



Student Handbook

2022-2024

Associate Degree Nursing Program

Accrediting Agencies

California Board of Registered Nursing
1747 North Market Boulevard, Suite 150
Sacramento, CA 95834-1924
(916) 322-3350
(800) 735-2922
www.rn.ca.gov

Accreditation Commission for Education in Nursing, Inc. (ACEN)
3343 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
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(404) 975-5020 FAX
<https://www.acenursing.org/>

**SANTA MONICA COLLEGE NURSING STUDENT HANDBOOK
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**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM REGISTERED NURSING PROGRAM
DESCRIPTION**

This program prepares students to meet the standards of the California Board of Registered Nursing. The program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission of Education in Nursing. Upon completion of the program, graduates receive an Associate in Science degree and are eligible to take the National Council Licensure Examination (NCLEX) to become a Registered Nurse. The program empowers and prepares caring nurses who recognize the inherent worth of each individual and group to promote health, healing and hope. Students are encouraged to transfer to BSN programs.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
PHILOSOPHY**

The SMC Nursing program provides high-quality education to meet the health care needs of diverse persons with knowledge, skills, and attitudes to engage in quality care. The SMC Nursing Program is committed to advancing the science and art of nursing by empowering graduates to value safety, teamwork and collaboration, patient-centered care, quality improvement, informatics, evidence-based and commitment to **lifelong learning**. The values of the Santa Monica College Nursing Program are caring, inclusivity, integrity, and civility.

The faculty believe that **the person** is holistic, social, and culturally diverse with integrated body, mind, and spirit existing within the context of families, groups, and communities. Each person is unique, has dignity and self-worth, the potential for change, and the right to self-determination. Each person has different capacities and vulnerabilities, and the potential to affect his/her human responses and health outcomes throughout the life cycle.

Health is viewed by the faculty as a state of physical, mental, social and spiritual well-being. It is influenced by one's perceptions, experiences, and culture. The Health - Illness Continuum is a dynamic process that reflects the view of the World Health Organization (WHO). Health is "a state of well-being and not merely the absence of disease or infirmity". When a person reaches the end of life, the goal is for the person to experience peace and end life with dignity.

Nursing is a professional discipline with a defined body of knowledge which focuses on actual or potential health problems. Nurses promote the image of nursing by modeling the values, ethics, standards, and attitudes of the nursing profession. The nursing faculty recognizes that professional nursing accountability underpins safe and effective nursing practice. Professional nursing accountability is defined as: "Taking responsibility for one's nursing judgments, actions, and omissions as they relate to life-long learning, maintaining competency, and upholding both quality patient care outcomes and standards of the profession while being answerable to those who are influenced by one's nursing practice" (Krautscheid, 2014). The faculty believes caring empowers the nurse to recognize the inherent worth of each individual and group and to promote health, healing, and hope.

The faculty view **nursing education** as a dynamic process that upholds the principles of life-long learning and respects previous knowledge that the student brings to the educational environment. Nursing education provides theoretical knowledge that prepares the student to practice in ways that facilitate and promote health of persons, families, and diverse communities. Competent care is provided and managed through utilization of the systematic clinical reasoning method called the nursing process.

The **teaching - learning** process is concept-based and the faculty promotes learning through an interactive student-centered environment. The nursing faculty believes the teaching - learning process include a variety of teaching methodologies. The nursing faculty are facilitators, and role models. Learning is ongoing and fosters discovery. The teaching - learning environment is influenced by student dimensions including: culture, ethnicity, gender, learning styles, goals, and support systems.

Rev Spring 2022

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
PROGRAM STUDENT LEARNING OUTCOMES**

The graduate of the Santa Monica College nursing program will be able to work within a variety of settings and provide care for patients of diverse groups in a multicultural community. The program student learning outcomes are:

1. Delegate tasks based on the legal scopes of practice.
2. Collaborate with members of the health team to provide a caring and compassionate environment conducive to assisting in the fulfillment of health care needs.
3. Advocate for patients and families in ways that promote self-determination.
4. Exhibit clinical reasoning and judgment in practice substantiated with evidence that integrates nursing science and technology in the provision of safe quality care that promotes the health of patients across a variety of settings.

AMERICAN NURSES' ASSOCIATION
CODE OF ETHICS FOR NURSES WITH INTERPRETATIVE STATEMENTS
(2015) With 9 New Provisions 2021

The Code of Ethics for Nurses with Interpretative Statements (the code) establishes the ethical standard for the profession and provides a guide for the nurse to use in ethical analysis and decision making. The code is nonnegotiable in any setting. It is foundational to nursing theory, practice, and praxis in its expression of the values, virtues, and obligations that shape, guide and inform nursing as a profession. A code of ethics stands as a central and necessary mark of a profession. It functions as a general guide for the profession's members and as a social contract with the public that it serves. A code of nursing ethics cannot be static, neither can it be unstable. It must be enduring and rooted in the core of nursing identity, but must also be responsive to the growth, development, and context of practice. Nursing encompasses the protection, promotion, and restoration of health and well-being, the prevention of illness and injury; and the alleviation of suffering in the care of individuals, families, groups, communities, and populations. All of this is reflected in part, in nursing's persisting commitment both to the welfare of the sick, injured and vulnerable population in society and to social justice. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses, as well as the professional organizations that represent them are expected not only to adhere to the values, moral norms, and ideas of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring and distinctive. A Code of Ethics for the nursing profession makes explicit the primary obligation, values, and ideas of the profession. In fact, it informs every aspect of the nurse's life.

The Code of Ethics for Nurses with Interpretative statements serves the following purposes:

1. It is a succinct of the ethical values, obligations, duties, and professional ideas of nurses individually and collectively.
2. It is the profession's non-negotiable ethical standard.
3. It is an expression of nursing's own understanding of its commitment to society.

The Code of Ethics can be achieved through the following Provisions:

1. Affirming Health through Relationships of Dignity and Respect.
 - 1.1 Respect for Human Dignity
 - 1.2 Relationships with Patients
 - 1.3 The Nature of Health
 - 1.4 The Right to Self Determination
 - 1.5 Relationships with Colleagues and Others
2. The Patient as Nursing's Foundational Commitment.
 - 2.1 Primacy of the Patient's Interest
 - 2.2 Conflict of Interest for Nurses
 - 2.3 Collaboration
 - 2.4 Professional Boundaries
3. Advocacy's Geography
 - 3.1 Protection of the Rights of Privacy and Confidentiality
 - 3.2 Protection of Human Participants in Research
 - 3.3 Performance Standards and Review Mechanisms
 - 3.4 Professional Responsibility in Promoting a Culture of Safety
 - 3.5 Protection of Patients Health and Safety by Action on Questionable Practice
 - 3.6 Patient Protection and Impaired Practice

4. The Expectation of Expertise
 - 4.1 Authority, Accountability, and Responsibility
 - 4.2 Accountability for Nursing Judgments, Decisions, and Actions
 - 4.3 Responsibility for Nursing Judgments, Decisions, and Actions
 - 4.4 Assignment and Delegation of Nursing Activities or Task
5. The Nurse as Person of Dignity and Worth
 - 5.1 Duties to Self and Others
 - 5.2 Promotion of Personal Health, Safety and Well-Being
 - 5.3 Preservation of Wholeness of Character
 - 5.4 Preservation of integrity
 - 5.5 Maintenance of Competence and Continuation of Professional Growth
 - 5.6 Continuation of Personal Growth
6. The Moral Milieu of Nursing Practice
 - 6.1 The Environment and Moral Virtue
 - 6.2 The Environment and Ethical Obligation
 - 6.3 Responsibility for the Healthcare Environment
7. Diverse Contributions to the Profession
 - 7.1 Contributions through Research and Scholarly Inquiry
 - 7.2 Contributions through Developing, Maintaining, and Implementing Professional Practice Standards
 - 7.3 Contribution through Nursing and Health Policy Development
8. Collaboration to Reach for Greater Ends
 - 8.1 Health is a Universal Right
 - 8.2 Collaboration for Health, Human Rights, and Health Diplomacy
 - 8.3 Obligation to Advance Health and Human Rights and Reduce Disparities
 - 8.4 Collaboration for Human Rights in Complex, Extreme or Extraordinary Practice Settings
9. Social Justice: Reaching Out to a World in Need of Nursing
 - 9.1 Articulation and Assertion of Values
 - 9.2 Integrity of the Profession
 - 9.3 Integrating Social Justice
 - 9.4 Social Justice in Nursing and Health Policy

9 Provisions of the Nursing Code of Ethics

Currently, the nurse's code of ethics contains 9 main provisions:

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
2. The nurse's primary commitment is to the patient, whether an individual, family, group, community, or population.
3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to provide optimal patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.
6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.
7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.
8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.
9. The profession of nursing, collectively through its professional organization, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

The aforementioned nine provisions were implemented to help guide nurses in ethical decision-making throughout their practice.

Adapted from: Guide to the Code of Ethics for Nurses with Interpretive Statements

**SANTA MONICA COLLEGE – HEALTH SCIENCES
ADN PROGRAM
NURSING COURSES**

A link to the current listing of catalog course descriptions is available on the SMC homepage at www.smc.edu

Nursing course numbers with a companion laboratory course (L) must be taken concurrently.

Nursing Course	Course Title	units
Nursing 1	Fundamentals of Nursing Concepts 1	2
Nursing 1L	Fundamentals of Nursing Concepts 1 Lab	2.5
Nursing 36	Calculation in Drugs and Solutions	1
Nursing 2	Fundamentals of Nursing Concepts 2	2.5
Nursing 2L	Fundamentals of Nursing Concepts 2 Lab	2.5
Nursing 17	Pharmacologic Aspects of Nursing	3
Nursing 3	Adult Health Nursing Concepts 1	2.5
Nursing 3L	Adult Health Nursing Concepts 1 Lab	2.5
Nursing 19•	Orientation to Advanced Placement – ADN Program	2
Nursing 4	Mental Health Nursing Concepts	1.5
Nursing 4L	Mental Health Nursing Concepts Lab	1.5
Nursing 5	Adult Health Nursing Concepts 2	2.5
Nursing 5L	Adult Health Nursing Concepts 2 Lab	2.5
Nursing 6	Maternal Newborn Nursing Concepts	1.5
Nursing 6L	Maternal Newborn Nursing Concepts Lab	1
Nursing 7	Pediatric Nursing Concepts	1.5
Nursing 7L	Pediatric Nursing Concepts Lab	1
Nursing 8	Adult Health Nursing Concepts 3	2.5
Nursing 8L	Adult Health Nursing Concepts 3 Lab	2.5
Nursing 9	Nursing Leadership Concepts	1.5
Nursing 9L	Nursing Leadership Concepts Lab	2

•Applies to transfer/LVN students

ENRICHMENT COURSE OFFERINGS

Enrichment courses are courses offered to on-going nursing students to enhance and/or reinforce content of required nursing courses. These courses are optional for students. These courses cannot be used to remediate a failing grade or substitute for competency in a prior course. Some are offered on a credit/no credit basis. Most are offered in summer and winter sessions. Class size is often limited. Students on the wait list for readmission to a course must be approved by faculty prior to participating in courses offered within a clinical setting.

A link to the current listing of catalog course descriptions is available on the SMC homepage at www.smc.edu

Enrichment Course	Course Title	Units
Nursing 900	Supervised Tutoring	0
Nursing 60†	Multicultural Health and Healing Practices	3

†This course satisfies the Santa Monica College global citizenship requirement.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
STANDARDIZED TESTING**

Policy

Students in the Santa Monica College Nursing Program will be required to participate in a series of national testing. Students will be required to pay a test fee and will receive national percentile ranked scores in return. The Instructor of the related course will inform students of test administration times. Actual testing will occur outside of lecture time and after the administration of the final examination for the related course. Testing time is incorporated into the required course units. The fee for testing for the entire program is payable at the end of the first semester to facilitate the timely ordering of tests. Failure to participate in this process will result in the awarding of a grade of “Incomplete” for the associated course.

Purpose

The inclusion of external testing within the program serves the following benefits:

Students receive feedback immediately following concentration on a specific area of content or at a point in time in which certain cognitive abilities should have been integrated. The feedback ranks students among diploma, associate degree, and baccalaureate degree nursing students nationwide. The results facilitate students’ awareness of their abilities and reflect the acquisition of a common core of knowledge based on a particular topic.

The process of taking standardized tests and receiving nationally ranked results removes variables and/or biases that could be present at local levels such as learning or teaching styles, student/instructor relationship, and clinical or personal experiences.

The composite results received by the program provide feedback to the faculty regarding the inclusion of core material. This information could promote the practice-appropriate program and/or specific course changes. The information also allows for tracking and trend analysis over time with consideration of variables that may have influenced results.

The process of taking multiple standardized national tests within the program provides practice for the student prior to taking the National Council Licensure Examination. In addition to practice, results provide the student with information on their preparedness for taking the National Council Licensure Examination. This information provides the student with data upon which to make decisions for studying, reviewing materials, taking additional coursework and/or paying sums of money for these purposes.

The table on the following page identifies the test, cost, and point of administration.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
STANDARDIZED TESTING**

	TEST NAME	COST	POINT OF ADMINISTRATION
1.	Hesi Mid-Curricular Test	\$62.50	At the end of N4/4L class.
2.	Hesi Exit Test	\$62.50	At the end of N9/N9L class.
	TOTAL	\$125.00	

Fees are subject to change.
Spring 2022

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
MEDICATION ADMINISTRATION REQUIREMENTS**

All medications are expected to be administered safely through the use of the SIX RIGHTS. They are to be administered in a timely manner and are to be documented accurately.

REQUIREMENTS*:

1. At the beginning of each shift, the student will check the medication record to determine which medications are to be administered that shift and the time to be administered.
2. Medications will be prepared for administration within 30 minutes of the actual written time of administration, except for extenuating circumstances (patient off the floor, patient NPO, missing meds, etc.).
3. Oral medication will be placed in a medicine or soufflé cup in their unit dose package (do not open packages to half a tablet until checked by the instructor but be sure to state that tablet is to be halved). The medication/soufflé cup should then be placed in the patient cassette or kept with the student until checked by the instructor. Equipment for medications delivered by other routes (syringes, IV tubing, etc.) should be available at the medicine pyxis/cassette. The medication by parenteral route (or other) should be in the patient's medication cassette, on the medicine cart, or in the pyxis. Non-unit dose medications and narcotics should be prepared in the presence of the instructor.
4. All oral medication placed in the medicine/soufflé cup and any other medications to be given by another route (topical, IVPB, subcutaneous, IM sublingual, etc.) should be available for the instructor to check. Medications checked by the instructor at this time will be considered to be those that the student will deliver to the patient. Any incorrect medication(s), set up by the students at the time they are checked by the instructor prior to administration will be considered and classified as a medication error and managed accordingly.
5. Asepsis (medical and/or surgical) must be maintained during the entire medication procedure.
6. **PATIENT NAME BANDS WITH TWO IDENTIFIERS (NAME & HOSPITAL NUMBER) MUST BE CHECKED PRIOR to MEDICATION ADMINISTRATION AGAINST the MAR.**
7. Prior to checking by the instructor, the student must be knowledgeable regarding the essential aspects of the medications and essential aspects pertaining to the route of administration as well as the nursing implications. See Safe Care Directives in the Nursing Student Handbook.
8. The student will be knowledgeable of normal ranges and/or therapeutic ranges and of inappropriate vital signs and/or lab levels (based on the normal and/or therapeutic ranges) that will cause the medication to be held and will state these to the instructor at the time of medication check. Failure to have vital signs/lab or drug values will be considered as a failure to meet the provision of this policy and will be evaluated as "unsatisfactory medication administration."
9. The students will demonstrate skill proficiency in all medication administration.
10. All students must have with them in clinical: a working watch with a second hand, a stethoscope, and a current drug book, or they will be sent home.
11. All medication must be documented immediately

*Modifications to this policy might need to occur based on clinical site and policies.

REMEDIATION:

NUR 2L and NUR 3L (first and second-semester courses) remediation will follow the first and second errors in medication administration. Remediation will be determined by the lead instructor and the clinical instructor. Remediation will include but is not limited to viewing appropriate videos, CDROMs, CAI, etc.

After Nursing 3/3L, the student will have to remediate and will be placed on a Plan of Correction. This could potentially result in failure in the course and/or dismissal from the program.

If the error(s) occurs prior to the midterm evaluation, an “UNSATISFACTORY” will be placed on the student’s midterm clinical evaluation record.

The student will receive an “unsatisfactory” in the objective pertaining to “administer medications safely and correctly” if the consistent violation of the provisions of this policy in medication administration occurs during the course. This unsafe behavior can result in being dismissed from the program.

ERROR-FREE MEDICATION ADMINISTRATION IS EXPECTED FOLLOWING REMEDIATION.

As noted, any unsatisfactory in a critical requirement objective/element will result in an unsatisfactory final grade for the clinical course.

I have read and understood the Nursing Department policy on Safe Medication Administration Requirements.

NAME (PRINT) _____

SIGNATURE _____

DATE: _____

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**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
TELEPHONE LIST: LEAD FACULTY AND STAFF**

Office Phone: (310) 434-3453 Office Fax: (310) 434-3469

ADMINISTRATOR		(310) 434-3455
Eric J. Williams	Interim Dean, Health Sciences Director, Nursing Program	
FACULTY		
Bonnie Flores	Medical-Surgical Nursing Assistant Director, Nursing Program	(310) 434-8383
Veronica Islas	Medical-Surgical Nursing	(310) 434-3453
Amina Khoja	Medical-Surgical Nursing Assistant Director, Nursing Program	(310) 434-4879
Laila Moosa	Medical – Surgical Nursing	(310) 434-8362
Susan Morrison	Maternal Newborn	(310) 434-3453
Fabiola Valcin-Lewis	Maternal Newborn Medical –Surgical Nursing	(310) 434-8921
Valerie Udeozor	Medical-Surgical Nursing	(310) 434-8384
Poy Yamada	Maternal Newborn Medical Surgical Nursing	(310) 434-3453
STAFF		
Clarenda Stephens	Clinical Placement Specialist	(310) 434-3459
Diana Martinez	Nursing Counselor	(310) 434-3456
Ana Montes de Vegas	Nursing Counselor	(310) 434-3699
Valencia Rayford	Nursing Counselor	(310) 434-3456
Stephanie Yee	Nursing Counselor	(310) 434-3456
Robyn Rouzan	Administrative Assistant II	(310) 434-3453
Michelle Aragon	Administrative Assistant I	(310) 434-3446

Please leave a message at any time at the above office phone numbers. Home phone numbers can only be given out by the individual whose phone number is being requested, this includes students, faculty, and staff.

All requests requiring the Associate Dean’s signature must be made in writing. Students must authorize the release of any information in writing. This is a State law concerning student confidentiality. Requests such as these may require several weeks to process. Mail for the Associate Dean, faculty, or staff may be given to the Administrative Assistant.

Health Sciences Counselors

The Health Sciences Counselors are here to assist you with your academic and psychological wellbeing. Their hours are posted in the nursing office. The counselors are well versed in the nursing program curriculum and general academic advising. You may leave a voice mail for them at 310-4343456. One of them will return your call at their earliest opportunity.

Faculty Meetings

One student from each semester will be elected by their respective classes to represent collective student viewpoints at the Associate Degree in Nursing faculty meetings. However, all students are welcome and may speak to any agenda item. Meeting dates, times, and locations are posted in the facility on the bulletin board. Students will be excused from the meetings when the confidential student or personnel matters are discussed.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
CONCERNS/PROBLEMS**

Health Sciences Suggestion Box Link:

<https://www.surveymonkey.com/r/HSSuggestions>

Students and faculty have worked together to ensure students have the opportunity to express their ideas, suggestions, and concerns. Improvements in the Nursing Program and student success occur as a result of continual program assessment. The following processes have been implemented to assist with overall program improvement and student success.

Instructor

If you have a recommendation, concern or complaint regarding a particular course - either the classroom or clinical setting - it would be most appropriate to discuss the thought with the instructor of the course or clinical section. The telephone numbers of the nursing faculty are listed in this handbook. Each full-time instructor has voice mail. Faculty office hours may be requested through the Administrative Assistant of Health Sciences. The Administrative Assistant is also willing to leave a message on your behalf at the home phone number of any part-time faculty member who can then return your call.

If, for some reason, you are unable to meet with your instructor, or if you are not satisfied with the outcome of your meeting with the instructor, please complete the electronic form in the Health Sciences Suggestion Box. Your concerns and recommendations will be reviewed by the Associate Dean of Health Sciences Department/Director of the Nursing Program. You may also want to make an appointment with the Faculty Chair of the Health Sciences Department/Assistant Director of the Nursing Program.

Associate Dean, Health Sciences Department/Director of the Nursing Program

If you are unable to discuss your thoughts or concerns with your immediate instructor or the Faculty Chair of the Health Sciences Department or are dissatisfied with the outcome, you are welcome to make an appointment with the Associate Dean of the Health Sciences Department. Any student in the program has priority in securing an appointment through the Department Administrative Assistant. The content of the meeting may be held in confidence if you so desire. The goal of the meeting would be to facilitate problem resolution. If you are not satisfied with the outcome of the meeting, you may make an appointment with the campus Ombudsperson.

Ombudsperson

If, after meeting with your immediate Instructor, the Faculty Chair, and the Associate Dean of the Health Sciences Department, you remain dissatisfied with a particular event, you should make an appointment with the campus Ombudsperson to discuss the matter further. The Ombudspersons are Professor [Sandra Hutchinson](#), Professor [Paul Klumpe](#), and Professor [Yvonne Ortega](#) can be reached at email: ombuds@smc.edu <https://www.smc.edu/administration/ombudsperson/contact.php>

Process

If a student has concerns regarding a grade received in a course, student-instructor relationships or any other matter that affects the student's learning in the nursing program, it is recommended that the student follow the process listed below:

1. Make every attempt to first approach the instructor(s) involved to discuss concerns. If you are not able to discuss concerns with the instructor or are not satisfied with instructor discussions, then go to Step 2.
2. Complete the electronic form in the Health Sciences Suggestion Box. Your concerns and recommendations will be reviewed by the Associate Dean of the Health Sciences Department/Director of the Nursing Program and directed to the appropriate party.
3. Discuss your concerns with the Faculty Chair of the Health Sciences, who may involve the concerned parties (with student permission) in an attempt to resolve the situation.
4. If you are not satisfied with the discussions with the instructor involved and the Faculty Chair of the Health Sciences Department, discuss your concerns with the Associate Dean of the Health Sciences Department/Director of the Nursing Program.
5. If you are not satisfied with the discussions with the instructor, Faculty Chair, and Associate Dean, discuss your concerns with the Campus Ombudsperson, who will recommend options to consider in seeking resolution. (See Role of Campus Ombudsperson below.)
6. Initiate the grievance process according to college policy and procedure.

Role of Campus Ombudsperson

In conjunction with the Dean, Student Life, the Student Ombudsperson acts as a mediator, listening ear and resource for students with problems involving other students, faculty and administrators. Responsibilities also include handling grade disputes and other various complex issues.

The Ombudsperson mediates differences and grievances that students have involving other students, instructors, and administrators. She/he investigates and mediates a wide range of problems, including grade appeals and difficulties within the classroom. The Ombudsperson listens to your concerns and may offer suggestions for the successful resolution of your problem.

The campus Ombudsperson is available to students for consultation at any point in the problem-solving process. Students who are not able to meet during scheduled hours may phone the Ombudsperson and set up an appointment. The telephone number is available from the Administrative Assistant or online at email: ombuds@smc.edu
<https://www.smc.edu/administration/ombudsperson/contact.php>

If you have followed steps 1, 2, and 3 and still are not satisfied, you may want to initiate the grievance process according to college policy and procedure. Be advised that all concerns are not grievable.

