separate from our family of origin and as members of a wider society. Unfortunately for those around us, in this process many of us go into a period of withdrawing from responsibilities, A significant task for us is to establish a philosophy of life and in this process we tend to think in terms of ideals, which are conflict free, rather than reality, which is not.
<b>Young Adulthood (19-35 years)</b>	<b>Intimacy vs. Isolation</b> As we try to find mutually satisfying relationships, primarily through marriage and friends, we generally also begin to start a family, though this age has been pushed back for many couples who today don't start their families until their late thirties. If negotiating this stage is successful, we can experience <b>intimacy</b> on a deep level. If we're not successful, <b>isolation</b> and distance from others may occur.
<b>Adulthood (35-55 to 65 years)</b>	<b>Generativity vs, Stagnation</b> The significant task is to perpetuate culture and transmit values of the culture through the family (taming the kids) and working to establish a stable environment. Strength comes through care of others and production of something that contributes to the betterment of society, which Erikson calls <b>generativity</b> , so when we're in this stage we often fear inactivity and meaninglessness. As our children leave home, or our relationships or goals change, we may be faced with major life changes—the mid-life crisis—and struggle with finding new meanings and purposes. If we don't get through this stage successfully, we can become <b>self-absorbed</b> and <b>stagnate</b> .
<b>Maturity (55 to 65 to death)</b>	<b>Integrity vs. Despair</b> as older adults we can often look back on our lives with happiness and are content, feeling fulfilled with a deep sense that life has meaning, and we've made a contribution to life, a feeling Erikson calls <b>integrity</b> . Our strength comes from a wisdom that the world is very large and we now have a detached concern for the whole of life, accepting death as the completion of life. On the other hand, some adults may reach this stage and <b>despair</b> at their experiences and perceived failures. They may fear death as they struggle to find a purpose to their lives.

### Jean Piaget’s Theory of Cognitive Development

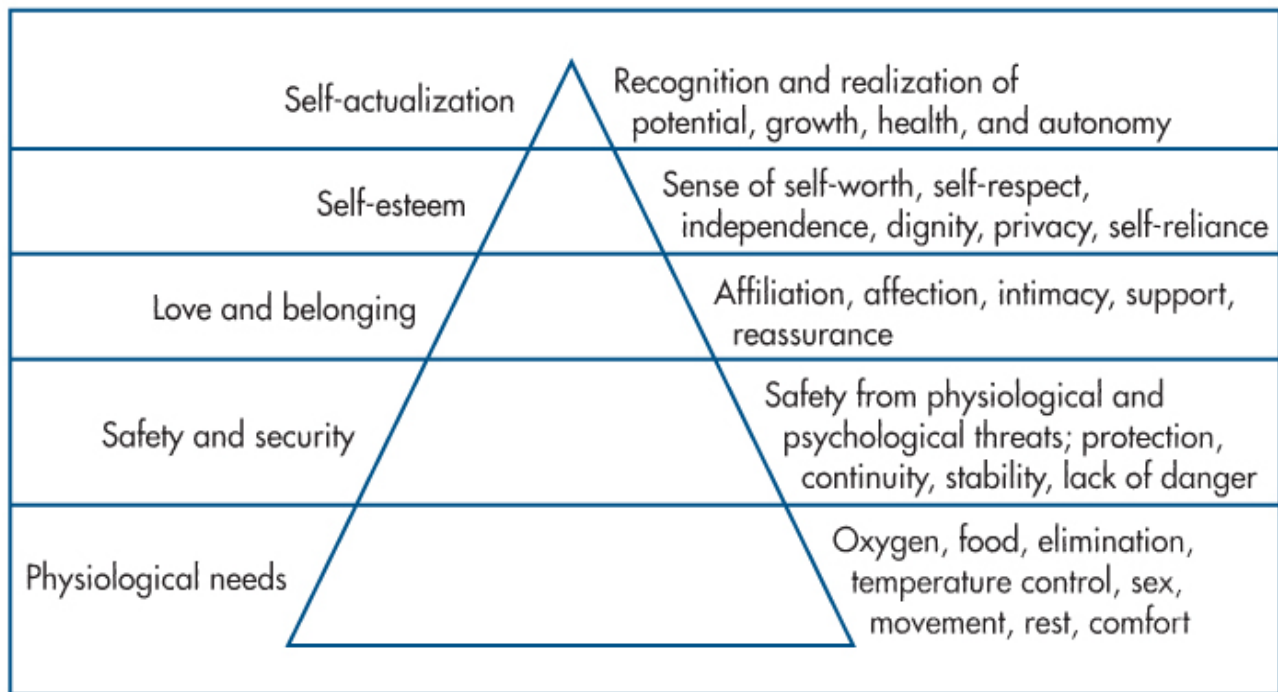
<b>Stages</b>	<b>Cognitive Developmental Task to be Accomplished</b>
<b>Sensorimotor (Birth-2 years)</b>	A child has relatively little competence in representing the environment using images, language, or symbols. An infant has no awareness of objects or people that are not immediately present at a given moment. Piaget called this a lack of object permanence. Object permanence is the awareness that objects and people continue to exist even if they are out of sight. In infants, when a person hides, the infant has no knowledge that

