



SAN DIEGO
COLLEGE OF
CONTINUING EDUCATION

**Vocational Nurse
Training Program
Student Handbook**

**ACCREDITATION and CALIFORNIA BOARD OF VOCATIONAL NURSING
AND PSYCHIATRIC TECHNICIANS CONTINUING APPROVAL**

San Diego College OF Continuing Education is accredited by the Western Association of Schools and Colleges.

The San Diego College of Continuing Education Vocational Nursing Training Program is fully approved by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT).

Students have the right to contact BVNPT with program concerns or questions regarding approval status. Questions may be addressed to the BVNPT at:
2535 Capitol Oaks Dr #205, Sacramento, CA 95833
Phone: (916) 263-7800 or by email at bvnpt@dca.ca.gov.

Department Telephone Number: (619) 388-1910. Or email SDCCEVNTraining@sdccd.edu

Department Website: <https://sdcce.edu/academics/health-career-training/vocation-nurse-training.html>

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SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
Foreword
Effective: March 1, 2026 Reviewed: Revised:

The San Diego College of Continuing Education Vocational Nursing Student Handbook is prepared by the faculty and by the program leadership. It is a supplement to the San Diego City College Catalog.

Any policy changes or addendums to the existing handbook are announced via email, online through Canvas, and published on the website.

Nursing students are responsible for reviewing the policies in the handbook throughout their attendance at the SDCCE Vocational Nurse Training Program.

Welcome to the San Diego College of Continuing Education Vocational Nurse Training Program!

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
Acknowledgement
Effective: March 1, 2026
Reviewed:
Revised:

I hereby certify that I read each page of the Vocational Nurse Training Program Student Handbook, that I am fully familiar with the contents of this document and that I fully understand and agree to its terms and provisions.

The policies and procedures written in this handbook are designed to assist students as they progress through the program and answer some of the most frequently asked questions. Contents presented in this handbook are in accordance with the San Diego Community College District, San Diego College of Continuing Education, and the California Board of Vocational Nurses and Psychiatric Technicians (BVNPT). Additional student information is also available in the college catalog. The Student Handbook is subject to change. Any or all changes to the student handbook will be communicated to the students in a timely manner.

Any questions that I have about the Vocational Nurse Training Program and the contents of the Student Handbook have been fully explained to my satisfaction. Any addendums to this document will be communicated with me via electronic mail and will be posted on the SDCCE Vocational Nurse Training Program Website.

Insert web address here

Print Name: _____

Signature: _____

Date: _____

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
Consent for Release of Information
Effective: March 1, 2026
Reviewed:
Revised:

I, undersigned, authorize SDCCE Vocational Nurse Training Program to release information regarding myself to the San Diego Nursing Service Education Consortium Clinical Affiliates and the California BVNPT. All information will be kept confidential and maintained as part of my student records with the SDCCE Vocational Nurse Training Program. Additionally, all information will be used exclusively for administration and/or delivery of nursing education services. This release shall remain in effect while accessing any service from SDCCE and throughout my enrollment, transfer, and/or graduation from the program.

Print Name: _____

Signature: _____

Date: _____

SDCCE VOCATIONAL NURSE TRAINING PROGRAM
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Picture Release Form

Effective: March 1, 2026

Reviewed:

Revised:

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 SDCCE Vocational Nurse Training Program with its content, for the purposes of illustration, advertising, or publication in any manner.

Print Name: _____

Signature: _____

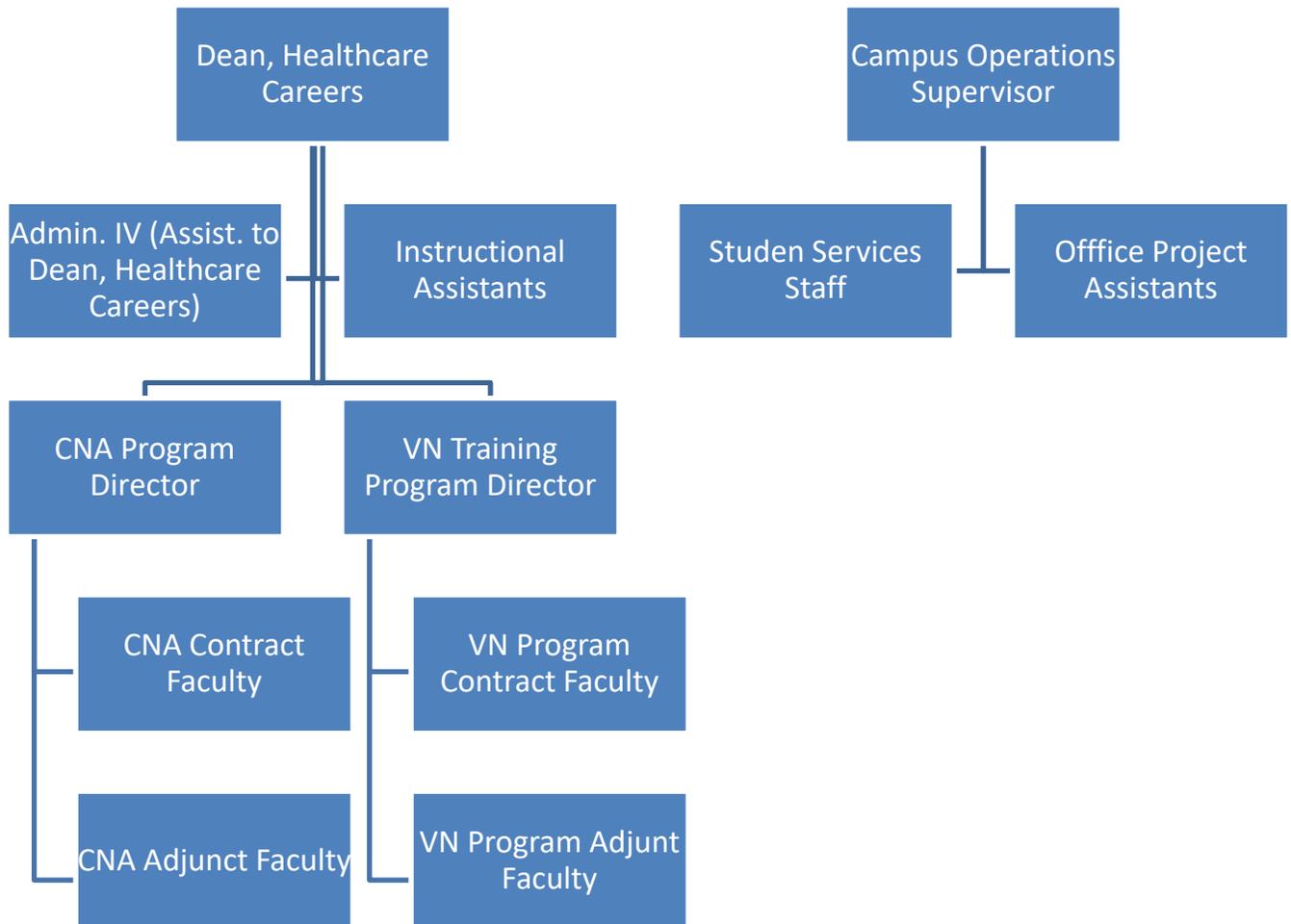
Date: _____



SAN DIEGO
COLLEGE OF
CONTINUING EDUCATION

General Information

Organizational Structure



Part-Time (Adjunct) Clinical Professors

The Vocational Nurse Training Program is supported by several dedicated individuals who serve as part-time faculty members. Students will encounter a diverse range of part-time faculty throughout the nursing education program.

Department Telephone Number: (619) 388-1901

SDCCE Vocational Nurse Training Program Website:
[Pending](#)

SDCCE VOCATIONAL NURSE TRAINING PROGRAM
Mission and Values
Effective: March 1, 2026
Reviewed:
Revised:

The Vocational Nurse Training Program at San Diego College of Continuing Education is dedicated to advancing student success and community enrichment by providing accessible, equitable, and innovative nursing education. We empower a diverse community of learners with the knowledge, skills, and compassion required for excellence in patient care and lifelong professional growth. Our program is committed to tuition-free, high-quality instruction and support services, fostering pathways to career advancement and higher education, and preparing graduates to serve and transform their communities as ethical, culturally competent, and skilled vocational nurses

MISSION

The mission of the SDCCE Vocational Nurse Training Program is to empower a diverse community of learners by providing equitable, inclusive, and culturally responsive nursing education. We are committed to preparing graduates who deliver safe, compassionate, and high-quality care to individuals from all backgrounds. Our program fosters an environment that values and respects diversity, promotes social justice, and equips students with the skills and understanding necessary to address the unique health needs of *all* communities

Commitment to Academic Excellence - The vocational nursing faculty is dedicated to promoting interactive learning and skill development by encouraging the application of evidence-based research to practical nursing care across diverse healthcare settings.

Appreciation of Diversity

We promote an inclusive learning environment that values and respects the unique backgrounds, perspectives, and contributions of every individual within our nursing community.

Collegiality

We recognize and value the collaborative efforts of students, faculty, staff, and community partners, encouraging open dialogue and shared decision-making to enhance the educational experience.

Commitment to Student Success

We believe that comprehensive student support services are essential for empowering vocational nursing students to achieve their academic, personal, and professional goals.

Integrity

We uphold the highest standards of honesty and ethical conduct in all aspects of our program, expecting integrity from faculty, staff, and students alike.

Caring

We cultivate a culture of compassion and empathy, both within our Vocational Nurse Training Program and in the broader healthcare community, preparing students to deliver patient-centered care.

Accountability

We are committed to maintaining the highest standards of nursing education and practice, holding ourselves responsible to our students, the nursing profession, our college, and the community to ensure excellence in instruction and positive student outcomes.

SDCCE VOCATIONAL NURSE TRAINING PROGRAM
Philosophy and Conceptual Framework
Effective: March 1, 2026 Reviewed: Revised:

Philosophy of the SDCCE Vocational Nurse Training Program

The SDCCE Vocational Nurse Training Program is guided by a philosophy that emphasizes holistic care, cultural competence, and continuous learning. This philosophy is grounded in the nursing metaparadigm (person, environment, health, and nursing) and informed by Dr. Patricia Benner's Novice to Expert model (with a focus on developing the Novice Nurse).

Nursing Metaparadigm

- **Person:** The recipient of nursing care is viewed as a dynamic, holistic being with physiological, psychological, sociological, and spiritual dimensions. Cultural diversity is valued, and care is tailored to respect individual differences and promote patient autonomy. **Focus:** Patient-centered care that respects autonomy, dignity and cultural diversity.
- **Environment:** The environment is recognized as a critical factor influencing health outcomes. It includes both physical and socio-cultural elements that must be considered to create supportive settings for recovery and wellness. **Focus:** Creating a supportive environment that promotes recovery, safety, and patient satisfaction.
- **Health:** Health is a dynamic state of well-being encompassing physical, mental, and social dimensions. **Focus:** Promoting health through patient education, implementing therapeutic interventions and holistic care.
- **Nursing:** Nursing is a humanistic profession that integrates compassion, critical thinking, and evidence-based practice. Vocational Nurses work within their scope collaboratively within healthcare teams to deliver comprehensive care.

Philosophy Statements

The program ascribes five philosophy statements to guide the curriculum.

1. **Learning is a journey:** The program views nursing education as a continuous journey, with students advancing from novices who rely on rules and guidelines, to competent practitioners capable of independent, critical thinking who recognize patterns, and eventually to competent practitioners capable of independent critical thinking and judgement.
2. **Experiential and Reflective Learning:** Clinical experience is central to developing practical skills and deepening understanding. Students are encouraged to reflect on their experience to integrate theoretical knowledge with real-world application, fostering growth towards proficiency.
3. **Holistic and Patient-Centered Care:** The program emphasizes the development of nurses who provide safe, compassionate, individualized, and culturally competent care. This aligns with Benner's holistic approach to patient care, recognizing the physiological, psychological, sociological, and spiritual dimensions of health. The program emphasizes a holistic approach to care, integrating strategies to assess and address patient's physical, emotional, and cultural needs.
4. **Faculty as facilitators:** Faculty members serve as mentors who guide students through structured learning experiences that build competence progressively. They foster an environment where students actively engage in their learning journey and develop

accountability for their professional growth. Faculty model lifelong learning and reflective practices, ensuring that students receive mentorship from experienced practitioners committed to professional growth.

5. **Commitment to Lifelong Learning:** The program instills a commitment to continuous improvement and lifelong learning, recognizing that expertise is not an endpoint, but an ongoing process influenced by diverse experiences.

CONCEPTUAL FRAMEWORK

This conceptual framework emphasizes the progressive development of nursing competence through experiential learning, critical thinking, and use of the Nursing Process. It is structured around four key roles of the vocational nurse: **Member of the Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Healthcare Team and the Nursing Philosophy.**

Core Components:

1. **Developmental Progression**
 - a. Learning experiences are designed to foster growth by integrating theoretical knowledge and practical application.
 - b. Students are expected to progress to higher levels of critical thinking as defined by Blooms taxonomy as they advance through the program.
2. **Nursing Roles:**
 - a. **Member of the Profession:** Students learn to function within legal and ethical standards while embracing accountability and lifelong learning.
 - b. **Provider of Patient-Centered Care:** Emphasis is placed on clinical reasoning, cultural competence, and evidence-based care to meet diverse patient needs within the Vocational Nurses Scope of Practice.
 - c. **Patient Safety Advocate:** Students are trained to prioritize safety and adhere to regulatory standards in all care settings. Patient advocacy includes fostering trust through compassionate care, respecting cultural differences, listening to patient concerns, and prioritizing patient needs.
 - d. **Member of the Healthcare Team:** Collaboration and communication skills are developed to ensure effective teamwork in multidisciplinary environments.
3. **Holistic Approach**
 - a. The curriculum adopts a holistic view of health, addressing physical, psychological, sociocultural, and spiritual needs across the lifespan.
 - b. The nursing process at the Vocational Nurse level is central to meeting patient needs and assisting in achieving optimal outcomes.
 - c. Cultural competence is integrated into all aspects of the curriculum, ensuring students understand and respect the diverse backgrounds of patients.
4. **Experiential Learning**

Clinical practice is integrated with classroom instruction to provide hands-on experience in real-world scenarios. This bridges the gap between theory and practice while fostering reflective learning.

Core Concepts	Application in Curriculum
Developmental Progression	New information is provided in each term that builds on previous knowledge. Students are expected to advance up the Blooms Taxonomy triangle (Knowledge – Understanding – Applying) as information is reinforced and integrated.
Nursing Roles	Integrated into the clinical and didactic experiences.

Holistic Approach	Focus on patient-centered care across the lifespan.
Experiential Learning	Provided through lab activities and clinical experiences.

Program Goals

- **Prepare Competent Nurses:** Graduating novice nurses who are competent in delivering safe, effective care.
- **Promote Cultural Competence:** Instilling cultural sensitivity and awareness in students.
- **Encourage Lifelong Learning:** Inspiring a commitment to ongoing education and professional development.

This conceptual framework provides a basis for students to develop into competent entry-level vocational nurses prepared for diverse healthcare environments. Students will complete the program with commitment to professional growth and life-long learning.

SDCCE VOCATIONAL NURSE TRAINING PROGRAM
Terminal Objectives
Effective: March 1, 2026 Reviewed: Revised:

The SDCCE Vocational Nurse Training Program Terminal Objectives describe the essential skills, knowledge, and professional behaviors that graduates must demonstrate by the end of their training. These objectives are designed to ensure that vocational nursing graduates are fully prepared to provide safe, competent, and compassionate care in diverse healthcare settings.

The Faculty of the SDCCE Vocational Nurse Training Program have developed the following Terminal Objectives:

1. Display professional behavior and ethical conduct consistent with the professional standards of vocational nursing.
2. Apply fundamental nursing knowledge and skills to deliver safe, evidence-based care to patients across the lifespan, utilizing a holistic approach to addressing physical, psychological, sociocultural, and spiritual needs.
3. Demonstrate the ability to recognize and respond to common patient situations, showing progression from rigid adherence to rules to more flexible, situational decision-making.
4. Exhibit cultural sensitivity and respect for diverse patient populations in a variety of healthcare settings.
5. Exhibit effective communication skills with patients, families, and healthcare team members, documenting care using appropriate medical terminology.
6. Apply multidisciplinary collaboration skills while displaying professional and ethical conduct consistent with the professional standards of vocational nursing.
7. Recognize the value of continuous learning and professional development, setting the foundation for ongoing skill acquisition and expertise development.
8. Demonstrate adequate preparation and eligibility to sit for and pass the NCLEX-PN exam.