Student Grievance

All students have access to the Student Grievance Procedures as delineated by the Santa Monica College Policy and are available at <http://www.academicsenate.com/> and/or <https://www.smc.edu/student-support/student-judicial-affairs/disciplinary-process-faq.php> Information regarding this procedure is explained in the SMC Nursing Student Handbook. The student may also seek information in the Student Activities Offices. The college Ombudsperson is available for any concerned student regarding this process.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
ADMINISTRATIVE REGULATIONS
Section 4000: Student Services**

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AR 4344	Students Dismissed from a Program as a Result of Unsafe Performance
ARTICLE 4400: STUDENT CONDUCT, ACTIVITIES, AND PROGRAMS	
AR 4405	Student Bill of Rights https://www.smc.edu/administration/human-resources/documents/Administrative_Regulation_4405_Student_Bill_of_Rights.pdf
AR 4410	Rules for Student Conduct https://www.smc.edu/administration/governance/documents/administrative-regulations/AR_4410_StudentConductRules.pdf
AR 4411	Code of Academic Conduct https://www.smc.edu/student-support/student-judicial-affairs/documents/AR4411-Code_of_Academic_Conduct.pdf
AR 4412	Honor Code/Honor Council https://www.smc.edu/student-support/student-judicial-affairs/documents/AR4412-Honor_Code_Honor_Council.pdf

Santa Monica Community College District
ADMINISTRATIVE REGULATION
Section 4000: Student Services

AR 4135 Compliance with the Family Educational Rights and Privacy Act (FERPA)

This regulation implements the federal Family Education Rights and Privacy Act of 1974 (FERPA) and State law.

A. Student Privacy Rights

Current and former students have the following rights regarding their student education records:

1. The right to be informed about their education records.
2. The right to inspect their education records.
3. The right to request an amendment to their education records.
4. The right to have a formal hearing if the request for amendment is denied.
5. The right to prevent unauthorized disclosure of any or all of the information in their education records, subject to specific exceptions identified in FERPA and State law.
6. The right to lodge a complaint to the U.S. Department of Education about a violation of FERPA regarding their education record.
7. The right to waive these rights in writing, including the right to give written authorization to a third party to obtain a copy of their education records.

B. Definitions

For the purposes of this policy, Santa Monica Community College District (hereinafter “Santa Monica College” or “College”) has used the following definitions of terms:

1. “*Student*” means any person who attends or has attended Santa Monica College. The word “attend” includes, but is not limited to, attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom.
2. “*Record*” means any information recorded in any way, including, but not limited to, hand writing, print, computer media, video or audiotape, film, microfilm, and microfiche.
3. “*Education records*” means any record maintained by Santa Monica College or an agent of the College which contains personally identifiable information related to a student. The following are not education records:
 - i. Records that are kept in the sole possession of the maker are used only as a personal memory aid and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 - ii. Records relating to an individual who is employed by an educational agency or institution that are made and maintained in the normal course of business relate exclusively to the individual in that individual's capacity as an employee, and are not available for use for any other purpose. Records relating to an individual in attendance at Santa Monica College who is employed as a result of his or her status as a student are education records and not excepted under paragraph of this definition. Santa Monica Community College District
 - iii. Records made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity which is made, maintained, or used only in connection with the treatment of the student and disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution;

- iv. Records maintained by Santa Monica College if (a) the records are maintained solely for law enforcement purposes, (b) are revealed only to law enforcement agencies of the same jurisdiction, and (c) the office holding these records do not have access to education records maintained by the College.
- v. Alumni records that contain information about a student after he or she is no longer in attendance at the College and which do not relate to the person as a student.
- vi. Grades on peer-graded papers before they are collected and recorded by a teacher.

4. “*School Official*” means:

- i. A person employed by the District in an administrative, supervisory, academic, research or support staff position.
- ii. A person elected to the Board of Trustees.
- iii. A person such as an attorney or auditor employed by or under contract to the District to perform a special task.

5. “*Legitimate education interest*” means an official need to review or access a student education record by an official or employee of the College in order to fulfill a professional responsibility; to perform appropriate tasks that are specified in his or her position description or by a contractual agreement; to perform a task related to the student's education; to perform a task related to the discipline of a student, or to provide a service or benefit relating to the student or student's family, such as health care, counseling, job placement, or financial aid. School officials who use student education record information to serve their own personal needs or for purposes that are not related to their job responsibilities do not have a legitimate education interest in the information being used.

6. “*Personally, Identifiable Information*” includes, but is not limited to--

- i. the student’s name;
 - ii. the name of the student’s parent or other family members;
 - iii. the address of the student or student’s family;
 - iv. a personal identifier, such as the student’s social security number, student number, or biometric record;
 - v. other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name;
 - vi. other information that alone or in combination is linked or linkable to a specific a student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty;
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- vii. information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates; or
 - viii. email address.

C. Annual Notification

Students will be notified of their rights under FERPA and State law annually by publication in the Santa Monica College Catalog. The catalog is available on the College’s website.

D. Procedure to Inspect Educational Records

- 1. Students may inspect and review their education records upon request to the appropriate record custodian. Students should submit to the record custodian or an appropriate College staff person a written request which identifies as precisely as possible the record or records

he or she wishes to inspect. (Forms for this request are available in the Admissions and Records Office.)

2. The record custodian or an appropriate College staff person will make the needed arrangements for access as promptly as possible and notify the student of the time and place where the records may be inspected. Access must be given in 15 workdays or less from the receipt of the request. [Note: FERPA requires that access be provided within 45 days; however, state law requires that access be provided within 15 days.]
3. When a record contains information about more than one student, the student may inspect and review only the records which relate to him/her.

E. Right to Refuse Access

Santa Monica College reserves the right to refuse to permit a student to inspect the following records:

1. The financial state of the student's parents.
2. Letters and statements of recommendation for which the student has waived his or her right of access or which were placed in file before January 1, 1975.
3. Records connected with an application to attend Santa Monica College if the application was denied.
4. Those records are excluded from the FERPA definition of education records. The records will be made available if required by State law.

F. Refusal to Provide Copies

Santa Monica College reserves the right to deny copies of records not required to be made available by the FERPA or State law in any of the following situations:

1. The student has an unpaid financial obligation to the College.
2. There is an unresolved disciplinary action against the student.

G. Fee for Copies of Records

The fee for copies will be \$0.20 per page.

The fees charged to students for transcripts are:

1. \$5 for an official transcript, with the first two free for currently enrolled students
2. \$10 service charge in addition to the transcript fee for a "Rush" transcript.
3. A student may obtain an unofficial copy of his/her transcript at no charge from the SMC Website.

H. Disclosure of Education Records

Santa Monica College will disclose information from a student's education records only with the written consent of the student, except as set forth below. The College may disclose information without student consent as follows:

1. To officials and employees of Santa Monica College, if that person has a legitimate educational interest to inspect a record.
2. To authorized representatives of the Comptroller General of the United States, the Secretary of Health, Education, and Welfare, an administrative head of an education agency, state education officials, or their respective designees or the United States Office of Civil Rights, where that information is necessary to audit or evaluate a state or federally supported education program or pursuant to a federal or state law, except that when the collection of personally identifiable information is specifically authorized by federal law, any data collected by those officials shall be protected in a manner that will not permit the personal identification of students or their parents by other than those officials and any personally identifiable data shall be destroyed when no longer needed for that audit, evaluation, and enforcement of federal legal requirements.
3. To other state and local officials or authorities to the extent that information is specifically required to be reported pursuant to state law adopted prior to November 19, 1974.
4. To officials of other public or private schools or school systems, including local, county, or state correctional facilities where educational programs are provided, where the student seeks or intends to enroll, or is directed to enroll.

5. To agencies or organizations in connection with a student's application for, or receipt of, financial aid provided that information permitting the personal identification of students may be disclosed only as may be necessary for those purposes as to determine the eligibility of the student for financial aid, to determine the amount of the financial aid, to determine the conditions that will be imposed regarding the financial aid, or to enforce the terms or conditions of the financial aid.
6. To accrediting organizations in order to carry out their accrediting functions.
7. To organizations conducting studies for, or on behalf of, educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction, if those studies are conducted in such a manner as will not permit the personal identification of students or their parents by persons other than representatives of those organizations and the information will be destroyed when no longer needed for the purpose for which it is conducted.
8. To appropriate persons in connection with an emergency if the knowledge of that information is necessary to protect the health or safety of a student or other persons, or subject to any regulations issued by the Secretary of Health, Education, and Welfare. Santa Monica Community College District
9. To the alleged victim of any sexual assault or physical abuse, including rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, threat or assault, or any conduct that threatens the health and safety of the alleged victim, which is the basis of any disciplinary action taken by a community college shall be permitted access to that information. Access to student record information shall be in the form of notice of the results of any disciplinary action by the community college and the results of any appeal, which shall be provided to the alleged victim within three days following that disciplinary action or appeal. The alleged victim shall keep the results of that disciplinary action and appeal confidential.
10. In compliance with a court order or a lawfully issued subpoena. The College shall make a reasonable effort to notify the student in advance of compliance with a lawfully issued subpoena and, in the case of compliance with a court order, if lawfully possible within the requirements of the order. This notification shall take place using a standard form approved by the FERPA Compliance Officer.

I. Record of Requests for Disclosure

Santa Monica College will maintain a record of all requests for and/or disclosure of information from a student's education records for the appropriate record retention period. The record will indicate the name of the party making the request, any additional party to whom it may be redisclosed, and the legitimate interest the party had in requesting or obtaining the information. The record may be reviewed by the eligible student. Personal information may be transferred to a third party only on the condition that such party will not permit access by any other party without the written consent of the student. (As an example, information released to agencies for auditing purposes or for improving instruction.) In such cases, Santa Monica College will issue the following statement to accompany records released: "All student education records will be destroyed when they are no longer needed for implementation of the study. Student education records may not be released without the written consent of the student."

J. Directory Information

Santa Monica College designated the following items as Directory Information:

- Student name
- City of Residence
- Age
- Major field of study

Participation in officially recognized activities and sports
Weight and height of members of athletic teams
Dates of attendance
Degrees and awards received and most recent previous school attended
Student's photograph

The College may disclose any of those items without prior written consent unless notified in writing to the contrary by the student.

Students have the following options in connection with the release of directory information:

1. Do NOT permit SMC to release Directory Information to anyone.
2. Do NOT permit the release of information to the Military

K. Correction of Education Records

1. Any student may file a written request with the Superintendent/President to correct or remove the information recorded in his or her student records which the student alleges to be:
 - (1) inaccurate;
 - (2) an unsubstantiated personal conclusion or inference;
 - (3) a conclusion or inference outside of the observer's area of competence; or
 - (4) not based on the personal observation of a named person with the time and place of the observation noted.
2. Within 30 days of receipt of the request, the Superintendent/President, or his or her designee, shall meet with the student and the employee who recorded the information in question if any if the employee is presently employed by the community college district.
3. The Superintendent/President or his or her designee shall then sustain or deny the allegations.
4. If the Superintendent/President, or his or her designee, sustains any or all of the allegations, he
5. or she shall order the correction or removal and destruction of the information.
6. If the Superintendent/President, or his or her designee, denies any or all of the allegations and refuses to order the correction or removal of the information, the student, within 30 days of the refusal may appeal the decision in writing to the Board of Trustees.
7. Within 30 days of receipt of an appeal, the Board of Trustees shall, in closed session with the student and the employee who recorded the information in question, if any, and if that employee is presently employed by the community college district, determine whether to sustain or deny the allegations.
8. If the governing board sustains any or all of the allegations, it shall order the chief administrative officer, or his or her designee, to immediately correct or remove and destroy the information.
9. The decision of the governing board shall be final.
10. Records of these administrative proceedings shall be maintained in a confidential manner and shall be destroyed one year after the decision of the governing board unless the student initiates legal proceedings relative to the disputed information within the prescribed period.
11. If the final decision of the governing board is unfavorable to the student or if the student accepts an unfavorable decision by the chief administrative officer, the student shall have the right to submit a written statement of his or her objections to the information. This statement shall become a part of the student's record until the information objected to is corrected or removed.

L. Subpoenas.

Each office that routinely receives subpoenas for student records shall have a written policy on compliance with subpoenas. The written policy shall be approved by the FERPA Compliance Office. Any out-of-the-ordinary subpoenas for student records shall be referred to Campus Counsel for review prior to the release of the records.

Santa Monica Community College District
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Section 4000: Student Services

ARTICLE 4300 STUDENT PROGRESS AND GRADUATION

AR 4344 Students Dismissed from a Program as a Result of Unsafe Performance

These guidelines have been developed to assist faculty and departments in withdrawing students from programs in which the student's behavior and/or performance is determined to be unsafe.

These programs include, but are not limited to:

- Education/Early Childhood Education
- Cosmetology
- Nursing
- Respiratory Care

The overall process for determining whether a student meets the program standards specific to a particular program may include up to three levels of intervention: the instructor level, the program or department level, and the college level (joint administration-faculty committee). The student may seek the ombudsperson's assistance.

I. Faculty Level

1. Instructors are encouraged to use their professional judgment in identifying student behavior and/or performance that they consider inappropriate to a specific program.
2. The instructor should meet with a student as early as possible in the semester to discuss his/her concerns. Such concerns include, but are not limited to the following: issues of safety regarding self, other students, patients, clients, or children; lack of sensitivity in classroom or fieldwork situations; poor judgment; or any other concern. The instructor should document the meeting. These notes can be brief but must include the date and time of the meeting and a summary of topics discussed.
3. If the instructor is satisfied with the student's performance for the rest of the semester, nothing more needs to be done.
4. If the instructor continues to have reservations regarding the student's behavior and/or performance (even though the student may have passed the class academically), the instructor should inform either the program leader or the department chairperson.

II. Program or Department Level

1. The dismissal of a student from a program is a departmental concern and should not be viewed as the individual instructor's responsibility. Each department shall develop program standards to evaluate students objectively. Each department is to develop a readmission review procedure for students dismissed from its program(s).
2. Each program will have its own set of procedures for informing students of faculty concerns, documenting meetings to discuss these concerns, working out behavioral contracts to assist students in meeting program standards, and any other procedure the faculty considers helpful to the student or to the program.

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III. College (Joint Administration/Faculty) Level

1. Any student who wishes to appeal dismissal from a program has 10 working days to file a written request for an appeal with the Dean of Student Affairs. The student will be able to present his/her case within 10 working days of the filing of the request. The Committee hearings shall be closed to the public.
Members of Committee

1. The Dean of Student Affairs (chair)
 2. Two academic deans (not from the involved department/program)
 3. Two faculty at large (selected by Academic Senate)
 4. Two students (selected by Associated Students)
2. The student may bring to the hearing counsel or other representatives. These representatives, however, may not participate directly in the proceedings. The student filing the appeal will bear the burden of proof.
 3. Each party shall have the right to present written statements, witnesses if appropriate, and any other forms of evidence at the hearing, if approved by the Appeals Committee. Each party shall have the right to question evidence and supportive documents.
 4. The Committee chair shall notify in writing the student, faculty member, department chair, and the Superintendent/President of the decision.
 5. Within five (5) working days after service of the committee's formal recommendation, either party may make a written appeal to the Superintendent/President.
 6. The decision of the Superintendent/President shall be final.

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ARTICLE 4400 STUDENT CONDUCT, ACTIVITIES AND PROGRAMS

AR 4405 Student Bill of Rights

Preamble

Academic institutions exist for the transmission of knowledge, the pursuit of truth, the intellectual and social development of students, and the general well-being of society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of the academic community, students should be encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students should exercise their freedom with responsibility. Students are entitled to the following rights.

1. Access to Higher Education

The institution shall provide access to its services, classes and program without regard to race, religious creed, color, national origin, ancestry, handicap or sex.

Reference: Education Code 72011

2. In the Classroom

Student performance should be evaluated solely on achievement of the goals of the curriculum, not on opinions or conduct in matters unrelated to curricular standards.

A. Protection of Freedom of Expression

Students should be free to take reasoned exception to the data or views offered in any courses of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

B. Protection Against Improper Academic Evaluation

Students shall have protection through orderly procedures against prejudiced or capricious academic evaluations. At the same time, they are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Any student shall have access to a hearing before an unbiased academic appeals committee, as provided for under Board policy.

C. Protection Against Disclosure

Information about student views, beliefs, and political associations which professors and administrators acquire in the course of their work as instructors, advisors and counselors, should be considered confidential. Protection against improper disclosure is a serious professional obligation. Judgments of ability and character may be provided under appropriate circumstances, always with the knowledge or consent of the student. Nothing in this section shall prevent disclosure of information as provided for in state law.

3. Confidentiality of Student Records

Transcripts, health records, disciplinary records, library records and counseling records are confidential except under judicial process or in cases where the safety of persons or property is involved.

Reference: Education Code 76210, 76240

4. Student Activities

In student activities, the district guarantees the right of students to organize, to exercise freedom of speech, to participate in the student and institution government and to prepare and distribute student publications.

A. Freedom of Association

Students bring to the campus a variety of interests previously acquired and develop many new interests as members of the academic community. They should be free to organize and join associations to promote their common interests. Any group of six associated students may form such an organization.

(1) The membership, policies and actions of a student organization usually will be determined by vote of only those persons who hold bona fide membership in that organization. No student should be barred from any organization because of his race, religion, sex or natural origin.

(2) Affiliation with an extramural organization should not, of itself, disqualify a student organization from institutional recognition.

(3) Since campus advisors are required, each organization should be free to choose its own advisor. Campus advisors may advise organizations in the exercise of responsibility, but they should not have the authority to control the policy of such organizations. However, it is understood that the governing board must retain responsibility under the education code for supervision and regulation of student affairs.

(4) Student organizations may be required to submit a statement of purpose, criteria for membership, rules of procedure, and a current list of officers and advisors. They shall be required to submit a membership list as a condition of institutional recognition.

Reference: Education Code 76060, 76062

B. Freedom of Inquiry and Expression

(1) Students and student organizations should be free to examine and to discuss all questions of interest to them and to express opinions publicly and privately. They should always be free to support causes by orderly means which do not disrupt the essential operation of the institution. At the same time, it should be made clear to the academic and the larger community that, in their public expressions or demonstrations, students, or student organizations, only speak for themselves.

(2) Students should be allowed to invite and to hear any person of their own choosing, provided that there is compliance with the laws of the State of California, orderly scheduling of facilities, and adequate preparation for the event, and that the occasion is conducted in a manner appropriate to an academic community. The institutional control of campus facilities should not be used as a device of censorship. It should be made clear to the academic and larger community that sponsorship of guest speakers does not necessarily imply approval or endorsement of the views expressed, either by sponsoring group or the institution. *Reference: Education Code 76120*

C. Student Participation in Institutional Government

As constituents of the academic community, students should be free, individually and collectively, to express their views on issues of institutional policy and on matters of general interest to the student body. The student body should have clearly defined means to participate in the formulation and application of institutional policy affecting academic and student affairs. The role of the student government and both its general and specific responsibilities should be made explicit, and the actions of the student

government within the areas of its jurisdiction should be reviewed only through orderly and prescribed procedures.

Reference: Education Code 76067

D. Student Publications

Student publications and the student press are a valuable aid in establishing and maintaining an atmosphere of free and responsible discussion and of intellectual exploration the campus. They are a means of bringing student concerns to the attention of the faculty and the institutional authorities and of formulating student opinion on various issues on the campus and in the world at large. Whenever possible, the student publications should be independent entities, financially and legally separate from the college. Where financial and legal autonomy are not possible, the institution, as the publisher of student publications, may have to bear the legal responsibility for the contents of the publications. Santa Monica Community College District

Student publications which are published as laboratory work for the journalism department will be subject to the same faculty and administrative direction as any other laboratory course in the college and should explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college or student body. In the delegation of editorial responsibility to the editorial board, the college, through the journalism instructor, should provide sufficient editorial freedom for the student publications to maintain their integrity of purpose as vehicles for free inquiry and free expression in an academic community. At the same time, the editorial freedom of student editors and managers entails corollary responsibilities to be governed by the canons of responsible journalism, such as avoidance of libel, indecency, undocumented allegations, attacks on personal integrity, and the techniques of harassment and innuendo. The editorial freedom of student editors and managers of student publications not connected with the Journalism

Department also entails the responsibilities listed above. As safeguards for the editorial freedom of such publications, the following provisions are necessary: (1) The student press should be free of censorship and advance approval of copy, and its editors and managers should be free to develop their own editorial policies and news coverage.

(2) Editors and managers should be protected from arbitrary suspension and removal because of student, faculty, administrative, or public disapproval of editorial policy or content. Only for proper and stated causes should editors and managers be subject to removal and then, by orderly and prescribed procedures, as outlined in Board of Trustees policy.

(3) All student publications should explicitly state on the editorial page that the opinions there expressed are not necessarily those of the college or student body.

7. Enactment

This Bill of Rights is a separate entity and apart from any Constitution and it shall stand by itself. This Bill of Rights shall become effective upon passage by the student body and the Board of Trustees. All amendments to this Bill of Rights shall be ratified by the student body and the Board of Trustees.

Reference: Education Code 72023.5

Santa Monica Community College District
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ARTICLE 4400 STUDENT CONDUCT, ACTIVITIES AND PROGRAMS

AR 4410 Rules for Student Conduct

1. Rules for Student Conduct

Students enrolling in the college assume an obligation to conduct themselves in a manner compatible with the college's function as an educational institution. Misconduct or "good cause" for which students are subject to discipline falls into the following categories:

- A. Continued disruptive behavior, continued willful disobedience, habitual profanity or vulgarity, persistent abuse of other students, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel. [E.C. §76033(a)]
 - B. Assault, battery, or any threat of force or violence upon a student or college personnel. [E.C. §76033(b)]
 - C. Sexual harassment, sexual assault, including, but not limited to, rape, forced sodomy, forced oral copulation, rape by a foreign object, sexual battery, or threat of sexual assault.
 - D. Willful misconduct which results in injury or death to a student, college personnel, or college visitor, or which results in cutting, defacing, or other injury to any real or personal property owned by the District. [E.C. §76033(c)]
 - E. The use, sale, or possession on campus of, or presence on campus or at any college sponsored event under the influence of, any controlled substances without prescribed direction of a licensed medical authority or any poison classified as such by Schedule D in Section 4160 of the State of California Business and Professions Code. [E. C. §76033 (d)]
 - F. Willful or persistent smoking in any area where smoking has been prohibited bylaw or by regulation of the Board of Trustees. [E. C. §76033 (e)]
 - G. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct. [E.C. §76033 (f)]
 - H. Dishonesty, including, but not limited to, cheating, plagiarism, or knowingly furnishing false information to the college.
 - I. Forgery, alteration, or misuses of college documents, records, or identification.
 - J. Obstruction or disruption of teaching, research, administration, disciplinary procedures, or any other authorized college activities.
 - K. Theft of or damage to property of the college or of a member of the college community or campus visitor.
 - L. Willful or blatant misuse of email or other inappropriate forms of communication towards faculty, staff or students including but not limited to phone, voicemail, written notes and any form of electronic communication.
 - M. Unauthorized entry to college facilities or unauthorized use of college supplies, equipment including computer hardware, and licensed software.
 - N. Violation of college policies or of campus regulations, including, but not limited to, campus regulations concerning student organizations, the use of college facilities, responsible computer use policy, or the time, place, and manner of public expression, library procedures, college bills and debts, or residence.
 - O. Disorderly conduct or lewd, indecent, or obscene conduct or expression on college owned or controlled property or at college-sponsored or supervised functions.
 - P. Failure to comply with directions of college officials acting in the performance of their duties.
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- Q. Possession or use of alcoholic beverages on the campus property, at any college sponsored event, or presence on campus or at any college-sponsored event while under the influence of alcohol.