	they are just out of sight. According to Piaget, this person or object that has disappeared is gone forever to the infant.
<b>Preoperational (2-7 years)</b>	The most important development at this time is language. Children develop an internal representation of the world that allows them to describe people, events, and feelings. Children at this time use symbols, they can pretend when driving their toy car across the couch that the couch is actually a bridge. Children in the preoperational stage are characterized by what Piaget called egocentric thoughts. The world at this stage is viewed entirely from the child's own perspective.
<b>Concrete Operational (7-11 years)</b>	The beginning of this stage is marked by the mastery of the principal of conservation. Children develop the ability to think in a more logical manner and they begin to overcome some of the egocentric characteristics of the preoperational period. One of the major ideas learned in this stage is the idea of reversibility. This is the idea that some changes can be undone by reversing an earlier action. An example is the ball of clay that is rolled out into a snake piece of clay. Children at this stage understand that you can regain the ball of clay formation by rolling the piece of clay the other way. Children can even conceptualize the stage in their heads without having to see the action performed. Children in the concrete operational stage have a better understanding of time and space. Children at this stage have limits to their abstract thinking.
<b>Formal Operational (11 years to adulthood)</b>	The formal operational stage begins in most people at age twelve and continues into adulthood. This stage produces a new kind of thinking that is abstract, formal, and logical. Thinking is no longer tied to events that can be observed. A child at this stage can think hypothetically and use logic to solve problems. It is thought that not all individuals reach this level of thinking. Most studies show only forty to sixty percent of American college students and adults fully achieve it. In developing countries where the technology is not as advanced as the United States, almost no one reaches the formal operational stage.

### Lawrence Kohlberg: Theory of Moral Development

Moral Development	Stage of Reasoning	Approximate Age
<b>Preconventional</b>	<p><b>Stage 1 (Punishment and Obedience orientation)</b> Right is obedience to power and avoidance of punishment. (<i>I must follow the rules; otherwise, I will be punished</i>)</p> <p><b>Stage 2 (Instrumental Relativist Orientation)</b> Right is taking responsibility and leaving others to be responsible for themselves. (<i>I must follow the rules for the reward or favor it gives</i>)</p>	< 11
<b>Conventional</b>	<b>Stage 3 (Good Boy- Nice Girl Orientation)</b>	Adolescence and adulthood

	<p>Right is being considerate: uphold the values of other adolescents and adults' rules of society (<i>I must follow the rules so I will be accepted</i>)</p> <p><b>Stage 4: (Society Maintaining Orientation)</b> Right is being good, with the values and norms of family and society at large (<i>I must follow rules so there is order in the society</i>)</p>	
<b>Postconventional</b>	<p><b>Stage 5 (Social Contract Reorientation)</b> Right is finding inner universal rights; balance between self-rights and societal rules – a social contract (<i>I must follow rules as there are reasonable laws for it</i>)</p> <p><b>Stage 6 (Universal Ethical Principle Orientation)</b> Right is based on a higher order of applying principles to all human kind: being nonjudgmental and respecting all human life (<i>I must follow rules because my conscience tells me</i>)</p>	



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Revised/Approved: 6/9/2022

**CITRUS COLLEGE  
ASSOCIATE DEGREE NURSING PROGRAM  
MEDICATION WORKSHEET**

MEDICATION	SPECIFIC PATIENT DATA	DOCTOR'S ORDERS	PHARMACOLOGIC CLASS THERAPEUTIC CLASS ACTION	COMMON SIDE EFFECTS	PERTINENT LABS	PATIENT INDICATIONS	EVIDENCE OF EFFECTIVENESS	NURSING IMPLICATIONS
Generic  Brand  Safe dose (From Drug Book)	Patient Weight  Patient's Safe Dosage (Show Math)  Circle Safe / Unsafe	Current Dosage  Route  Frequency  Schedule	Pharm. Class:  Therapeutic Class:  Mode of Action:					
Generic  Brand  Safe dose (From Drug Book)	Patient Weight  Patient's Safe Dosage (Show Math)  Circle Safe / Unsafe	Current Dosage  Route  Frequency  Schedule						
Generic  Brand  Safe dose (From Drug Book)	Patient Weight  Patient's Safe Dosage (Show Math)  Circle Safe / Unsafe	Current Dosage  Route  Frequency  Schedule						

Revised: 5/03/18  
Approved: 5/24/18



# Citrus College ADN Program Skills Check List

Student Name \_\_\_\_\_

Program Entry Date \_\_\_\_\_

Program Completion Date \_\_\_\_\_

- ✓ *Each Course related clinical skills section must be signed and completed before proceeding to the next course.*
- ✓ *The first two columns must be signed for each course by the assigned clinical rotation before the student performs direct patient care in that rotation/course.*
- ✓ *It is ultimately the student's responsibility to ensure that the skill section is signed at the end of the course.*