SDCCE VOCATIONAL NURSE TRAINING PROGRAM
Program Course Sequence
Effective: March 1, 2026 Reviewed: Revised:

Courses in the SDCCE Vocational Nurse Training Program must be completed in sequence to ensure that students build a solid foundation of knowledge and skills before advancing to more complex nursing concepts and clinical experiences. Sequential coursework allows for the gradual development of clinical judgment and technical proficiency, which are essential for safe and effective patient care. This structured progression also aligns with regulatory requirements and prepares students to meet program outcomes and licensure standards.

Term I

HLTH 619	Fundamentals of Vocational Nursing	108 Lecture hours 36 Lab hours 160 Clinical hours
HLTH 620	Vocational Nursing Pharmacology	60 Lecture hours 24 Lab hours

Term II

HLTH 621	Medical/Surgical Vocational Nursing I	108 Lecture hours 54 Lab hours 160 Clinical hours
HLTH 622	Mental Health Vocational Nursing	54 Lecture hours 20 Clinical hours

Term III

HLTH 623	Medical/Surgical Vocational Nursing II	108 Lecture hours 36 Lab hours 168 Clinical hours
HLTH 624	Obstetrical/Pediatric Vocational Nursing	48 Lecture hours 24 Lab hours 48 clinical hours

Term IV

HLTH 625	Medical/Surgical Vocational Nursing III	60 Lecture hours 60 Lab hours 180 Clinical hours
HLTH 622	Vocational Nursing Leadership	48 Lecture hours



SAN DIEGO
COLLEGE OF
CONTINUING EDUCATION

Program Policies/Procedures

Standards of the Profession

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
NURSES' CODE OF ETHICS
Effective: March 1, 2026
Reviewed:
Revised:

Students are expected to abide by a code of ethics common in nursing practice throughout their enrollment.

The development of a code of ethics is an essential characteristic of a profession and provides the means whereby professional standards may be established, maintained and improved. A code indicates a profession's acceptance of the responsibility and trust with which it has been invested. Each practitioner, upon entering a profession, inherits a measure of that responsibility and trust, and the corresponding obligation to adhere to standards of ethical practice and conduct set by the profession.

The Code of Ethics, adopted by the American Nurses' Association, is intended to serve as a guide to the ethical principles that should govern the individual practitioner's nursing practice, conduct and relationships. Each nurse has an obligation to uphold and adhere to the code in his/her individual practice and to ensure that colleagues do likewise. The full ANA Code of Ethics is available online: <https://codeofethics.ana.org/provisions> and consists of 10 Provisions:

Provision 1

The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2

A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

Provision 3

The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4

Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5

The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6

Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7

Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8

Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.

Provision 9

Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10

Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

THE PROFESSION OF NURSING PRACTICE

The profession of nursing shares responsibility with other health professions for meeting the health needs of society. Members of the health team collaborate to define health care delivery systems and to participate in their evaluation and improvement. Nursing practice includes the promotion, restoration, and maintenance of an optimal state of health for individuals, families, groups and the community.

The education of persons pursuing careers in a profession encompasses certain beliefs and traditions as well as specific knowledge and skills, among which are the development of the following:

1. Specialized knowledge and skills unique to the profession and basic to the service to be performed.
2. The ability to make independent judgments, which require a high level of intellectual knowledge.
3. A social and ethical commitment to perform the basic service in an altruistic manner.
4. The desire and ability to continue to augment knowledge and skills throughout life and to extend the boundaries of the professional arts and sciences.
5. Personal qualities necessary to expand intellectual and cultural horizons, to live productively in society and to mature as an individual.

SDCCE VOCATIONAL NURSE TRAINING PROGRAM

Admission to the Program

Effective: March 1, 2026

Reviewed:

Revised:

Purpose: The purpose of this admissions policy is to outline the requirements and procedures for admission into the Vocational Nursing program at SDCCE. This policy ensures that applicants are adequately prepared to succeed in the program and meet the standards set by the California Board of Vocational Nursing and Psychiatric Technicians.

Applicants are selected based upon the following criteria:

Eligibility Requirements

1. Age Requirement: Applicants must be at least 17 years old by the start of the program.
2. Educational Background:
 - a. A high school diploma or equivalent (e.g. GED) is required.
 - b. Completion of SDCCE Healthcare Careers **or** a college level Anatomy and Physiology course **or** equivalent (within the past five years) with a grade of “C” or higher.
 - c. Official transcripts must be submitted for high school or equivalent and Anatomy and Physiology or equivalent course.
3. Certified Nurse Assistant (CNA) Certificate:
 - d. A current, valid, and unencumbered California CNA certificate is required.
 - e. Proof of certification must be submitted with the application.
4. TEAS Test:
 - f. Applicants must achieve a passing score in each category (Reading, Math, Science and English) on the Test of Essentials Academic Skills (TEAS).
 - g. The passing score will be determined by ATI.
 - h. Official ATI TEAS scores (electronic only) must be submitted.

Applicant Selection

1. Application Period: Applications will be accepted during a specified time period each year, which will be announced on the college’s website.
2. Application Submission:
 - a. Completed applications must include all required documents, including official transcripts and proof of CNA certification.
 - b. Applications must be submitted by the deadline to be considered for admission.
3. Selection
 - c. Admission to the nursing program will be determined by random selection of individuals from the group of applicants who meet all eligibility requirements.
 - d. Selected applicants will be provided a “respond by” date. Those that decline acceptance or do not respond will be removed from the roster.
 - e. Any remaining open seats will be determined by random selection from the remaining group of applicants who meet eligibility requirements.
 - f. Students not selected will need to resubmit at the next application period.
4. After Acceptance
 1. Upon acceptance, students will need to initiate a Complio account and submit the following within 4 weeks:
 - i. Physical exam documented on a SDCCE form

- j. Proof of TB clearance
- k. Valid CPR certification from the American Heart Association
- l. Proof of immunizations (MMR, HepB, Varicella, Tdap, Annual Flu vaccine, COVID vaccine or waiver)

Note: Items noted above are required by clinical partners for clinical placement. Students are encouraged to complete all items prior to the start of the program. Students who do not submit the above documentation by the due date will not be permitted to progress to the clinical experience and will not progress in the program.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
ACADEMIC ACCOMMODATION
Effective: March 1, 2026
Reviewed:
Revised:

POLICY: SDCCE provides academic accommodations and services for students with disabilities in compliance with State and Federal legislation including Section 504 and 508 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act Amendments Act (ADAAA).

Eligible students who have a verified disability qualify for academic accommodations and services through the Disability Support Programs and Services (DSPS) department. Student participation in the DSPS program is voluntary. Disabilities can include (but are not limited to):

- Learning Disability (LD)
- Physical Disability (long term, short term or permanent)
- Psychological Disability
- Deaf/Hard of Hearing
- Visual Disability
- Acquired Brain Impairment (ABI)
- Intellectual Disability (ID)
- Other disabling conditions such as Attention Deficit Disorder (ADD), Diabetes, Epilepsy, etc.

Academic accommodations and services are designed to support students enrolled in on-campus, online, and clinical setting courses in the achievement of their academic and vocational goals. Academic accommodations provided may include, but are not limited to: priority enrollment, assistive technology and alternate media, interpreters and captioning for students who are deaf or hard of hearing, note taking materials, test taking accommodations, audio recorders, use of specialized equipment and adaptive devices, and disability related counseling and referral. Students are encouraged to apply early for timely services. Academic adjustments and modifications are determined for each student by an interactive process with a DSPS counselor. DSPS counselors partner with students to determine what academic adjustments will provide access to a program of study. Accommodations are determined on an individualized basis. Examples of accommodations may include:

- Educational and disability counseling
- Liaison with faculty
- Community referrals
- [Sign language interpreters](#)
- Speech-to-text services
- Adapted computer work stations
- Enlarged print
- Modified testing environment
- Extended time for testing
- Text in audio format
- Registration assistance
- Small group instruction

- Learning Disability eligibility assessment
- Referral to Workability III

Contact the SDCCE Disability Support Programs and Services Office.

DSPS Web site: <https://sdcce.edu/dsps>

Phone: 619-388-4812

Email: SDCEDSPS@sdccd.edu

Accommodations will be determined on an individual basis through an interactive process, and may include consultation with a representative of the Vocational Nurse Training Program or Healthcare Careers Department to help identify reasonable accommodations for the specific course, activity and/or clinical environment.

Accommodations must not include any change to curriculum or course of study that is so significant that it alters the required objectives or content of the curriculum in the approved course outline, thereby causing a fundamental alteration, or significantly affect the safety of patient care or others.

SDCCE VOCATIONAL NURSE TRAINING PROGRAM PHYSICAL AND MENTAL ABILITIES FOR NURSES Core Performance Standard
Effective: March 1, 2026 Reviewed: Revised

The National Council of State Boards of Nursing has identified skills and activities as common to all practicing nurses. The following describes physical and mental abilities required to be able to perform the core skills and activities essential to the practice of nursing. The SDCCE Vocational Nurse Training Program faculty believes that student nurses should have these abilities with or without reasonable and appropriate accommodations.

Mental and cognitive abilities

1. **Critical thinking:** The capacity to make sound clinical judgments by analyzing clinical situations, prioritizing patient care, developing nursing care plans, and making rapid decisions under pressure.
2. **Conceptual and analytical reasoning:** The ability to calculate and measure accurately (e.g., drug dosages), analyze data, and use critical thinking to provide care. This includes quick judgment in urgent situations.
3. **Interpersonal skills:** The ability to interact with individuals from diverse backgrounds, establish rapport with patients and colleagues, and cope effectively with stressful, emotional, or confrontational situations.
4. **Communication:** Proficiency in both verbal and written English to interact with others, document nursing actions, and provide patient education.
5. **Emotional stability:** The capacity to adapt to rapidly changing conditions and environmental stress while maintaining professional conduct and boundaries.

Physical abilities

- **Mobility:** The ability to navigate patient rooms and workspaces, perform emergency procedures, move heavy equipment, and assist with patient ambulation. This can include walking for extended periods, climbing stairs, and sitting or standing for long durations.
- **Motor skills:** Gross and fine motor abilities are essential for tasks like calibrating equipment, positioning patients, performing repetitive movements, lifting and transporting patients, and manipulating small medical instruments. The standard may require the ability to lift and carry a specific amount of weight (e.g., 50 pounds).
- **Visual ability:** Sufficient vision is needed for patient observation and assessment, including distinguishing colors, reading small print on charts and instruments, and observing patient responses.
- **Auditory ability:** The capacity to monitor and assess health needs by hearing various sounds. This includes hearing monitor alarms, emergency signals, cries for help, and auscultatory sounds with a stethoscope.
- **Sensory abilities (smell and touch):** The ability to use touch to perform physical assessments and feel for abnormalities and to use the sense of smell to detect odors that may indicate a change in a patient's condition.

Students who are otherwise qualified and have a documented disability that will require accommodation to perform the core skills and activities listed must contact the Disability Support

Programs and Services (DSPS) office to request accommodations.

I understand that admission, progression, and graduation are contingent upon the ability of each individual to demonstrate the functional abilities with or without reasonable accommodations.

Print Name: _____

Signature: _____

Date: _____

<u>Functional Ability</u>	Core Performance Standard (Rationale Examples)
Gross Motor Skills	<ul style="list-style-type: none"> • Move within confined space (patient rooms) • Sit and maintain balance (patient rooms, procedures) • Stand and maintain balance (patient rooms, surgery, procedures) • Reach above shoulders (hang IV bags) • Reach below waist (plug-ins)
Fine Motor Skills	<ul style="list-style-type: none"> • Pick up objects with both hands (bedpans, procedures) • Grasp small objects with both hands (sterile procedures, dressing changes, medication packages) • Write with pen or pencil (documentation, labeling) Key/type or use a computer (documentation) • Pinch/pick or otherwise work with fingers of both hands (syringes, catheters) Twist with both hands (turn knobs, open solutions) • Squeeze with fingers with both hands (eye dropper)
Physical Endurance	<ul style="list-style-type: none"> • Stand (at patient's side during procedure) • Sustain repetitive movement (CPR) • Maintain physical tolerance (CPR, work up to 12 hour shift)
Physical Strength	<ul style="list-style-type: none"> • Push and pull 25 pounds (position patients) • Support 25 pounds of weight (ambulate patient) • Lift 25 pounds (transfer patient or lift pediatric patients) • Move light objects up to 10 pounds (medical equipment) • Move heavy objects weighing from 10 to 50 pounds • Defend self against combative patient • Carry equipment/supplies • Use upper body strength (CPR, restrain a patient) • Squeeze with both hands (fire extinguisher, medication containers)
Mobility	<ul style="list-style-type: none"> • Twist (reach head of bed and other sections without moving) • Bend (patient assist) • Stoop/squat (chest tube or Foley containers) • Move quickly (assist unstable patient) • Climb (ladder, stools, stairs) • Walk (room to room to nurse's station)
Visual	<ul style="list-style-type: none"> • See objects up to 20 inches away (medical equipment and patient) • See objects more than 20 feet away (down the hallway) • Use depth perception (assess wounds) • Use peripheral vision (find objects in the hospital room) • Distinguish color (medication bottles and electronic medical record codes) • Distinguish color intensity (electronic medication alerts)
Tactile	<ul style="list-style-type: none"> • Feel vibrations (pulses) • Detect temperature (inflammation) • Feel differences in surface characteristics (skin turgor) • Feel differences in sizes, shapes (palpate vein) • Detect environmental temperature (patient comfort)
Hearing	<ul style="list-style-type: none"> • Hear normal speaking level sound (patient and staff communication) • Hear faint voices (weak patients or those with quiet voices) • Hear faint body sounds (BP, heart and bowel sounds) • Hear in situations not able to see lips (when using masks) • Hear sound alarms (monitors, IV pumps, fire)
Emotional Stability	<ul style="list-style-type: none"> • Establish therapeutic boundaries (patient safety) • Provide patient with emotional support (caring attitude) • Adapt to changing environment/stress (function in varied situations) • Deal with unexpected (crisis) • Focus attention on task (timing and precision of skills)

	<ul style="list-style-type: none"> • Monitor own emotions (work with patients who are sick and dying) • Perform multiple responsibilities concurrently (more than one patient)
Analytical Thinking Skills	<ul style="list-style-type: none"> • Transfer knowledge from one situation to another (prevent complications) • Process information (intervene when medical tests or assessment findings are abnormal) • Evaluate outcomes (nursing process) • Problem solve (with care team and patient) • Prioritize tasks (nursing process) • Use long term memory (give report to next shift) • Use short term memory (vital signs to be documented)
Critical Thinking Skills	<ul style="list-style-type: none"> • Identify cause and effect relationships (side effects or changes in patient condition) • Plan/control activities for others (multi-task) • Synthesize knowledge and skills (perform within scope of practice) • Sequence information (correctly prioritize patient's needs)
Interpersonal Skills	<ul style="list-style-type: none"> • Negotiate interpersonal conflict (collaborate with others) • Respect differences in patients (embrace diversity) • Establish rapport with patients (develop therapeutic relationships) • Establish rapport with co-workers (demonstrate civility)

SDCCE VOCATIONAL NURSE TRAINING PROGRAM
STUDENT AND FACULTY COMMUNICATION

Effective: March 1, 2026

Reviewed:

Revised:

POLICY: Students have the opportunity to communicate their ideas, suggestions and/or concerns associated with the Nursing Education Program by:

1. Speaking directly to a faculty member or the department chair
2. Attending the Student/Faculty Forums when offered
3. Completing the anonymous online Survey Select 'End of Course Evaluations'
4. Communicating ideas with designated student representative to attend and present during the program faculty meetings
5. Speaking directly with the program Faculty, Program Director, or Dean, Healthcare Careers.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
STUDENT RESPONSIBILITIES AND CODE OF CONDUCT
Effective: March 1, 2026 Reviewed: Revised:

POLICY: All students at SDCCE are expected to adhere to The San Diego Community College District Policies. Students enrolled in the SDCCE Vocational Nurse Training Program are expected to adhere to policies and procedures outlined in the Student Handbook and course syllabi.