- R. Illegal possession or use of firearms, explosives, dangerous chemicals or other weapons on college property or at college-sponsored activities.
 - S. The act or crime of willfully and repeatedly following or harassing another person in circumstances that would cause a reasonable person to fear injury or death especially because of expressed or implied threats.
 - T. Hate crimes or hate incidents: A hate crime or hate incident is any act or attempted act directed against a person(s) based on the victim's actual or perceived race, nationality, religion, sexual orientation, disability or gender. The difference between a hate incident and a hate crime is that a hate incident is a non-criminal act.
 - U. Any other offense set forth in the State of California Education Code which constitutes "good cause." No student shall be removed, suspended, or expelled unless the conduct for which the student is disciplined is related to college activity or attendance. [E.C. §76034]
3. Disciplinary Sanctions to Enforce Adequate Standards of Student Conduct [E.C. §§76030, 76031, 76032]
- A. Sanctions

Disciplinary sanctions include, but are not limited to, verbal or written reprimand, disciplinary probation, removal from class, ineligibility to participate in extracurricular activities, temporary disciplinary holds, suspension, and expulsion. Repeated and/or multiple infractions may lead to a greater disciplinary sanction. Subsequent to investigation of allegations made against a student, the College Disciplinarian is authorized to impose the sanctions listed above for good cause as set forth in Section 1 of this administrative regulation.
 - B. Right to Inspect

If a written report is placed in the student's disciplinary file, the student shall have the right to inspect and appeal the information as specified in Education Code Section 76232.
 - C. Definitions

When the term "College Disciplinarian" is used, it shall refer to the designee of the Superintendent/President.

The term "school day" is used in this Administrative Regulation for the purpose of calculating deadlines and shall mean any day that classes are in session except Saturdays and Sundays.

A copy of this administrative regulation shall be made available to students upon request.

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 - D. Written Reprimand
 1. A written reprimand, issued by the College Disciplinarian, serves to place in a student's disciplinary records (not the academic records) a statement that he/she has not met the standards of conduct as set forth in Section 1 of this administrative regulation.
 2. A student receiving a written reprimand shall be notified that:
 - a. the reprimand serves only as a warning that continued conduct of the type described in the written reprimand may result in further disciplinary action against the student;
 - b. such records are not part of a student's academic record at the college and that the disciplinary records will be destroyed three years after the date of the reprimand;
 - c. the student has an opportunity to write a response to the reprimand and that the response shall be placed on record with the reprimand; and

d. with respect to reprimands, there shall be no hearing or appeal to the Student Conduct Appeals Committee.

E. Disciplinary Probation

1. A student who fails to meet the standards of conduct as set forth in Section 1 of this administrative regulation may be placed on disciplinary probation by the College Disciplinarian. The student shall be notified in writing that continued conduct of the type described in a "notice of probation" will result in a greater sanction. The notice of disciplinary probation must include:
 - a. the sanction that will be imposed if the conduct described in the notice of probation continues. The sanction must be authorized by this administrative regulation.
 - b. the period of time the student is to be on probation. This period may not exceed one year.
2. A student placed on disciplinary probation shall be notified that:
 - a. the imposition of disciplinary probation serves as notice that continued conduct of the type described in the notice of probation will result in the imposition of sanction;
 - b. the disciplinary probation is not part of a student's academic record at the college and that the disciplinary records will be destroyed three years after the probation ends;

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 - c. the student has an opportunity to write a response to the notice of disciplinary probation and that the response shall be placed on record with the notice of disciplinary probation; and
 - d. with respect to disciplinary probation, there shall be no hearing or appeal to the Student Conduct Appeals Committee. However, before the sanction set forth in the notice of probation is imposed, the student shall be given notice and an opportunity to appeal to the Student Conduct Appeals Committee.

F. Removal from Campus Activities

1. Removal from Class [E.C. §76032]
 - a. An instructor is authorized to remove a student from class for cause for the day of the incident and the next class meeting. The instructor shall immediately report the removal to the College Disciplinarian. During the period of removal, a student shall not be returned to the class without the concurrence of the instructor.
 - b. If the student requests, the College Disciplinarian shall hold a conference with the student and other appropriate personnel regarding the removal from class.
 - c. If the student removed is a dependent minor for federal income tax purposes, the parent or guardian shall be notified in writing by the College Disciplinarian.
 - d. With respect to removal from class, there shall be no hearing or appeal to the Student Conduct Appeals Committee.
2. Removal from Extra-Curricular Activities [E.C. §76030]
 - a. The College Disciplinarian may remove a student from extracurricular activities for a period not to exceed one (1) year. One or more of the following may be imposed for good cause as set forth in Section 1 of this administrative regulation:
 1. Removal from all college organization offices;

2. Ineligibility to participate in or attend all college sponsored activities, including public performances; Nothing in this administrative regulation shall restrict the College Disciplinarian from imposing lesser sanctions than those described.

b. Before removal from the above-mentioned activities is imposed,

1. the student shall have a right to pursue the Hearing and Appeal
2. Process as set forth in Section 2, F of this administrative regulation. Removal from activities imposed pursuant to interim/immediate suspension as described in Section H(4) of this administrative regulation shall be governed by the appeal rights afforded in cases of interim/immediate suspension.

G. Temporary Disciplinary Holds

A disciplinary hold prevents a student from conducting any transactions with the college, such as enrollment and fee payment, use of library privileges or any other college business. The College Disciplinarian may place a temporary disciplinary hold on a student's college record to:

1. enforce a suspension or expulsion after the appeal process has been exhausted and the suspension or expulsion becomes final. The College Disciplinarian may remove a temporary disciplinary hold after a student has served a suspension provided that the Student Conduct Appeals Committee reviews and approves the student's petition to be readmitted.
2. enable the College Disciplinarian to conduct a thorough investigation of an alleged violation of the Student Conduct Code. In such cases, the College Disciplinarian shall remove the temporary disciplinary hold
 - a. as soon as the investigation is complete and the student in question is exonerated, or
 - b. when the student enters the appeal process. In such cases the College Disciplinarian may opt to lift temporarily the disciplinary hold to enable the student to conduct a specific transaction with the college, while the appeal process is underway.

H. Suspension [E.C. §§76031, 66017]

1. The College Disciplinarian is authorized to suspend a student for good cause as set forth in Section 1 of this administrative regulation.
2. The period of suspension may be:
 - a. For a period of up to ten (10) days of instruction from one or more classes.
 - b. For the remainder of the school term from one or more classes.
 - c. For one (1) or more terms from all classes and activities of the college.
3. Whenever the student suspended is a dependent minor for federal income tax purposes, the parent or guardian shall be notified in writing by the College Disciplinarian.
4. Before a suspension becomes effective, the student shall have the right to pursue the Hearing and Appeal Process as set forth in Section 3 of this administrative regulation, except that an interim suspension may be imposed by the College Disciplinarian where an immediate suspension is required in order to protect lives or property and to insure the maintenance of order pending a hearing. As soon as practical, the College Disciplinarian shall hold a formal conference with the student to give the student an opportunity to respond to the charges against him or her.
5. The College Disciplinarian shall, upon the suspension of any student, notify the appropriate law enforcement authorities of any acts of the student which may be in violation of Penal Code Section 245 (assault with a deadly weapon or instrument). [E.C. §76035]

I. Expulsion [E.C. §76030]

A student may be expelled by the Board of Trustees for good cause as set forth in Section 1 of these rules. Expulsion is authorized when other means of correction fail to bring about proper conduct, or when the presence of the student causes a continuing danger to the safety of the student or others.

4. Hearing and Appeal Process

A. Notice

- (1) The student shall be given written notice of the disciplinary action to be taken, if any. Such notice shall include:
 - a. a statement of the specific facts and charges upon which the disciplinary action is based;
 - b. a copy of the disciplinary rules of the District which relate to the alleged violation; and
 - c. a statement that the student has the right to file with the office of the College Disciplinarian a *Notice of Intention to Appeal* the decision to the Student Conduct Appeals Committee and that such notice must be filed within two (2) school days following receipt of the notice of disciplinary action.

(2) Prior to giving notice, the College Disciplinarian may schedule a formal conference regarding the basis for possible disciplinary action.
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(3) The student shall be deemed to have accepted the disciplinary action, unless within two (2) school days following written notice of the specific facts and charges, the student files with the College Disciplinarian written *Notice of Intention to Appeal*.

(4) Within five (5) school days after filing a *Notice of Intention to Appeal*, the student shall file with the College Disciplinarian a written response to the charges. Only charges to which the student responds may be reviewed by the Appeals Committee.

B. Student Conduct Appeals Committee and Procedures

(1) Statement of Purpose

- a. The committee is established to hear appeals of students regarding decisions made by the College Disciplinarian.
- b. Specifically, the committee will hear appeals concerning disciplinary action involving removal from extra-curricular activities, suspensions, and expulsions.

(2) Selection

At the beginning of each academic year or as needed, the Superintendent/President or designee shall establish a standing panel from which members of individual Student Conduct Appeals Committee panels may be constituted.

(3) Standing Panel

The standing panel of the Student Conduct Appeals Committee shall consist of:

- a. At least five (5) students appointed by the Associated Students President;
- b. At least five (5) faculty members appointed by the Academic Senate President;
- c. At least five (5) classified employees appointed by the CSEA President; and

- d. At least five (5) academic managers appointed by the Superintendent/President one of whom will chair the committee and will only vote in the case of a tie.

(4) Individual Hearing Panel

Each individual panel will be drawn from the standing panel by the Superintendent/President or designee. To hear each appeal, the Superintendent/President or designee will appoint a hearing committee consisting of two (2) students, two (2) faculty members, two (2) classified employees, and one (1) manager. To conduct business, the panel must have a quorum of at least one member from each of the four constituent groups. Decisions of the committee shall be made by simple majority vote.

(5) Time Frame

- a. The committee shall convene for an appeal hearing prior to the sanction taking effect and not more than thirty (30) school days after receipt of the notice of intent to appeal.
- b. In cases where suspension is immediately effective, the committee shall convene for an appeal hearing not more than ten (10) school days after receiving the notice of intent to appeal.
- c. The student shall be given written notice of the time and place of the hearing. If the student fails to appear for the hearing, the decision of the College Disciplinarian shall stand.

(6) Hearing Order

- a. At the beginning of the hearing, the designated college management member, or attorney or college representative, shall present the college case, first with an initial summary that includes the evidence to be presented, followed by a detailed presentation of the findings, including presentation of evidence and witnesses. The student and/or attorney or representative may cross-examine the college's witnesses, and examine the evidence.
- b. Next, the student or his/her attorney or representative shall present his/her case, including any evidence or witnesses. The college's representative may cross-examine the student's witnesses, and examine the evidence.
- c. Examination and cross-examination must be limited to issues and matters relevant to the case.
- d. The designated college management member, attorney or representative may present a closing argument summarizing the college's findings.
- e. The student or his/her attorney or representative may present closing argument, summarizing his/her case.
- f. The committee may question witnesses but should limit its inquiries to eliminating confusion, uncertainty or lack of clarity in the witness' statements.
- g. All hearings shall be recorded, except for closed deliberations.
- h. All hearings shall be closed to the public.

(7) Evidence

The committee may review any relevant evidence presented during the hearing. The committee is not required to give validity to any written testimony/evidence if the witness or writer of the evidence does not

personally appear at the hearing. Hearsay evidence is admissible but no decision may be made based solely on hearsay.

(8) Rights of the Committee

The basic rights of the committee shall include, but not be limited to the following:

- a. The committee has the right to decide:
 1. Relevance
 2. Materiality
 3. Competency
 4. Number of witnesses
 5. Time allocation
- b. The committee has the right to:
 1. Instruct the witness
 2. Question the witness
 3. Examine the evidence

On failure of the witness to follow directions, the committee may dismiss the witness.

(9) Rights of the Student

- a. The student may, with the permission of the hearing committee, have a translator or qualified interpreter if the student's command of the English language prevents him/her from being able to fully participate in the proceedings.
- b. The student may have legal counsel or representation, but must notify the College Disciplinarian at least two (2) school days prior to the hearing.

(10) Standard of Proof

The District will instruct the Committee that the District bears the burden of proof by a preponderance of the evidence and that preponderance of the evidence means "more likely to be true than not true."

(11) Decisions

- a. The Student Conduct Appeals Committee shall have the power to accept, reject or modify the decision of the College Disciplinarian, but in no case shall impose a more stringent sanction.
- b. Decisions should include:
 1. Findings of facts (what the student did);
 2. Conclusions (with relation to the rules of conduct); and
 3. A decision (disciplinary action affirmed, rejected, or modified)

(12) In the hearing, the committee should decide the following issues:

- a. Does the alleged act constitute a violation of the Student Conduct Code?
- b. Did the student involved commit the act with which he/she is charged?
- c. If the acts are found to have been committed by the student, and are also found to constitute a violation of the Student Conduct Code, were there any "attendant circumstances" shown in mitigation and/or in aggregation?

- d. The facts in each individual case shall be considered when making a determination on the appropriateness of the sanction imposed.

(13) The decision of the Student Conduct Appeals Committee shall be sent to the student and the Superintendent/President in writing within six (6) school days of the hearing. This decision shall include the findings and conclusions of the Student Conduct Appeals Committee. *Student Services*

C. Readmission of Suspended Students

(1) Any student who has served a suspension for a period of at least one (1) full term, shall submit a petition for readmission to the Office of the College Disciplinarian. The petition for readmission shall document the steps that the student has taken since the suspension to eliminate the behavior that caused the suspension. Said petition shall be completely separate, apart and in addition to any procedures required by the Admissions and Records Office.

(2) Within ten (10) school days of the petition for readmission submittal, the Student Conduct Appeals Committee panel shall review the petition for readmission to determine whether the student has made reasonable adjustment in the behavior or that the student has received the appropriate guidance, counseling and/or attention necessary to avoid the behavior that brought about the suspension. The Student Conduct Appeals Committee panel may delegate the decision to the College Disciplinarian or may conduct its review by email or teleconference.

(3) The Student Conduct Appeals Committee panel may request a hearing with the student to ascertain whether the student's claim regarding the behavioral adjustment is accurate. The student shall be notified of the date, time and place of the hearing within ten (10) school days of the petition for readmission submittal. The student may present further evidence or documentation in support of his/her claim. The College Disciplinarian shall notify the student within five (5) school days of the committee's decision.

The Student Conduct Appeals Committee panel may:

- a. approve the student's request to be readmitted with a statement to include conditions of re-admission, if any.
- b. deny the student's request to be readmitted due to lack of supporting evidence and/or documentation indicating that a behavioral adjustment has occurred.

D. Appeal of Committee Decision

Within two (2) school days after receiving the written decision of the Student Conduct Appeals Committee, the student may request a review of the decision by the Superintendent/President. A copy of said request shall be sent to the College Disciplinarian. The student shall state in writing the grounds for review, basing the request upon one or more of the following provisions:

- (1) The required procedures have not been followed and that the student has been demonstrably damaged; and/or
- (2) There is insufficient evidence to support the committee decision; and/or
- (3) The penalty imposed is inappropriate.

E. Superintendent/President Review

(1) In cases of suspension and/or lesser sanction:

Within thirty (30) school days of receipt of the request for review, the

Superintendent/President shall review the decision of the Student Conduct Appeals Committee, the basis upon which it was made, and the student's appeal based on D.(1), (2) and/or (3). The Superintendent/President has the sole authority to:

- a. Adopt the recommended discipline of the Student Conduct Appeals Committee;
 - b. Modify or reduce the discipline recommended by the Student Conduct Appeals Committee; or
 - c. Reverse the discipline recommended by the Student Conduct Appeals Committee. The decision of the Superintendent/President shall be communicated to the student in writing, and a copy sent to the College Disciplinarian. In cases of suspension and/or lesser sanction, the decision of the Superintendent/President is final.
- (2) In cases where expulsion has been recommended:
- a. The recommendation of the Student Conduct Appeals Committee shall be forwarded to the Superintendent/President or designee for review and decision.
 - b. The Superintendent/President's decision shall be based upon evidence presented at the expulsion hearing or the facts of the case as presented by the College Disciplinarian.
 - c. The Superintendent/President or designee may accept the recommendation of the Student Conduct Appeals Committee and recommend to the Board of Trustees that the student be expelled, or impose a lesser sanction. The Superintendent/President or designee shall render a decision within ten (10) business days of receipt of the recommendation of the Student Conduct Appeals Committee. Notice of the Superintendent/President or designee's recommendation shall be mailed to the student, and, in cases where expulsion is recommended, forwarded to the Board of Trustees for final action.
 - d. The Board of Trustees' decision to expel a student shall be based upon evidence presented at the expulsion hearing or the facts of the case as presented by the College Disciplinarian. Santa Monica Community College District
 - e. The Superintendent/President or designee shall, upon the expulsion of any student, notify the appropriate law enforcement authorities of any acts of the student which may be in violation of Penal Code Section 245 (assault with a deadly weapon or instrument) [E.C.
- b. §76035] and additional code sections.
 - a. Whenever the student expelled is a dependent minor for federal income tax purposes, the parent or guardian shall be notified in writing by the College Disciplinarian within five (5) school days.

Santa Monica Community College District
ADMINISTRATIVE REGULATION
Section 4000: Student Services

ARTICLE 4400 STUDENT CONDUCT, ACTIVITIES AND PROGRAMS

AR 4411 Code of Academic Conduct

To maintain the academic integrity of Santa Monica College, faculty and students must take responsibility for maintaining an educational environment characterized by academic honesty. Therefore, under no circumstances will academic dishonesty be tolerated.

1. Faculty Responsibilities

In order to maintain an environment of academic integrity, faculty will:

- A. Make every attempt to conduct classes in a manner that encourages honorable behavior, ensures equal opportunity for student success, and discourages academic dishonesty.
- B. Inform students in writing and, whenever possible, verbally of the course requirements, grading procedures, and expectations for acceptable academic conduct and behavior.
- C. Inform students of the SMC Code of Academic Conduct and the consequences of behavior in violation of the Code.
- D. In instances where alleged academic integrity violations are filed, inform students of their right to due process.
- E. Ensure that the appropriate process for reporting a violation of the Code of Academic Conduct is followed (see Reporting a Violation).

2. Student Responsibilities

In order to maintain an environment of academic integrity, students will:

- A. Familiarize themselves with the Code of Academic Conduct, Honor Code, and Student Conduct Code.
- B. Behave in a manner that encourages learning and upholds the Code of Academic Conduct and Honor Code.
- C. Act with fairness (i.e., not seek undue advantage) towards other students in classroom interactions, completion of assignments, examinations, or any other academic activity.
- D. Make every attempt to prevent the unauthorized use of their work.

3. Academic Dishonesty Conduct Defined

Santa Monica College defines academic dishonesty as an act of fraud or deception, in any academic exercise. This includes, but is not limited to, the following actions or attempted actions:
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- A. Using unauthorized testing aids such as calculators, recorders, electronic devices or notes on any examination or assessment, or the failure to observe the expressed procedures or instructions of an academic exercise (e.g., examination instructions regarding alternate seating or conversation during an examination).
- B. Allowing another individual to assume one's identity for the purpose of satisfying course requirements or enhancing one's grade or score in any of the following: testing, assessment, online classes, field trips, or attendance.
- C. Falsifying attendance records or grade rosters.
- D. Representing the words, ideas or work of another as one's own (plagiarism) in any academic exercise, including the use of commercial term papers, solution manuals, or any other work of another regardless of how it is created or published.
- E. Changing answers on a previously scored test, assignment, or experiment.
- F. Copying or allowing another student to copy from one's paper or answer sheet during an examination or for a graded assignment.

- G. Inventing information for the purpose of completing a laboratory experiment, a case study analysis, or field trip.
- H. Giving or receiving information during an examination by any means including sign language, hand signals, secret codes, or electronic transmission.
- I. Accessing or reproducing exams in any form without the prior authorization of the instructor with the purpose of sharing, selling, or publishing them.
- J. Intentionally or knowingly helping another to violate any provision of this Code.
- K. Forging or altering academic documentation (including transcripts, assessment scores/results, letters of recommendation, enrollment certifications, registration forms, and medical certification) concerning oneself or others.

4. Reporting a Violation

Given an incident of academic dishonesty, faculty should adhere to the following procedures:

- A. Inform the student of the nature of the alleged violation and the impending course of action.
 - B. Complete and submit the Academic Dishonesty Report Form, along with any related evidence, to the College Disciplinarian within ten (10) school days of the allegation. The term “school day” is used in this Administrative Regulation for the purpose of calculating deadlines and shall mean any day that classes are in session except Saturdays and Sundays.
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5. Consequences for Violating Academic Conduct

- A. Given an alleged violation of academic honesty, the instructor may impose one or both of the following sanctions, subject to appeal to the Santa Monica College Honor Council:
 - 1. dismiss the student from the class or activity for up to two class sessions;
 - 2. assign a failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred.
- B. Upon receiving a report of alleged academic dishonesty, the College Disciplinarian will notify the student, the campus Ombudsperson, and the department chair of the content of the alleged violation. The Campus Disciplinarian will then conduct such investigation as he/she deems necessary.

Subsequent to investigation, the College Disciplinarian may:

- 1. Confirm the sanction imposed by the instructor and notify the student of his/her right to appeal the sanction to the SMC Honor Council.
- 2. Provide the student with the opportunity for a conference with the campus Ombudsperson or designee in an effort to resolve the accusation informally. As part of the informal resolution process, the Ombudsperson or designee may confer with the faculty member and department chair or designee.
- 3. Impose sanction under AR 4410. In severe incidents of academic dishonesty, including but not limited to impersonation, presentation of falsified documents, stealing exams or research papers, or repeated violations, the College Disciplinarian may suspend or recommend expulsion of a student from the College in accordance with the procedures set forth in AR 4410.
- C. In any case where the College Disciplinarian confirms the alleged incident of academic dishonesty, he/she shall place in the student’s disciplinary records: a copy of the Academic Dishonesty Report Form; a summary of the College Disciplinarian’s Investigative Findings; and a description of the sanction imposed by the Instructor or College Disciplinarian. A student whose disciplinary records contain a report of academic dishonesty shall be informed that:
 - 1. the information placed in the student’s disciplinary record is not part of his/her academic record at the college and that the disciplinary records will be destroyed within three years, providing there are no further acts of misconduct;

2. the student has an opportunity to write a response to each document included in his/her disciplinary record, and that the response shall be placed on record with the original document;
 3. the inclusion of these documents in the student's disciplinary records may be challenged if a student appeals the alleged incident upon which they are based to the SMC Honor Council.
- D. The College Disciplinarian and the SMC Honor Council may recommend to the Superintendent/President and Board of Trustees the revocation of any degrees, certificates, course credits awarded to a student when findings indicate that a severe incident of academic dishonesty with direct bearing on the award of the degree, certificate or course credit has occurred.
6. Appeal Procedure
A student has the right to appeal sanctions imposed by the instructor or College Disciplinarian under AR 4411 through the procedure set forth in AR 4412.

Santa Monica Community College District
ADMINISTRATIVE REGULATION
Section 4000: Student Services

ARTICLE 4400 STUDENT CONDUCT, ACTIVITIES AND PROGRAMS

AR 4412 Honor Code/Honor Council

1. Mission Statement

Santa Monica College is committed to the academic, social, and ethical development of our students. We strive to create a learning environment that is challenging and supportive of the community at-large. We are committed to upholding fundamental values of honesty, trust, fairness, respect, responsibility, civility, and community. In recognition of this effort we hereby establish this Honor Code and Honor Council.

2. Honor Code

The Honor Code consists of the following principles:

- A. Honesty: means fairness and straightforwardness of conduct; implies a refusal to lie, steal, or deceive in any way.
- B. Integrity: implies that one is true to a trust; one adheres to a code of moral values.
- C. Social Responsibility: is demonstrated by adherence to policies of the institution, departments, labs, libraries and individual classes.
- D. Respect and Civility: implies that one will conduct oneself in a courteous and respectful manner in our communications and actions toward members of the campus community.