### Citrus College ADN Program Skills Checklist

Skills/Competency	Lab/Practice Simulation Date Instructor's initials	Competency Check-off Date Instructor's initials	Clinical Experience Date Instructor's initials
<b>RNRS 190 FOUNDATIONS OF NURSING</b>			
<b>Basic Care</b>			
*Hand Washing <i>*may be signed off in open skills lab</i>			
Gown, mask, gloves (PPE)			
Body mechanics-lifting/turning			
Positioning (supine, prone, Fowler's, Sims, etc.)			
*Bed making/Occupied Bed <i>*may be signed off in open skills lab</i>			
Ambulation with gait belt			
Canes, walkers, crutches, wheelchair, gurney, BSC			
Transfer Client 1 assist with gait belt			
Transfer Client 2 person assist			
Use of Hydraulic Lift			
Bed scale, stand up scale (ht and wt)			
*Oral Hygiene/dental care <i>*may be signed off in open skills lab</i>			
*Bathing <i>*may be signed off in open skills lab</i>			
Perineal care (male and female)			
*Hair care/shampoo <i>*may be signed off in open skills lab</i>			
Bed pan/fracture pan			
*Shaving <i>*may be signed off in open skills lab</i>			
Care of the client with an IV-monitoring, bathing, ambulation			
<b>Urinary System</b>			
Urinary catheter care			
Care of a condom catheter			
<b>Gastrointestinal System</b>			
Feeding a client			
Assessing nutritional intake			
Blood glucose monitoring			
<b>Administration of nutrition through a G-tube</b>			
• Bolus			
• Gravity			
• Infusion pump			
Aspiration precautions			
Care of client with a G-Tube			
<b>Techniques to assist with bowel elimination</b>			
Enemas			
Stool specimens			
Colostomy care			

<b>Integumentary &amp; Musculoskeletal Systems</b>			
Identification and care of pressure ulcers			
Pressure ulcer care			
Care of client with wound drains and suction			
Dry dressing change			
Care of immobilization devices (traction, trapeze, log-rolling, abductor pillow, continuous passive motion (CPM) machine)			
Range of Motion			
Hot / Cold Therapy			
Care of the client with altered sensation-hearing, vision, smell, touch			
<b>Assessment Skills</b>			
Taking a nursing history			
Basic head to toe physical assessment			
Temperature			
Pulse			
Respirations			
Blood Pressure			
Pain assessment & non-pharmacological interventions for pain management			
Pulse oximetry / O2 saturation			
I & O			
<b>Patient Safety Skills</b>			
Isolation techniques-contact, airborne, droplet			
Use of restraints			
<b>Respiratory System</b>			
Oxygen administration-nasal cannula, mask			
Techniques to assist with pulmonary function			
• Positioning			
• Coughing and deep breathing			
• Chest Percussion/Postural drainage			
• Incentive spirometer			
<b>Admission and Discharge</b>			
Admission			
Transfer			
Discharge			
Post-mortem care			
Care of the client undergoing surgery: pre-op and post-op			
<b>RNRS 191: INTRODUCTION TO MEDICAL/SURGICAL NURSING I</b>	<b>Lab Practice</b>	<b>Check - off</b>	<b>In Clinical</b>
Assessment Skills Competency			
<b>Medication Administration Skills</b>			
Preparation before medication administration			
Medication dosage calculation-complete test with 90% accuracy			

• Oral			
• Optic			
• Otic			
• Sublingual			
• Topical			
• Vaginal			
• Rectal			
• Inhalants (nebulizer, nasal, MDI's)			
• Administering meds through a GI tube			
<i>Subcutaneous Medication</i>			
• Administering insulin			
• Administering anticoagulants			
Intramuscular Medication-Pre-op meds-Z-track			
Intradermal			
<b>Gastrointestinal System</b>			
Insertion of a nasogastric tube (NGT)			
Irrigation of a nasogastric tube (NGT)			
Continuing care of a client with an NGT intermittent, feeding access			
Assessment of Nasogastric tube placement-check residual			
Removal of a nasogastric tube			
<b>Integumentary System</b>			
Sterile gloves (donning and doffing)			
Wound specimen collection			
Wet to damp			
Wet to dry			
Packing a wound			
<b>Musculoskeletal and Neurosensory Skills</b>			
Care of client with seizures			
Neurological assessment			
<b>Respiratory System</b>			
Suctioning-oral, nasopharyngeal, oropharyngeal			
Care of the client with a non-emergent tracheostomy			
• Tracheostomy care			
• Tracheostomy suctioning			
• Sputum Specimen			
<b>Urinary System</b>			
Insertion of a urinary catheter			
• Indwelling			
• Straight catheter			
Removal of an indwelling catheter			
Specimen collection – UA, from catheter			
Clean catch UA			
24-hour urine specimen			