SDCCD Board Policy 5500:

BP 5500 - STUDENT RIGHTS, RESPONSIBILITIES, CAMPUS SAFETY AND ADMINISTRATIVE DUE PROCESS

This policy enumerates the rights and responsibilities of all District students. It also outlines the District’s commitment to a safe learning environment for all students.

1. STUDENT RIGHTS

All students shall have the right to a safe campus learning environment free from interference and disruption, including verbal, physical, sexual or violent acts. The District shall ensure to the best of its ability to afford students the rights contained herein.

- a. Students shall have the right to impartial, objective evaluation of their academic performance. Students shall receive in writing, at the beginning of each course, information outlining the method of evaluating student progress, including the method by which the final grade is determined.
- b. Students shall have the right to exercise free expression including, but not limited to, the use of bulletin boards, the distribution of printed materials or petitions, and wearing of buttons, badges, or other insignia, so long as the expression is not obscene, libelous or slanderous according to current legal standards. The expression shall not incite students so as to create a clear and present danger of:
 - 1) The commission of unlawful acts on community college premises;
 - 2) The violation of local, state, or federal laws and regulations; or
 - 3) The substantial disruption of the orderly operation of the community college. The District reserves the right to regulate the time, place, and manner of all student activities. (Education Code Section 76120)
- c. Students shall have the right to be free of sexual harassment and all forms of sexual intimidation and exploitation, including acts of sexual violence and other unlawful harassment, as identified in Board of Trustees Policy, BP 3430, Prohibition of Harassment.
- d. No student with a qualified disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the District or be subjected to discrimination (see Board of Trustees Policy, BP 3430, Prohibition of Harassment, and Administrative Procedure, AP 3435, Discrimination and Harassment Investigations).
- e. Students shall have the right to be free from the imposition of disciplinary sanctions without proper regard for due process.
- f. Students shall have the right to take reasoned exception to the data or views offered in 2 any course of study without disrupting the instructional environment and to reserve judgment about matters of opinion. However, this does not preclude the expectation that a student must meet the course requirements
- g. Students shall have the right to participate in the formation of policy affecting them in accordance with established procedures for Shared Governance.

- h. Students shall have the right to petition to organize interest groups and/or join student associations pursuant to Administrative Procedure, AP 5400, Associated Students Organization and Guidelines for Student Clubs and Organizations.
- i. Students shall have the right to develop student publications in accordance with standards established by current District and college policies, procedures and guidelines.
- j. Students with verified disabilities shall have the right to receive appropriate accommodations as specified in Title II of the Americans with Disabilities Act of 1990 as amended by the ADA Amendment Act of 2008, Section 504 of the Rehabilitation Act of 1973, and District and college policies, procedures and guidelines.
 - 1) Students who believe this right has been violated may file a complaint by visiting the [Complaint Process website](#).

2. STUDENT RESPONSIBILITIES

Student behavior must remain in accordance with specific academic and behavior requirements as specified in District policy and which may be outlined by the course syllabus.

- a. Students shall be responsible for defining and making progress toward their educational goal.
- b. Students are responsible for reading and adhering to the policies and procedures as outlined in catalogs, schedules, course syllabi, and other official printed and online materials.
- c. Students with verified disabilities who believe they need academic accommodations are encouraged to identify themselves to instructors to discuss the details and timelines necessary to provide appropriate accommodations. Students who request accommodations or auxiliary aids are responsible for contacting the Disability Support Programs and Services (DSPS) office. Students who make a request directly to the faculty should be referred to DSPS (see Administrative Procedure, AP 3105.1, Academic Accommodations and Disability Discrimination for Students with Disabilities).

Students are responsible for providing professional documentation of a qualified disability to DSPS. The DSPS faculty, in consultation with the student, shall recommend appropriate accommodations. The recommendations shall be documented by DSPS and a copy provided to the student. Students are advised to consult directly with a Disability Support Programs and Services (DSPS) Counselor Specialist regarding any accommodation. These students will be required to meet timelines and procedural requirements established by the DSPS Office.

3. STUDENT CODE OF CONDUCT

Students are subject to adhering to the policies and procedures of the San Diego Community College District, as well as all federal, state, and local laws. Students are subject to charges of misconduct concerning, but not limited to, the following acts when committed on District owned or controlled property or at District-sponsored activities. Conduct that constitutes sexual harassment under Title IX shall be addressed under Administrative Procedure, AP 3433, Prohibition of Sexual Harassment under Title IX, and Administrative Procedure, AP 3434, Responding to Harassment Based on Sex under Title IX.

- a. Academic misconduct or dishonesty as specified in Administrative Procedure, AP 3100.3, Honest Academic Conduct.
- b. Forgery, alteration, falsification, or misuse of campus/District documents, records, electronic devices, or identification.
- c. Providing false information to a college official or in the course of an investigation.
- d. All forms of nonacademic dishonesty, including but not limited to, fabricating information, any form of bribery, knowingly furnishing false information or reporting a false emergency to officials acting in an official capacity.
- e. Use of a recording device in a classroom without prior permission of the instructor or approval of an academic accommodation from Disability Support Programs and Services (DSPS).
- f. Act or threat of damage to, or theft of property belonging to, or located on District-controlled property or facilities.
- g. The physical or verbal disruption of instructional or student services activities, administrative procedures, public service functions, authorized curricular or co-curricular activities, the orderly

operation of the campus, or prevention of authorized visitors from carrying out the purpose for which they are on campus.

- h. Physical, verbal, or written intimidation or harassment of such severity or pervasiveness as to have the purpose or effect of unreasonably interfering with a student's academic performance or a District employee's work performance. Complaints based on a protected class (national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics) will be handled under the procedures of Board of Trustees Policy, BP 3410, Nondiscrimination; Board of Trustees Policy, BP 3430, Prohibition of Harassment; and Administrative Procedure, AP 3435, Discrimination and Harassment Investigation.
- i. Any expression which is obscene, libelous or slanderous according to current legal standards, which so incites others as to create a clear and present danger of the commission of unlawful acts, or the substantial disruption of the orderly operation of the college/campus/District.
- j. Physical altercation or threats of violence including assault or battery upon a student or District personnel on District premises or at any time or place while under the authority of District personnel.
- k. Unlawful conduct of a sexual nature including but not limited to indecent exposure, prostitution, voyeurism, or loitering for the purpose of soliciting or engaging in any lewd act or conduct.
- k. Sexual assault or physical abuse including but not limited to rape, sexual assault, domestic violence, dating violence, or stalking as defined by California law below: Consent – Affirmative consent to sexual activity by both parties. “Affirmative consent” means affirmative, conscious, and voluntary agreement to engage in sexual activity. It is the responsibility of each person involved in the sexual activity to ensure that he or she has the affirmative consent of the other party. Lack of protest or resistance does not mean consent, nor does silence mean consent. Consent must be ongoing and can be revoked at any time. The existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent. Sexual Assault – Includes but is not limited to rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault. Dating Violence – Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a romantic or intimate relationship will be determined based on the length of the relationship, the type of relationship and the frequency of interaction between the persons involved in the relationship. Domestic Violence – Includes felony or misdemeanor crimes of violence committed by a current or former spouse of the victim; by a person with whom the victim shares a child in common; by a person who is cohabitating with or has cohabitated with the victim as a spouse; by a person similarly situated to a spouse of the victim under California law; or by any other person against an adult or youth victim who is protected from that person’s acts under California law. Stalking – Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others, or to suffer substantial emotional distress.
- l. Any conduct that threatens the health or safety of any person, including oneself.
- m. Participation in hazing (California Education Code Sections 32050 through 32052).
- n. Possession of weapons, explosives, unlicensed dangerous chemicals or objects which may be used as weapons or to threaten bodily harm, as specified in the California Penal Code or other applicable laws.
- o. Conduct which is in violation of federal, state, or local laws or ordinances while on District premises or at District-sponsored or supervised activities (California Education Code Sections 76020 & 76120).
- p. Failure to comply with directions of staff members of the District who are acting within the scope of their employment. Continued and willful disobedience or open and persistent defiance of the authority of District personnel providing such conduct is related to District policies, activities or college/campus attendance.
- q. Smoking on District premises, or in vehicles provided by the District used for transporting students; except as permitted by applicable ordinances, laws, college and District guidelines and procedures.
- r. Use, possession, distribution, or sale of alcoholic beverages on campus except as permitted by law.

- s. Use, possession, distribution, manufacture, cultivation, or sale of any controlled substance including marijuana, narcotics or other hallucinogenic drugs or substances, or inhaling or breathing the fumes of, or ingesting, any poison classified as such by the California Business and Professions Code Section 4160, Schedule "D," except as provided by law, is prohibited when on District premises.
- t. Violation of Policies & Procedures for Student Organizations as enumerated in Administrative Procedure, AP 5400, Associated Students Organizations and Guidelines for Student Clubs and Organizations.
- u. Violation of the Student Travel Contract.

See also: Administrative Procedure 3100.3; Administrative Procedure 5140; Administrative Procedure 5400; Administrative Procedure 3435; Administrative Procedure 3540; Board Policy 5140; Board Policy 3430; Reference: Section 504 of the Federal Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990, as amended by the ADA Amendment Act of 2008; Education Code Sections 32050-32052, 66300, 66301, 76020, 76100 and 76120 ACCJC Accreditation Standard 2 Adopted: 05/10/79 (Policy 3100 Revised: 04/16/84; 08/11/94; 10/14/10; 12/11/14; 02/18/16; 09/08/16; 11/09/17; 01/31/19, 6/09/22 (Replaces current SDCCD BP 3100) Accreditation reference updated 7/19/24

<https://www.sdccd.edu/docs/District/policies/Student%20Services/BP%205500.pdf>

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
INTEGRITY, PROFESSIONAL ETHICS, AND PERSONAL RESPONSIBILITY
Effective: March 1, 2026 Reviewed: Revised:

INTEGRITY

Integrity may be defined as an uncompromising adherence to a code of moral, artistic or other personal/professional values. Integrity is also viewed as absolute sincerity, honesty, candor and the avoidance of deception.

The faculty and staff of SDCCE believe that integrity is a fundamental basis for the academic and professional nursing communities. Accordingly, the faculty’s goal is to assist all students in defining acceptable standards of professional behavior. Plagiarism and cheating are unacceptable. All APA papers will be submitted electronically for identification of any plagiarism (including AI plagiarism) to the program defined anti-plagiarism website.

Examples of Plagiarism:

- Verbatim copying without proper acknowledgement;
- Paraphrasing without proper acknowledgement;
- Putting together a "patch-work" paper from diverse sources, without proper acknowledgement of those sources;
- Unacknowledged appropriation of information or of someone else's ideas; and
- Copying another’s written assignment and submitting it as one’s own.

Examples of Cheating (may include but are not limited to):

- Getting examination or quiz questions from someone who has previously taken the examination or quiz;
- Copying from someone else’s examination or quiz paper or receiving answers from another student during an examination or quiz;
- Allowing someone to copy from an examination or quiz paper or giving answers to another student during an examination or quiz;
- Using notes, books, cell phones, etc., during a closed book examination or quiz;
- Taking an examination or quiz for another student;
- Turning in a paper purchased from a commercial research firm;
- Turning in an assignment that was done entirely or in part by someone else; and
- Doing a homework assignment for another student.

Examples of Breach of Professional Ethics (may include but are not limited to):

- Not reporting an incident involving a patient; and
- Failing to provide information to a patient about treatments, medications or recommended health behaviors;
 - Recording medications, treatments or observations as done when they were not;
 - Falsifying any record;
 - Discussing patients in public places or with anyone not directly involved in patient’s care;
 - Eating food intended for or belonging to a patient;

- Breaking something that belongs to a patient and not reporting it;
- Taking hospital equipment;
- Taking medications from the hospital for personal use; and
- Not questioning an order when in doubt.

Examples of Breach of Personal Responsibility (may include but are not limited to):

- Failing to maintain open communication with the faculty, staff and management of the program; regarding student concerns impacting student success;
- Failing to adhere to program deadlines;
- Failing to adhere to appointments with faculty and the dean;
- Failing to adhere to recommendations on the “Student Success Plan”; and
- Failing to meet with faculty even after being encouraged verbally and by email to do so.

Students will maintain confidentiality and integrity regarding examinations/diagnostic testing at all times. Sharing information related to any course quiz or course examinations is a violation of integrity and the Code of Conduct.

Any violation of confidentiality may result in dismissal from the program.

Any student found to have cheated on an examination will receive a grade of zero (0) for that examination.

Dismissal from the program without possibility of readmission may result from any violation of the Integrity, Professional Ethics, and Personal Responsibility Policy.

SDCCE VOCATIONAL NURSE TRAINING PROGRAM
HONEST ACADEMIC CONDUCT
Effective: March 1, 2026 Reviewed: Revised:

SDCCD Administrative Procedure

Chapter 5 – Student Services

AP 3100.3 – HONEST ACADEMIC CONDUCT

This procedure implements Board of Trustees Policy 3100 ensuring that honesty and integrity are integral components of the academic process. All students are expected to be honest and ethical at all times in their pursuit of academic goals.

1. DEFINITIONS

- a. Cheating: The act of obtaining or attempting to obtain credit for academic work by the use of any dishonest, deceptive, or fraudulent means. Examples of cheating include, but are not limited to:
 - 1) Copying, in part or in whole, from another's test or other examination;
 - 2) Discussing answers or ideas relating to the answers on a test or other examination
 1. without the permission of the instructor;
 - 3) Using an annotated instructor's edition of a textbook;
- m. Obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- n. Using notes, "cheat sheet" or other devices considered inappropriate under the prescribed testing condition;
- o. Collaborating with another or others in work to be presented without the permission of the instructor;
 - 4) Falsifying records, laboratory work, or other course data;
- p. Submitting work previously presented in another course, if contrary to the rules of the course;
- 5) Altering or interfering with grading procedures;
- 6) Plagiarizing, as defined herein;
- 7) Knowingly and intentionally assisting another student in any of the above.
- b. Plagiarism: The act of incorporating ideas, words, or specific substance of another, whether purchased, borrowed, or otherwise obtained, and submitting the same as one's own work to fulfill academic requirements without giving credit to the appropriate source. Examples of plagiarism include but are not limited to the following:
 - 1) Submitting work, either in part or in whole, completed by another;
 - 2) Omitting footnotes for ideas, statements, facts or conclusions which belong to another;
 - 3) Omitting quotation marks when quoting directly from another, whether it be a paragraph, sentence, or part thereof;
 - 4) Close and lengthy paraphrasing of the writing or work of another, with or without acknowledgment;
- c. Submitting artistic works, such as musical compositions, photographs, paintings, drawings, and sculpting, of another; And
- d. submitting papers purchased from research companies (or downloaded from electronic source) as one's own work.

2. ACADEMIC AND ADMINISTRATIVE SANCTIONS

Cheating and plagiarism may warrant two separate and distinct courses of disciplinary action which may be applied concurrently in response to a violation of this policy.