3. Student Honor Statement

As testament to their commitment and readiness to join the Santa Monica College academic community, all students are expected to uphold the Honor Code. At the time of enrollment students will certify the following statement:

In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Santa Monica College Honor Code, Code of Academic Conduct, and Student Conduct Code. I will conduct myself honorably as a responsible member of the SMC community in all endeavors I pursue.

At the direction of a faculty member or testing officer, students may be requested to affirm or re-affirm their commitment to the Honor Code as they participate in any given examination, paper submission, or any other academic exercise. Santa Monica Community College District

4. Honor Council Responsibilities and Membership

A. Membership

(1) Honor Council membership is extended to up to 17 members of the college community who are committed to upholding the Mission and Principles of the Honor Code. The Honor Council shall consist of the following:

- a. A minimum of one (1) and up to five (5) students appointed by the Associated Students President.
- b. A minimum of two (2) and up to five (5) faculty members appointed by the Academic Senate President.
- c. A minimum of one (1) and up to five (5) classified employees appointed by the Honor Council Membership.
- d. The College Disciplinarian and one (1) academic manager appointed by the Superintendent/President.

(2) The Honor Council may remove any member on grounds of malfeasance, misfeasance or nonfeasance by two-thirds vote of the membership appointed.

(3) The Honor Council Chair shall be appointed annually by the Academic Senate President. The Co-Chair shall be the College Disciplinarian or other academic administrator appointed by the Superintendent/President. The Chair will work closely with the Office of Student Judicial Affairs.

B. Responsibilities

The Honor Council shall be guided by the Honor Code and has the following responsibilities and authority:

(1) To advise and confer with faculty members, administrators, staff, and students on matters pertaining to academic integrity;

(2) To create and conduct educational presentations designed to promote academic integrity;

(3) To establish operational procedures with the approval of the Joint Academic Senate Student Affairs Committee and the College Disciplinarian;

(4) To collect and disseminate statistics pertaining to Honor Code violations;

(5) To issue an annual report to the Joint Academic Senate Student Affairs Committee and campus community on academic integrity standards, policies, and procedures, including recommendations for appropriate changes;

(6) Other responsibilities as agreed upon with the Joint Academic Senate Student Affairs Committee;

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(7) To provide students accused of violating the Honor Code due process protections via the implementation of an Honor Council Hearing Board;

(8) To appoint from its members two faculty, two students, and two classified staff to an Honor Council Hearing Board (“Hearing Board”) to adjudicate cases of alleged violations of the Honor Code. The Hearing Board will be chaired by an academic administrator appointed by the Superintendent/President (or designee).

5. Honor Council Hearing Board

A. Appeal Procedure

(1) Given an alleged violation of the SMC Honor Code, a student has the right to appeal any sanction imposed by a faculty member or the College Disciplinarian through the appeal procedures established by the College. Upon formal notification of imposed consequences for alleged academic dishonesty violation, the accused student has ten (10) school days to appeal such decision to the Honor Council. The term “school day” is used in this Administrative Regulation for the purpose of calculating deadlines and shall mean any day that classes are in session except Saturdays and Sundays.

(2) Once the student initiates the appeal process, he or she will be provided the opportunity for a conference with the campus Ombudsperson or designee in an effort to resolve the accusation informally.

(3) If no resolution is reached after an informal conference, the student may proceed with a formal appeal to the Honor Council. An appeal petition, along with any supporting documentation, must be filed with the Office of Student Judicial Affairs within ten (10) school days of the informal conference or refusal to participate in such conference.

(4) In all cases where the alleged violations are subject to sanctions less than immediate suspension, alleged violations of the SMC Honor Code are subject to review by the SMC Honor Council as stipulated in AR 4412. In cases where a violation is subject to interim/immediate suspension, appeal shall be governed by the appeal rights afforded in cases of interim/immediate suspension as described in AR 4410.

(5) Final grade disputes for alleged instructor mistake, bad faith, fraud, or incompetence are subject to AR 4313 (Grade Appeals Committee). The Grade Appeals Committee will not adjudicate issues pertaining to academic dishonesty.

B. Hearing Boards

(1) A quorum for a Hearing Board will be established by a minimum of three hearing board members which must include at least two (2) faculty and one (1) student. The Chair may vote in the case of a tie. Members appointed to a hearing panel must notify the Honor Council Chair of potential conflicts of interest and are strongly encouraged to recuse themselves from any such proceedings and deliberations.

(2) Hearing Board hearings are closed to the public. The student may bring legal counsel or other representatives; however, these individuals may not participate in the proceedings. Counsel participation will terminate the hearing. Students are required to notify the College of counsel/guest(s) presence to these proceedings within 48 hours of the scheduled hearing. Each party will have the right to present written statements, witnesses, if appropriate, and any other forms of evidence. Each party will have the right to question evidence and supportive documents.

(3) Standard of Proof

The District will instruct the Hearing Board that the District bears the burden of proof by a preponderance of the evidence and that preponderance of the evidence means “more likely to be true than not true.”

(4) Any materials related to the hearing, including electronic recordings of the proceedings, may not be released to the student requesting the appeal or to any other individual or group. In accordance with the Family Education Rights and Privacy Act (FERPA) the student may submit a written request to the College Disciplinarian or designee to inspect and review these materials. The request must be made no less than one week in advance.

(5) The Hearing Board is empowered with the authority to:

- a. Affirm or deny the alleged violation.
- b. Where appropriate, educate the student and/or faculty on issues related to academic integrity.
- c. Recommend sanctions commensurate with the violations, including, but not limited to: failure in assignment, test, course; reprimand, suspension, or expulsion.
- d. Reverse instructor-imposed sanctions in the absence of substantive evidence of alleged academic violation. Substantive evidence may include or consist of instructor’s account of academic violation.

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6. Appeal of Hearing Board Recommendation

A. Within five (5) school days after receiving the written decision of the Hearing Board, the student or faculty member may request a review of the decision to the Superintendent/President. A copy of said request shall be sent to the Honor Council Chair and the College Disciplinarian. The request will state in writing the grounds for review and will be based upon one or more of the following provisions:

- (1) The required procedures were not followed;
- (2) There is insufficient evidence to support the Hearing Board’s decision;
- (3) The penalty imposed is inappropriate.

B. Superintendent/President Review

(1) Within thirty (30) school days of receipt of the request for review. The Superintendent/President will review the decision of the Hearing Board and the basis upon which it was made. The Superintendent/President has the sole authority to:

- a. Adopt the decision of the Hearing Board;
 - b. Modify the decision of the Hearing Board; or
 - c. Reverse the decision of the Hearing Board.
- (2) The decision of the Superintendent/President will be communicated to the student in writing, and a copy sent to the Honor Council Chair and College Disciplinarian. In all cases, the decision of the Superintendent/President is final.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
STUDENT NURSES ASSOCIATION (SNA)**

The Student Nurses Association (SNA) is an organization for students of nursing. The purpose of SNA is to assume responsibility for contributing to nursing education in order to provide for the highest quality health care; to provide programs representative of fundamental and current professional interests and concerns, and to aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of all people.

SNA does this by influencing the educational process; promoting and encouraging participation in community affairs and activities; influencing health care through involvement in legislative activities; representing students to the consumer, to institutions, and to other organizations; promoting and encouraging student participation in interdisciplinary activities and in recruitment efforts regardless of a person's race, color, creed, lifestyle, gender, national origin, age, or economic status; and promoting collaborative relationships with other nursing and health organizations.

Nursing students at Santa Monica College (SMC) are members of the campus organization.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
STUDENT NURSES ASSOCIATION (SNA)
OFFICERS - JOB DESCRIPTIONS**

PRESIDENT: The role of the President of the Student Nurses Association is fulfilled by the elected person during the fourth semester of the nursing program.

Responsibilities that should be fulfilled or delegated include: taking necessary steps to assure that the club is registered with the Student Activities Office during the first week of the semester; selecting a representative and a designated alternate to attend ICC meetings; participating in the decision-making process for all matters in which student representation is needed; plan faculty and pinning ceremony planning meetings; organize fundraising events; attend faculty meetings; work with faculty advisors in planning and coordinating the pinning ceremony; deliver a speech at the pinning ceremony; communicate on a regular basis with other class officers; participate in orientation for incoming students; organize and conduct the election process for the positions of President-Elect; remain accessible to fellow officers and faculty advisors.

VICE-PRESIDENT: The role of Vice-President of the Student Nurses Association is fulfilled by the elected person during the fourth semester of the nursing program.

Responsibilities that should be fulfilled or delegated include: participating in the decision-making process for all matters in which student representation is needed; attending all club, faculty, and pinning ceremony planning meetings; representing the club President in his/her absence; assisting the President with activities required to conduct the pinning ceremony; lead the nurses to pledge at the pinning ceremony; assume responsibility for ordering and delivering the nursing pins in a timely fashion; participate in orientation for incoming students; participate in fundraising or charitable events; organize and conduct the election process for the positions of President-Elect and Vice President-Elect; remain accessible to fellow officers and faculty advisors.

PRESIDENT-ELECT: The role of President-Elect of the Student Nurses Association is fulfilled by the elected person during the third semester of the nursing program.

Responsibilities that should be fulfilled or delegated include: participating in the decision-making process for all matters in which student representation is needed; attending all club and faculty meetings; coordinating Club Row activities; working with Vice-President-Elect on designated projects; participating in orientation for incoming students; participate in fundraising or charitable events; represent the student body in the absence of the President and Vice President; organize and conduct the election process for the position of Secretary and Treasurer; serve as an usher at the pinning ceremony; remain accessible to fellow officers and faculty advisors.

VICE-PRESIDENT ELECT: The role of Vice-President-Elect of the Student Nurses Association is fulfilled by the elected person during the third semester of the nursing program.

Responsibilities that should be fulfilled or delegated include: participating in the decision-making process for all matters in which student representation is needed; attending all club and faculty meetings; working with the President-Elect on designated projects; participating in orientation for incoming students; participating in Club Row activities; participate in fundraising or charitable events; participate in the election process for the position of Secretary and Treasurer; works with other class officers and Lab Representatives to assure bulletin boards are current; serve as an usher at the pinning ceremony; remain accessible to fellow officers and faculty advisors.

SECRETARY: The role of Secretary of the Student Nurses Association is fulfilled by the elected person during the second semester of the nursing program.

Responsibilities that should be fulfilled or delegated include: attends all club meetings and faculty meetings when requested; maintains a thorough, written record of all club meetings; posts minutes of all meetings in a timely fashion on student bulletin boards; drafts letters and/or correspondence as needed to communicate club information; maintains a permanent file of all minutes and correspondence; collects mail from the main campus on a routine basis; serves on committees or works on special projects at the request of the President; participates in fundraising or charitable events; remain accessible to a fellow officer and faculty advisors.

TREASURER: The role of the Treasurer is fulfilled by the elected person during the second semester of the nursing program.

Responsibilities which should be fulfilled include: attends all club meetings and faculty meetings when requested; maintains financial records; gives a report of financial activities and status at all meetings; processes requisitions for reimbursement; processes approved withdrawals of funds; serves on committees or works on special projects at the request of the President; participates in fundraising or charitable events; remain accessible to fellow officers and faculty advisors.

INTERCLUB COUNCIL REPRESENTATIVES (ICC): Several students from any of the four semesters may simultaneously fill the role of ICC Representative. Representatives may volunteer, be elected by classmates, or be appointed by the President of the Student Nurses Association (SNA).

Responsibilities that should be fulfilled include mandatory attendance at ICC campus meetings; reporting Student Nurses' Association activities and upcoming events at ICC campus meetings; articulating the goals of the association to other ICC club members; voting on issues that directly relate to the SNA as a club, such as funding, use of funds, fundraisers; participate along with other officers in petitioning for extra funding for events held by the SNA; communicate with SNA officers regarding ICC meetings, policy changes; attend SNA meetings whenever possible.

ICC REPRESENTATIVE: The role of the ICC Representative is fulfilled by an elected person during the nursing program.

Responsibilities which should be fulfilled include: organize ICC representatives' schedules that coordinate with main campus ICC meetings; ICC representatives will give a report of main campus meeting to this official; the ICC representative Supervisor will attend all CSNA meetings and will recount the minutes of the ICC meetings; remain accessible to fellow officers and faculty advisors.

Class Officers

Class officers are charged with the responsibility of representing their classmates and bringing forth concerns through appropriate channels. You are encouraged to serve as an officer. Discuss your concerns with these representatives so that broader discussion can occur at monthly meetings and across other classes. This is a good place to initiate discussion for possible future change.

Commencement and Nursing Pinning Ceremonies

All students eligible for graduation from the Santa Monica College Nursing Program are encouraged to participate in the Santa Monica College Commencement Ceremony and the Nursing Pinning Ceremony. Students should wear the appropriate dress for each ceremony.

The Pinning Ceremony is planned by the graduating class with input opportunities from the nursing faculty. The Assistant Director of the Nursing Program serves as advisor and coordinator to the planning committee.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
PROCEDURES FOR ELECTION OF CLASS OFFICERS**

General Guidelines

- All communication to the class will occur on the day of the lecture -- immediately following class (if more than one lecture day per week, communication will occur on the second day of lecture).
- Candidates running for office will run as individuals rather than a team.
- All nominated or volunteer candidates must be willing and able to fulfill the responsibilities of the position.
- A simple majority vote will determine the outcome.
- Newly elected officers will be expected to begin functioning in their roles immediately.

Secretary and Treasurer

1. During the third week of Nursing 2 students in the first semester will be advised of the upcoming elections for the officer positions of Secretary and Treasurer by the Vice President-elect and the President-elect.
2. Students may volunteer to run for office or be nominated by a classmate. If nominated by another, the person being nominated must indicate their awareness and approval of being nominated. Names should be submitted to the third-semester officers through the Administrative Assistant of the nursing program within a two-week time frame.
3. The officers receiving the names will prepare a ballot.
4. Ballots will be distributed and collected by the third-semester officers during the tenth week of the first semester. Ballots will be counted in the presence of a faculty advisor.
5. Names of the newly elected officers will be posted on the bulletin board during the tenth week of the first semester.

President-Elect and Vice President-Elect

1. During the tenth week of the second semester, the class will be advised of the upcoming elections for the class officer positions of President-elect and Vice President-elect by the current President and Vice President.
2. Names for the positions may be submitted by an individual student or by nomination from another student. If by nomination, the person being nominated must indicate their awareness and approval of being nominated. Names shall be submitted through the Administrative Assistant of the nursing program within a two-week time frame.
3. The officers receiving the names will prepare a ballot.
4. Ballots will be distributed and collected by the President and Vice President during the tenth week of the second semester. Ballots will be counted in the presence of the faculty advisor.
5. Names of the newly elected officers will be posted on the bulletin board during the tenth week of the second semester.

The President-elect and the Vice President-elect will ascend to the offices of the President and Vice President during the fourth and final semester.

ICC Representatives

Two ICC (Inter-Club Council) representatives volunteer, are elected, or are appointed to attend meetings of the ICC on the main campus as representatives of SNA. They remain accessible to CSNA officers and faculty advisors. ICC representatives may be from any semester.

<p>SANTA MONICA COLLEGE – HEALTH SCIENCES NURSING PROGRAM ADN PROGRAM GRADING CRITERIA AND PROCEDURES</p>
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The following criteria apply to the ADN Program grading procedures.

1. Students will demonstrate knowledge of the subject matter as shown by meeting the course objectives and clinical competencies.
2. Students will achieve at least the satisfactory completion of all clinical assignments within the timelines specified by the instructor.
3. Students will attend regularly all clinical sessions. Attendance in the clinical is essential for the successful completion of objectives and to provide needed clinical experience. To pass each clinical rotation, the students must complete the clinical objectives in a satisfactory manner.
4. Students' clinical laboratory grades are determined by competency-based clinical evaluations and are expressed as Pass/Satisfactory or Fail/Unsatisfactory. Clinical experiences are evaluated based on the students' satisfactory demonstration of understanding, integrating, and applying both theory and practice from previous and current courses and labs.
5. All nursing lecture classes use the following grade scale:
 - i. 92-100% = A
 - ii. 83-91% = B
 - iii. 75- 82% = C
 - iv. 70-74% = D*
 - v. Below 70% = F*

*In all required courses in the nursing curriculum, both “D” and “F” grades are considered failing grades.

6. In all nursing courses that have both a clinical and a theory component, the student must receive a Pass grade in the clinical and a “C” grade or higher in theory in order to pass the course. If a student fails the clinical portion, the letter grade for the course is “F”. This applies to all nursing courses with a lab component.
7. A student must receive a minimum of “C” in all nursing courses to remain enrolled in and complete the nursing program.
8. The following nursing support courses, which are part of the approved total curriculum, also require a minimum grade of “C”.

Anatomy 1	Physiology 3	Nursing 36
Communication Studies 11 or	Psychology 19	Nursing 17
Communication Studies 35		Nursing 19
English 1		
Microbiology 1		

Students are encouraged to make an appointment with the appropriate clinical or lecture instructor if they experience any difficulty understanding the objectives, criteria, grading, or content of any assignment in any course. Full-time instructors post and announce their office hours and office phone

extension for this purpose. Part-time instructors should be approached before or after class for appointments or may be contacted through the Health Sciences Department by phone (310-434-3453).

Students should follow the appropriate communication channels (see Section IV. Student Role, Student Concerns/Problems, Procedures for Students' Concerns). Any problems that cannot be resolved with the instructor should be referred to the Associate Dean of Health Sciences, as detailed in the Procedures for Students' Concerns.

Notice of Deficiency

A student is notified that he or she is "at-risk" at any time he or she is functioning below the minimally acceptable level of performance in either the clinical or academic areas of the program. To help the student return to good standing, he or she will receive a "Statement of Concern", stating areas that need improvement, suggestions for making these improvements, and a date by which the deficit behaviors must be corrected. A Statement of Concern sample form is located on the following page. In lieu of a "Statement of Concern," a midpoint rating of needs improvement or unsatisfactory will serve as notice of deficient behaviors. If the midpoint evaluation is needed improvement or is unsatisfactory, a copy of the midpoint evaluation will be provided to the student.

Students are encouraged to take an active role in their learning by seeking the available resources to assure their success in the program before they become "at-risk".

When deficit behaviors are more serious, more frequent, or persistent in a variety of areas or when behaviors pose a danger to the patient, a "Plan of Correction" may be given to the student by the instructor. A sample form is located on the following pages and includes information clarifying the serious nature of the circumstances warranting the use of this document. The issuance of this document constitutes due process and may initiate a process of program dismissal.

**SANTA MONICA COLLEGE- HEALTH SCIENCES
NURSING PROGRAM
STATEMENT OF CONCERN**

Student Name: _____ I.D. _____

Date: _____ Observations/Evaluation made by: _____

On (date of occurrence(s)) _____

Expected Behaviors:

Deficit Behaviors:

Remediation/Correction Required:

Time Limit for Remediation/Correction:

Implication(s) of Non-correction:

_____ I have read and accept the above statement (and agenda, if attached).

_____ I have read and do not agree with the above statement and will submit a written rebuttal within 48 hours.

_____ I have received a copy of this document.

Signature (Student)

Signature (Instructor)

Date/Time

NOTE: If a rebuttal is elected and is not submitted within 48 hours, the Instructor's statement will be assumed to be accepted.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
PLAN OF CORRECTION**

Name of Student: _____ Date: _____

Clinical Course: _____ Subject: WRITTEN WARNING NOTICE

This Written Warning Notice is to inform you that your behaviors in the clinical setting do not meet course objectives. You are receiving this Written Warning Notice as of _____ for:
(include a description of what occurred as well as what should have occurred) Deficit
Behavior/Expected Behavior

A student may receive a Written Warning Notice two times throughout the course of the program unless it is for gross negligence. If a student receives a third Written Warning Notice, the student will be dismissed from the program.

Please be advised that this is your _____ First Written Warning Notice
_____ Second Written Warning Notice
_____ Dismissal Notice from the Instructor

Please note that students who receive a first Written Warning Notice should meet with their instructor for conference. Students who receive a second Written Warning Notice should meet with their instructor and the Associate Dean of Health Sciences for a conference. Students who are dismissed from the program have the option of meeting with their instructor and the Associate Dean of Health Sciences for a conference. Please refer to the Student Handbook for the Readmission/Appeal Process.

A student may be placed on Written Warning Notice at any point during the semester for any of the following reasons:

- 1) Placing a patient in physical jeopardy
- 2) Placing a patient in emotional jeopardy
- 3) Failure to demonstrate competence
- 4) Gross Negligence

Physical jeopardy is defined as any action or inaction on the part of the student, which in the judgment of the instructor, compromises the patient's physical safety. Emotional jeopardy is defined as any action or inaction on the part of the student, which in the judgment of the instructor compromises the patient's emotional safety. Failure to demonstrate competence is defined as the lack of possession of

or the failure to exercise that degree of learning, skill, care, and experience ordinarily possessed and exercised by students of the same level. The student exercises an inability to demonstrate mastery of previous or current course content as described in course objectives. Gross negligence is defined as an extreme departure from the standard of care, which, under similar circumstances would have been exercised by a student of the same level. A student may be dismissed for one instance of behavior that can be classified as gross negligence.

You are receiving a Written Warning Notice as your behaviors fall into the category(ies) of _____ listed above.

This memo also constitutes written warning of clinical lab failure in _____.

Please recognize that unless immediate changes occur in your behavior, a below passing grade may be issued at the end of the course.

Specific suggestions for improvement are as follows:

Student Comments:

I have read and understood this memo and the suggestions for improvement. I have received a copy of this memo.

Signature of Student

Date

Signature of Instructor

Date

Signature of Associate Dean of Nursing

Date

NOTE: If a rebuttal is elected and is not submitted within 48 hours, the Instructor's statement will be assumed to be accepted.

cc: 1) Student 2) Instructor 3) File (orig. doc.) 4) Associate Dean, Health Sciences

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
KEY FOR CLINICAL EVALUATION RATING SCALE**

“S”: SATISFACTORY

The student’s performance would be considered **SATISFACTORY (S)** if the following behaviors are manifested:

1. Performs the expected behaviors safely.
2. The quality of performance is at expected level of achievement.
3. Performs the expected behaviors at or within the designated time period.
4. Seeks appropriate guidance, validation, direction, and supervision.
5. Transfers previously acquired knowledge and skills to current practice.
6. Deliberatively communicates therapeutically.
7. Written assignments submitted when due.
8. Wears correct/clean/complete attire, name tag, and adheres to student dress code standards.
9. Consistently demonstrates professional behavior.

“N.I.”: NEEDS IMPROVEMENT

The student’s performance would be considered as **NEEDS IMPROVEMENT (N.I.)** if any of the following behaviors are manifested:

1. Behaviors manifested incorrect but caused no harm because instructor/staff person intervened with questions, data, further instructions.
2. Preparation inadequate or not related to specific needs of assigned patient.
3. Manages time ineffectively.
4. Unable to accurately perform previously acquired skills or not knowledgeable regarding expected skill performance.
5. Assumes observer/follower role vs. active caregiver role after first day of care in new unit/clinical area
6. No deliberative therapeutic communication or client teaching performed.
7. Written assignments submitted one or more days late and/or with limited/incomplete data.
8. Inconsistent performance of expected clinical behavior.
9. Inconsistently demonstrates professional behaviors.
10. Wears incorrect/unclean/incomplete attire, does not wear name tag, and does not adhere to student dress code standards.