<b>RNRS 193 PEDIATRIC NURSING</b>	<b>Lab Practice</b>	<b>Check - off</b>	<b>In Clinical</b>
Pediatric assessment			
Vital signs-BP, RR, Temp by PO/axillary/temporal artery			
Height, weight, length measurement for the child age 2 and under			
Infant/toddler feeding			
Basic care of the infant, toddler, child-bathing, assisting with mobility			
Gavage/gastrostomy feedings			
Urinary catheter insertion			
Use of U-bag in newborns and pediatrics			
Assessment of fluid balance-I & O, diaper weight			
Weight, height measurement of infant, toddler, child			
<b>Medication Administration Skills</b>			
Preparation before medication administration			
Pediatric medication dosage calculation-complete test with 90% accuracy			
Pediatric drug administration			
Oral medications			
Medication administration through GI tubes			
Subcutaneous medications			
Intramuscular injections and site selection			
Parenteral infusions through pumps			
IVPB medications			
Care of the pediatric client with an IV			
<b>Newborn Care</b>			
Use of suction			
Blood sugar assessment on newborn			
Newborn bath			
Wrapping			
Positioning newborn			
Phototherapy			
Circumcision care			
<b>RNRS 194: OBSTETRIC/MATERNITY NURSING</b>	<b>Lab Practice</b>	<b>Check - off</b>	<b>In Clinical</b>
<b>Medication Administration Skills</b>			
Preparation before medication administration			
Medication dosage calculation-complete test with 90% accuracy			
<b>Skills during labor/pre-op period</b>			
Assessment of OB client-uterine measurement			
Care of the client during labor: Techniques to assist with management of labor-breathing techniques, pain management			
Care of the client during labor: Assessment of labor stages-uterine contractions			

Leopold's maneuvers			
Perineal preparation			
Care of the client during labor: Assessment of fetal heart rate and status of fetus			
Application of external fetal monitor			
Care of the client during labor: Assist with epidural anesthetic			
Care of the client during pre-op period: Titration of Drugs: magnesium sulfate, pitocin			
Assessing reflexes for patients on magnesium sulfate			
Care of the client during labor: Assessment test for amniotic fluid			
<b>Skills during delivery</b>			
Care of the client during delivery: Nurse's role during vaginal birth and C-Section delivery			
Initial stabilization of newborn			
Assignment of Apgar scores			
Care of the client during delivery: Thermoregulation of newborn			
Weighing newborn in labor and delivery			
Newborn assessment <ul style="list-style-type: none"> <li>Assessing TPR of newborn in labor and delivery</li> <li>Head-to-toe assessment / reflexes</li> </ul>			
Care of the newborn: Banding newborn in labor and delivery			
Use of bulb syringe			
Umbilical cord care			
Use of bilimeter			
Hepatitis B injection for the newborn			
<b>Postpartum Maternal Care</b>			
Postpartum assessment			
<ul style="list-style-type: none"> <li>Fundus</li> <li>Lochia</li> <li>Breast</li> <li>Perineum</li> </ul>			
Teach Feeding			
<ul style="list-style-type: none"> <li>Breast</li> <li>Formula</li> </ul>			
<b>Newborn care</b>			
Care of the newborn: Newborn screen			
Assessment of SpO2			
Administration of prophylactic agent to eyes of the newborn			
Administration of vitamin K in labor and delivery			
<b>RNRS 195: MEDICAL SURGICAL NURSING II</b>	<b>Lab Practice</b>	<b>Check - off</b>	<b>In Clinical</b>
Assessment Skills Competency			
<b>Medication Administration Skills</b>			
Preparation before medication administration			

Medication dosage calculation-complete test with 90% accuracy			
Preparing an infusion system, changing bags and tubing			
Insertion of an intravenous catheter			
Intravenous medication administration-IVPB			
Management of IVs by gravity and pump			
Discontinuing an IV			
Converting IV to saline lock			
Administration of parenteral nutrition-TPN/PPN			
<b>Parenteral Fluids</b>			
Care of the client with a continuous IV or saline lock/IV pump			
Calculating rate of flow			
<b>Care of the patient in pain</b>			
Care of the client with a PCA pump			
<b>Urinary System</b>			
Care of the patient with a continuous bladder irrigation			
Intermittent Bladder irrigation			
<b>RNRS 200: ROLE TRANSITION: LVN TO RN</b>	<b>Lab Practice</b>	<b>Check - off</b>	<b>In Clinical</b>
Assessment Skills Competency			
<b>Respiratory System</b>			
Suctioning-oral, nasopharyngeal, oropharyngeal			
Care of the client with a non-emergent tracheostomy			
• Tracheostomy care			
• Tracheostomy suctioning			
<b>Gastrointestinal System</b>			
Insertion of a nasogastric tube (NGT)			
Assessment of Nasogastric tube placement-check residual			
Removal of a nasogastric tube			
Aspiration precautions			
<b>Urinary System</b>			
Insertion of a urinary catheter			
• Indwelling			
• Straight catheter			
Catheter irrigation			
Removal of an indwelling catheter			
Specimen collection from catheter			
<b>Medication Administration Skills</b>			
Preparation before medication administration			
Medication dosage calculation-complete test with 90% accuracy			
Preparing an infusion system, changing bags and tubing			
Insertion of an intravenous catheter			
Intravenous medication administration-IVPB			
Management of IVs by gravity and pump			
Discontinuing an IV			