- Academic Sanctions, such as grade modifications, are concerned with the student's grades and are the sole responsibility of the faculty member involved.
- Administrative Sanctions, includes any disciplinary action up to and including expulsion, and are the

responsibility of the College president or designated representative.

a. **ACADEMIC SANCTIONS**

- 1) When a student is accused of cheating or plagiarism, it is recommended that the faculty member arrange an informal office conference with the student and the department chair, or designee, to advise the student of the allegation as well as the evidence which supports it.
- 2) The purpose of the informal conference is to bring together the persons involved so that the situation might be discussed informally and an appropriate solution might be decided upon.
- 3) If more than one student is involved in the incident, the faculty member may call the students together to confer as a group at the discretion of the faculty member. All notes and discussion between the student and faculty member are confidential, in accordance with the Family Rights and Privacy Act, and may be used as evidence in subsequent campus disciplinary proceedings or any subsequent legal action.
- 4) Guidelines: It is the faculty member's responsibility to determine the type of academic sanction, if any. In reaching the decision, the faculty member may use the following guidelines:
 - a) The faculty member should advise the student of the alleged violation and should have reasonable evidence to sustain that allegation. Reasonable evidence, such as documentary evidence or personal observation or both, is necessary if the allegation is to be upheld.
 - b) The usual sanction is "grade modification." This sanction is to be used only if the faculty member is convinced and has documented that cheating or plagiarism did, in fact, occur.
 - c) The "grade modification" is left to the discretion of the instructor and may include a zero or F on the paper, project or examination.
 - d) In addition to grade modification, certain instructional departments/programs may have policies which state that cheating can show unsuitability for continuation in the program and/or profession.
 - e) In all cases, faculty should make the student aware of the penalties for cheating or plagiarism and of their appeal rights. It is recommended that a statement be included in the course syllabus. (See District Procedures 3100.1 and 3100.2).
 - f) If an academic sanction is pursued, the incident must be reported in the conduct database within ten instructional days. A copy of the report will be sent to the School Dean and the Disciplinary Officer. The report from the faculty member should state what the nature of the offense was, the evidence, and the academic sanction imposed.

b. **ADMINISTRATIVE SANCTIONS**

- 1) The School Dean will consult with the Disciplinary Officer as to whether the matter warrants administrative sanction in accordance with AP 3100.2, Student Disciplinary Procedures. All actions related to discipline under AP 3100.2 are the responsibility of the Disciplinary Officer.
- 2) The Disciplinary Officer will notify the faculty member if an administrative sanction will be pursued.

APPEAL

A student may appeal the decision of a faculty member to impose an academic sanction for plagiarism or cheating. The student should file a petition with the School Dean and include documentation. The School Dean will notify the Dean of Student Affairs of the pending appeal in the event disciplinary action is pending. The School Dean will conduct a fact finding session with the faculty member, the department Chair and the student within 10 instructional days of the date the petition was filed to try to resolve the matter informally. In the event the matter cannot be resolved informally, the appeal will be referred to the Vice President of Instruction for a grade challenge hearing, pursuant to AP 3001.2, Grade Challenge.

References: None

Approved by

the Chancellor: January 13, 2017

Supersedes: 4/22/99, 1/16/09

SDCCE VOCATIONAL NURSE TRAINING PROGRAM USE OF ARTIFICIAL INTELIGENCE (AI) TOOLS
Effective: March 1, 2026 Reviewed: Revised:

AI tools may be used to enhance learning, improve access to information, and prepare students for technology-rich clinical environments. The use of AI must uphold academic integrity, promote critical thinking, and align with ethical and professional nursing standards.

Acceptable Uses

- AI may be used to reinforce course concepts, brainstorm ideas, support literature searches, check grammar, and organize study outlines.
- Students may use AI to supplement their understanding of clinical topics, provided all sources and factual material presented by AI are critically evaluated for accuracy and relevance.
- Use of AI in simulation and data analysis must complement, not replace, faculty instruction or hands-on clinical judgment.

Prohibited Uses

- AI must not be used to complete examinations, clinical assessments, or impersonate students in classroom or online settings.
- AI must not be used to write full assignments, papers, or group work unless explicitly approved by faculty.
- Students must not rely solely on AI for clinical decision-making or patient care recommendations.

Attribution and Documentation

- When AI is used for assignments or research, students must disclose its use and provide an appendix showing the exchange with the AI tool, noting the tool used and describing its role (e.g., idea generation, study support).
- Proper citation of AI-generated content is required in all coursework and communications.

Ethical Standards

- All AI use must comply with the principles of privacy, equity, and integrity as outlined by nursing professional codes and Title IX regulations.
- Students and faculty must recognize and address the potential for bias, data privacy concerns, and limitations in AI-generated responses.

“Use of Artificial Intelligence (AI) Tools” created using Perplexity AI

Adapted from:

- Neosho County Community College. Artificial Intelligence (AI) Policy. January 2025.
- American Nurse. Creating Policy Around the Use of AI Tools in Nursing Education. December 2024.
- National League for Nursing. Vision Statement on Artificial Intelligence (AI) in Nursing Education. September 2025.
- American Nurses Association. The Ethical Use of Artificial Intelligence in Nursing Practice. December 2022.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
GRIEVANCES AND ADMINISTRATIVE DUE PROCESS
Effective: March 1, 2026
Reviewed:
Revised:

Purpose: The purpose of this grievance policy is to provide a clear and efficient process for addressing complaints or concerns related to the quality of education, services, or professional conduct within the vocational nursing program. This policy aims to ensure that grievances are handled in a fair, respectful, and timely manner, maintaining confidentiality and adhering to regulatory requirements.

Definitions

- **Grievance:** A written or oral complaint expressing dissatisfaction with the educational services, quality of instruction, or professional conduct within the vocational nursing program.
- **Complainant:** The individual filing the grievance, which may include students, faculty, staff, or external parties.
- **Respondent:** The individual or entity against whom the grievance is filed.

First Steps

STEP 1: A student should first bring the concern to the attention of the appropriate instructor or staff member.

STEP 2: If the student’s concern has not been resolved to their satisfaction, the student should next bring the concern to the attention of the Healthcare Careers Program Chair.

STEP 3: If the student’s concern is not resolved to their satisfaction after steps 1 and 2, the student should next bring the concern to the attention of the Vocational Nurse Training Program Director.

STEP 4: If the student’s concern cannot be resolved to the student’s satisfaction after completing steps 1-3, or if steps 1-3 are otherwise impractical because the grievance is related to those individuals, the students should next bring the grievance to the attention of the Dean, Healthcare Careers.

If the student’s concern is not resolved to the student’s satisfaction after completing steps 1-4 above, the student can file a grievance in accordance with the San Diego Community College District Administrative Procedure [AP 5530](#) – Student Grievance.

Administrative Procedure Chapter 5 – Student Services AP 5530 – STUDENT GRIEVANCE

1. PURPOSE AND DEFINITION The purpose of this procedure is to provide a prompt and equitable means for resolving student grievances. The procedures enumerated herein shall be available to any student who believes a District decision or action has adversely affected his/her/their rights as a student as enumerated in Board of Trustees Policy, BP 5500, Student Rights, Responsibilities, Campus Safety and Administrative Due Process, Section 1., Student Rights (a. – j.). However. complaints alleging discrimination based on a protected class (national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military or veteran status,

or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics) or sexual harassment will be handled under Administrative Procedure, AP 3435, Discrimination and Harassment Investigations.

2. **GRIEVANCE OFFICER:** Each academic year, the President shall appoint a Grievance Officer who shall facilitate the grievance process.

3. **GRIEVANCE COMMITTEE:** Each academic year, the Academic Senate shall nominate five (5) faculty members and the Associated Students organization shall nominate five (5) students to serve for a one-year term to form a pool from which a Grievance Committee may be convened.

a. The Grievance Committee shall be constituted, as needed, in accordance with the following criteria:

- 1) The Grievance Committee shall include at least one but no more than three (3) students selected from the pool submitted by the Associated Students organization;
- 2) The Grievance Committee shall include at least one but no more than three (3) instructors selected from the pool submitted by the Academic Senate;
- 3) There shall be an equal number of students and faculty represented.

4. **RESOLUTION PROCESS:** All parties shall make a reasonable effort to resolve the matter on an informal basis prior to requesting a grievance hearing. Informal meetings and discussion between persons directly involved in a grievance is essential at the onset of the dispute. If the student fails to resolve the grievance informally, no further action will be taken unless the student files a formal grievance by completing a Statement of Student Grievance form within thirty (30) calendar days of the incident.

a. Grievances will only be heard where:

- 1) The grievant alleges a violation of a student right as specified in Board of Trustees Policy, BP 5500, Student Rights, Responsibilities, Campus Safety and Administrative Due Process, Section 1., Student Rights (a,b,c,e,f,g,h,i);
- 2) The grievant was a student of San Diego City, Mesa, or Miramar College, or San Diego College of Continuing Education at the time the alleged incident occurred;
- 3) The grievant is personally and directly damaged by the alleged incident;
- 4) Academic accommodations from 504 appeals in accordance with Administrative Procedure, AP 5140, Academic Accommodations and Disability Discrimination for Students with Disabilities, will be referred to Administrative Procedure, AP 3435, Discrimination and Harassment Investigations, if the student is not satisfied with the decision;
- 5) There is a remedy which is within the authority of the District to grant; and
- 6) There is no another prescribed administrative channel for due process.

b. The following allegations or issues will not be heard under this procedure:

- 1) Discipline of students – See Administrative Procedure, AP 5520, Student Disciplinary Procedures;

a) Students may not grieve a matter that is undergoing disciplinary proceedings, until these proceedings have concluded.

2) Discipline of employees;

3) Traffic or parking citation; 4) Correction to records, including grade changes – See Administrative Procedure, AP 5040, Student Records, Release, Correction and Challenge;

5) Matters for which there is another prescribed administrative channel for due process; and

6) Criminal acts or civil damages.

c. The grievance officer will notify the student of the disposition of the grievance within 10 instructional days. If a grievance is deemed to be valid (in accordance with 4.b. 1– 6 above), the grievance officer shall advise the student to complete a Student Grievance Hearing Request form within thirty (30) days of the end of the semester in which the incident occurred. Upon receipt of the Student Grievance Hearing Request form, the Grievance Officer shall:

1) Meet with the student within five (5) instructional days of receipt of the hearing request form;

2) Determine that the informal resolution process has been followed in accordance with this procedure;

3) Within ten (10) instructional days following receipt of the hearing request form, the Grievance Officer shall convene the Grievance Committee.

5. HEARING PROCEDURE

a. The full Grievance Committee must be present for the hearing to proceed. The Grievance Officer will be the facilitator and shall inform the participants of the procedures to be followed in the hearing. The decision of the Grievance Officer shall be final on all matters relating to the conduct of the hearing, unless there is a two-thirds majority vote of the members of the Grievance Committee to the contrary. The burden of proof shall be on the grievant.

b. Each party to the grievance may provide the committee with oral and written information relevant to the issue of the grievance.

c. The Grievance Officer shall assist all parties in the securing of supporting information.

d. Formal rules of evidence shall not apply. All relevant information shall be considered.

e. Witnesses shall only be present when testifying. A taped recording shall be maintained by the Grievance Officer and shall be the only taped recording maintained. Destruction of all records of the hearing shall be in accordance with Administrative Procedure, AP 6550.2, Storage and Disposition of Records.

6. GRIEVANCE DECISION RECOMMENDATION

a. The Grievance Committee's recommendation shall be based only upon the record of the hearing. Relevant sections of state and federal laws shall apply.

b. The Grievance Committee shall submit its findings in writing to the President within five (5) instructional days following the conclusion of the hearing. The written report shall include specific findings on each issue of the grievance together with recommendations.

7. PRESIDENT'S DECISION

a. Within five (5) instructional days following receipt of the Grievance Committee's recommendation, the President shall render a decision. The President may accept or reject the findings and recommendations of the Grievance Committee. If the President does not accept a finding or recommendation of the Grievance Committee, the reason(s) shall be stated in the written decision to the committee. The final decision shall be sent in writing to the grievant and Grievance Officer. The decision of the President shall be final.

References: Education Code Section 76224 subdivision (a) ACCJC Accreditation Eligibility Requirement 20 ACCJC Accreditation Standard 2 Approved: 5/10/79 (AP 3100.1) Revised: 04/26/84; 10/14/98; 06/1/11; 06/26/14; 12/12/14; 02/23/16; 10/17/16; (Renumbered to AP 5530); 8/22/21 Supersedes current AP 5530, etc. Accreditation reference updated 7/19/24

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
UNLAWFUL HARASSMENT OR DISCRIMINATION BASED ON SEX OR GENDER
Effective: March 1, 2026
Reviewed:
Revised:

The San Diego Community College District and all its Colleges are committed to providing an academic environment free of unlawful harassment and unlawful discrimination. Board Policy 3100 defines verbal, physical, visual or written, environmental and harassment and other forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff, or faculty member, or student within the District.

SDCCE is committed to maintaining a learning environment that is free from harassment, discrimination, and sexual misconduct. All students, faculty, staff, and visitors have the right to participate in educational programs, campus activities, and community life without fear of harassment or intimidation. This includes attending class, sharing meals, studying in the library, or socializing on campus without being subjected to sexual comments, pressure for sexual activity, or unwelcome physical contact.

In alignment with Title IX, the following types of conduct are prohibited and may constitute violations of institutional policy and federal law. Examples include, but are not limited to:

- Pressure for sexual activity
- Dating or domestic violence
- Sexual innuendos and comments
- Sexually explicit questions
- Requests for sexual favors
- Unwelcome touching, hugging, stroking, or squeezing
- Spreading rumors about a person’s sexuality
- Sexual ridicule
- Displaying or sending sexually suggestive electronic communications, including emails and text messages
- Pervasive display of sexually explicit or graphic pictures, calendars, cartoons, or materials
- Stalking
- Attempted or actual sexual violence

The institution prohibits such conduct in all forms and enforces this policy to protect the safety, dignity, and well-being of every community member.

To review the SDCCD’s full Administrative Procedure related to harassment in alignment with Title IX, please refer to [AP 3434 Responding to Harassment Based on Sex Under Title IX](#).

SDCCE
NURSING EDUCATION
STUDENTS IMPAIRED BY ALCOHOL, DRUG ABUSE OR EMOTIONAL ILLNESS
Effective: March 1, 2026
Reviewed:
Revised:

The California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) maintains strict standards regarding students and licensees impaired by drugs or alcohol. Impairment in any academic or clinical setting—such as practicing, studying, or caring for patients under the influence—is considered a serious violation and subject to disciplinary action. If a student is found to be impaired or tests positive for prohibited substances, the BVNPT presumes substance abuse and applies uniform disciplinary standards up to suspension, remediation, or termination of licensure eligibility.

BVNPT disciplinary guidelines prohibit the personal use or possession of controlled substances and mandate complete abstinence. Major violations include treating patients while under the influence, testing positive for drugs or alcohol, or committing drug- or alcohol-related offenses. For students, this typically means suspension from practice and referral for formal disciplinary action or required treatment. Refusal to comply with testing or rehabilitation can result in termination from the program and denial of licensure.

Programs accredited by the BVNPT must remove impaired students from academic or clinical activities and require prompt drug/alcohol testing. Continued participation is contingent on successful completion of approved treatment and evidence of sobriety. The BVNPT’s overarching goal is patient and public safety, ensuring all student nurses adhere to ethical and legal standards throughout their training

The nursing faculty encourages students to seek immediate help. We realize that such problems, if left unattended, could prevent the student from satisfactorily completing course objectives and prevent licensure to practice nursing in the state of California. In addition, it is the policy of SDCCE to prohibit the use of illicit drugs/substances by students in any District sponsored activity (Board Policy 5500). These activities include use of classrooms, lounges, satellite units, and facilities designated as clinical areas. Any infraction of this regulation by a student may be grounds for immediate dismissal from the Vocational Nurse Training Program.

Any behavior by a student that is indicative of possible impairment due to alcohol or abuse of drugs must be reported and recorded by faculty promptly. Should a student report to a clinical facility "under the influence", such behavior should be considered as unsafe and grounds for immediate dismissal from the clinical area and the program. (A family member or significant other may need to be called to remove this person from the area, or in extenuating circumstances, the student will be sent to a hospital emergency room). A continued pattern of unsafe behavior will be grounds for dismissal from the program.

Students dismissed from the program after being identified as impaired must submit a statement from an approved, recognized drug treatment program validating attendance and treatment in order to be considered for readmission.

Final disposition and recommendation for dismissal or retention must be handled according to District Policy re: student Due Process.