“U”: UNSATISFACTORY

The student’s performance would be considered **UNSATISFACTORY (U)** if any of the following behaviors are manifested:

1. Behaviors manifested are unsafe and have potential for causing harm if not changed/corrected/ or further action taken.
2. Demonstrates lack of and/or incomplete knowledge of principles, correct techniques, effects of actions, and/or nursing implications.
3. Consistently lacks incomplete and/or inadequate preparation for care.
4. Incorrect and/or inaccurate information given to client.
5. Impedes client’s communication/expression of feelings and fears.
6. Fails to perform the expected criteria within the designated time period, after repeated instruction, guidance, and remediation opportunity.
7. Fails to seek appropriate guidance or keep appropriate people informed.

8. Requires more than the expected amount of instruction and guidance for the stated level of performance. Continues to require frequent reminders by the instructor to complete assignments.

CLINICAL EVALUATION GRADING PROCEDURE

Students are expected to transfer and integrate knowledge and skills learned in previous nursing courses and related courses for successful completion of this course.

Behaviors are related to clinical course objectives and will be listed in the specific evaluation tool for each course in the nursing program which has a clinical component.

At the conclusion of Nursing 1L, Nursing 2L, Nursing 3L, Nursing 4L a student may receive a “N.I.” in up to three behaviors and receive a passing grade with a Statement of Concern or Plan of Correction to be completed by a specific date, and no later.

Students in Nursing 5L, Nursing 8L may receive a N.I. in up to two behaviors and receive a passing grade with a Statement of Concern or Plan of Correction to be completed by a specific date, and no later.

Students in Nursing 6L, Nursing 7L may receive a N.I. in up to one behavior and receive a passing grade with a Statement of Concern or Plan of Correction to be completed by a specific date, and no later.

Students in Nursing 9L may not receive a N.I. in any behaviors and receive a passing grade.

If a student exceeds the above number of N.I.s for each course, No Pass will be given. A “U” in any behavior will result in No Pass being given. Physically or emotionally jeopardizing a patient as specified in the SAFE CARE DIRECTIVES may result in dismissal from the program. Students must comply with the SAFE CARE DIRECTIVES in order to remain enrolled in and complete each clinical component of a course.

Failure in the companion theory course constitutes **No Pass** for clinical regardless of performance rating and the student will not be permitted to progress in the nursing program.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
SAFE CARE DIRECTIVES**

All nursing students must be expected to provide safe nursing care to assigned/selected patients. A student is expected to

1. Maintain confidentiality
2. Give safe patient care based upon previous and concurrent learning experiences.
3. Implement nursing care using the nursing process.
4. Implement the physician's written orders.
5. Observe, interpret, and record the patient's responses to treatment.
6. Use the Standards of Care/Practice defined by each clinical facility, which is consistent with the End of Program Student Learning Outcomes to provide safe care.
7. Adhere to the Code of Academic Conduct at all times. Dishonesty and/or concealment of any errors in nursing practice constitute unsafe practice.
8. Follow the hospital medication procedure/policy for medication administration and the following:
 - a. State the expected effect for each medication.
 - b. State the major side effects of each medication.
 - c. State the rationale for giving each medication.
 - d. Assess the desired effects; report and document them.
 - e. Assess the side effects of every medication given; report and document them.
 - f. Verify each medication with the doctor's written order.
 - g. Know contraindications for each medication.
 - h. Know the nursing implications of each medication.
 - i. Know the safe dosage range of each medication.
 - j. Calculate what the correct dosage should be.
 - k. All students are expected to administer medications under faculty supervision only. No student is allowed to administer IV pushes.
 - l. Nursing 9L students can administer medications under their preceptor's supervision. However, Nursing 9L cannot administer IV push, blood transfusion, and chemotherapy.
9. Never administer any medication that was reconstituted, prepared, drawn up, or poured by another health care provider unless prepared by the pharmacist or his/her representative.
10. Maintain awareness of assigned patients' scheduled procedures and the related nursing implications.
11. Incorporate principles of safety when performing nursing care.
12. Be prepared to state underlying principles when implementing nursing care.
13. Follow facility policy regarding the removal of narcotics.

14. Comply with the BRN Nursing Practice Act.

Because of the serious consequences for patient comfort and/or health, any violation of these critical behaviors constitutes unsafe nursing behavior and may result in a student's dismissal from the program. To protect the patient's well-being, the clinical instructor may dismiss from the clinical area students considered unsafe.

The instructor may contact the Associate Dean of Health Sciences or designee and request a formal dismissal of the student from the program. In that case, the nursing faculty will convene, and the instructor involved will present written documentation for requesting the student's dismissal. The student in question will be given the option to present an explanation of his/her behaviors either verbally or in written form, and the faculty will vote on the decision.

If the student is to be dismissed, he or she will be notified in writing or by telephone within five working days. Students so dismissed will not be eligible for readmission.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
PROFESSIONAL ROLE DEVELOPMENT**

Policy: In order to promote the development of students in their role as members within the profession of nursing, students are encouraged to become active participants within the nursing program, the profession, and the community. Students meeting the activity may receive up to an additional 2% of their earned course points. For example, in a course, which has a total possible point value of 400, a student earning 350 points may receive up to a maximum of 7 bonus points. Professional role development points cannot be used to achieve a passing grade. Students must be passing the course with 75% or better to be eligible for the additional 2%.

STANDARDS FOR PROFESSIONAL ROLE DEVELOPMENT ACTIVITIES

1. Students will submit a proposal of their professional development activity to the lead theory instructor on the Professional Role Development Activity Proposal Form within two weeks of the course start date (one week for courses < eight weeks). Late proposals will not be accepted. The lead theory instructor will approve or disapprove the proposal within one week and return a signed copy of the proposal to the student. The student must commit to at least six (6) hours of service in the Medical-Surgical nursing courses.
2. Students will submit a Report of Professional Role Development Activity Form to the lead theory instructor pursuant to instructor guidelines. Late reports will not be accepted.
3. Students will be responsible for arranging and completing the Professional Role Development Activity within the prescribed time frames of the course.
4. The Professional Role Development Activity must be performed on a volunteer basis, i.e., no fees will be charged, or money received for participation. The activities should include new learning experiences.
5. Students are representing Santa Monica College and will abide by the policies of the Santa Monica College Student Nurse Handbook and the community agency if applicable.

PROFESSIONAL ROLE DEVELOPMENT SUGGESTED ACTIVITIES

1. Serve as a class officer in the Student Nurses Association.
2. Attend and participate in at least three nursing faculty meetings.
3. Serve and participate on a standing committee within the nursing program.
4. Attend a continuing education program approved by the Board of Registered Nursing (BRN) which is six contact hours or greater.
5. Attend a Board of Registered Nursing disciplinary hearing or a general BRN meeting.
6. Administer influenza vaccine with Instructor supervision at a community clinic.
7. Volunteer on a crisis intervention hotline.

8. Teach a CPR course (must have an instructor's certificate).
9. Participate in a blood pressure screening clinic.
10. Participate in a Health Fair.
11. Volunteer at Planned Parenthood.
12. Volunteer at a school-based health clinic.
13. Volunteer at a homeless shelter.
14. Explore health care issues of an ethnic group other than your own at a community health care center.
15. Participate in an immunization clinic at a Health Department with Instructor supervision.
16. Volunteer at the Braille Institute.
17. Attend/volunteer at a meeting of a professional organization.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
PROFESSIONAL ROLE DEVELOPMENT ACTIVITY PROPOSAL FORM**

Student Name: _____

Nursing Course Number: _____

Description of Activity: _____

Date(s)

Time(s)

Proposed Number of Hours

Objectives:

1. _____

2. _____

3. _____

Student Signature _____
Date _____

(For Instructor Use)

_____ Approved _____ Disapproved

Instructor Signature _____ Date _____

Comments:

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
REPORT OF PROFESSIONAL ROLE DEVELOPMENT ACTIVITY**

Student Name: _____

Nursing Course Number: _____

Description of Activity (Attach a copy of course objectives or certificate of completion, if applicable)

Date(s) _____ Time(s) _____

Total Hours Completed: _____

1. What did you learn by participating in this activity?

2. How will you apply what you learned to your student nursing practice?

Student Signature

Instructor Signature/Date

Date

Number of Points Awarded

Agency Verification

Title

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
DISMISSAL, FAILURE, WITHDRAWAL, AND READMISSION POLICY**

Criteria for Dismissal

Dismissal: Dismissal is defined as removal from the nursing program according to the policies, requirements, and/or regulations of any of the following entities: 1) Santa Monica College Nursing Program; 2) Santa Monica College; 3) California Board of Registered Nursing and/or 4) Affiliating Agencies. Students who are dismissed from the nursing program are not eligible to return to the nursing program. Dismissal from the nursing program includes, but is not limited to the following:

- Behavior inconsistent with the [American Nurses Association Code of Ethics](#).
- Failure to comply with established college, nursing program, and/or clinical facility regulations and requirements.
- Violation of Safe Care Directives, California Board of Registered Nursing Regulations, or scope of nursing practice.
- Any form of dishonesty (refer to the SMC Honor Code and Code of Academic Conduct).

In critical cases, such as unsafe clinical performance, dismissal may be considered without prior warning or probation. This may be determined initially by any faculty member followed by the concurrence of the faculty as a whole (see AR 4344 Students Dismissed from a Program as a Result of Unsafe Performance). Unsafe students are not eligible for re-entry into the SMC Nursing Program.

Criteria for Failure

Failure: Failure is defined as non-progression in one or more courses during a semester or intersession. Failure in a course with a companion laboratory component (i.e., Nursing I/Nursing 1L) is considered as one exit from the Nursing Program. Failure in the nursing program includes, but is not limited to the following:

- Final grade below “C” or “no pass” in any required course in the nursing curriculum.
- Failure to show a consistent pattern of satisfactory behavior in the clinical setting or failure to meet course objectives.
- Behavior inconsistent with the [American Nurses Association Code of Ethics](#).
- Failure to comply with established college, nursing program, and/or clinical facility regulations and requirements.
- Any form of dishonesty (refer to the SMC Honor Code and Code of Academic Conduct).

The Santa Monica College Nursing Program has a two-time admission policy. Any nursing course within the approved curriculum may be repeated only one time. Failure to successfully complete the program during the second admission will preclude further re-entry.

Withdrawal Policy

Students who withdraw from the Nursing Program may reapply once, regardless of the reason for withdrawal (i.e., elective withdrawal, leave of absence, illness, failure, pregnancy). Students who voluntarily withdraw from the nursing program are responsible for notifying all involved instructors and the nursing counselor in addition to officially withdrawing from the courses. Withdrawal from a nursing course is considered as one exit from the nursing program. The Santa Monica College Nursing Program has a two-time admission policy. Any nursing course within the approved curriculum may be repeated only one time. Failure to successfully complete the program during the second admission will preclude further re-entry.

Students may withdraw from most classes online through Corsair Connect. It is the student's responsibility to withdraw from a class—informing the instructor is NOT sufficient. Failure to withdraw (officially drop) from a class could result in a grade of F. A complete explanation of how withdrawal deadlines are determined is available online (see [Board Policy Manual](#) or the annual [SMC College Catalog](#)). Please note that short-term courses have earlier or different deadlines. Go to www.smc.edu and click on “Dates and Deadlines” for details).

Readmission Policy and Procedure

Readmission to the SMC Nursing Program

Those students who have exited the program or failed a nursing course will be required to make an appointment with the nursing counselor to develop a **Remediation Plan**. Students will not be eligible for readmission to the nursing program until remediation has been successfully completed and all applicable assessments have been successfully passed. The Remediation Plan and all applicable assessments must be successfully completed within one year of the student's program exit date (Please read the Readiness/Retention Policy in the Nursing Student Handbook.).

The process for readmission is initiated by the student through the submission of a letter of request to the Associate Dean of the program. Students exiting the program must meet with a Health Sciences Counselor to develop a remediation plan, participate in remediation activities, and successfully complete remediation prior to being added to the re-entry waitlist. A chronological wait list exists for each course. In the event that two or more students reapply at the same point in time, the ranking will be established through a random draw. Admission will be granted based on space availability. The Student Affairs Committee will make a recommendation to the faculty for students requesting readmission by exception.

Students who apply for readmission after twelve months of leaving the program (and/or if there have been major curriculum changes) may be required to take additional courses.

Students who have been accepted for readmission will re-enter the program at times compatible with class scheduling and class space.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
CRIMINAL BACKGROUND CHECK/DRUG TESTING POLICY**

A criminal background check and a drug screening test are required from all conditionally accepted applicants for admission and from returning students requesting readmission to the Nursing Program. The purpose of this requirement is to comply with the policies of the clinical agencies where students complete the lab component of the nursing courses. The clinical lab component of the program is fundamental to nursing education. Therefore, we must abide by the rules and policies of the agencies that provide clinical experience to SMC nursing students. The agencies require that all nursing students placed at the facilities maintain a clear or negative background check and a negative drug test. Consequently, all conditionally accepted applicants, students requesting readmission, and continuing students (when requested) are required to provide evidence of a clear or negative background check and a negative drug test for entry to the SMC Nursing Program.

Criminal Background Check

The background check must be done upon entry, re-entry, and as requested by the nursing program. The time frame in which the background check may be completed, and the results submitted will be designated by the Director. The clinical agencies require a negative/clear background check. Therefore, if the student's background check is not clear, students will not be able to enter or remain in the Nursing Program. The frequency of Criminal Background Checks will be determined by the requirements of the clinical agencies. If there is a question regarding a student's results, the Director of the Nursing Program will confer with the Chief of the college police department to determine eligibility for the program.

Drug Screening Test

The drug screening test must be done upon entry, re-entry, and as requested by the Nursing Program. The time frame in which the test may be completed, and the results submitted will be designated by the Director. Additionally, continuing students may be subject to random drug testing at the clinical site per the discretion of the clinical agency. Clinical affiliates of the Nursing Program require evidence of a negative drug screening test from all students assigned to participate in the clinical lab experience at their facilities. Therefore, any student with a positive drug screening test cannot be admitted to or continue in the Nursing Program. The frequency of Drug Screening will be determined by the requirements of the clinical agencies.

Instructions

Upon conditional acceptance to the Nursing Program, students will be provided with instructions on how and where to complete the background check and drug screening. The background check and drug screening are performed by independent services, and the cost is the responsibility of the student. Results of background checks and drug testing will be accepted only from Santa Monica College Nursing Program-approved agencies/organizations. The criminal background check and drug screening test may not be completed prior to notification from the Director.

The Director of the Nursing Program will review the results after the student has signed a release allowing the Director access to the information. The background check certificates, and test results will be assigned identifying passwords and will be kept confidential. The details of the test results will not be provided to the clinical agency. However, in situations where the clinical agency requires further details, the clinical agency will make a request directly to the student for the needed information.

Positive results on the drug screening test or refusal to be tested and/or unsatisfactory background checks, including failure to disclose information, may result in forfeiture of admission to the Nursing Program or dismissal from the Nursing Program.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
READINESS/RETENTION POLICY**

The primary purpose of the SMC Nursing Program Readiness/Retention Policy is to assist students in the completion of the Nursing Program. Additional outcomes of the readiness/retention policy are a decrease in the attrition rate of the Nursing Program and an increase in the number of highly qualified nurses in California. Readiness/Retention services and support will be available to all students who have completed the SMC Nursing Program application process. However, students who demonstrate a need for additional services to enhance their success in the program will be required to participate in Readiness/Retention Activities.

Pre-Nursing Students

Students who have completed the Nursing Program application process for admission to the program must pass a California Community College Chancellor's Office approved admissions assessment prior to entrance into the program. If a prospective student does not successfully complete the assessment, the student will be required to participate in readiness and/or remediation activities. Following successful completion of the readiness and/or remediation activities the student must pass the readiness/admission assessment(s).

Prospective students will not be admitted to the Nursing Program until the readiness and/or remediation activities are completed, and the readiness/admission assessment(s) have been passed. Readiness and remediation activities must be completed within one year of the initial diagnostic assessment. Readiness and remediation activities completed at other colleges or institutions will not be accepted by the Nursing Program at Santa Monica College.

ALGORITHM FOR NURSING PROGRAM ENTRY

STEP ONE

Student completes nursing program application

STEP TWO

Student application and documentation are evaluated for minimum admission requirements. If Necessary: *Course Substitution/Equivalency Petition(s) processed * Transcript Evaluation

STEP THREE

If minimum application requirements are met, student completes NLN-PAX RN admission assessment

Student **meets** the score requirement for the NLN-PAX admissions

Student **does not meet** the score requirement for NLN-PAX admissions assessment and is referred to Counselor to create Readiness Plan

Student satisfactorily **completes** Readiness Plan and **meets** the score requirement for the NLN-PAX admissions assessment retake within one year of their initial

Student **does not complete** Readiness Plan and or **does not meet** the score requirement for the NLN-PAX admissions assessment retake within one year and is removed from Nursing

STEP FOUR

Multi-criteria ranking system used to determine eligible students for Conditional Acceptance*into the Nursing Program: Conditional Admission Criteria Include: Attend Mandatory Nursing Orientation*If student is not selected via Multi-criteria ranking system, the student is ranked as an "alternate" ** If "alternate" student is not offered Conditional Admission, the student has the option to re-apply during the next application period

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
STUDENTS ENROLLED IN THE NURSING PROGRAM**

In an effort to ensure all enrolled Nursing Students have the support necessary to successfully complete the Nursing Program, currently enrolled students are required to meet with a Health Sciences Counselor for a “Retention Meeting” at least once per semester. The Retention Meeting is designed to survey the students’ commitment to the program, level of achievement, knowledge, and utilization of support services, and if needed, refer the student to needed services. Through this regular contact with the Health Sciences Counselors, the program hopes to identify issues early that might interfere with a student’s progress in the program and to supply necessary interventions prior to any significant drop in student achievement.

Currently enrolled students who demonstrate a need for additional services may self-identify or may be identified by a Faculty Member, Health Sciences Counselor, and/or other staff as “At-Risk”. Once identified, students will be required to create a **Retention Plan** with a Health Sciences Counselor and participate in activities as specified within their approved Academic Referral Plan. Failure to participate in activities as outlined in the Retention Plan may result in ineligibility for re-entry into the program should the student exit.

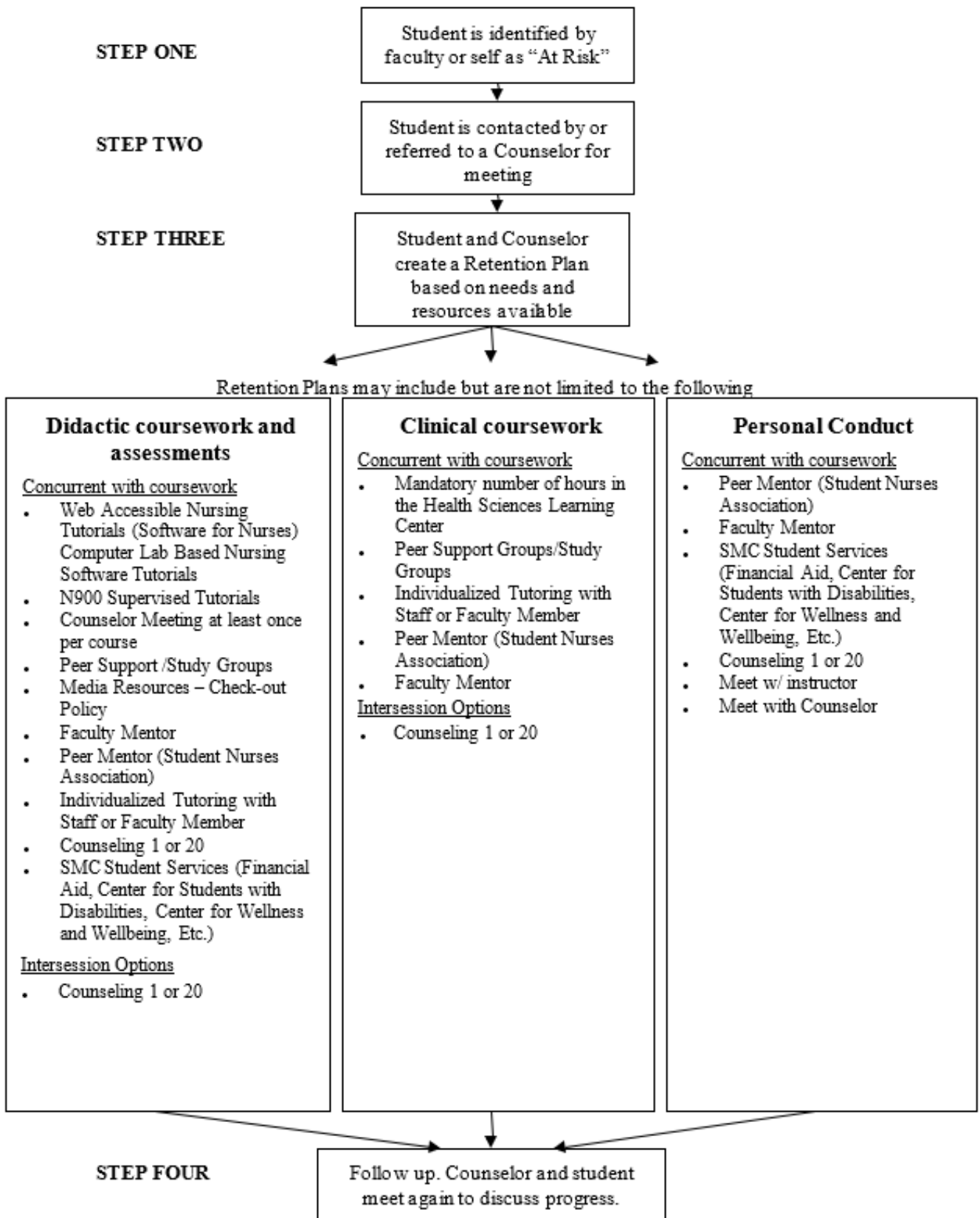
Characteristics that may indicate a student’s need for additional services are:

- self-determined need for additional services
- failure to participate in learning activities,
- failure of a course exam or quiz,
- unsatisfactory mid-course evaluation,
- unsatisfactory clinical performance,
- failure to adequately demonstrate Level Competencies,
- possession of a cumulative course grade below 78%,
- passing a nursing course with a percentage of 78% or lower and/or
- HESI Mid-curricular score of less than 800.

A Retention Plan may include, but is not limited to mandatory:

- meetings with a Health Sciences Counselor once per course,
- respond to an Academic Referral Plan
- attendance in Supervised Tutoring – NURSING 900 (if available),
- completion of skills practice hours in the Health Sciences Learning Lab,
- participation in course competency activities,
- participation in Web Accessible Nursing Tutorials or other available tutoring, and/or
- participation in remediation/skills development activities during summer or winter intersession.

Algorithm for Intervention and Retention of Currently Enrolled Nursing Students



**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
ADVANCED PLACEMENT OR TRANSFER INTO THE NURSING PROGRAM**

The following students are not eligible for admission or transfer to the SMC Nursing Program: 1) students who have withdrawn failing from another nursing program; 2) students who have failed a theory course in a previous nursing program; 3) students who received an unsatisfactory clinical evaluation; 4) students who are not eligible for readmission from another nursing program. All students seeking Advanced Placement or Transfer into the SMC Nursing Program must be evaluated for advance placement. Those students who have exited another nursing program in good standing within a year of application to the SMC Nursing Program may be able to waive the Remediation Plan requirement upon Counselor approval. Students will not be eligible for admission to the nursing program until remediation has been successfully completed and all applicable assessments have been successfully passed.

A Remediation Plan may include, but is not limited to mandatory:

- assessment of basic skills (Reading Comprehension, Math, and English), if not previously completed,
- enrollment and successful completion of remedial/skills development courses (grade of “C” or better),
- meetings with a Health Sciences Counselor, Faculty member, and/or staff person
- skills practice hours in the Health Sciences Learning Lab and verification of skills proficiency, and/or
- participation and successful completion of Web Accessible Nursing Tutorials or other available tutoring.