Converting IV to saline lock			
<b>RNRS 201: MEDICAL SURGICAL NURSING III</b>	<b>Lab Practice</b>	<b>Check - off</b>	<b>In Clinical</b>
Review and practice of cardiopulmonary resuscitation skills			
Assessment skills competency: Adult and geriatric client			
<b>Respiratory System</b>			
Airway management			
Chest tube management			
<b>Medication Administration Skills</b>			
Preparation before medication administration			
Medication dosage calculation-complete test with 90% accuracy			
Medication administration techniques in caring for the elderly			
Administration of blood and blood products			
Administration of IV push medications			
<b>Gastrointestinal System</b>			
Insertion of nasogastric tube (NGT)			
Assessment of a nasogastric tube (NGT) placement-check residual			
Removal of a nasogastric tube			
Aspiration precautions			
<b>Urinary System</b>			
Insertion of a urinary catheter			
<ul style="list-style-type: none"> <li>• Indwelling</li> <li>• Straight catheter</li> </ul>			
Catheter irrigation			
Removal of an indwelling catheter			
Specimen collection from catheter			
Care of dialysis patient with vascular access device			
<b>Gerontology Nursing</b>			
Safety techniques in caring for the elderly			
Rehabilitative care for the elderly			
Care of the client with altered sensation-hearing, vision, smell, touch			
<b>RNRS 203: PSYCHIATRIC/MENTAL HEALTH NURSING</b>	<b>Lab Practice</b>	<b>Check - off</b>	<b>In Clinical</b>
Medication administration techniques with psychiatric patients			
Preparation before medication administration			
Medication dosage calculation-complete test with 90% accuracy			
Management of assaultive behavior			
Communication skills-therapeutic communication with psychiatric clients			
IPR-Interpersonal Reports			
<b>RNRS 251: MEDICAL SURGICAL NURSING IV</b>	<b>Lab Practice</b>	<b>Check - off</b>	<b>In Clinical</b>
Assessment skills competency: Adult and geriatric client			



<b>Medication Administration Skills</b>			
Preparation before medication administration			
Medication dosage calculation-complete test with 90% accuracy			
Medication administration techniques in caring for the elderly			
<b>IV Management</b>			
Central line / PICC line dressing change			
Care of client with central vascular access devices (tunneled catheters, PICCs and implanted infusion ports)			
<b>Cardiorespiratory System Skills</b>			
Care of the client on a ventilator			
Care of client on a cardiac monitor			
Performing EKG and telemetry lead placement			
Care of the client in cardiac/respiratory arrest			
Care of the client with acute renal failure			
Care of the client with intraperitoneal, hemodialysis, continuous renal replacement therapy			
Care of the client with increased intracranial pressure			
Care of the client with diabetic emergencies-hypoglycemia, diabetic ketoacidosis, hyperosmolar hyperglycemic syndrome			
Care of the client in shock			
Care of the client with burns			
First aid care			
Care of the client with an endotracheal or tracheostomy tube			
<b>Gerontology Nursing</b>			
Safety techniques in caring for the elderly			
Rehabilitative care for the elderly			
Care of the client with altered sensation-hearing, vision, smell, touch			

**Citrus College ADN Program Skills Checklist**  
**Instructor Name, Initials and Titles**

<b>Initials</b>	<b>Full Name</b>	<b>Title</b>	<b>Initials</b>	<b>Full Name</b>	<b>Title</b>

*❖ Please write your full name legibly and clearly.*

Revised/Approved: 05/13/2014  
Revised/Approved: 05/9/2019  
Revised/Approved: 05/16/2023

## **SECTION VII: COLLEGE POLICIES**

## CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

### **BP 5500      STANDARDS OF CONDUCT**

References:      ACCJC Accreditation Standards I.C.8 and 10 (formerly II.A.7.b);  
Education Code Sections 66300 and 66301

The Superintendent/President shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of federal and state laws, and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension or expulsion of a student.

The Board of Trustees shall consider any recommendation from the Superintendent/President for a student's expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the District catalog and other means.

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student:

1. Causing, attempting to cause, or threatening to cause physical injury to another person;
2. Possession, sale or otherwise furnishing any firearm, knife, explosive, or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee with the concurrence of the Superintendent/President;
3. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging, or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5;
4. Committing or attempting to commit robbery or extortion;
5. Causing or attempting to cause damage to District property or to private property on campus;

6. Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus;
7. Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the District;
8. Sexual assault or sexual exploitation regardless of the victim's affiliation with the District.
9. Committing sexual harassment as defined by law or by District Board Policies and Administrative Procedures;
10. Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law;
11. Willful misconduct which results in injury or death to a student or to District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus;
12. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, District personnel;
13. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty;
14. Dishonesty, forgery, alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District;
15. Unauthorized entry upon or use of District facilities;
16. Lewd, indecent or obscene conduct on District-owned or controlled property, or at District-sponsored or supervised functions;
17. Engaging in expression which is obscene; libelous or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District Administrative Procedures, or the substantial disruption of the orderly operation of the District;
18. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct;
19. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District Board Policy or Administrative Procedure;
20. Violation of District rules or regulations including campus policies concerning the student organizations, the use of District facilities, or the time, place and manner of public expression;
21. Persistent violation of classroom standards of conduct as established by the instructor;
22. Accessing restricted portions of the District's network, operating system, security software or other administrative applications without authorization. Developing or using programs that may disrupt other computer or network users or that damage software or hardware components of a system. Attempting to use or giving to another person a user's login, password, or add code to enter an account and/or course without authorization;

23. Any other cause not listed above which is identified as "Good Cause" by the Education Code.

Board Approved	05/19/09
Revised	12/02/14
Revised	07/19/16
Revised	07/18/17
Desk Review	09/16/21

**CITRUS COMMUNITY COLLEGE DISTRICT  
STUDENT SERVICES**

**BP 5530 STUDENT RIGHTS AND GRIEVANCES**

References: Title VII of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973

It is the policy and position of the Board of Trustees of the Citrus Community College District that students shall have access to a due process procedure for the remediation of complaints regarding any violation of law or District policy. The Superintendent/President shall ensure that appropriate procedures are adopted for this purpose.

See Administrative Procedure 5530.

Board Approved	07/21/09
Revised	12/08/15
Desk Review	09/16/21



## CITRUS COMMUNITY COLLEGE DISTRICT STUDENT SERVICES

### AP 5530 STUDENT RIGHTS AND GRIEVANCES

References: Education Code Section 76120 and 76224(a); Title 5: 55025

The purpose of this procedure is to provide a prompt and equitable means of resolving student grievances. These procedures shall be available to any student who reasonably believes a District decision or action has adversely affected his/her status, rights or privileges as a student. The procedures shall include, grievances regarding:

- Course grades, to the extent permitted by Education Code Section 76224(a), which provides: "When grades are given for any course of instruction taught in a community college District, the grade given to each student shall be the grade determined by the instructor of the course and the determination of the student's grade by the instructor, in the absence of mistake, fraud, bad faith, or incompetency, shall be final." "Mistake" may include, but is not limited to errors made by an instructor in calculating a student's grade and clerical errors.
- The exercise of rights of free expression protected by state and federal constitutions and Education Code Section 76120.

This procedure does not apply to:

- Student disciplinary actions, which are covered under separate Board Policies and Administrative Procedures (See AP 5520 Student Discipline Procedures).
- Parking citations (i.e. "tickets"); complaints about citations must be directed to the County Courthouse in the same way as any traffic violation.
- Sexual harassment and sexual assault as defined under Title IX (See AP 3540 Sexual and other Assaults and AP 7102.1 Prohibition of Harassment-Students).
- Sexual harassment as defined pursuant to AP 7102 Prohibition of Harassment-Employees.
- Discrimination complaints pursuant to AP 7101 Discrimination Complaint Procedure: Students, Employees and Job Applicants.
- Complaints concerning denial of accommodation for students with disabilities (See AP 5140 Disabled Student Programs and Services).
- Discrimination complaints concerning students with disabilities (See AP 7101.1 Discrimination Complaint Procedure: Students).

#### **Definitions:**

Party – The student or any persons claimed to have been responsible for the student's alleged grievance, together with their representatives. "Party" shall not include the Grievance Hearing Committee or the District Grievance Officer.



The Superintendent/President – or a designated representative of the Superintendent/President.

Student – A currently enrolled student, a person who has filed an application for admission to the District, or a former student. A grievance by an applicant shall be limited to a complaint regarding denial of admission. Former students shall be limited to grievances relating to course grades to the extent permitted by Education Code Section 76224(a).

Respondent – Any person claimed by a grievant to be responsible for the alleged grievance.

Business Day – Unless otherwise provided, business day shall mean a day Monday to Friday, excluding holidays and weekends, during which the District is in session and regular classes are held.

Informal Resolution – Each student who has a grievance shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing, and shall attempt to solve the problem with the person with whom the student has the grievance, that person's immediate supervisor, or the local District administration.

#### **1. Informal Resolution**

Informal meetings and discussion between persons directly involved in a grievance are essential at the outset of a dispute and should be encouraged at all stages. An equitable solution should be sought before persons directly involved in the case have stated official or public positions that might tend to polarize the dispute and render a solution more difficult. At no time shall any of the persons directly or indirectly involved in the case use the fact of such informal discussion, the fact that a grievance has been filed, or the character of the informal discussion for the purpose of strengthening the case for or against persons directly involved in the dispute or for any purpose other than the settlement of the grievance.