SDCCE NURSING EDUCATION
STUDENT ILLNESS OR INJURY
Effective: March 1, 2026 Reviewed: Revised:

POLICY: For the protection of students, patients, clinical personnel and faculty, the following procedure must be adhered to:

PROCEDURE:

1. Injury in the class, lab, or clinical setting must be reported immediately to the faculty so that necessary care can be initiated with appropriate facility and college documentation.
2. Any student with a visible injury or illness involving a potential communicable disease will be required to provide a clearance statement from the physician before returning to the class, lab or clinical setting by the next day of attendance. Refer to Physical and Mental Abilities Policy, Functional Abilities, and Core Performance Standards)

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
USE OF SOCIAL MEDIA
Effective: March 1, 2026
Reviewed:
Revised:

POLICY:

The Faculty, staff, and administration of the SDCCE Vocational Nurse Training program are committed to protecting the Health Information of every client with whom a student comes in contact, as well as the Education Information of every student. Breach of this policy may be grounds for dismissal from the program.

PROCEDURE:

The SDCCE Vocational Nurse Training Program recognizes that social networking websites are used as a means of communication. **Future employers** often review these network sites when considering potential candidates for employment. No privatization measure is perfect. Information can "**live on**" beyond its removal from the original website and continue to circulate in other venues. Administration may periodically search the internet for breaches in policy.

In the professional role as a caregiver, a vocational nursing student must not:

- Present the personal health information of any individual on ANY social site. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, and diagnosis, date of evaluation, type of treatment or the use of a highly specific medical photograph may still allow the reader to recognize the identity of a specific individual.
- Post or discuss any clinical experience or information regarding experience with the clinical agency, its staff, or its clients/patients on any internet social media site.
- Post or discuss any theory or ATI examination questions.
- Present yourself as an official representative or spokesperson for the SDCCE Vocational Nurse Training program, the San Diego College of Continuing Education or the San Diego Community College District.
- Utilize websites and/or applications in a manner that interferes with clinical commitments.

Individuals should make every effort to present themselves in a mature, responsible and professional manner. Communication should always be civil and respectful. The actions listed below are strongly discouraged:

- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, political or religious views, ethnicity or sexual identity.
- Presentation of information that may be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

Vocational Nurse Training program students are encouraged to think carefully before posting any information on a website or digital application.

SDCCE VOCATIONAL NURSE TRAINING PROGRAM
ATTENDANCE POLICY

Effective: March 1, 2026

Reviewed:

Revised:

Purpose: Regular attendance in the classroom and clinical area is necessary for students to meet the stated objectives of the program. Students enrolled in the vocational nursing program are expected to place the highest priority on attending all scheduled lectures, laboratory and clinical practice. All missed time must be documented on an "Attendance Make-Up" form and must be made up per the stipulations below.

Classroom Attendance

1. Students are expected to be in class each day. SDCCE understands that emergencies may arise; students must take the following steps if there is a reason they cannot attend a scheduled class day.
 - a. Students must contact their instructor prior to class starting. In an emergency, students must contact their instructor as soon as possible.
 - b. Students are expected to be on time for class and stay the entire class period.
 - c. Students' with excessive absences will be referred for a Student Success Plan. Excessive absences are defined as 10% of the total course hours.
2. All time must be made up prior to the end of the course. Acceptable methods for Theory Make-up include: (a) case studies, (b) independent study, (c) written examination, (d) attendance at seminars or workshops and (e) research reports or projects. Make-up assignments will be decided by the instructor and are due within 7 days. Students who do not make up time will not meet the hours requirement for licensure by the BVNPT and will be deemed unsuccessful in the course.
3. If the student is missing a quiz/exam, the student must contact the instructor prior to the exam start time. If approved by the Program Director, the student will be given an alternate exam at a scheduled time. The highest grade possible on a make-up exam is 75%. If the student misses the alternate exam time, they will receive a (0) on the exam. .
4. Homework is due at the beginning of class. No late homework will be counted as part of the course grade.

Clinical/Lab Attendance

1. Student absences jeopardize the student's ability to meet clinical and laboratory objectives. Students are expected to be on time and prepared for each lab or clinical session. Students must meet all required clinical hours to complete the course and progress in the program. If an unseen situation prevents a student from attending clinical/lab, the following steps should be taken:
 - a. Students must contact their instructor 30 minutes prior to clinical starting if going to be late. In an emergency, students must contact their instructor as soon as possible.
 - b. Students are expected to be on time for clinical and stay the entire class period.
 - i. A student who is late 1 to **7 minutes** to clinical will be given a written warning on the first occurrence, referred for a Student Success plan on the subsequent occurrences . If a student continues to arrive late, the student will be referred to meet with the Vocational Nursing Program Director.

- ii. A student late **8 minutes or more** will be considered absent for the day and will be sent home, as any lateness is disruptive to patient-care. Timekeeping will be monitored by the clinical instructor.
- iii. Students who leave the clinical area early (less than one hour) will be considered tardy. Students who leave more than one hour early will be considered absent for the day. Students who do not return on time to the designated area after assigned breaks will be considered absent for the day.
- c. Students with excessive absences will be referred for a Student Success Plan. Excessive absences are defined as 10% of the total course hours.
- d. Clinical Makeup
 - i. Full attendance in the clinical area is expected in order for objectives to be met and to provide adequate opportunities for evaluation. Students who do not make up missed time will not meet the hours required by the BVNPT for licensure and will be deemed unsuccessful in the course.
 - ii. Students who miss clinical or lab must meet with faculty to make arrangements for make up.
 - iii. Make up time will be assigned by the instructor. Acceptable methods of make up include:
 - a. Performance evaluation in the skills laboratory
 - b. Additional supervised time in the clinical setting with clients/patients
 - c. Appropriate simulation experiences

1. Clinical Makeup

- a. Full attendance in the clinical area is expected in order for objectives to be met and to provide adequate opportunities for evaluation. Students who do not make up missed time will not meet the hours required by the BVNPT for licensure and will be deemed unsuccessful in the course.
- b. Students who miss clinical or lab must meet with faculty to make arrangements for make up.
- c. Make up time will be assigned by the instructor. Acceptable methods of make up include:
 - i. Performance evaluation in the skills laboratory
 - ii. Additional supervised time in the clinical setting with clients/patients
 - iii. Appropriate simulation experiences

SDCCE NURSING EDUCATION
ABSENCES AND LATENESS RELATED TO EXAMINATIONS
Effective: March 1, 2026 Reviewed: Revised:

POLICY: Students are expected to be present for all examinations.

PROCEDURE:

1. If a student is going to be late or absent from a scheduled course exam, the course faculty must be notified, **prior** to the scheduled exam time. In the case of emergencies/unforeseen absences, the student must notify the faculty as soon as reasonably possible.
2. If a student is late for a scheduled course exam, he/she will not be permitted in the testing area, as late arrivals are distracting to students already testing. Students late to an exam will have to make arrangements with the faculty to take the exam at another time.
3. For non-excused absences or non-excused late arrivals, the maximum score attainable will be 75%.
4. If a student misses a course exam **and has called** in to report the absence, the student must take the exam on the first day back to campus or online at a time agreed upon by the exam proctor. For non-excused absences or non-excused late arrivals, the maximum score attainable will be 75%.
5. If the student does not call in the absence, he/she will not be permitted to take the exam and achieve a **zero** for that exam.
6. Circumstances causing absences or lateness will be evaluated on an individual basis by the faculty, Program Chair and Program Director. An example of an excused absence/lateness is illness; an example of unexcused absence/illness is oversleeping.

SDCCE
NURSING EDUCATION
NURSING STUDENT STANDARDS OF EXPECTATIONS AND RESPONSIBILITIES
Effective: March 1, 2026
Reviewed:
Revised:

NURSING STUDENTS' BILL OF RESPONSIBILITIES

- I have the responsibility to act as a competent adult and be proactive in my education.
- I have the responsibility to be truthful, polite and honest with my Professor.
- I have the responsibility to come to every class prepared to listen, participate and learn.
- I have the responsibility to read the assigned textbooks carefully, noting important ideas and rephrasing concepts in my own words.
- I have the responsibility to consult with other students, the Professor, a tutor and other resources whenever I need the extra help.
- I have the responsibility to understand that the Professor is not principally responsible for the quantitative representation of my comprehension, and that it is my job to study to the best of my abilities.
- I have the responsibility of keeping an open mind and trying to comprehend the information the Professor is teaching in the classroom or clinical setting.
- I have the responsibility to do assigned homework with proper attention and thought.
- I have the responsibility to view my Professor as a partner in my education, not someone who is intent on causing me pain and frustration.
- I have the responsibility to understand that I am not the only student in my class and that if I fall behind in class and all of my questions are not appropriately asked in the classroom setting, that I have the responsibility of going to my Professor's office for help.
- I have the responsibility of trying to integrate the present nursing content into all aspects of my professional life.
- I have the responsibility to accept that my work will be evaluated in terms of what skills any student in the course is expected to master.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
DOSAGE CALCULATION
Effective: March 1, 2026
Reviewed:
Revised:

Policy

To ensure safe medication administration, all students must demonstrate complete competency in dosage calculations throughout the program. This policy establishes the requirements for passing a dosage calculations test every semester with a 100% passing grade.

All Vocational Nursing students are required to take a dosage calculations test at the end of the Dosage Calculations module in Pharmacology for Vocational Nursing course, and at the beginning of each semester following that course. Students will not be permitted to administer medications in the clinical setting until they have passed the dosage calculations test.

Passing Standard:

A score of 100% is required to pass the dosage calculations test each semester. This standard reflects the critical importance of medication accuracy in nursing practice and aligns with common practices in nursing education and patient safety standards.

Testing Attempts:

Students will be allowed up to three attempts per semester to achieve a 100% score on the dosage calculations test. Students who do not pass the dosage calculations test will not be permitted to pass medications in the clinical setting, will not be able to meet the objectives of the clinical experience, and will receive an unsatisfactory clinical evaluation, resulting in course failure and non progression in the program.

Remediation:

Students who do not achieve 100% on their first or second attempt will be placed on a student success plan and provided mandatory remediation activities, such as tutoring or additional practice assignments, before re-testing. Students must submit evidence of remediation activities prior to taking a make up test.

Test Content:

The dosage calculations test will cover all relevant medication calculation topics appropriate for the semester’s curriculum, including but not limited to:

- Metric conversions
- Oral and parenteral dosage calculations
- Weight-based dosing

Test Administration:

- Tests will be conducted under supervised conditions.
- Only non-programmable calculators may be used.
- Students must show all work for credit.

Documentation:

All test results and remediation activities will be documented in the student’s record.

SDCCE VOCATIONAL NURSE TRAINING PROGRAM
Rounding Rules
Effective: March 1, 2026 Reviewed: Revised:

General Rounding Rules for Exams/Dosage Calculation Quiz

Basic rounding with decimals:

Must having leading zero and **must not** have trailing zero

Example of Leading Zero	Example of Trailing Zero
Correct: 0.12	Correct: 4
Incorrect: .12	Incorrect: 4.0

Rounding Up: If the number to the right is equal to or greater than 5, round up by adding 1 to the number on the left

Rounding Down: If the number to the right is less than 5, round down by dropping the number, leaving the number to the left as is.

For dosages less than 1.0: Round to the nearest hundredth.

- For example, (rounding up): 0.746 mL. Look at the number in the thousandths place (6). Six is greater than 5. To round to hundredths, add 1 to the 4 in the hundredths place and drop the 6. The rounded dose is 0.75 mL.
- Or (rounding down): 0.743 mL=0.74mL. The calculated dose is 0.743 mL. Look at the number in the thousandths place (3). Three is less than 5. To round to the hundredth, drop the 3 and leave the 4 as is. The rounded dose is 0.74 mL.

For dosages greater than 1.0: Round to the nearest tenth.

- For example, (rounding up): 1.38=1.4. The calculated dose is 1.38 mg. Look at the number in the hundredths place (8). Eight is greater than 5. To round to the tenth, add 1 to the 3 in the tenth place and drop the 8. The rounded dose is 1.4 mg.
- Or (rounding down): 1.34 mL=1.3 mL. The calculated dose is 1.34 mL. Look at the number in the hundredths place (4). Four is less than 5. To round to the tenth, drop the 4 and leave the 3 as is. The rounded dose is 1.3 mL

Examples of Rounding Rules:

1. For all liquid (mLs) p.o, injectable questions, and IV medications round to the *tenths* (1 place). For example:
 - a. Amoxicillin PO 2.5 mL *not* 2.54 mL
 - b. Dilaudid IV 2.5 mg *not* 2.53 mg
 - c. Heparin IV infusion 14.5 mL/hr *not* 14.54 mL/hr

- d. Dopamine 58.5 mL/hr *not* 58.54
2. For scored tablets you may give $\frac{1}{2}$ or $\frac{1}{4}$ as indicated by the scoring. For example:
 - a. Warfarin 0.5 mg = $\frac{1}{2}$ of 1 mg tablet scored in halves
 - b. Zanaflex 1 mg = 0.25 ($\frac{1}{4}$) of 4 mg tablet scored in quarters
 3. You **cannot** give less than the least scored tablet amount. For example:
 - a. Warfarin 0.25mg \neq $\frac{1}{4}$ of a 1 mg tablet scored in halves.
 4. For I.V. fluid (mL/hr) questions round to a whole number. For example:
 - a. Normal Saline 80 mL/hr *not* 80.33 mL/hr.
 5. For all IV infusion dosage questions, round to the **tenths** (1 place).
 - a. Heparin IV 1400 units/hr
 - b. Amiodarone 16.6 mL/hr
 6. You **cannot** give a portion of an IV drop. Drops must be in whole numbers. For example:
 - a. NS 12.33 gtt/min = NS 12 gtt/min
 7. You **cannot** give a portion of a capsule, time release meds, and unscored tablets. You must use a whole number. For example:
 - a. Colace 100 mg capsule
 - b. Procardia XL (nifedipine) 60mg
 8. If the answer is < 1 , round to the hundredths place. If the answer is > 1 round to the tenths. For example:
 - a. $< 1 = 0.35$ *not* 0.346 or 0.4
 - b. $> 1 = 1.5$ *not* 1.45
 9. Round to the nearest tenth for high risk medications
*Refer to ATI for list of high risk medications
 10. $76 \text{ lbs}/2.2 = 34.54=34.5 \text{ kg}$

Remember, when your answer requires a whole number, **basic rounding rules will apply**. If 4 or less, round *down*. If 5 or more, round *up*.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
GRADING PRACTICES: STUDENT PROGRESS METHODOLOGY
Effective: March 1, 2026
Reviewed:
Revised:

Purpose: Measuring student progress in Vocational Nursing programs is crucial for ensuring that graduates are adequately prepared to pass the NCLEX-PN exam and provide quality patient care.

Components of Student Progress Assessment

1. **Theory Grading Scale**
 - **Minimum Requirement:** Students must attain a minimum exam average of 75% and an overall grade of 75% in all theory courses to progress through the program.
 - **Implementation:**
 - Grades are based on a combination of written exams, quizzes, and assignments.
 - Clinical performance is evaluated separately using a satisfactory/unsatisfactory scale; all students must meet a satisfactory standard in order to progress in the program.
 - Faculty will review grades regularly and initiate a Student Success Plan for any students whose grade falls below 75%
2. **Clinical Performance**
 - **Minimum Requirement:** Students must have a “Satisfactory” rating on their final clinical evaluation.
 - **Implementation:**
 - Mid-term and Final Clinical Evaluations are conducted each term.
 - Students must demonstrate competence in patient assessment, planning of care, and execution of nursing skills.
 - Those failing to meet the clinical objectives will be placed on a Student Success plan.
 - **Standards:** Clinical performance is evaluated based on the course clinical objectives which include safety, professionalism, and patient-centered care.

Students who are unsuccessful in meeting the Student Success Contract requirements will be unsuccessful in the course and dropped from the program. Students can petition to reenter at the next entry point.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
REMIEDIATION/STUDENT SUCCESS PLAN
Effective: March 1, 2026
Reviewed:
Revised:

Purpose: Positive student progress is the primary objective of the SDCCE Vocational Nursing Program. Students are assessed in a variety of ways. The following policies are put in place to identify students at risk of failure.