Upon completion of the remediation plan, a student will be eligible for advance placement or transfer into the Nursing program.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
RE-ADMISSION TO THE NURSING PROGRAM**

Those students who have exited the program or failed a nursing course will be required to successfully complete a **Remediation Plan** prior to re-admission to the program. Students will not be eligible for re-admission to the nursing program until remediation has been successfully completed and all applicable assessments have been successfully passed. The Remediation Plan and all applicable assessments must be successfully completed within one year of the student's program exit date*.

A Remediation Plan may include, but is not limited to mandatory:

- assessment of basic skills (Reading Comprehension, Math, and English), if not previously completed,
- enrollment and successful completion of remedial/skills development courses (grade of “C” or better),
- meetings with a Health Sciences Counselor, Faculty member, and/or staff person
- enrollment and successful completion of Supervised Tutoring – NURSING 900 (if available)
- skills practice hours in the Health Sciences Learning Lab and verification of skills proficiency, and/or
- participation and successful completion of Web Accessible Nursing Tutorials or other available tutoring.

Upon completion of the remediation plan, a student will be eligible for readmission to the program.

Level Competencies are groups of **skills, behaviors, and knowledge** that are identified as performance standards for each of the four SMC Nursing Program levels as outlined in the Level Objectives.

*Students who exit and passing theory satisfactorily and were not previously identified as “At Risk” may be able to waive the Remediation Plan requirement and/or the one-year time limit with Counselor approval. Remediation may be required if time of exit extends pass one year and/or the curriculum has changed.

ALGORITHM FOR RE-ENTRY STUDENTS

STEP ONE

Faculty notifies Associate Dean of Health Sciences of student's exit

STEP TWO

Student completes Letter of Request for Re-entry

STEP THREE

Student is put on Re-entry Waitlist

STEP FOUR

Student and Counselor create Remediation Plan based on needs and resources

Remediation Plans may include but are not limited to the following

Didactic coursework and assessments

- Web Accessible Nursing Tutorials (Software for Nurses)
- Computer Lab Based Nursing Software Tutorials
- Counselor Meetings
- Peer Support Groups/Study Groups
- Media Resources – Check-out Policy
- Individualized Tutoring with Staff or Faculty Member
- Counseling 1 or 20
- SMC Student Services (Financial Aid, Center for Students with Disabilities, Center for Wellness and Wellbeing, Etc.)
- Counseling 1 or 20

Clinical coursework

- Mandatory number of hours in the Skills Lab
- Peer Support Groups/Study Groups
- Individualized Tutoring with Staff or Faculty Member
- Counseling 1 or 20

Personal Conduct

- Peer Mentor (Student Nurses Association)
- Faculty Mentor
- SMC Student Services (Financial Aid, Center for Students with Disabilities, Center for Wellness and Wellbeing, Etc.)
- Counseling 1 or 20
- Meet with Counselor

STEP FOUR

Follow up. Counselor and student meet again to discuss progress.

STEP FIVE

Remediation Faculty will inform the Associate Dean and Counselor of successful completion of Remediation Plan (must be completed within one year of program)

STEP SIX

Counselor identifies student on Re-entry Waitlist as being eligible for program re-entry

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
CHALLENGED /ADVANCED PLACEMENT POLICY FOR
LICENSED VOCATIONAL NURSES INTO THE NURSING PROGRAM
LVN TO ADN ADVANCED PLACEMENT**

Santa Monica College offers an Associate Degree Nursing Program that prepares students to meet the standards of the California Board of Registered Nursing. Licensed Vocational Nurses may apply for Advanced Placement into the second semester of the Nursing Program.

Policy:

1. In order to be eligible for advanced placement, the LVN applicant must have:
 - a. A current California LVN license
 - b. One year's experience in direct patient care within the past two years.
2. Acceptance of LVN students into the Associate Degree Nursing Program is contingent upon space availability.
3. Applicants must meet all general entrance requirements of the Associate Degree Nursing Program including completion of designated prerequisites for the Nursing Major.
4. The 5-year recency rule for core sciences is waived for the LVN who is currently practicing.
5. Applicants must successfully complete Nursing 19, Orientation for Advanced Placement.
6. All ADN Prerequisites must be completed prior to Nursing 19, Orientation for Advanced Placement.
7. If Nursing 19 is not offered, the applicant may choose the following Challenge procedures.

Nursing 19 Challenge Procedures:

Applicants must successfully pass:

1. HESI Fundamentals Exam.
2. Nursing 36, Calculations in Drugs and Solutions challenge exam with a score of 75% or better.
3. Skills competency exam

Procedure:

1. Interested candidates must request an appointment with the Health Sciences Counselor at least four weeks prior to any application period to discuss eligibility requirements for the Associate Degree Nursing Program.
2. LVN applicants considered for advanced placement will include those individuals who have:
 - a. A current California LVN license
 - b. Proof of IV certification
 - c. One year's experience in direct patient care within the past two years.
3. Applicants applying for transfer credit must submit the following materials verifying education and experience: official copies of transcripts from appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience.
4. After a review of the applicant's documentation and upon a determination that the applicant has met the educational and experience requirements as well as the additional nursing program admission requirements, the student will be required to successfully pass Nursing 19, Orientation for Advanced Placement.
5. If Nursing 19 is not offered the applicant must successfully pass the HESI Fundamentals exam, a competency skills exam, and a dosage calculations challenge exam.

6. The HESI Fundamentals exam, skills competency examination, and the challenge exam for Nursing 36 Calculations in Drugs and Solutions must be completed eight weeks prior to admission to the program unless waived by the Director of Nursing Program.
7. The following materials will be available to the applicant once challenge confirmation is made:
 - a. Nursing 36-course syllabus
 - b. List of skills for the competency exam
 - c. Nursing Skills textbook used in SMC Nursing Program
8. If the above requirements are not met the student should attend an information session to learn more about the Generic RN program.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
CHALLENGED /ADVANCED PLACEMENT POLICY FOR
MILITARY-TRAINED HEALTHCARE PERSONNEL
INTO THE NURSING PROGRAM**

Challenge/Advanced Placement Policy for Military Trained Healthcare Personnel

Individuals who have held Military Health Care Occupations, specifically: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4N0X1C) may achieve advanced placement into the 2nd semester of the nursing program with documentation of education and experience qualify them for the specific Military Health Care Occupation, and proof of honorable discharge.

Policy:

1. Acceptance of Military Challenge students into the Associate Degree Nursing Program is contingent upon space availability.
2. Military challenge students who were not successful in a previous Nursing Program are not eligible to apply for admission to the nursing program as Advanced Placement student.
3. Applicants must complete the National League for Nursing Pre-Admission Examination (NLN-PAX) with a score of 114 or above before being eligible for Nursing 19 or the Challenge procedure.
4. Applicants must successfully complete Nursing 19, Orientation for Advanced Placement.
5. All ADN Prerequisites must be completed prior to Nursing 19, Orientation for Advanced Placement.
6. If Nursing 19 is not offered, the applicant may choose the following Challenge procedures.

Nursing 19 Challenge Procedures:

Applicants must successfully pass:

1. HESI Fundamentals Exam with a score of 850 or greater.
2. Nursing 36, Calculations in Drugs and Solutions challenge exam with a score of 75% or better.
3. Skills competency exam

Procedure:

1. Interested candidates must request an appointment with the Health Sciences Counselor at least four weeks prior to any application period to discuss eligibility requirements for the Associate Degree Nursing Program.
2. Applicants considered for advanced placement will include those individuals who have satisfactorily completed, within the last two years from the date indicated on the applicant's DD-214, education and experience for the following:
 - a. Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP)
 - b. Army Health Care Specialist (68W Army Medic)
 - c. Air Force Independent Duty Medical Technician (IMDT 4N0X1C)
3. Applicants applying for transfer credit must submit the following materials verifying education and experience: official copies of transcripts from appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience.
4. Documentation of experience
5. After a review of the applicant's documentation and upon determination that the applicant has met the educational and experience requirements as well as the additional nursing program admission requirements, the student will be required to successfully pass Nursing 19, Orientation for Advanced Placement.

6. If Nursing 19 is not offered the applicant must successfully pass the HESI Fundamentals exam, a competency skills exam, and a dosage calculations challenge exam.
7. The HESI Fundamentals exam, skills competency examination, and the challenge exam for Nursing 36 Calculations in Drugs and Solutions must be completed eight weeks prior to admission to the program, unless waived by the Director of the Nursing Program.
8. The following materials will be available to the applicant once challenge confirmation is made:
 - a. Nursing 36 course syllabus
 - b. List of skills for competency exam
 - c. Nursing Skills textbook used in SMC's Nursing Program
9. If the above requirements are not met the student should attend an information session to learn more about the Generic RN program.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
CHALLENGED /ADVANCED PLACEMENT POLICY FOR
INTERNATIONAL REGISTERED NURSES
INTO THE NURSING PROGRAM**

Challenge/Advanced Placement Policy for International Registered Nurses

The Nursing Program offers the opportunity for Registered Nurses from outside the USA to fulfill California Board of Registered Nursing requirements to correct a noted deficiency in an area of nursing education which prevents eligibility for NCLEX-RN.

Policy:

1. The International Registered Nurse must have a letter from the California Board of Registered Nursing stating the nursing area(s) deficiencies.
2. If the area(s) to be completed includes medical surgical nursing these courses cannot be completed at Santa Monica College because medical surgical nursing is included throughout the entire SMC Nursing curriculum.
3. Acceptance of International Registered Nurse into the Associate Degree Nursing Program is contingent upon space availability.
4. International Registered Nurses who were not successful in a previous nursing program are not eligible to apply for admission to the nursing program as an Advanced Placement student.
5. If Nursing 19 is not offered, the applicant may choose the following Challenge procedures.

Nursing 19 Challenge Procedures: Applicants must successfully pass:

1. HESI Fundamentals Exam with a score of 850 or greater.
2. Nursing 36, Calculations in Drugs and Solutions challenge exam with a score of 75% or better.
3. Skills competency exam

Procedure:

1. Interested candidates must request an appointment with the Health Sciences Counselor at least eight weeks prior to any application period to discuss eligibility requirements for the Associate Degree Nursing Program.
2. After a review of the applicant's documentation and upon determination that the applicant has met the educational and experience requirements as well as the additional Nursing Program admission requirements, the student will be required to successfully pass Nursing 19, Orientation for Advanced Placement.
3. If Nursing 19 is not offered the applicant must successfully pass the HESI Fundamentals exam, a competency skills exam, and a dosage calculations challenge exam.
4. The HESI Fundamentals exam, skills competency examination, and the challenge exam for Nursing 36 Calculations in Drugs and Solutions must be completed eight weeks prior to admission to the program, unless waived by the Director of the Nursing Program.
5. The following materials will be available to the applicant once challenge confirmation is made:
 - a. Nursing 36 course syllabus
 - b. List of skills for competency exam
 - c. Nursing Skills textbook used in SMC's Nursing Program
6. If the above requirements are not met the student should attend an information session to learn more about the Generic RN program

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
RECORD OF CHALLENGE COMPLETION**

Name of Student: _____

Name of Course Challenged: _____

Inclusive Dates of Challenge: _____

Evidence of Challenge:

Results: Credit _____

No Credit _____ (*)

Signature, Instructor of Record

(*) Asterisk indicates evidence of failure to achieve satisfactory performance.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
TESTING POLICY**

STANDARDIZED TESTING POLICY AND PROCEDURE

1. Instructor designed NCLEX-focused exams will adhere to pre-determined criteria as outlined in the Testing Procedure in the Student Handbook and Faculty Handbook. Students must pass the objective testing category to progress in the program.
2. Standardized exams will be utilized to assess the learner's comprehension, critical thinking, and clinical judgement and assist the learner in preparing preparation for the NCLEX.
3. Students will be required to take nationally normed tests: (HESI Mid-Curricular and HESI EXIT) throughout the curriculum. In the second semester, students will take the HESI Mid-Curricular. In the last semester of the curriculum, students will be required to take a comprehensive predictor, which is the HESI Exit exam

RATIONALE:

A crucial outcome measurement for the pre-licensure program is graduate performance, first-time pass rate on the NCLEX-RN. Students must be prepared for this licensure exam within the context of the Nursing program, with consistent testing practices on course examinations that reflect the NCLEX-RN.

Nursing faculty development recommendations:

- Review testing policy and procedure fall and spring semester of each year
- Attend testing/item writing workshops at intervals to improve students' performance
- Peer review of test each fall and spring
- Nursing faculty will adhere to a standardized testing policy and procedure for nursing courses

The Test Plan addresses the following components:

- Must have a pre-determined progressive level of cognitive questions by semester; gradually decreasing comprehension questions and increasing application and analysis questions (see guidelines for instructor generated tests).
- Test should also reflect on conceptual/QSEN competencies.
- All steps of the Nursing Process and clinical judgement will be consistently included in tests for each course.
- The Client Needs categories, as defined by NCLEX/NCSBN, will be addressed as appropriate for each course to include:
 - a. Safe, Effective Care Environment
 - b. Physiological Integrity
 - c. Psychosocial Integrity
 - d. Health Promotion and Maintenance
- Student review of unit tests will be provided by the instructor either during office hours and by appointment or during N900 course as an opportunity for further learning.
- Each exam should be minimum of 50 questions and cap at 100 questions
- Final exams will be comprehensive and include minimum 100 and cap of 120 NCLEX-style test questions. Depend on the time length of the class.
- Students will get 1.50 minutes per question.
- Final exams will be cumulative and comprise a minimum of 25% of each course grade.

- Newly developed or revised tests/exams maybe reviewed by at least one faculty peer for consistency among faculty.
- An item statistical analysis to determine internal consistency, reliability, and item discrimination ratios for the purpose of test item revision.
- For all nursing courses, students will be required to earn an average passing grade (75% or higher)
- If the student is absent for a scheduled exam, for any reason, the maximum grade that may be earned on the make-up exam is a “C” (75%). If a student is absent on an exam day, notify the instructor via SMC email and voice mail. The make-up exam must be scheduled within one week of the missed exam. Early exams are not given. Except for religious holidays/Legitimate reasons at the instructor's discretion.
- Faculty will complete a Nursing Course Test Construction Blueprint for each test/exam.
- Each course test/exam should reflect a “sampling” of course objectives.
- Each course test should follow test question format recommended parameters:
- Incorporates clinical reasoning and clinical judgment
 - a. Simulates nurse-client interactions and the nursing process whenever possible
 - b. Asks questions in a positive sense
 - c. Use of concise stems – eliminate extraneous verbiage; only pertinent information in the question stem
 - d. Have a clearly stated rationale for each test item
 - e. Use consistent wording in the stem and the answer choices.
 - f. Keep the length of the choices approximately the same or at least, Symmetrical (i.e., 2 long / 2 short, etc.)
 - g. Alternative test questions like Next Gen, select all that apply, fill in the blank, drag and drop, and evolving case studies.
 - h. Always have at least minimum of four (4) and maximum of (10) options for multiple-choice questions as stated by Dr. Phil Dickison.
 - i. Alphabetize the distracter choices for better random answers and make the distracters all attractive choices
 - j. Avoid: Abbreviations, except, and Use of “all of the above” or “none of the above”
 - k. **For online testing:** If a student clicks outside the Canvas browser, there will be a penalty deduction from the earned score as listed in the course syllabus.

Number of Clicks outside the Canvas Window	Penalty Deduction
1 time	2%
2 times	10%
3 times	20%
4 times or more	40%

1. In addition to the above rules ONLINE tests/quizzes include
 1. Close all other browsers except your test browser
 2. All notifications to applications should be turned OFF
 3. No privacy screens may be used
 4. MAXIMIZE your test browser (I should not see backgrounds, or docks, etc.)

Note: Refusal to follow directions may result in your removal from the test, possible test and/or course failure, or possible removal from the nursing program.

Example of Leveling Blooms Taxonomy across the Curriculum. Each designated Nursing course will develop tests/exams using the following guidelines for cognitive leveling of test questions:

First Year Core Nursing courses

Nursing 1	5% Knowledge 10% Comprehension 85% Application or higher
Nursing 2	10% Comprehension 85% Application or higher 5% Analysis
Nursing 3	5% Comprehension 90% Application or higher 5% Analysis
Nursing 4	10% Comprehension 90% Application or higher

Second Year Core Nursing Courses

Nursing 5	100% Application or higher
Nursing 6	100% Application or higher
Nursing 7	100% Application or higher
Nursing 8	100% Application or higher
Nursing 9	100% Application or higher

SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
ESSENTIAL FUNCTIONS REQUIRED OF NURSING STUDENTS

The Nursing Program at Santa Monica College does not discriminate against qualified individuals with disabilities. A qualified applicant is defined as an individual who has met the academic requirements and is able, with or without reasonable accommodation, to perform the essential functions of a nursing student. All students enrolled in the program are required to meet the same standards with or without accommodation. The essential functions required for all nursing students are described below. A student must be able to adequately monitor, observe, and assess the healthcare needs of the patient and communicate effectively with other health care professionals and staff.

Auditory includes, but is not limited to, the ability to:

- receive and interpret information a patient is communicating verbally
- receive and interpret auscultation sounds using a stethoscope
- receive and interpret auditory signals from technical equipment
- receive and respond to cries for help
- communicate using telecommunication devices, such as a telephone

Visual includes, but is not limited to, the ability to:

- monitor, observe, and assess drainage on dressings and drainage of body fluids
- note fluid levels in collection devices, syringes, and infusion devices
- read gauges, such as a sphygmomanometer, that monitor patient progress
- administer treatments such as I.V. fluids and oxygen
- observe changes in patient skin color
- discriminate colors for diagnostic purposes
- assess movements of patients
- observe general patient behavior, especially in rehabilitation or psychiatric settings

Tactile includes, but is not limited to, the ability to:

- perform palpation and other functions necessary for a physical examination
- assess texture, shape, size temperature and vibration
- perform therapeutic functions, such as inserting a urinary catheter or I.V., changing dressings, and administering medications
- collect specimens necessary for assessment of the patient

Gross and Fine Motor Coordination, Neuromuscular Strength includes, but is not limited to, the ability to:

- transfer patients (i.e., from wheelchair to bed and from bed to stretcher)
- perform palpation, auscultation, and percussion to elicit information
- manipulate diagnostic instruments to perform all aspects of a physical assessment
- perform CPR
- administer intravenous, intramuscular, subcutaneous and oral medications
- manipulate life support devices
- apply therapeutic pressure to stop bleeding
- navigate safely in patient care environments
- perform treatments and procedures
- calibrate diagnostic and treatment equipment

General Physical Stamina: A student must be able to tolerate sitting, standing, moving, and performing nursing care activities to assigned patients in clinical labs and health care environments in the required timeframe.

Communication is the ability to communicate effectively and sensitively with patients, family members, and other members of the health care team. It is both expressive and receptive modes of verbal, nonverbal and written communication. It includes, but is not limited to, the ability to:

- access electronic medical records and input data using site-specific systems
- utilize electronic medical records for the purpose of retrieving medications from an automated dispensing system
- explain treatment procedures to patients and family members
- initiate health teaching with patients and family members
- document nursing assessment, nursing action, and patient /family responses
- access documentation and medical literature pertaining to the patient
- accurately report patient information to other health care professionals and members of the patient's health care team

Social Behaviors include the ability to establish and maintain appropriate professional relationships, such as the ability to:

- act ethically
- demonstrate compassion
- develop professionally mature, sensitive, caring, and effective relationships with patients and other members of the health care team

Cognitive/Emotional Capabilities includes emotional health concurrent use of his or her intellectual abilities including:

- effectively prioritize competing demands
- function successfully in stressful circumstances
- separate one's own needs and experiences from the situation at hand to maintain objectivity and patient-centered care
- adjust to changing circumstances
- exercise reasonable clinical judgment
- respond appropriately to supervisor's direction

Updated: Spring 2022

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
ACADEMIC ADJUSTMENTS FOR STUDENTS WITH DISABILITIES**

In accordance with State and Federal law, academic requirements at SMC shall be modified, as necessary, to ensure that they do not discriminate, or have the effect of discriminating on the basis of handicap, against qualified handicapped applicants or students. The Website is [Student Support Disability Resources](#) The procedure for seeking an adjustment is as follows:

1. A qualified handicapped student contacts the instructor or instructors prior to or at the beginning of the semester with a request for an academic adjustment;
2. The instructor or instructors discuss the request with the student and confer with the staff at the [Center for Students with Disabilities](#) — phone (310) 434-4265; TDD (310) 434-4273—in determining an appropriate adjustment;
3. A qualified handicapped student may also seek an adjustment by requesting staff at the <https://www.smc.edu/student-support/center-for-students-with-disabilities/> to initiate contact with the instructor(s); and
4. If the student, instructor(s), and staff at the <https://www.smc.edu/student-support/center-forstudents-with-disabilities/> are unable to agree on an appropriate adjustment, the matter may be referred to Eric Oifer, ADA/Section 504 Compliance Officer. You may call her at (310) 434-8912 or send e-mail to oifer_eric@smc.edu.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
STUDENT DRESS CODE**

- **Appropriate street clothes are to be worn in the classroom.**
- *Uniforms, only, should be worn to the clinical setting unless otherwise specified by the instructor. Students who are visiting clinical facilities in preparation for clinical assignments should also be in full uniform. (as described below) or in appropriate business casual attire. Clothing made out of denim fabric may not be worn in clinical facilities.*
- *Uniforms should follow the criteria outlined below:*
 - The uniforms are Landau Galaxy Blue V-Neck with two front pockets and matching elastic waistband pants/shirts. The school patch is sewn on the left shoulder of each uniform.
 - The uniforms are embroidered on the left chest side in white script that reads:

**Santa Monica College
Nursing Program**
- A white crew neck short or long sleeve undershirt or tank top may be worn under the uniform. The sleeves of the short sleeve undershirt should not be visible.
- Only Landau Galaxy Blue scrub jacket may be worn when providing patient/client care. It must be embroidered on left chest with white script that reads: Santa Monica College Nursing Program. The school patch is sewn on the left shoulder of the scrub jacket.
- Uniforms must be neat, clean, pressed, and odor free.
- Men and women should wear undergarments as part of their uniform. The undergarments should not be visible.
- White, non-canvas, nursing shoes, with or without laces, and stockings or plain white socks are to be worn with the uniform. The shoes and laces should be kept clean at all times. **Tennis shoes, athletic shoes, and open backed shoes are NOT appropriate footwear with the uniform.**
- The student's name pin, required at every clinical facility, is worn on the left side of the uniform. The school's patch is available at the SMC Bookstore. It is to be sewn on to the left shoulder of each uniform.
- The student's photo I.D., provided by the SMC Main Campus, is required at every clinical facility and is worn as part of the uniform at the V-neck or on the right side of the top. Student's photo I.D. must be readily visible at all times.
- The student's hair should be neat and off the face and shoulders. Hair should be off face and secured from falling forward. Extreme hairstyles and/or colors, either wigs or natural, are not appropriate. Brightly colored hair ornaments or clips are not appropriate.