A student who believes that he or she has been treated unfairly by an employee of the District must make a reasonable good faith attempt to resolve the problem on an informal basis by first meeting individually with the employee. In the event that the student first contacts the employee's supervisor (including the Dean of a faculty member) the supervisor shall first direct the student to meet with the employee. If the issue is not resolved in that meeting (or reasonable attempts to arrange the meeting fail), then the employee's supervisor shall meet with both parties in an earnest and good faith attempt to resolve the matter successfully. If, after this, the matter cannot be resolved informally, the student may file a formal grievance. If the employee or their supervisor has not responded in ten (10) business days, the Vice President of Student Services may help in contacting the appropriate persons. No record will be kept of the informal process.

## **2. Formal Grievance**

A formal grievance is a written allegation by a student (or group of students) filed in the manner prescribed by Section 2, c, alleging that he or she was directly wronged by an action of an employee of the District. Any action that violates an established rule or regulation of the District or any law that protects student rights can be grieved.

### **a. Eligibility to File a Grievance**

Any person who at the time of the filing of the grievance is a student and any person who, although not a student at the time of filing, was a student within 20 days before the time of filing, is eligible to file a grievance under these procedures as long as the person has attempted to resolve his or her grievance informally. If the grievance is grade-related, a former student has 20 days after receiving notification of the grade within which to file a grievance.

### **b. Time Limit on Filing a Grievance**

To be timely, a grievance must be filed with the Vice President of Student Services or designee, not more than 20 days after the student learned or could have reasonably learned of the most recent of those events. Because of the difficulty in reaching adjunct faculty and the amount of time spent in the formal resolution process, the time limit will be considered as met if the student makes contact with the supervisor, dean or vice president within 20 days.

### **c. Filing of Grievances**

All formal grievances must be submitted on a standard grievance form. The standard grievance form may be obtained from the Office of Student Affairs or the Office of the Vice President of Student Services. It must include specific details regarding the events involved and the rule, regulation, or law alleged to have been violated by an employee of the District. Full factual data (including names, dates, times, records, etc.) should be reported to support the allegation of the grievance and to make an impartial investigation and decision possible. The student may seek the assistance of an employee of the District or any official of the Associated Students' governing board to assist with his or her grievance.

By providing assistance, the faculty, staff, or student leader is not necessarily taking a position on the merits of the grievance.

All formal grievances must be filed with the Office of the Vice President of Student Services or designee. Immediately upon filing a grievance with the Office of the Vice President of Student Services, the Office of the Vice President of Student Services shall forward a copy of the grievance to appropriate personnel involved, including the staff member or members most directly responsible for grieved action(s).

**d. Grievance Hearing Committee**

Within ten (10) days after the date on which a grievance is filed, or as soon as is reasonably possible thereafter, the Office of the Vice President of Student Services shall convene the Grievance Hearing Committee for the purpose of a closed hearing. The Vice President of Academic Affairs or designee shall serve as Grievance Officer. The remainder of the committee shall be composed of one counselor and two teaching faculty selected by the Academic Senate President, two students selected by the Associated Students of Citrus College (ASCC), and one administrator selected by the Vice President of Student Services. The Grievance Officer shall be the Chairperson and a voting member of the Grievance Hearing Committee. All seven members and recording secretary shall be present at all deliberations.

In the case of a grievance involving a classified or confidential staff member, the composition of the committee may be changed by the Vice President of Student Services with the appropriate consultation.

At the grievance hearing the committee shall determine whether the grievance meets the following criteria:

- The statement contains facts which, if true, would constitute a grievance under these procedures;
- The grievant is a student as defined in these procedures, which include applicants and former students;
- The grievant is personally and directly affected by the alleged grievance;
- The grievance was filed in a timely manner;
- The grievance is not clearly frivolous, clearly without foundation, or clearly filed for purposes of harassment.

The Grievance Hearing Committee shall make these determinations on the basis of the written grievance and any additions or amendments thereto that it permits the student to make.

The Grievance Hearing Committee shall examine all of the relevant facts and hear any testimony that it deems necessary. Unless overruled by a majority of the Grievance Hearing Committee, the Grievance Officer shall make all rulings on matters related to the conduct of the hearing, including the following:

- Matters involving admission of evidence.
- The calling and questioning of witnesses.

The Grievance Officer shall maintain an orderly meeting and permit no person to be subject to abusive treatment. In this regard, the Grievance Officer may eject or exclude any person who refuses to be orderly.

The hearing shall be recorded by the Grievance Officer and shall be the only recording made. No witness who refuses to be recorded may be permitted to give testimony. The chair shall, at the beginning of the hearing ask each person present



to identify themselves by name, and thereafter shall ask witnesses to identify themselves by name. The panel deliberations will not be recorded. The recording shall remain in the custody of the District at all times, unless released to a professional transcribing service. Any party may request a copy of the recording.

Hearings shall be closed and confidential unless all parties request that it be open to the public. Any such request must be made no less than five (5) days prior to the date of the hearing.

All testimony shall be taken under oath; the oath shall be administered by the Grievance Hearing Committee Chair. Written statements of witnesses under penalty of perjury shall not be used unless the witness is unavailable to testify. A witness who refuses to be recorded shall be considered to be unavailable.