Academic Courses

1. Theory course grades are made up of a combination of quizzes, exams, and homework. Students are expected to pass all assigned work and exams with a 75% grade or higher.
2. Students are required to pass theory classes with a score of 75% or higher. If a student falls below 75% on 1 quiz/exam during the term, they will be identified as “at-risk.”
 - a. The student will complete an “Exam Reflection” and meet with the faculty member.
 - b. The faculty will review the “Exam Reflection” and help the student develop a plan for the next evaluation.
 - c. If the student fails a second exam/quiz, they will be placed on a Student Success Plan.
3. Once a student is placed on Remediation, they will meet with the instructor and Vocational Nursing Director of Nursing to initiate a “Student Success Plan” with clear steps to aid the student in increasing their grade.
4. The student will remain on the plan for the remainder of the term.
5. If the student fails to bring their grade above 75%, they will be unsuccessful in the course and be required to reapply for admission in accordance with the Reentry policy.

Clinical/Lab Courses

While clinical and lab courses receive grades of Pass/Fail, students are expected to attend each day and achieve the objectives listed for the course.

1. Students that show safety or performance concerns be placed on a “Student Success Plan” with clear steps to aid the student in improving clinical performance.
2. Students that continue to show weak clinical skills will be provided tutoring and extra time in the lab to increase their confidence and ability to perform the skills safely. (See Skills Lab Remediation Policy and Skills Lab Remediation Form)
3. Students that meet the objectives after being placed on a “Student Success Plan” will be placed on probation the following term to ensure a higher level of monitoring for safety in the clinical setting.
4. Students that fail to meet the clinical objectives will be unsuccessful in the course. Students that are unsuccessful in the clinical or lab portion of a course will need to repeat the entire course regardless of their theory grade.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
SKILLS LAB REMEDIATION
Effective: March 1, 2026
Reviewed:
Revised:

POLICY: Students that are unsuccessful in skills testing or who demonstrate unsatisfactory skill performance in the clinical setting must remediate prior to retesting or performing the skill in the clinical setting. All retesting will be done on a non-lecture, non-clinical day, in an evaluation lab room. Unsuccessful RETEST will result in course failure. Students will not be able to perform the skill in question in the clinical setting until remediation has been completed. Students who are unable to perform skills in the clinical setting will receive an unsatisfactory clinical evaluation, and will not be successful in the course.

PROCEDURE: When a student is unsuccessful in skills testing, the student will be given the SKILLS LAB REMEDIATION/REFERRAL FORM which must be completed and signed by the instructor who tested the student. The form must also be completed and signed by an instructor who observed the student during practice in skills lab.

1. Identify student who is unsuccessful during skills test.
2. Immediately complete SKILLS LAB REMEDIATION/REFERRAL FORM, including description of reason for failure of the skill.
3. Student and Instructor sign form and place original in the student's file.
4. Give a copy of the form to the student and instruct student to take form to practice in lab.
5. Student must practice all skills being tested in lab in front of an instructor prior to being retested.
6. Student must ask instructor to sign and date form and bring form to the retest.
7. Course Coordinator will schedule retests on non-lecture, non-clinical days with different instructor than originally evaluated student.
8. Student will bring a partner who is NOT being retested, to the retest.
9. Completed form must be placed in students file after retest. Notation of Pass or Fail on retest should be made on the form.
10. If the student reports that the cause for remediation may be related to an educational limitation, faculty will discuss with student and refer student to DSPS for full evaluation.

SDCCE NURSING EDUCATION
EXAMINATION REVIEW
Effective: March 1, 2026 Reviewed: Revised:

POLICY: An exam review may be held following examinations, after all exams are completed. Faculty will be available at the review session to discuss the rationale for selected answers.

No cellphones, tape recorders, computers, smart watches, or other digital recording devices will be allowed during exam review. Any violation to this policy is a violation of student conduct and the SDCCD policy related to honest academic conduct.

Individual or group time **may** be scheduled for students to review their examination prior to final exams. Individual access to exams will be by appointment only with the theory professor.

Addendum: No video recording, screenshots, note taking, or paper/writing device materials will be allowed during the exam review. Exam review sessions will not be recorded by the professor.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
SURVEYS, PROGRAM REVIEW, AND STUDENT PARTICIPATION
Effective: March 1, 2026
Reviewed:
Revised:

POLICY: The SDCCE Vocational Nurse Training Program Education Program utilizes evidence based practice when creating/revising policies and procedures. Students are active participants in the Program Review Process through attendance of Student Faculty Forums, Faculty Meetings, and completion of surveys.

Students are expected to complete the following Surveys upon request:

1. Course Evaluation
2. Clinical Site Evaluation
3. Instructor Evaluation
4. Simulation Evaluation

Links to surveys will be sent to students at the end of a simulation experience and at the end of each course. Survey results will be reviewed by faculty at regularly scheduled Faculty Meetings.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
STUDENT DISMISSAL FROM THE PROGRAM
Effective: March 1, 2026
Reviewed:
Revised:

A student will not be able to progress in the Vocational Nurse Training program for the following reasons:

1. Achieve a course grade below "C" in any required course. The student will receive an email to meet with the Program Director (or Dean, Healthcare Careers if the Program Director is not available) for an exit interview;
2. Receiving an "Unsatisfactory/Unsafe" clinical evaluation, which demonstrates unsafe practices in providing client care or the inability to meet specific clinical objectives and expectations;
3. Accumulation of absences to a point where the student will not be able to meet the hours required by the BVNPT; and/or
4. Use of illicit drugs/substances in any District sponsored activity.
For impaired students: Refer to District policy: Students Impaired by Alcohol, Drug Abuse or Emotional Illness.

PROCEDURE:

A student who is restricted from progressing in the Vocational Nurse Training program for any reason must meet with the Program Director (or Dean, Healthcare Careers if the Program Director is not available) for an exit interview. During the exit interview, a remediation/re-entry plan will be developed for the student.

It is the responsibility of the student to officially withdraw from or drop all enrolled nursing courses. The only exception is VNUR 620 Vocational Nursing Pharmacology; students will be permitted to complete this course, if enrolled.

The student is advised to review the readmission policy and procedure in the Vocational Nurse Training Program Student Handbook. Students who remain enrolled in a class beyond the published withdrawal deadline, as stated in the class schedule, will receive an evaluative letter grade in the class.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
PROGRAM READMISSION
Effective: March 1, 2026
Reviewed:
Revised:

POLICY: If a student is dropped from the nursing program due to academic failure, the student may reenter the program **only once**. If a student exits the program due to personal reasons, and is in good academic standing ($\geq 75\%$ average, with satisfactory clinical evaluations), he/she can re-enter the program at the beginning of the course not completed at the time of exit. This will be considered a first admission for the purpose of this policy. A student who re-enters the program after a withdrawal for personal reasons and withdraws a second time will not be eligible for re-entry after the second withdrawal.

LIMITATIONS ON READMISSION

1. Repetition of a course and Readmission into the program is dependent on space Availability.
2. Student must complete the Exit Interview process and any stipulations written on the Exit Interview Form.
3. Application and requests for readmission must be made so that there is no less than a 6 month and no more than a two (2) year absence from the program.
4. After two (2) year absence the student must reapply for admission to the program from the beginning.
5. A student dismissed as a result of unsafe/unacceptable clinical practice will not be eligible for readmission.
6. Remediation requirements and deadlines stipulated upon the Exit Interview must be completed by the student prior to being readmitted to the program. Remediation requirements may include but are not limited to: dosage calculation proficiency, quiz and skills demonstration.
7. Students **will not be eligible** for readmission under the following circumstances:
 - Unsatisfactory/Unsafe Behaviors
 - Violation of Integrity
 - Violation of Code of Conduct
 - Violation of Integrity, Professional Ethics, and/or Personal Responsibility
 - Unprofessional Behavior/ Uncivil Behavior, and/or Unethical Behavior in clinical or classroom
 - Falsification of records including but not limited to:
 - Academic records
 - Background checks
 - Patient records in the clinical setting

PROCEDURES FOR READMISSION:

1. An Exit Interview is required. Students are to schedule an appointment (14 days) post program exit with the Program Director or designee.
2. A Readmission Application form must be submitted by the student requesting re-entry. Additionally, the student will be required to submit a typed essay addressing the following points:

- a. Reason for exit;
- b. Changes made to ensure success;
- c. Continued experience in health care field (volunteer or paid) if any;
- d. Enrollment in or completion of any college courses; and
- e. Any other interventions the student has implemented to enhance success.

The application form and the essay must be submitted together. The application and essay must be submitted by the middle of the semester prior to requesting program reentry. For example, if a student exits the program in the Fall semester, the application for Readmission must be submitted prior to January 10th. If a student exits the program in the Spring the application for Readmission must be submitted prior to June 10th. **Readmission is contingent upon space availability and the ability to complete all Exit Interview requirements/deadlines.**

According to college policy, students earning a course grade of "I" (Incomplete) must complete the work stipulated or the grade will revert to an "F." An Incomplete **must** be cleared prior to reentry consideration.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
NATIONAL STUDENT NURSES ASSOCIATION CODE OF CONDUCT
Effective: March 1, 2026
Reviewed:
Revised:

PREAMBLE

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust with which society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person.

A CODE FOR NURSING STUDENTS

As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore, within these environments we:

1. Advocate for the rights of all patients.
2. Maintain patient confidentiality.
3. Take appropriate action to ensure the safety of patients, self and others.
4. Provide care for the patient in a timely, compassionate and professional manner.
5. Communicate patient care in a truthful, timely and accurate manner.
6. Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
7. Promote excellence in nursing by encouraging lifelong learning and professional development.
8. Treat others with respect and promote an environment that respects human rights, values and choice of cultural and spiritual beliefs.
9. Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of patient care.
10. Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
11. Encourage faculty, clinical staff and peers to mentor nursing students.
12. Refrain from performing any technique or procedure for which the student has not been adequately trained.
13. Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the patient, self or others.
14. Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper

authorizations are obtained from patients regarding any form of treatment or research.

15. Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
16. Strive to achieve and maintain an optimal level of personal health.
17. Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
18. Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.

Adopted by the NSNA House of Delegates, Nashville, TN on April 6, 2001.



SAN DIEGO
COLLEGE OF
CONTINUING EDUCATION

Clinical Information
Clinical Policies
Clinical Procedures

<p>SDCCE</p> <p>VOCATIONAL NURSE TRAINING PROGRAM</p>
<p>SAN DIEGO NURSING SERVICE-EDUCATION CONSORTIUM</p> <p>BACKGROUND CHECK BACKGROUND SCREENING</p> <p>URINE DRUG SCREENING</p>
<p>Effective: March 1, 2026</p> <p>Reviewed:</p> <p>Revised:</p>

POLICY: The prior conviction of a misdemeanor or felony crime may influence eligibility for licensure and clinical placement during the program. Applicants with such prior convictions are urged to meet with the Vocational Nurse Training Program Director or reach out to the Board of Vocational Nurses and Psychiatric Technicians directly. Students must have clear criminal background checks and drug screens to participate in placement in clinical facilities. Students under 18 years of age are exempt from this requirement.

1. All participating schools and agencies agree to adhere to a standardized process for clinical instructor/student screening.
2. The background check is not a requirement for admission to a nursing program; however, the process will be completed after an invitation for admission is received.
3. Nursing clinical instructors/students must have clear criminal background checks to participate in placement(s) in clinical facilities.
4. Prior to clinical experience the school will verify that the following information is on file for the assigned clinical instructor/students. (see#5)
5. Background checks will minimally include the following:
 - a. Seven years' residence/background history
 - b. Address verification
 - c. Sex offender database search
 - d. Two names (current legal and one other name)
 - e. Three counties
 - f. OIG search
 - g. Social Security Number verification
 - h. Search through applicable professional certification or licensing agency infractions if student currently holds a professional license or certification (e.g., respiratory therapist, C.N.A.)
 - i. Drug screen with urine sample
6. Clinical instructor/students will be unable to attend clinical facilities for appropriate reasons, including the following convictions:
 - a. Murder
 - b. Felony
 - c. Assault
 - d. Sexual Offenses/Sexual Assault
 - e. Abuse
 - f. Felony possession and furnishing (without certificate of rehabilitation)
 - g. Other felonies involving weapons and/or violent crimes
 - h. Class B and Class A misdemeanor theft Felony theft
 - i. Fraud
7. The initial background check satisfies this requirement during continuous matriculation through the program; should the educational process be interrupted; a new background check will be

required.

8. Upon receipt of a “positive” background check, the clinical site will make a final determination whether the student will be accepted into the facility.
9. If the clinical student’s record is not clear, the individual may be unable to attend the clinical rotation. The clinical site will notify the campus of their denial of any students. (Applicable BRN guidelines will be incorporated into these guidelines as they become available).
10. Students may be denied access to clinical facilities based on offenses appearing on the criminal record which may have occurred more than seven years ago.
11. Final placement status based on background check information is the clinical site’s determination.
12. American DataBank shall include in any document used to obtain information from clinical instructor/students for the purpose of conducting a background check, a waiver and release of liability wherein the student specifically agrees to allow school/American DataBank to share the results of the background check with the clinical sites to which student may apply or be assigned. The student shall further agree that such information may be used to deny the student from participating in clinical rotation.
13. Schools shall indemnify and hold healthcare facilities harmless from any and all actions or claims that may be asserted by clinical instructor/students arising out of healthcare facilities’ rejection of any clinical instructor/student from clinical rotation based on the results of a criminal background check or any claim that such a background check was conducted improperly. American DataBank shall be solely responsible for conducting background checks in accordance with applicable laws and regulations, including but not limited to California Civil Code Section 1786, et seq.
14. Students must meet all requirements established by each of the clinical agencies. These requirements are subject to change and may be revised while the student is enrolled in the nursing program. Clinical agencies currently mandate that students meet all health screening requirements and have no previous conviction of a felony or fraud to a government agency, patient abuse, felony of controlled substances, etc.
15. If a SDCCE Vocational Nurse Training Program Student is denied access to a clinical site by the clinical agency, that student will be unable to continue in the program.

16. Upon completion the results will be delivered to the applicant by American DataBank.
17. Clinical instructor/students must provide information allowing American DataBank to conduct a background check and with authorization to share any positive or flag results on the background check with healthcare facilities to which students may apply or to which students may be assigned for clinical nursing courses or clinical rotation (the school's clinical affiliates). American DataBank will conduct an internal review, verify the clinical instructor/student information and send any flagged or positive results to the clinical sites for review.
18. Upon receipt of a "positive" background check, the clinical site will make a final determination whether the clinical instructor/student will be accepted into the facility. The site will use the same guidelines used for the acceptance/rejection of an employment application in approving clinical instructor and student placement at their site.
19. If the clinical instructor/student's record is not clear, the individual may be unable to attend the clinical rotation. The clinical site will notify the campus of their denial of any clinical instructor/students. (Applicable BRN and/or BVN/PT guidelines will be incorporated into these guidelines as they become available).
20. If the clinical instructor/students record is not clear they will be responsible for obtaining documents and having the record corrected to clear it.
21. Clinical instructor/students may be denied access to clinical facilities based on offenses appearing on the criminal record which may have occurred more than seven years ago. Final placement status based on background check information is the clinical site's determination.
22. American DataBank shall include in any document used to obtain information from clinical instructor/students for the purpose of conducting a background check, a waiver and release of liability wherein the student specifically agrees to allow school/American DataBank to share the results of the background check with the clinical sites to which student may apply or be assigned. The student shall further agree that such information may be used to deny the student from participating in clinical rotation.

Students accepted into the SDCCE Vocational Nurse Training Program Education Program will be required to successfully complete the clinical objectives of the courses held in clinical health care facilities. The clinical health care facilities require criminal background checks and urine drug screening, as a condition of placement.

Refusal to submit to a background check, urine drug screen at any time, or failure to meet clearance criteria established by the health care facility, may prevent placement in the Directed Clinical Practice/clinically-based course and thus, it may not be possible to remain in the program or successfully complete the program.

Health care facilities require adherence to strict standards of conduct. Facilities may refuse educational access to any person who does not adhere to the facility's standards of safety, health and ethical behavior. Violation of program policies regarding clinical or policies established by the SDNSEC will result in immediate dismissal from the program.