- Male students should be clean-shaven and keep their mustaches neatly trimmed to the contour of the lip line. All other facial hair is prohibited to accommodate personal protective equipment.
- The student's fingernails should be kept short and even with the fingertips, well-groomed, and neat. Students may wear neutral shades of nail polish. Extreme shades of polish or chipped nail polish are not appropriate. Acrylic nails are not to be worn in the clinical setting.
- Jewelry is generally not appropriate with uniforms. Wedding bands, engagement rings or one simple flat ring may be worn. One pair of simple stud earrings may be worn—one stud earring in each earlobe. Costume jewelry, chain necklaces, body jewelry, or brightly colored jewelry is not acceptable with uniforms.
- Visible body piercings, other than simple stud earrings, are not acceptable.
- Visible tattoos are not acceptable. The student bears the responsibility to conceal tattoos by applying make-up designed for this purpose or by wearing a regulation scrub jacket or undershirt.
- Students may wear cosmetics in moderation.
- Strong scents such as perfumes, colognes, or aftershave lotions are not appropriate.
- Sweaters are not appropriate while giving patient care. Only the Landau Galaxy Blue scrub jacket may be worn when providing patient/client care.
- Other required parts of the uniform in the patient care area include the following:
 - A watch with a second hand or display
 - A penlight
 - Bandage scissors (5 ½" to 6" long)
 - Hemostats (5 ½" to 6" straight or curved with teeth)
 - Stethoscope
 - Protective eyewear
 - One-way CPR mask
 - Notebook (5 ½" x 4")
- A washable white nursing organizer pouch may be worn with the uniform.
- In some psychiatric settings business casual street clothes with pockets should be worn. Your instructor will clarify the dress code for each clinical placement.
- Students who are not appropriately attired, odor-free or well-groomed will be excused for the clinical day from the clinical setting without earning credit for the day and will receive a statement of concern. If a student disputes the instructor's action, the Associate Dean of Health Sciences will be asked to mediate and will make the final determination.

*Non-compliance with the established dress code, may result in the student being dismissed for the clinical day and/or a statement of concern.

- The uniforms consist of a scrub top and matching scrub pants by Landau in the color galaxy blue and in a 65% polyester – 35% cotton fabrication. The uniforms shall follow the criteria outlined below:
 - The scrub top shall be either the women’s V-neck top with two front pockets or the unisex V-neck top with one chest pocket. Note that men are permitted to wear the women’s top with two front pockets, as the appearance is similar to the unisex top and the second pocket may be useful.
 - The school patch shall be sewn on the left shoulder of the scrub top.
 - The following shall be embroidered in white script on the upper left chest of the scrub top:
Santa Monica College Nursing Program
 - The pants shall be the matching women’s and men’s scrub pants with a fully elastic waistband that sits at the natural waist.
 - Note that these pants have been approved for the uniform because of both their polyester-rich, wrinkle-resistant fabrication as well as their classic fit with a relaxed leg and traditional rise that sits roughly at the natural waist. Students are permitted to wear other Landau galaxy blue pants in a slightly different fabrication and with a waistband that is not fully elastic; provided, however, that it is each student’s responsibility to ensure that the uniform has a professional appearance at all times and that any alternative scrub pants:
 1. Are substantially similar to the approved pants in terms of appearance and fabrication and closely match the required scrub top,
 2. Have a waistband that does not sit below the natural waist and is secured at all times (for example, any drawstrings must be pulled tight and securely tied), and
 3. Have hip, thigh, and leg openings are not too slim or tight.

- Students are permitted to wear a matching Landau galaxy blue scrub jacket in the same 65% polyester – 35% cotton fabrication as the uniform. Only this scrub jacket may be worn over the uniform when providing patient/client care.
 - The school patch shall be sewn on the left shoulder of the scrub jacket.
 - The following shall be embroidered in white script on the upper left chest of the scrub jacket:
**Santa Monica College
Nursing Program**

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
STUDENT ATTENDANCE POLICY**

Classroom and clinical experiences are provided for each student to facilitate fulfillment of course objectives. The SMC Attendance Policy is addressed in the college catalog. The attendance policy and procedures for the Nursing Program are located on this and the following pages.

Tardiness

Students are expected to arrive on time for all class and clinical experiences. A student who is tardy to clinical two or more times will be counseled by the Instructor of Record and will be subject to the following sanctions:

- a. Late three times in a course will be considered equal to one absence.
- b. Statement of Concern for excessive tardiness will be instituted.
- c. May not be allowed to remain in clinical.
- d. Further tardiness will be considered excessive and may be a cause for course dismissal.

Absence

Student absences are considered excessive when a student is absent more than 2 days in an 8 week course or 1 day in a 5 week course. A Statement of Concern will be written by the Clinical Instructor after the second absence in an 8 week course or after the first absence in a 4 week course or if the clinical meets only 1 day per week. Students with excessive absences may be dismissed from the course and exited from the nursing program.

Students who are ill are expected to seek appropriate medical care. Students should not attend the clinical setting if experiencing an elevated temperature, a draining wound, a communicable disease or an inability to function. If there is any doubt as to whether or not one should be present in the clinical setting, the Clinical Instructor should be consulted and will make the final determination.

The Instructor of Record may request written medical approval and/or verification before allowing return to the clinical area.

Regardless of the number of hours absent, the student will still be held accountable for fulfillment of course (theory and clinical) objectives.

If a student is absent from clinical to the extent that objectives cannot be met, any of the following options may be applied at the Instructor's discretion:

- a. clinical make-up with the Instructor of record
- b. course failure

In cases of acute or prolonged illness, or conditions requiring surgery, the student should consult with the Associate Dean of Health Sciences to determine the best course of action.

Failure to meet standards of punctuality and attendance shall be considered in the evaluation and grading of student performance.

Procedure for Notification of Absence or Lateness

1. If it is necessary to be absent or to arrive late for the clinical or classroom experience, it is the responsibility of the student to notify the Instructor prior to the scheduled start time.
2. In addition, the student should notify the Administrative Assistant of Health Sciences, of the absence prior to the scheduled start time (310) 434-3453. A message may be left on voice mail. Please include: your name, the course and location you will be absent from, state the reason for the absence and your expected return date.
3. Absences lasting more than one day require daily instructor notification unless other arrangements have been made.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
STUDENT ILLNESS, INJURY, OR PREGNANCY**

The policies detailed below exist for the protection of students, patients, clinical personnel, and faculty.

Injury in the classroom or clinical setting should be reported immediately to the nursing Instructor who will oversee completion of necessary medical care forms. The Associate Dean of Health Sciences and SMC Health Services [Student Health Services](#) should be notified as soon as possible of any occurrences.

1. Students with a visible injury or having had a potentially communicable illness must furnish a clearance statement from their physician before returning to the classroom or clinical setting.
 - a. “Visible injuries” include conditions requiring casts, canes, crutches, slings, elastic bandages, dressings, or open, draining wounds.
 - b. “Potentially communicable illnesses” include skin rashes, sore throats, and productive coughs.
 - c. Students with severe upper respiratory symptoms, draining wounds, cold sores, fever, crutches, casts, and other signs of illness or disability may be allowed in the classroom but will not be allowed in the clinical area. Exceptions may be considered on a case-by-case basis.
2. Letters from physicians regarding student illness, injury, or pregnancy should include specific limitations or restrictions to the student’s activities, as well as a statement defining the classroom and clinical activities the student is allowed.
 - a. Pregnant students must submit such a letter from their physician stating any restrictions to their activities, approval to continue with activities required by the nursing program, and the estimated date of delivery.
 - b. Before students can return to the nursing program, any limitations previously imposed must be followed up by a written release from their physician/health care provider and clearance from the SMC Health Center to stipulate clearance to attend theory/clinical.
3. To be permitted to remain in any instructional setting, students should be physically able to meet the objectives of the course or clinical requirements.
4. For further information contact Health Services at (310) 434-4262.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
ADDITIONAL PROGRAM REQUIREMENTS**

Drug Dosage Calculations Test

In all of the nursing courses students will be required to successfully pass a drug dosage calculations test. The test will be appropriate for the medications that are administered in the clinical lab course. If a student does not successfully pass the drug dosage calculations test at the required passing rate within the number of allowable attempts, the student will not pass the clinical lab course and will be exited from the nursing program. The pass rate on the drug dosage calculations test will increase with each level as follows:

Semester	Passing Rate	Number of Test Attempts
1 st Semester	80%	3
2 nd Semester	80%	3
3 rd Semester	90%	2
4 th Semester (N40 & N45) (N6 & N7)	90%	2

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
CLINICAL REQUIREMENTS**

Students and faculty are considered guests of the clinical facility and appropriate behavior, as detailed below, should be observed at all times.

1. Students should park their cars in areas designated by the clinical facility and abide by its parking regulations.
2. Students must adhere to the clinical facility's policy on smoking.
 - a. Smoking is not allowed in any clinical area.
 - b. Smoking is allowed only in clearly designated areas.
3. Students are to engage in appropriate clinical facility activities like charting and reading charts and/or activities that meet course objectives. Purely social activities are not appropriate unless requested by facility personnel. Students are expected to communicate with staff personnel, etc. in a professional manner and maintain a professional demeanor when in the clinical facility.
4. In general, students should not answer the telephone at the nurses' station unless they have been directed to do so by hospital personnel.
 - a. A student should not make or receive personal calls while at the hospital. Cell phones or mobile pagers should be left in the student's car or in a backpack or locker, not on the student.
 - b. Emergency phone calls should be directed to the Health Sciences Department at (310) 434-3453.
5. Since violation of patient confidentiality is unethical, unprofessional, and illegal, students and faculty should not discuss patients and their conditions or facility personnel or policies in any public area (regardless of the source of data i.e. computer).
6. Students should perform all procedures under the direct supervision or with the permission of the instructor. Students should check with the instructor before performing a procedure requested by facility personnel.
7. Although patients may wish to express their gratitude by giving students and/or faculty a gift, such gifts must be refused because accepting them violates the philosophy of the SMC nursing program and may compromise treatment.
8. Additional student requirements include the following:
 - a. Students should report to the clinical facility in full uniform at the appointed time. In the psychiatric setting, conservative street clothes are worn.
 - b. Students should provide their own transportation to and from the clinical facility and accept sole and full responsibility for any accidents or injuries incurred as a result of that travel.
 - c. Students should report immediately to the instructor if they become ill or injured while on lab assignment or in the clinical area.

- d. Students should not accept verbal medical orders from a nurse or a physician. Students should follow only orders written on the patient's chart and signed by the physician.
 - e. Students should not leave the clinical facility for any reason during their scheduled time without the instructor's permission.
9. Proof of current CPR and First Aid must be on file in the Health Sciences office at least two weeks prior to the first clinical course. Students must have on file in the Health Sciences Department and the SMC Health Center evidence of their physical examination, immunization records, and validation of any physical restriction or limitations. Students must also have a clear criminal background check performed by the agency identified by the Nursing program.
- a. Portions of the physical exam must be updated annually, (CPR, Tuberculin skin test or chest x-ray). Failure to submit proof will prevent the student from attending the clinical component of the course. Program health requirements must be on file in the Health Sciences office two weeks prior to the course start. Non-compliance will result in an inability to attend the assigned clinical experience with the ensuing risk of being dropped from the course. American Heart Association CPR Health Provider cards are valid for two (2) years.
 - b. Students are responsible for updating the physical exam and notifying the Health Sciences Department of this by submitting a copy of the negative TB or CXR and the completed required immunizations to the Health Sciences department.
 - c. Validation of malpractice insurance must be in the Health Sciences office prior to the start of the program and prior to the start of the course being entered when updated (must be updated annually).
 - d. The course instructor has the option to deny Professional Role Development opportunities or points when students are not in compliance with program requirements.
 - e. CPR certification for health care providers, tuberculin skin testing, (or chest x-ray), and malpractice insurance must be updated yearly submitted to the clinical placement specialist by uploading in Castle Branch. Flu shot needs to be updated annually.
 - f. Students must show proof of health insurance coverage (required by some health care facilities).

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
SOCIAL AND ELECTRONIC MEDIA POLICY**

The social and electronic media policy is based upon state and federal legislation and best practices for the use of this technology. Students are expected to be knowledgeable of and adhere to all current legislation including the Health Information Portability and Accountability Act (HIPAA). Inappropriate use of social media may violate state and federal laws established to protect patients, their privacy and confidentiality. Violations may result in civil and/or criminal penalties, personal liability for defamation, harassment and/or invasion of privacy. Postings on the Internet are discoverable by law even when they are deleted.

Use of Social and Electronic Media for SMC Student Nurses:

- SMC student nurses must adhere to all applicable rules and regulations and legislation concerning patient privacy before they attend clinical (i.e., HIPAA).
- Students will not take or post images or information regarding clinical facilities, staff, patients, patients' family or friends, any patient body organs, fluids, wounds, dressings, medical equipment, or human patient simulators.
- Audio and visual images from the classroom, clinical setting, skills lab and simulation may not be posted on social or electronic media. Disclosure of exam items before, during or after the exam or sharing school papers for the purpose plagiarism are considered information that should not be shared in any format.
- Electronic social networking (i.e., "Facebook," "MySpace," "Twitter", "Instagram", email, text, etc.) is not permissible during scheduled class or clinical time.
- Posting comments on social media sites and/or other online venues about other students, faculty or staff at Santa Monica College which may constitute "cyberbullying" or lateral violence is against the social media use policy. If it's negative, belittling, mocking or intimidating, or can be construed in such a manner, do not post it. Students who choose to communicate electronically via social networking sites are held responsible for the content they post.
- All students are required to read the National Council of State Boards of Nursing (NCSBN) publication, "White Paper: A Nurse's Guide to the Use of Social Media," on their website: https://www.ncsbn.org/Social_Media.pdf
- Recording by any method is by permission of the instructor only.
- Recordings of any kind may not be shared, transmitted, or sold and must be destroyed at the end of each course.
- Photograph and video recording by students is not allowed in class or clinical.
- Use of electronic devices during class or clinical (i.e., cell phones, I pads, laptop computers) is by the permission of the instructor only and/or facility policy.
- Cell phones are not to be utilized in patient care areas unless they are the official cell phone of the facility and are utilized for the purpose of patient care.
- Do not present yourself as an official representative or spokesperson for the Santa Monica College nursing program.

Consequences of inappropriate use, actions, and/or behaviors related to the use of social and electronic media include, but are not limited to:

- Violation of any of the above guidelines for any reason and regardless of intention may be grounds for dismissal from the clinical facility and/or the nursing program.
- Students who violate these guidelines may not be eligible to re-enter the nursing program.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
STATEMENT ON HONESTY**

The California Board of Registered Nursing protects the public by screening applicants for licensure to identify potentially unsafe practitioners. Statutory authority for denial of licensure is set out in Business and Professions Code, sections 480-487, 496, 810, 820-828, 27500-2765, and 2795-2797.

The law provides for denial of licensure for crimes or acts that are substantially related to nursing qualifications, functions, or duties. A crime or act meets this criterion if, to a substantial degree, it indicates present or potential unfitness to perform nursing functions in a manner consistent with the public health, safety, or welfare (California Administrative Code, section 1444).

The Board may deny licensure on the basis of:

1. being convicted of a crime substantially related to the practice of nursing;
2. committing any act involving dishonesty, fraud, or deceit with intent to substantially benefit oneself or another or to injure another substantially;
3. committing any act that constitutes ground for revocation of a license;
4. making a false statement on the application for license;
5. breaching examination security.

The nursing faculty agrees with the California Board of Registered Nursing that the above behaviors are not consistent with safe nursing practice. Therefore, the faculty reserves the right to dismiss from the nursing program any student who evidences not only the above-described behaviors but also plagiarism, cheating on examinations, lying on any school, department, or hospital documents, or performing any act of dishonesty in the clinical area. (See also the “Code of Academic Conduct”). The website for the California Board of Registered Nursing is <http://www.rn.ca.gov>.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
SUBSTANCE ABUSE/EMOTIONAL ILLNESS POLICY**

In the matter of nursing students impaired by alcoholism, drug abuse, and emotional illness, the California Board of Registered Nursing recognizes that:

1. these are diseases and should be treated as such;
2. personal and health problems resulting from these diseases can affect students' academic and clinical performance and the impaired nursing students are a danger to themselves and a grave danger to the patients in their care;
3. nursing students who develop these diseases can be helped to recover;
4. nursing students have the responsibility to voluntarily seek diagnosis and treatment for any suspected illness;
5. confidential handling of the diagnosis and treatment of these diseases is essential.

Furthermore, the Board expects Schools of Nursing to ensure that instructors have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting. The Santa Monica College Health Sciences Department's contract with affiliating agencies provides for an instructor to assume this responsibility and have this authority. Therefore, impaired nursing students will not be allowed to continue in the program. Reinstatement in the nursing program will be considered on a case-by-case basis in compliance with BRN policy.

Although it is outside the Board's scope of function to endorse or recommend a particular course of therapy, it does wish to inform nursing students of the importance of seeking voluntary help for conditions that could, if left unattended, lead to disciplinary action and prevent them from being licensed to practice nursing in California.

Students impaired by alcoholism, drug abuse, or emotional illness who do not voluntarily seek assistance of the Center for Wellness and Wellbeing at Santa Monica College may be referred to this service by their instructor. All counseling associated with this service is confidential and its goal is to enable students to resolve any personal problems that may affect their educational experience.

For more information:

STATE OF CALIFORNIA-DEPARTMENT OF CONSUMER AFFAIRS
BOARD OF REGISTERED NURSING
TELEPHONE: (916) 322-3350, website <http://www.rn.ca.gov/>

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
SUBSTANCE ABUSE/EMOTIONAL ILLNESS POLICY**

The Santa Monica College ADN Program agrees with the Board of Registered Nursing Guidelines for schools of nursing in dealing with the matter of nursing students impaired by alcoholism, drug abuse and emotional illness.

If a student is impaired by alcohol, drug(s) or emotional illness, the student will be asked to leave the theory or clinical setting. The professor will use GPS and/or refer the student to [https:// www.smc.edu/student-support/health-wellbeing/care-prevention-team/](https://www.smc.edu/student-support/health-wellbeing/care-prevention-team/) resources, or initiate an Incident Report Form <https://www.smc.edu/student-support/health-wellbeing/care-prevention-team/>

The signature below indicates that the student has read the above statement and the related Santa Monica College policy.

Signature: _____

Date: _____

Print Name: _____

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
POLICY FOR STUDENTS CONTACTING CLINICAL FACILITIES**

Policy:

Students will not make contact with individual clinical sites and/or hospital staff employees until they have been given direction and contact information by the clinical instructor and/or staff member in the Health Sciences Department of Santa Monica College.

If there are any concerns with the assignment, clinical practice and/or safety at the clinical facility the student should first contact their clinical instructor for resolution.

Failure to comply may lead to dismissal from the nursing program.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
CAMPUS RESOURCES AND FACILITIES**

Santa Monica College offers many resources that provide assistance to students while attending SMC. The following is a list of some resources that may be of most interest to the nursing student. Refer to the SMC Catalog for a complete listing. SMC is currently involved in major construction and department location and telephone numbers are subject to change. Please verify the location and telephone number with the website and/or directory. Please contact each department of interest for their program guidelines.

ADMISSIONS AND RECORDS - (310) 434-4380

Inquiries about admissions, records, registration, transcripts, petitioning for graduation, and all academic progress of the student are directed to the office of Admissions and Records. Students may also refer to Santa Monica College's website (www.smc.edu) to gain information. The nursing counselor is available to answer questions related to these areas. After attending a semester, students may obtain grades and register for classes at [Admissions and Records](#)

AUXILIARY OFFICE (student health insurance) - (310) 434-4255

Student Insurance: Each full-time student who purchases a student body card may purchase accident and health insurance for a reasonable fee. For further information, contact the Auxiliary Office at [Auxiliary Services](#)

CENTER FOR STUDENTS WITH DISABILITIES - (310) 434-4265

Santa Monica College makes every effort to make its campus fully accessible to students with disabilities. The Center for Students with Disabilities offers guidance on admissions requirements and procedures, as well as a number of special programs to help students with their academic, vocational, and career planning goals. Counselors are available at the Center to assist with situations, which may arise. Other services available are tutoring, priority registration, specialized equipment/high tech center, readers and learning disability assessment. Bundy Campus is accessible for those students traveling via wheelchair or walker. Contact at [Student Support Disability Resources](#)

EXTENDED OPPORTUNITY PROGRAM SERVICES (EOPS) - (310) 434-4268

EOPS is a state-funded program designed to assist disadvantaged student with emphasis on recruitment and retention services. Contact at [Extended Opportunity Programs and Services](#)

FINANCIAL AID/SCHOLARSHIPS - (310) 434-4343

Financial assistance is provided for nursing students through loans, scholarships, grants and job placement. The sources for the support come from federal, state, and local agencies and organizations. Notices of scholarships with relevant criteria and deadline dates are posted routinely on designated bulletin boards. Scholarship applications from community organizations are also available in the Nursing Counseling office. Applications must be submitted within a designated time frame annually. Contact at [Financial Aid and Scholarships](#)

HEALTH SERVICES (student health office) - (310) 434-4262

SMC's Health Services provides health and psychological services, with referrals as needed, to students enrolled at the College. Payment of student health fees provides emergency & first aid treatment, free HIV testing, blood pressure screening, urinalysis & lab work, tuberculin skin test, medications (over the counter), immunizations, blood drives, Tay-Sachs screening, health lectures by guest speakers, pamphlets & materials on health topics, short-term, personal-psychological counseling (including alcohol & substance abuse). Additional services such as lab work and flu shots are at minimal cost. Contact at [Student Health Services](#)

STUDENT SERVICES COMPUTER LAB -

In addition to the lecture/lab classrooms, a self-learning center is available at the Bundy Campus. Audio-visual aids and computers are available for student use. Reference books, journals and articles are also available. In addition, a collection of medical texts and journals are available for check out and reference. Bundy Student Services computer Lab is linked to the SMC main database; this increases information available to our students. Contact at [Computer Lab and Information Technology](#)

LIBRARY – Main Campus (310) 434-4334

The principal library is on the main campus. The SMC Main Library has extensive electronic resources for nursing and health sciences where students and faculty can look up subjects and be referred to specific journal articles. Any fees associated with books checked in/out at the Bundy Nursing Library are to be paid at the main library. Contact at [Library Main SMC Campus](#)

- **Bundy Site – Nursing Library (Located in the Student Services Computer Lab)** Information is available to students through books and periodicals. Instructors initiate the purchase of library materials. Students may recommend purchases to their instructors. The collection supports and serves the requirements of the instructional program. Each semester the nursing faculty indicates the books to be placed on reserve for student use in specific courses.

STUDENT CAREER SERVICES CENTER - (310) 434-4337

The Career Services/Job Center maintains a record of the daily requests for employment by our students as well as opportunities available in the community. All requests for employment or employees from off campus sources are directed to the Job Center. Students and graduates are encouraged to maintain an interest file with staff in the Job Center. Contact at [Career Services Center](#)

STUDENT LIFE (student activities) -(310) 434- 4250

The Student Life Office coordinates student activities, such as instructional, social, or recreational programs and events. These programs provide the student with activities to supplement the students' academic endeavors. Contact at [Student Life](#)

TRANSFER/COUNSELING - (310) 434-4210

Counseling: Students are assisted by counselors in assessing their talents, aptitudes, and interests. The Counseling Department will refer students to appropriate agencies if the college is unable to provide the needed assistance. The Nursing Counselor is available to assist nursing students and pre-nursing students at the Bundy campus with the nursing program application process, academic advisement, program requirements, transcript review, and graduation requirements. The Nursing Counselor is available (18 hours per week) for scheduled and drop-in appointments. Hours of availability are posted in the Health Sciences Department Office and via phone message at (310) 434-3453. Transfer/Counseling contact at [Transfer and Counseling Center](#)

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
ORIENTATION TO THE HEALTH SCIENCES LEARNING CENTER**

The Santa Monica College (SMC) Health Sciences Learning Center (HSLC), houses the Nursing Program's skills and simulation laboratory provides a safe hands-on learning environment for Student Nurses (SN). The Health Sciences Learning Center (HSLC) aligns with SMC's mission in providing excellent education delivered in a diverse and dynamic setting. The HSLC is devoted to providing optimal learning experiences delivered in individualized student-centered educational approaches that uplift the philosophy and values of SMC's Health Sciences programs. The HSLC promotes SMC Health Sciences students' growth in gaining competencies, confidence, professionalism, and adopting best practices in patient safety and care.