At the hearing, the student and the grieved party may be accompanied by another person, provided that the other person is not an attorney nor acting as a spokesperson for the parties. The grieved party's supervisor or in the case of a faculty member, the manager, may attend if possible. Students with documented special communication needs may request assistance. No other persons shall be present at the hearing, except witnesses at the time of their individual testimony. In the case of a grievance involving several students, a representative may be selected as a spokesperson for the group. All grievant', however, are encouraged to attend.

The questioning of witnesses at the hearing will usually be conducted by the Grievance Hearing Committee. The Grievance Officer may, at his or her discretion, recognize the student or any other party involved for the purpose of questioning witnesses.

Written minutes, if any, of the proceedings shall be kept in a confidential file by the Office of the Vice President of Student Services, separately from the personnel files of the participants.

**e. Grievance Hearing Committee's Decision and Report**

The Grievance Hearing Committee shall attempt to arrive at its decision within three (3) days after the conclusion of the grievance hearing or as soon as is reasonably possible. The decision of the Grievance Hearing Committee shall consist of a determination as to whether a valid grievance has been established by the evidence before the Grievance Hearing Committee and, if so, what remedy the committee believes should be granted, if any.

If the Grievance Hearing Committee determines that some remedy should be granted, it will include appropriate recommendations in its report which will be sent to the Superintendent/President.

**f. Action by the Superintendent/President**

The Superintendent/President may accept or reject, in whole or in part, the recommendations contained in the Grievance Hearing Committee's report. Within five (5) days after receipt of the Grievance Hearing Committee's report, the Superintendent/President shall advise the student and all others involved of his or her decision by certified mail.

**g. Appeal**

Either party may appeal the decision of the Superintendent/President by presenting a letter of appeal to the Superintendent/President's Office within five (5) days of receiving notification of the Superintendent/President's decision. The Superintendent/President shall forward all information related to the case to the Board of Trustees for review and final resolution as soon as is reasonably possible.

**General provisions**

1. If the student is requesting a grade change, provisions shall be made for another faculty member to substitute for the instructor if the instructor is no longer employed by the District or is unable to meet with the student within one week of the student's request; if the student has filed a discrimination complaint or the district determines that it is possible there has been misconduct by the original instructor that may have affected the grading process. In the possibility of misconduct, two faculty appointed by the Academic Senate and the dean of the division shall make a recommendation about substituting for the original instructor. (Title 5: 55025)
2. The written grievance originally submitted shall be the grievance considered during the proceedings, and the student may not file any amendments against the employee during the proceedings. Additional charges constitute a separate grievance and must be filed accordingly.
3. An additional grievance may not be filed based solely on charges or evidence considered in a previous formal grievance.
4. A grievance may be withdrawn by the student at any time. However, the same grievance shall not be filed again by the same student.
5. All references in this procedure to "days" shall refer to days when classes are in session, excluding weekends, winter session, and summer session. In cases where delay would cause hardship to a student, an attempt will be made to call a panel during winter and summer sessions.
6. The Grievance Hearing Committee will wait for 15 minutes past the appointed time for the student and employee to appear. If the student has not appeared by that time, the grievance hearing will be dismissed and will not be rescheduled, unless there is documented evidence of a situation beyond the control of the student. If the employee fails to appear, the hearing board will determine how to proceed.

**Time Limits:**

The time limits specified herein shall be considered maximum and every effort shall be made to expedite the process. Time limits may be extended by the mutual consent of the student and the grieved person.

Board Approved	07/21/09
Revised	12/08/15
Revised	12/14/21

## **SECTION VIII: MISCELLANEOUS FORMS**



1000 W. Foothill Boulevard  
Glendora, CA 91741-1899

**2023-2024**

**ADN Program Student Handbook Acknowledgement Form**

I have received the ADN Program Student Handbook. I hereby agree to familiarize myself, as well as, abide by the policies and procedures set forth in this handbook.

I am aware that as a nursing student, I may be required to care for patients with infectious diseases and/or may be exposed to infectious diseases. I will be provided with the appropriate PPE.

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Print Name

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Student Signature

Date





1000 W. Foothill Boulevard  
Glendora, CA 91741-1899

### Consent for Release of Information

Last Name: \_\_\_\_\_ First: \_\_\_\_\_ MI: \_\_\_\_\_

Last four of SSN: \_\_\_\_\_ DOB: \_\_\_\_\_

I, the undersigned, authorize Citrus College Associate Degree Nursing Program to release information regarding myself to the Board of Registered Nursing and all affiliated Clinical/Hospital Sites.

All information will be kept confidential and maintained as part of my records with the Citrus College. Additionally, all information will be used exclusively in the administration or delivery of services.

This release shall remain in effect while accessing any service from Citrus College and throughout my enrollment and follow-up period under the Associate Degree Nursing Program at Citrus College.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date



1000 W. Foothill Boulevard  
Glendora, CA 91741-1899

### Picture Release Form

I hereby consent to the use of all images (photographs, videotapes, or film) taken of me and/or recordings made of my voice and/or written extraction, in whole for Citrus College and/or others with its consent, for the purposes of illustration, advertising, or publication in any manner.

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

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

Street Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date