SDCCE VOCATIONAL NURSE TRAINING PROGRAM
American Data Bank/Complio
Effective: March 1, 2026 Reviewed: Revised:

POLICY: All students must have a Complio account. This account is used by the clinical facilities to ensure compliance with all requirements for attending clinicals at the specific facility. When uploading the evidence of each requirement the following descriptive identifier is to be used for each item uploaded:

- a. Measles/Measles titer
- b. Mumps/Mumps titer
- c. Rubella/Rubella titer
- d. Varicella/Varicella
- e. Hepatitis B Dose one
- f. Hepatitis B Dose two
- g. Hepatitis B Dose three
- h. Hepatitis B titer
- i. Hepatitis B repeat titer
- j. Tdap
- k. Quantiferon Gold
- l. Influenza
- m. CPR
- n. Physical Exam
- o. Medical History
- p. Background check
- q. Drug Screening
- r. Student Handbook
- s. Nurses Service Organization malpractice insurance policy

PROCEDURE:

1. Go to www.sdnahcbackground.com and click on New Users Create an Account. After you create your Gmail account you will receive an email with an activation link. Your email account needs to be your first name and last name. **For example:** mary.doe@gmail.com.
2. Make sure to use the same professional Gmail address that you will use for the college for the next two years.
3. You must follow this link to log in to your account. If you do not click on this link your account will not be activated.
4. Upload copies of all required documents using the titles listed in the policy above.
5. Reference the Complio User Guide provided during orientation for the requirements and questions you may have regarding the account process.
6. Students will also need to complete various educational packages for the health care facility they will attend for clinical rotations. These packages will be assigned when assignments for clinical placements have been made. Attention to the date and time requirements is critical for the student to maintain their place in the clinical rotation and continue in the Nursing Education Program. No exceptions can be made for students not meeting these deadlines.

<p>SDCCE</p> <p>VOCATIONAL NURSE TRAINING PROGRAM</p> <p>RELEASE OF INFORMATION TO CLINICAL AGENCIES</p>
<p>Effective: March 1, 2026</p> <p>Reviewed:</p> <p>Revised:</p>

POLICY: Students must meet all requirements established by each of the clinical agencies. These requirements are subject to change and may be revised while the student is enrolled in the nursing program. Clinical agencies currently mandate that students meet all health screening requirements and have no previous conviction of a felony or fraud to a government agency, patient abuse, felony of controlled substances, etc.

Clinical agencies conduct a variety of background checks on students including obtaining clearance from the Office of the Inspector General (dealing with Medicare/Medical fraud and other aspects of the Department of Health and Human Services) and criminal background checks.

If a SDCCE Vocational Nurse Training Program Student is denied access to a clinical site by the clinical agency, that student will be unable to continue in the program.

Clinical rotations are mandatory and student information is released to the clinical agency for background screening purposes.

<p>SDCCE</p> <p>VOCATIONAL NURSE TRAINING PROGRAM</p> <p>STUDENT RESPONSIBILITIES RELATED TO CLINICAL EXPERIENCES</p>
<p>Effective: March 1, 2026</p> <p>Reviewed:</p> <p>Revised:</p>

POLICY: Each student will be responsible for reviewing all clinical objectives as presented in the course syllabus. Each student is accountable for all previously introduced concepts and skills. The clinical evaluation is based on the continued application and integration of previously learned material within the current clinical learning experience.

The Vocational Nurse Training Program is a demanding commitment of time and energy. If a student works during the program, the student is expected to arrange his/her working schedule so that no interference will occur with meeting his/her responsibilities with any facet of the nursing program. Work hours should not be scheduled immediately prior to attendance in the clinical area **(example: the student will not work a night shift prior to a day shift clinical).**

The clinical experience will begin and end at times specified in the class syllabus or clinical expectations handed out by each clinical faculty. Students must be on time for all clinical experiences and are expected to arrive at the assigned clinical unit at least 10 minutes before the clinical begins (i.e., at 6:20 a.m. for the 6:30 a.m. clinical).

Students are required to give the hospital and/or clinical faculty advance notice when they are going to be late or are unable to attend clinical for any reason. This should be done as soon as possible.

Lunch and break times will be based on the following criteria: hospital policy, level of student and nature of the assignment. **Break times will not be cumulative; students will not be permitted to leave the clinical site earlier than the stipulated schedule in lieu of taking a lunch break.**

Clinical preparation is expected. Students may be required to do pre-clinical research in the clinical area on their own time. Specific expectations for pre-clinical research and site specific time frames for pre-clinical research will be given to the student, by the clinical instructor, during each clinical orientation. Students must wear school uniform for pre-clinical research. **Prior to performing pre-clinical research, students must make contact with the person in charge and identify themselves and their purpose for being on the unit. Students are not permitted to have any patient contact when performing pre-clinical research. Students may not be accompanied by anyone to the clinical unit.**

A patient's condition is not to be discussed with anyone not directly involved with their care. All hospital information is confidential and students may access information only for educational purposes. Removing patient care plans or medication sheets, printing/photocopying documents from the patient's chart, and/or care plan, or accessing non-assigned patients' documents is not permitted. Students are expected to act as professionals with the utmost respect for patient confidentiality. This means that any discussion of patients in public places such as cafeterias and elevators is inappropriate. Discussion of patients with the student's family members must not occur.

Students will only be expected to perform care and skills for which they have been educationally prepared. It is the responsibility of the student to bring to the attention of the faculty and/or agency staff areas of care and skills for which they have not been formally prepared or previously supervised. Direct patient care may only be provided when clinical faculty or designated preceptor is present in the clinical facility.

Students may be assigned to care for patients with communicable diseases such as MRSA, AIDS, and Hepatitis. When immunization is possible, it may afford extra protection. Standard precautions will be taught and practiced.

Students who are judged by the clinical faculty as unable to provide safe patient care because of illness or lack of clinical preparation will not be permitted to give care and may be asked to leave the clinical setting. Such action will constitute a clinical absence and must be made up.

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

A student **must** inform the clinical faculty if he/she must leave the clinical agency prior to the scheduled time. Reporting off duty to **both** the faculty and primary nurse ensures continuity of care and is required any time a student leaves the unit. At no time may a student leave the facility during assigned clinical hours for personal errands.

No personal messages or phone calls are to be received by students while in the clinical area. **Students may not carry cell phones, mobile devices, or smart watches onto any clinical unit.** If an emergency arises, messages should be left with the nursing education office and an attempt will be made to contact the student.

WHEN TO CALL YOUR INSTRUCTOR:

- Whenever there is a change in your patient's condition.
- Whenever you do a procedure for the first time in the hospital--whether or not you were observed in the skills lab.
- Whenever you need to perform a procedure at a new clinical site or with a different instructor.
- When you are not perfectly clear on what to do or how to do it
- When you are getting behind in your assignment and feel you will not finish on time.
- When you finish everything and have "nothing to do."
- If anything unsafe happens to your patient (i.e., a fall).
- If you are having difficulty with the nursing staff.
- If you injure yourself in any way (i.e., needle puncture, back strain).

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
INFECTION CONTROL POLICY
Effective: March 1, 2026
Reviewed:
Revised:

POLICY: Medical history and examination cannot reliably identify all patients infected with viral or other blood-borne pathogens. Therefore, blood and body-fluid precautions should be consistently used for **all** patients. This approach is referred to as "universal blood and body-fluid precautions" or "standard precautions," and is recommended by the SDCCE faculty in conjunction with the Centers for Disease Control (CDC).

PROCEDURE:

1. All health care students and faculty should routinely use appropriate barrier precautions to prevent skin and mucous-membrane exposure when contact with blood or other body fluids of any patient is anticipated.
2. Gloves should be worn when touching blood, blood products, mucous membranes and body fluids (urine, feces, saliva, wound drainage). For your convenience, it is recommended that you carry a pair of gloves in your uniform pocket at all times.
3. Gloves must be changed after contact with each patient. Gloves must be removed prior to exiting the room.
4. Hands must be washed/sanitized prior to and immediately after every patient contact, even when gloves are worn. Hands or other skin surfaces must be washed immediately and thoroughly if contaminated with blood or other body fluids. Hands must also be washed before and after practicing each procedure involving another person as a patient.
5. As there is increasing evidence from the CDC that artificial nails are more likely than natural nails to harbor pathogens that can lead to nosocomial infections, artificial nails, and nail extenders may not be worn in the clinical area.
6. Masks and protective eyewear or face-shields must be worn during procedures that are likely to generate droplets of blood or other body fluids to protect exposure of mucous membranes of the mouth, nose and eyes. Students must carry goggles with them whenever in the clinical area.
7. Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids. Contaminated gowns are to be discarded per hospital policy.
8. Disposable articles contaminated with blood, blood products, wound drainage or body secretions/excretions should be disposed of per hospital policy.
9. All health care students and faculty should take precautions to prevent injuries caused by needles, scalpels and other sharp instruments or devices during procedures; when cleansing used instruments; during disposal of used needles; when handling sharp instruments after procedures.

10. To prevent needle-stick injuries, needles should not be recapped, purposely bent or broken by hand, removed from disposable syringes or otherwise manipulated by hand.
11. After they are used, disposable syringes and needles, scalpel blades and other sharp items should be placed in puncture-resistant containers for disposal. Large-bore reusable needles should be placed in a puncture-resistant container for transport to the reprocessing area.
12. Health-care students or faculty who have open lesions or weeping dermatitis may be required to utilize appropriate protective measures (such as double gloving) or, depending on the extent and location of lesions, refrain from all direct patient care and from handling equipment until the condition resolves.
13. Although saliva has not been implicated in HIV transmission, minimize the need for emergency mouth-to-mouth resuscitation by making resuscitation bags, mouthpieces and ventilation devices available in patient care areas where the need for resuscitation is predictable.
14. Although pregnancy is not known to create a greater risk of contracting HIV infection, health-care providers who develop HIV infection during pregnancy may place the infant at risk of infection resulting from perinatal transmission. Additionally, several of the opportunistic diseases associated with HIV infection may be hazardous to the unborn fetus. For these reasons students and faculty who are pregnant should refrain from direct care of patients with known HIV infection.

SDCCE VOCATIONAL NURSE TRAINING PROGRAM
LATEX SENSITIVITY

Effective: March 1, 2026

Reviewed:

Revised:

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. 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 used by the student during the on-campus laboratory practicum. During clinical, students may use hospital latex-free gloves supplied by the hospital.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
CLINICAL EVALUATION/CLINICAL GRADING
Effective: March 1, 2026
Reviewed:
Revised:

POLICY: Each student is responsible for reviewing all clinical objectives as presented in the course syllabus and the weekly learning modules. Each student is accountable for all previously introduced concepts and skills. The clinical evaluation is based on the continued application and integration of previously learned material within the current clinical learning experience.

Students are responsible for reviewing the criteria for determining the grades of Satisfactory, Needs Improvement and Unsatisfactory/Unsafe.

Clinical instructors will evaluate student progress in a variety of ways, such as: planned and incidental observation of patient assessment, problem identification, care plan implementation and evaluation of patient care, as outlined in the course clinical objectives.

Each student will be responsible for submitting, to the clinical instructor, a weekly online anecdotal entry using Canvas. This will be used by the student and faculty as a communication tool to state objectives that have been met successfully, to explore feelings elicited from clinical assignments, and to seek assistance from the faculty when clinical objectives have not been met.

The faculty may initiate a Clinical Counseling Record at any time when an incident occurs in the clinical area, which demonstrates a potential safety hazard to the patient, a lack of preparedness on the part of the student or a specific learning difficulty/area of concern.

To achieve a grade of "Satisfactory" in the clinical component of the nursing course, the student must:

1. Achieve a passing grade or a satisfactory evaluation on all required written clinical assignments.
2. Satisfactorily meet designated clinical objectives and clinical expectations consistently throughout the course.
3. Regularly attend scheduled meetings of clinical rotations and on-campus laboratory sessions.
4. Satisfactorily complete and submit the weekly online anecdotal entry.
5. Successfully pass a written dosage calculations proficiency quiz.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
CLINICAL PERFORMANCE SCALE
Effective: March 1, 2026 Reviewed: Revised:

SATISFACTORY

- A. Definition:
Performs at expected level, or above, independently or with minimal faculty guidance and demonstrates consistent behaviors in meeting specified clinical objectives & clinical expectations.
- B. Expected Outcomes:
Student progresses to the next level.

NEEDS IMPROVEMENT

- A. Definition:
Performs at expected level with faculty guidance only. Student performance in the clinical area demonstrates weaknesses that have the potential for violations of safety, and/or inability to consistently meet specified clinical objectives and clinical expectations.
- B. Expected Outcomes:
 1. Student may receive a "Needs Improvement" evaluation at mid-rotation or end-rotation in any assigned clinical area.
 - a. The student is notified in writing that performance is substandard as evidenced by the Clinical Counseling Record.
 - b. Specific deficiencies are noted.
 - c. A joint remediation plan is developed by the student and instructor.
 - d. The contract is signed, which defines:
 - (1) Behavioral indicators for change.
 - (2) Target or due dates for reassessment.
 - e. The Director of the Nursing Program shall be notified of the student's behaviors and shall receive copies of Clinical Counseling Record.
 2. If the "Needs Improvement" rating is received at mid-rotation, the student must meet the requirements for minimum satisfactory performance by the end of the rotation. If the minimum standards are not met, a 3-way conference may be scheduled with the student, the instructor and the Director of Nursing Education. The student will receive an "Unsatisfactory/Unsafe" clinical evaluation and will not be allowed to progress in the nursing program.
 3. If the "Needs Improvement" is received at the end of the rotation in any clinical course, the student will receive an Incomplete (I) in the course and a Student Success Plan (SSP) for remediation is developed by the student, current instructor and next clinical instructor. The specific "target" or due date will be determined by the group developing the contract (mid rotation). If the "Needs Improvement" is not corrected by the target date, the student will receive an "Unsatisfactory/Unsafe" clinical evaluation in the previous course and will not be allowed to progress in the nursing program. The Incomplete will be changed to a grade of "D".
 4. A student earning a "Needs Improvement" in the same behavioral area(s) for two consecutive clinical rotations will receive an "Unsatisfactory/Unsafe"

- clinical evaluation and will not be allowed to progress in the nursing program.
5. A student earning a "Needs Improvement" will not be assigned to alternate learning activities, such as observational experiences, career/health fairs or nursing student association functions.

UNSATISFACTORY/UNSAFE

- A. Definition:
Unable to perform at expected level even with faculty guidance. Student performance in the clinical area which demonstrates consistent patterns of behavior that are indicators of safety violations, either actual or potential, that do not improve with remediation, or behavior which reflects the student's inability to meet the specified course objectives and clinical expectations.
- B. A student may receive an "Unsatisfactory/Unsafe" evaluation at any time during the course of the clinical rotation.
- C. A student receiving an "Unsatisfactory/Unsafe" clinical evaluation will not be allowed to progress in the program.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
CRITERIA FOR UNSAFE CLINICAL PERFORMANCE
Effective: March 1, 2026
Reviewed:
Revised:

Unsafe clinical behavior may include, **but is not limited to**, the following.

Safety (S)	Examples
A. Violates or threatens the physical safety of the patient.	Comes unprepared to clinical; injures a patient; fails to properly position patient; does not appropriately utilize side rails/restraints; functions under the influence of substances affecting performance.
B. Violates or threatens the psychosocial safety of the patient.	Repeatedly uses non-therapeutic techniques; attacks/degrades the individual's beliefs or values.
C. Violates or threatens the microbiological safety of the patient.	Fails to recognize and correct violations of medical asepsis/sterile technique; does not wash hands appropriately when caring for patients; does not maintain standard precautions.
D. Violates or threatens the chemical safety of the patient.	Violates any of the 7 rights of medication administration; fails to accurately prepare, calculate, and monitor IV infusions.
E. Violates or threatens the thermal safety of the patient.	Fails to observe safety precautions during O ₂ therapy; injures patient with hot or cold applications.
Nursing Process (NP)	Examples
Inadequately and/or inaccurately: A. assesses the patient. B. implements therapeutic interventions. C. evaluates patient care.	Unable to identify basic human needs; fails to observe/report/chart critical patient data; uses poor judgment and/or makes decisions resulting in ineffective nursing care.
Skills (SK)	Examples
A. Unable to perform expected clinical performance objectives and/or skills.	First semester student fails to obtain accurate vital signs; second semester student fails to maintain sterile technique; unable to verbalize key information previously covered in lab and/or class; third or fourth semester student unable to manage and/or prioritize multiple patient assignment.

Decision Making (DM)	Examples
A. Assumes inappropriate independence in action or decisions.	Performs procedures not yet evaluated; fails to appropriately seek assistance.
B. Fails to recognize own limitations, incompetence and/or legal responsibilities.	Refuses to admit error; fails to complete assigned nursing responsibilities, cannot identify own legal responsibility in specific nursing situations.
Professional Accountability (PA)	Examples
A. Fails to accept ethical and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the ANA Code for Nurses, NSNA Code of Academic and Clinical Conduct, and the Nurse Practice Act.	Fails to conduct self in professional manner; falsifies records; does not follow school/hospital policies and procedures; participates in cheating and/or plagiarism.
B. Violates patient confidentiality	Removes snapshots, pictures, or printed patient data from the facility; shares patient information with individuals outside the health team.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
CLINICAL SIMULATION
Effective: March 1, 2026
Reviewed:
Revised:

POLICY: The SDCCE Vocational Nurse Training Program utilizes various clinical simulation activities designed to replicate real-life experiences to enhance and support classroom and clinical learning. The simulation experiences create a learning environment in which students are able to analyze their actions, reflect on their skills and critique their clinical decision making. The active, collaborative learning during the simulation experience will enhance acquisition and retention of knowledge and skills.

The simulation experiences are designed to reflect the learning objectives outlined in the nursing curriculum and coordinate with content presented in classroom and clinical situations. Various simulation techniques are utilized, including simulated documentation, task trainers, mannequins, and standardized patient methodologies.

Critical thinking in nursing is an essential component of professional accountability and quality nursing care. The nursing faculty at SDCCE has defined critical thinking as follows: A cognitive (way of thinking) and affective (utilizing the individual’s emotions or feelings) method of processing (collecting and deciphering information) that encompasses reflective reasoning (thoughtful decision-making) and problem solving. The Simulation experience is designed to assist students in the development and enhancement of critical thinking skills.

The ideal critical thinker is consistently questioning, well informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, cautious in making judgments, willing to reconsider, clear about issues, organized in complex situations, diligent in seeking relevant information and persistent in seeking results. It is these attributes that the Simulation experience seeks to strengthen.

The Simulation lab is a clinical experience, and all policies related to clinical attendance apply, including wearing the full uniform, with all equipment (stethoscope, watch, penlight and bandage scissors), timely arrival and completion of assigned activities. Students and Instructors are expected to honor the core values established for the profession of nursing by the National League for Nursing (NLN):

CARING: promoting health, healing and hope in response to the human condition

INTEGRITY: respecting the dignity and moral wholeness of every person without conditions or limitation;

DIVERSITY: affirming the uniqueness of and differences among persons, ideas, values and ethnicities

EXCELLENCE: creating and implementing transformative strategies with daring ingenuity

The Simulation Experience

The simulation experience is composed of four (4) parts: preparation, implementation, debriefing and evaluation.

Preparation: Information required to prepare for the simulation is provided to students in advance of the assigned simulation experience. Such preparation includes, but is not limited to, research of disease processes and nursing interventions, pathophysiology, medications and treatments, development of care plans and review of technical skills. On the day of the simulation, students will have the opportunity to review preparation materials and will also be oriented to the functioning of the equipment to be used in the simulation.

Scenario Implementation: Students will be assigned roles appropriate to program level and content. The students will be supervised and guided by an instructor familiar with simulation implementation. Students will have the opportunity to interact with each other and a simulated patient, as well as with the instructor. The instructor will facilitate the simulation, control the mannequin, serve as a resource and may role-play various members of the health care team, including primary care provider, supervisor, etc.

Debriefing: At the completion of the simulation, students will be asked to reflect upon the experience. Debriefing discussions will focus on the following:

- **Reflection-in-Action:** engaging the student in reflection on actions during the simulation;
- **Reflection-on-Action:** looking back at the simulation and exploring actions taken and feelings related to those actions; and
- **Reflection-beyond-Action:** exploring “what if” situations and expanding knowledge beyond the limitations of the simulation into future clinical practice.

Evaluation: Students will be asked to complete evaluations of the simulation experience, including rating satisfaction with overall instructional strategies, effectiveness of debriefing, etc. Data from the evaluations will be utilized to improve the program on an ongoing basis. Student performance will be evaluated by the instructor and areas for improvement will be discussed with the student.

Quality and Safety Education in Nursing (QSEN)

The faculty of SDCCE Vocational Nurse Training Program believes in, and supports, the efforts of the Robert Wood Johnson Foundation to improve the quality of nursing care and nursing education. “The overall goal for the Quality and Safety Education for Nurses (QSEN) project is to meet the challenge of preparing future nurses who will have the knowledge, skills and attitudes (KSAs) necessary to continuously improve the quality and safety of the healthcare systems within which they work.” (www.QSEN.org)

The faculty have developed simulation objectives and assessment instruments designed to assist the pre-licensure student in attaining the knowledge, skills and attitudes outlined in the selected QSEN competencies appropriate for the simulation environment. These competencies include:

- [Teamwork and Collaboration](#)
- [Evidence-based Practice \(EBP\)](#)
- [Quality Improvement \(QI\)](#)
- [Safety](#)

- [Informatics](#)

THE SIMULATION PROMISE

More than an alternative to clinical, the Simulation experience is designed to be an experience where students and instructor work together to ensure the success of all students in the group. The Simulation Lab is a place where students can hone their nursing skills in an environment of mutual support and respect. Mis-steps are not mistakes or errors, but a chance to learn and improve.

FULFILLING THE PROMISE

Participate: come to simulation prepared! The experience means so much more if you are ready to work!

Exhibit Professionalism: The Simulation lab is a clinical experience, and all policies related to clinical attendance apply.

Ask Questions: Use your critical thinking and be prepared to ask “Why?” many times!

Seek Answers and Solve Problems: Work together with students and instructor to develop solutions to patient care problems.

Avoid Distractions: Successful students are focused during learning experiences. Staying engaged is a key to a successful simulation experience. Please leave all cell phones and other electronic devices in the “OFF” position (not silent, but off) to help us create a learning environment dedicated to the task at hand.

There are simulation materials posted on the Canvas site for your nursing class. Please familiarize yourself with those materials and bring materials to simulation as requested. Look for announcements on Blackboard to see what to bring.

Working together, students and instructors can fulfill the promise of excellence in learning.

Sample Simulation Day Plan

Time Frame (8am-4pm)	Activity
Hours 1 (8a-9a)	“Pre-Conference” <ul style="list-style-type: none"> • Review objectives, plan for the day, prerequisite knowledge <ul style="list-style-type: none"> ○ Cognitive ○ Psychomotor
Hours 2-4 (9a-11a)	Review & Practice related assessments <ul style="list-style-type: none"> • Perform and Document Assessment • Identify normal & abnormal findings from assessment
Hours 4-6 (12a-3p)	Work through desired scenario <ul style="list-style-type: none"> • Perform skills • Document tasks

Hours 7-8 (3p-4p)	Debrief <ul style="list-style-type: none">• What went well• What did not go well• What would have worked better• Comments from colleagues Care Plans Clean Up
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Breaks will be provided as appropriate throughout the day, including a lunch break.

SDCCE
VOCATIONAL NURSE TRAINING PROGRAM
CLINICAL DRESS CODE

Effective: March 1, 2026 Reviewed: Revised:

POLICY: The student is expected to maintain a professional appearance while in the clinical setting. Excesses in makeup, perfume/cologne or jewelry, hairstyles which compromise the sterile environment, and the wearing of ill-fitting uniforms, may make it difficult for the student to be regarded by others as a professional. Ultimately, the decision concerning a student's professional appearance will rest with the clinical faculty. Students must be in appropriate attire at all times including when they are in the facility doing pre-clinical research. Uniforms may not be worn outside of school sanctioned clinical activities. **Adherence to the Dress Code is mandatory.** Students must leave the clinical site, if not appropriately attired or well-groomed, resulting in a clinical absence.

1. Uniform School-specified clean uniform whenever student is in the clinical area, including preclinical research. Only school specific long sleeve shirts may be worn under uniform. **Undergarments must not be visible under uniforms.** Uniforms must be washed after each wearing.

2. Scents The use of perfumes, scented lotions, colognes or aftershave **is not allowed** due to possible patient sensitivity or allergy. Cigarette smoke/odor is not acceptable in the clinical area.

3. Hair Hair color must fall within naturally occurring shades, be neat, clean and up off the collar or secured back. Facial hair must be clean and neatly trimmed.

4. Nails Fingernails must be clean, neat and fingertip length only. Clear un-chipped polish may be worn. No artificial or acrylic nails or components thereof are permitted. (Refer to Infection Control Policy).

5. Makeup May be worn in moderation.

6. Jewelry Only wedding rings or plain, simple rings are permitted (maximum – **one ring per hand**).

7. Piercing No piercing or jewelry/hardware may be evident except for one small stud earring in each earlobe.

8. Tattoos All tattoos must be covered at all times.

9. Patch The SDCCE Vocational Nurse Training Program Student Patch must be affixed to the left upper sleeve of each uniform and lab coat.

10. ID Badge The picture identification name badge must be worn and clearly visible during all clinical activities. Facilities will require students to be sent home if ID badge is not evident.
11. Lab Coats Students may wear a white lab coat/jacket with school patch if they choose.
12. Shoes and Socks Clean black leather oxfords or slip-on leather shoes with closed toes and heels. All-leather black athletic shoes are acceptable (brand name lettering must be in black only). Canvas tennis shoes are not acceptable. Solid above-the- ankle socks must be worn. No “no-show” socks allowed.
13. Equipment Stethoscope, safety goggles, watch with a sweep second hand or digital second indicator, penlight, bandage scissors and ballpoint pen with black ink; pocket organizer, hemostat, back support and calculator.

No cellphones allowed in the clinical area.

In addition to the dress code, it is expected that all students follow good personal hygiene habits, which include taking a daily bath or shower, the use of an effective deodorant, a daily change of undergarments and frequent oral hygiene.

Modifications of the Dress Code may be made for certain clinical rotations based on the policies of the facility utilized. Such changes will be described by your clinical instructor **to comply with clinical facility requirements.**

Attire for On-campus Clinical Laboratory

Because we are concerned about the safety and privacy of each of you as individuals, it is extremely important for you to be protectively and appropriately dressed during laboratory practice exercises.

During all on campus clinical laboratory experiences students are required to wear full uniform, including name badges. Hair must be up and off the shoulders. Supportive undergarments are recommended for all laboratory activities. Inappropriate attire will preclude your participation in class activities.

In addition, in order to meet specific learning objectives for certain courses, each student will be required to practice and demonstrate nursing skills. Each student may be asked to serve as the patient or the nurse. The practice of these skills may cause a slight degree of embarrassment for some students, since certain body parts may need to be exposed. Appropriate draping will be performed and individual's privacy will be maintained.

Note: Students will be responsible for restoring the lab to its original state at the end of each day.



SAN DIEGO
COLLEGE OF
CONTINUING EDUCATION

APPENDICES

REQUEST FOR A LETTER OF REFERENCE / RECOMMENDATION

Date of Request _____ Instructor _____

Student Name _____ Telephone _____

Student Address _____

Date letter needed _____

Letter to be mailed _____ Picked up from Office _____ Mailed to facility _____

Please list the semester, year and course in which you completed the class with the above instructor

Theory _____

Clinical _____

Please provide the following information concerning the letter and the person to whom the letter is to be addressed

Name _____ Title _____

Facility _____

Address _____

Purpose of the letter (employment, scholarship, etc.) _____

Specific information that needs to be included in the body of the letter

Prior to submitting a request for reference, personally contact the faculty to ensure the faculty is available for writing the recommendation in the time frame requested.

Print Name: _____

Signature: _____

Date _____

Student Success Plan

Student Name: _____
Date Initiated: _____ **Instructor:** _____
 Term/Course: _____

1. Identified Areas for Improvement

- Theory Course Performance (Course: [Course Name], Current Grade: [%])
- Clinical Skills Competency (Specific Skill: [Skill Name])
- Standardized Test Scores (Test: [Test Name], Score: [Score/Percentile])
- Professional Behavior/Attendance

2. Specific Goals (i.e. improve theory course grade, demonstrate proficiency, etc)

1. _____
2. _____
3. _____

3. Remediation Activities

Activity	Frequency	Duration	Responsible Party
Tutoring sessions	2x per week	1 hour each	Student, Tutor [Name]
Skills lab practice	1x per week	2 hours	Student, Lab Coordinator
Online practice questions	Daily	30 minutes	Student
Study group participation	1x per week	1.5 hours	Student, Peers

Other:

4. Resources Provided (i.e. – additional handouts, referral to tutoring, etc.)

5. Progress Check-ins

Date	Faculty notes, initials

6. Evaluation Criteria (i.e. Minimum grade of 75% on next exam, successful demonstration of skill, etc.)

7. Timeline

Start Date: _____

Review Date: _____

Completion Date: _____

8. Consequences of Non-Improvement (i.e. Academic probation, repeating course, etc.)

Failure to meet the goals outlined in this AIP may result in:

1. **Agreement**

I, [_____], understand and agree to follow this Academic Improvement Plan. I acknowledge that my continued enrollment in the Vocational Nurse Training Program is contingent upon my successful completion of this plan.

Student Signature: _____ Date: _____

Instructor/Advisor Signature: _____ Date: _____

Program Director Signature: _____ Date: _____

Next Review Date: _____

Exam Reflection

Student _____ Exam _____
Date _____ Exam grade _____

This activity is designed to allow you to reflect on your exam performance and the effectiveness of your exam preparation. Please answer each question sincerely. Your answers will be reviewed by your instructor to see how we can support you in your learning. Answering these questions will not affect your grade.

When did you start preparing for your exam? Choose one option.

- A. One week before the exam
- B. The night before the exam
- C. I did not prepare for the exam
- D. Other _____

How did you prepare for the exam? (Studied PPTs, Studies with friends, Read book, etc.)

What topics were most challenging and why?

Which topics/areas of the exam easier for you and why?

How will knowing this help you when preparing for the next examination?

Name THREE things you will do differently preparing or taking your next exam

How can faculty help you with your next exam?

Faculty Name _____ Signature _____ Date: _____
Student Name: _____ Signature _____ Date: _____

**SAN DIEGO COLLEGE OF CONTINUING EDUCATION
Vocational Nursing Program
SKILLS LAB REMEDIATION/REFERRAL FORM**

Student Name _____ Faculty Name _____

Unsuccessful Skill Test Date: _____

Unsatisfactory Clinical Skill Performance Date: _____

Date of Retest (if applicable): _____

In order to prepare for your skills retest or to be able to perform a skill in clinical, you are required to visit the Skills Lab to practice skills and demonstrate successful skill performance to a faculty member. Students who do not meet retest requirements will not be successful in the course. Continued unsatisfactory performance of skills in the clinical setting will result in an Unsatisfactory Clinical Evaluation. Students with an Unsatisfactory clinical evaluation will not be successful in the course.

Brief description of unsuccessful skills test/performance:

Faculty Signature _____ Student Signature _____

Student must return this form with faculty signature(s) to retest

Skills practiced with faculty observation:

Comments:

Faculty Signature _____ Date _____

VERIFICATION OF READING/REVIEWING STUDENT HANDBOOK
&
RIGHT TO CONTACT BVNPT:

I _____ hereby certify that I read each page of the Vocational Nurse Training Program Student Handbook, that I am fully familiar with the contents within the document and that I fully understand and agree to its terms and provisions.

The policies and procedures written in the handbook are designed to assist students as they progress through the program and answer some of the most frequently asked questions. Contents presented in the handbook are in accordance with the San Diego Community College District, additional student information is also available in the college catalog. The Student Handbook is subject to change. Any/all changes to the student handbook will be communicated to the students in a timely manner.

Any questions that I have about the contents of the Student Handbook have been fully explained to my satisfaction. Any addendums to the document will be communicated with me via e-mail and will be posted on Canvas.

I have been provided with the following notices required by the BVNPT:

- a. Right to contact the BVNPT
- b. The Process for Credit Granting for previous education and experience
- c. Information regarding where a current list of approved clinical sites is posted.

Print Name: _____

Signature: _____

Date _____