The HSLC provides educational tools, texts, computers, medical supplies, medical technology equipment, and multiple state-of-the-art simulation (SIM) Manikins to enhance clinical skills and critical thinking with role-playing and mock case scenarios. Students may also use the laboratory as a study area with easily accessible support and resources. HSLC Coordinators, or Lab Staff, are available to assist in learning, skills practice, and to keep the HSLC in working order, including ordering supplies and maintaining equipment.

Open lab hours are determined every semester, and possibly during semester breaks and are flexible to meet the college's needs. HSLC open hours will be posted on the doors as well as emailed to notify both faculty and students regarding the confirmed lab schedule or any changes to the hours. Open lab hours are defined as hours lab is available for students to drop in to study or make appointments for specific skills practice needs, self-referred or referred by Instructor. Clinical time refers to the scheduled days/time by Instructors for their clinical groups/courses as listed in the SMC schedule of classes and course syllabi.

HSLC Staff is available as a resource to guide and to reinforce information and skills previously taught in class or clinical. Lab Staff will support and reinforce learning and growth as outlined by Instructor, syllabi, assignments, and/or by referrals. Lab Staff can provide materials and equipment for optimal learning. Students are expected to prepare for areas of desired or mandated learning by reading and exploring protocol prior to practicing in the lab. As we strive to optimize optimal (ideal?) learning opportunities, any student who does not adhere to this policy may be asked to leave to uphold and promote safety and professional standards. Lab policy is as follows:

- **Students are required to sign in and sign out of the HSLC.** Instructors will sign in for the entire clinical group when HSLC time is scheduled for skills and SIM days.
- **Students must be in uniform with an appropriate name badge for scheduled clinical time with Instructors.** Only students enrolled in the SMC Health Science programs may have access to HSSSL areas. Please refer to Student Handbook for details on the dress code which covers specifics on acceptable hygiene, jewelry, nail polish, tattoos, and perfumes/colognes.
- **Students coming in for open lab do not have to be in uniform, however must have SMC ID and name tag with them, and wear appropriate clothing and closed-toed shoes.** White lab coat is recommended over casual professional attire. No short shorts, halter tops, crop tops, or tank tops with exposed chest or torso.
- **Students and faculty are to use the HSLC referral form to arrange and document any open lab visit which can be by self-referral or mandated by Instructor.**

- **No food or beverages are allowed in any of the HSLC areas.** Students will be asked to leave all lunches, snacks, water bottles, and beverages outside of the lab on a table provided, or in the student study area tables by the elevators.
- **No children or pets are allowed in the HSLC.** No pets are allowed in any of the educational facilities. No friends or family are allowed in the lab.
- **Perform proper hand hygiene during lab stay and disinfect areas of use prior to leaving with supplied cleaning materials.** Alcohol-based sanitizers and full sink with soap are available. Cleaning caddies can be found filled with cleaner, towels, and wipes.
- **No sitting on beds or using beds for backpacks or any other bags.** Moveable items, such as tables, stools, etc., may be moved for function and comfort, however, must be arranged in an organized and safe manner prior to leaving. Beds should be made and be put in the lowest position.
- **Use our simulation Manikins with care and do not use any tape on them or have pens or pencils near them.** Tape and ink will stain the Manikins and they are all extremely costly to repair and replace. Do not use any other topical applications or medications on Mannikins.
- **Students are responsible for the security of your own belongings.** Please label all your own supplies, books, and belongings in order to distinguish it from others and the HSLC items. The HSLC will manage a small Lost & Found if space is available. Items left behind may be discarded or thrown out.
- **Students need to bring their Nursing Kits (which will be ordered during first semester) to schedule HSLC clinical days with Instructors.** This kit will contain most of the items you will need to perform clinical assigned skills during the nursing program. When you receive your kit, it is your responsibility to make sure it is complete, but do not open any of the individual packages (wait to open for use during scheduled clinical lab days).
- **On-line research for journal articles can be found and accessed through the SMC Library via Health Sciences databases such as CINAHL, MedLine, and EBSCO, etc.** Students are encouraged to use the Main Pico Campus Library or the SMC library accessible online for evidence-based and scientific resources for learning and assignments.
- **All students are expected to maintain the integrity, lay-out, and cleanliness of the HSLC.** Handle all equipment with care and maintain the security of these costly items available for your learning. Discard items that are no longer usable. Place all other items in the “Go-back” cart located by the storage closet. Supplies will be placed back into inventory in an organized fashion by the Lab Staff only to prevent chaos and clutter in this storage area. The room can be divided into two sections by four sliding panels that hang from the ceiling and can be folded and pushed aside against the wall to reopen up to one large space.
- **Students must be aware that lab products such as pseudo-medications, via any routes, are NOT SAFE or meant for human consumption, ingestion, application, or injection.** Safety is the priority in practice in the lab.
- **All sharps will be disposed of safely in red hazard containers placed out to collect used sharps.** No re-capping of needles. When containers are noted to reach the fill line, alert lab staff to retire off the floor and to be sealed to be sent back to be processed.

- **No equipment or supplies are to be taken out of the HSLC unless with express permission of the Faculty or Lab Coordinator.** Moving equipment or supplies between HSLC, SIM room, or any classrooms should be returned to where they were taken from.
- **Feedback and suggestions from both faculty and students are encouraged to manage and maintain the educational opportunities and experiences in the HSLC.**

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
HEALTH SCIENCES LEARNING CENTER REFERRAL/REQUEST FOR APPOINTMENT**

Student Name: _____ Date: _____

Instructor: _____ Course/Level _____

- Student Self-referral (Skills to develop & improve upon):

Identify skills you wish to perform and equipment you will need:

Instructor: Please identify skills you wish the student to practice below:

- Instructor Mandatory Remediation (Statement of Concern/SOC)

Proposed completion date: _____

- Remediation session(s) will be completed with the above faculty
- Request for remediation with Lab RN (*Please provide instructions for the Lab RN for this option in the comments below.*)

Instructor comments: _____

Skills Lab Appointment(s)

Date(s): _____ Time(s): _____ Confirmed by Lab Personnel: _____

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
BEST PRACTICE GUIDELINES FOR USE OF SIMULATION IN NURSING EDUCATION**

- I.** Introduction: Based upon initial standards produced by the International Nursing Association for Clinical Simulation and Learning (Standards attached), Santa Monica College Department of Nursing has developed a list of Best Practice Guidelines for nursing faculty utilizing simulation to facilitate learning in their courses.
- II.** Simulation activities are used to help prepare for and improve direct patient care, psychomotor and procedural skills, communication, critical thinking/clinical judgment, application of safety, and to help manage high risk, low volume care and emergency situations.
- III.** Best Practice Guidelines:
1. Two simulated learning experiences will be provided in each Fundamentals of Nursing Concepts and Adult Health Nursing Concepts course; one simulation will be provided in Mental Health Nursing Concepts, Maternal Newborn Nursing Concepts and Pediatric Nursing Concepts.
 2. Simulation may not include high-fidelity mannequins, but may use multi-modal simulation experiences including role play, immersive, and computer-based activities.
 3. Simulations will be chosen by the lead instructor of each course based upon the education level and learning needs of the students in the course. Diverse simulations will be provided to ensure student sensitivity and awareness to differences in culture, ethnicity, gender, and religion. Roles for participation in the simulation are also chosen by the instructor based on the learning needs of the simulation group.
 4. All faculty members will be oriented to the simulators, the simulation lab, and to the simulation learning modules used prior to participating in simulation.
 5. Each faculty member will review the Faculty Notes for the scenario prior to the scenario date and will modify learning objectives if needed.
 6. Each faculty member will distribute Learner Information pages prior to the scenario with clear instructions about the learning objectives and the expected preparation for the simulated scenario.
 7. Confidentiality Agreements will be signed by each student prior to participating in simulation (these are signed each semester and kept on file). It is expected that professional integrity will be maintained related to confidentiality of the performances, scenario content, and participant experience.
 8. Each student will sign a release for video recording (if available).
 9. Each simulated experience will be followed by a planned debriefing. The method of debriefing will be chosen by the instructor to meet the learning needs of the participants and the learning objectives of the scenario. (Faculty have access to continuing education and “tips” for effective debriefing).
 10. Students will complete an online evaluation of the simulation experience after each scenario. The results of these evaluations are compiled periodically to be reviewed by nursing faculty.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
LIST OF CLINICAL FACILITIES**

HEALTH CARE FACILITIES

Students in the SMC Nursing Program are provided with multiple clinical exposures. Some of the facilities are acute care hospitals, some are outpatient centers/clinics and some are community agencies. Following is a list of **Acute Care Clinical Facilities, Long-term Healthcare facilities, and Community Agencies**, (with addresses and phone numbers) for which we have affiliation agreements.

CLINICAL FACILITIES

Department of Veteran Affairs	11301 Wilshire Blvd. Los Angeles, CA 90073	(800) 698-2411
Harbor-UCLA Medical Center	1000 W. Carson St. Torrance, CA 90509	(310) 553-2512
Providence St. John's Health Center	2121 Santa Monica Blvd Santa Monica, CA 90404	(310) 829-8451
Santa Monica-UCLA Medical Center	1250 16 th St. Santa Monica, CA 90404	(310) 319-4000
Kaiser Permanente West LA	6041 Cadillac Ave. Los Angeles, CA 90034	(213) 857-2000
Kaiser Permanente South Bay	25825 S. Vermont Ave. Los Angeles, CA 90710	(833) 574-2273
Kaiser Permanente Los Angeles Medical	4867 W. Sunset Blvd. Los Angeles, CA 90027	(833) 574-2273
Marycrest Manor	10664 St. James Dr. Culver City, CA 90230	(310) 838-2778
Southern California Hospital at Culver City	3828 Delmas Terrace Culver City, CA 90232	(310) 836-7000
Beachwood Post-Acute & Rehab	1340 15 th St. Santa Monica, CA 90404	(310) 451-9700
Berkeley East Healthcare Center	2021 Arizona Ave. Santa Monica, CA 90404	(310) 829-5377
Cedar-Sinai Marina del Rey	4650 Lincoln Blvd. Marina del Rey, CA 90292	(310) 823-8911
LA County Ambulatory Care Network Hubert Humphrey Comprehensive H. C.	5850 S. Main St. Los Angeles, CA 90003	(323) 897-6000
Meadowbrook Behavioral Health Center	3951 East Blvd. Los Angeles, CA 90066	(310) 391-8266

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
CLINICAL SCHEDULES**

The majority of clinical experiences associated with nursing courses occur Monday through Saturday. Clinical experiences may occur during day, evening, or night hours based on facility availability. The overall goal of the program is to secure the highest quality clinical experience related to specific course content. Although the program is considered a full-time program, every attempt is made to offer the student a four-day/week schedule.

Students in the first semester remain with the same clinical group, if possible, for the entire semester (Nursing 1 and Nursing 2). Student clinical rotations will then change with each subsequent course.

Clinical rotations (assigned clinical groups) are assigned based on student programming needs, instructor recommendations, and space availability. Once assigned, students may trade assignments if a) the request is made in writing, b) is signed by both parties, c) is approved by faculty, and d) is made at least 15 business days prior to the start of the course. The program is unable to guarantee student placement based on geographical proximity to home, ridesharing, or lack of private transportation or child-care needs.

Clinical rotation schedules are emailed to nursing students each semester. Additional copies are available for students in the Health Sciences department office.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
SMC SCHOLARSHIP INFORMATION SUMMARY**

A **Scholarship Brochure**, which contains an application, will be available in the SMC SCHOLARSHIP office and the nursing counselor's office.

It is suggested that all applicants include a one-page, typed essay on educational and career goals with the application.

It is also suggested that you include the following: Letter(s) of recommendation from faculty, employer, or community service/campus club supervisor. These should be turned in with the application.

Only fill out one application to apply for scholarships listed in the SMC Scholarship brochure.

Other Financial Resources: (with various deadlines)

1. Financial Aid/EOPS
2. Office campus scholarships
 - a. Look for listings of deadlines on the Scholarship Calendar on the Financial Aid bulletin board.
 - b. SMC Library, Reference Section has 50+ books (some are listed on the last page of the Scholarship Brochure).
 - c. Some are posted on the bulletin board in the Scholarship Office.

☞ Be sure to identify any participation in volunteer work or campus events.

☞ Sign your application.

☞ Fill in your ASB Number (found on a sticker on the back of your ID card).

- Review Scholarship Bulletin Board Postings for Award Application Notices

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
CONCEPT-BASED CURRICULUM**

Santa Monica College Nursing Faculty adopted a Concept-based Curriculum to enhance conceptual learning. Conceptual learning is a process by which learners develop high-level thinking skills and the ability to apply facts in the contexts of related concepts. The concept is defined as an organizing idea or mental image composed of attributes. This mental image is represented in a form of a concept care map. The concepts identified and adopted by faculty are progressive and unique based on the level of the nursing curriculum. The disease process is depicted as exemplars in each course. An exemplar is a specific topic, or an example represented by the concept. Nursing faculty facilitate students to recognize the key concepts because in most clinical situations several concepts are involved (which are referred to as interrelated concepts). Each key concepts and interrelated concepts are not only linked with the nursing process but also link with the notion of health promotion and disease prevention. The end-of-program Student Learning Outcome (EOPSLOs) aims to produce entry-level nurses identifying key concepts and interrelated concepts to make a sound clinical judgment.

The Santa Monica College Nursing Program has identified the following concepts to enhance the conceptual learning of students.

- ❖ Safety
- ❖ Patient-centered care
- ❖ Teamwork and collaboration
- ❖ Evidence-based practice
- ❖ Quality Improvement
- ❖ Informatics
- ❖ Immunity
- ❖ Cardiac output and tissue perfusion
- ❖ Mobility
- ❖ Ingestion, digestion, absorption
- ❖ Excretion
- ❖ Cognition
- ❖ Fluid and electrolytes
- ❖ Regulation and metabolism
- ❖ Professionalism/Leadership

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
CONCEPT CARE MAP (CCM)**

Patient Demographic Data/Hx:	Vital Signs/Pain Assessment:			
91-year-old female Full Code No known medication allergies Admitted for: Hyponatremia, alerted level of consciousness, and shortness of breath (SOB) on exertion History of: Diabetes Mellitus Type II, Hypertension, Hyperlipidemia, Anemia, Vitamin D deficiency, GERD, UTI, Osteoporosis	T:	97.6 F Axillary	Pain:	Yes
	HR:	82	Pain Assessment:	3/10
	RR:	17	Pain Goal:	0/10
	BP:	142/71	Intervention:	Medication, repositioning, music therapy
	SpO2:	97% Room air	Evaluation:	Pain 1/10 when re-assessed 45 minutes later; trending down

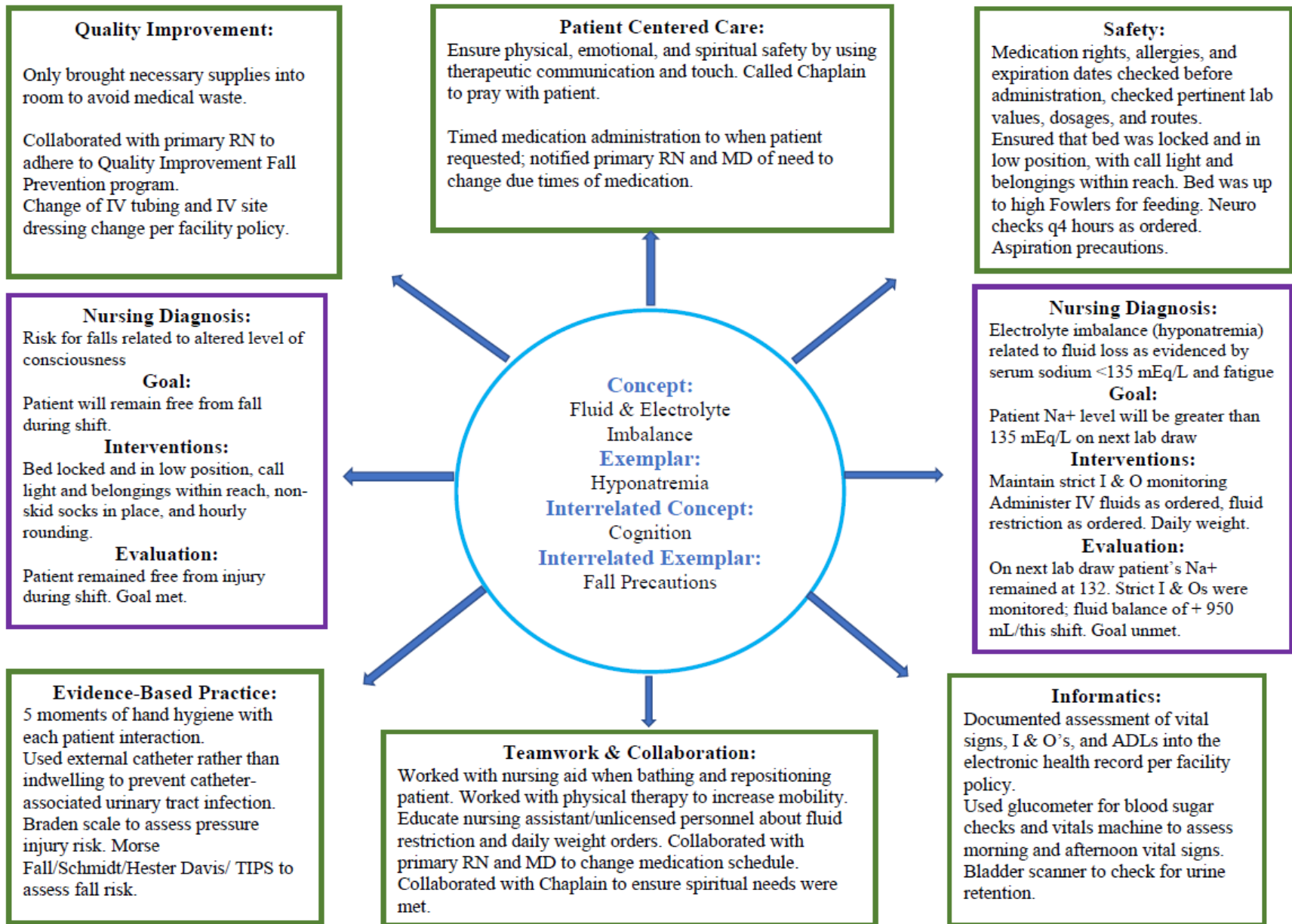
Priority Assessments:		Priority Labs:	Current Value:	Normal Range:
Cognition:	Oriented to person, place, and time, is slightly confused on location, but reorients well	WBC:	10.28	4,500-11,000 cells/mm ³
Cardiac Output/Tissue Perfusion:	S1/S2 on auscultation, radial pulses palpable +2 dorsalis pedis palpable +1, Cap refill < 3 seconds, no edema	Hgb:	9.5	12-16 g/dL (F) 14-16.5 g/dL (M)
Oxygenation:	Breath sounds clear in upper fields/diminished in the bases 97% on room air; slight SOB on ambulation	Hct:	28.1	35-47% (F) 42-52% (M)
Ingestion/Digestion/Absorption:	Cardiac / diabetic diet. Normoactive bowel sounds.	Plt:	322	150,000-400,000 cells/mm ³
Fluid & Electrolytes (IV Therapy):	150 mL/hr normal saline infusing in left forearm	Na+:	132	135-145 mEq/L
Excretion:	Last bowel movement this AM; small, brown, formed Incontinent of urine; external female catheter in place; clear yellow urine	K+:	4.3	3.5-5.0 mEq/L
Mobility:	Able to ambulate > 50 ft with front wheeled walker; needs standby assist	Cl-:	98	95-105 mEq/L
Immunity:	Standard Precautions. All	Mg:	2.1	1.6-2.6

	vaccinations up to date.			mg/dL
Regulation/Metabolism:	Sleeps 6 hours/night with one nap in late morning	Ca+	5.2	4.5-5.5 mEq/L
Tissue Integrity/Drains/Wounds:	Skin intact with area of blanching redness over sacrum; no pressure injuries on assessment.	Phos:	2.5	1.8-2.6 mEq/L
Safety/Restraints:	Bed locked and in low position, bed alarm on, call light and belongings within reach, 2 side-rails up, non-skid socks in place	HCO3-:	26	22-29 mEq/L
Pertinent Scales (Braden/Morse/Schmidt, TIPS):	Braden Scale: 14 (risk for impaired skin integrity) Morse Fall Risk: 45 (high fall risk)	BUN:	19	8-25 mg/dL
Other:		Creatinine:	1.1	0.6-1.3 mg/dL

Priority Medications:	Time Due:	Indication:	Potential Side Effect/Adverse Reaction:
Folic Acid 150 mcg PO once daily	0900	Anemia	Weakness, skin rash, fever, chest tightness
Multivitamin 1 tab PO once daily	0900	Supplement	Constipation, upset stomach, diarrhea
Vitamin D 2,000 IU PO once daily	0900	Vitamin D deficiency; osteoporosis	Nausea, vomiting, constipation, weakness
Zinc Sulfate 8 mg PO once daily	0900	Dietary supplement, immunity, skin integrity	Indigestion, diarrhea, headache, nausea
Pepcid 20 mg PO once daily	0900	GERD	Anxiety, bleeding gums, lack of appetite
Lisinopril 10 mg PO once daily	0900	Hypertension	Dry cough, cloudy urine, blurred vision, sweating, weakness
Metformin 500 mg PO once daily with meals	1800	Diabetes Mellitus	Abdominal discomfort, decreased appetite, diarrhea, muscle pain, sleepiness
Atorvastatin 20 mg PO once daily	1800	Hyperlipidemia	Cough, dizziness, muscle cramps, chest tightness
Normal Saline 150 mL/hr Intravenous	Continuous	Hyponatremia	Injection site swelling, redness, fever

Priority Diagnostic Exams/Results:	Perioperative Care (if applicable):
DEXA scan- T-Score: -2.7 consistent with osteoporosis Chest x-ray- right lower lobe patchy infiltrates	n/a

Priority Health Education/Health Promotion:	Psychosocial/Cultural/Spiritual:
<p data-bbox="228 218 776 279">Diet plan- reduce carbohydrates, limit trans and saturated fats</p> <p data-bbox="228 315 808 407">Increase daily activity- include small 2-pound weights for strength training and to build bone and muscle mass</p>	<p data-bbox="836 218 1203 247">Requested Chaplain for prayers</p> <p data-bbox="836 283 1511 344">Discussed that she has “been feeling down” since husband of 65 years passed away last year.</p> <p data-bbox="836 380 1468 472">Social support system is limited as she had no children and her husband, siblings, many of her friends have passed away.</p>



**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
CRITERIA FOR EVALUATION OF CONCEPT CARE MAP**

	Concept Map Criteria	Satisfactory/ Meets Expectations (4)	Needs Improvement/ Almost meets Expectations (2)	Unsatisfactory/ Does not meet Expectations (0)
1	Demographic Data/Vital Signs	<ul style="list-style-type: none"> • Patient age, code status, allergies, admission diagnosis, history, vital signs, and complete pain assessment. 	<ul style="list-style-type: none"> • Data is partially completed (i.e., pain assessment not complete) 	<ul style="list-style-type: none"> • Data is not completed missing many areas of information (i.e., pain intervention and evaluation data are missing)
2	Priority Assessments	<ul style="list-style-type: none"> • Complete and relevant assessment data. Describe normal and abnormal findings 	<ul style="list-style-type: none"> • Partially complete data. 	<ul style="list-style-type: none"> • Data is not complete and is missing many areas of information.
3	Lab Values/Diagnostic Exams	<ul style="list-style-type: none"> • Complete, abnormal values/exams with rationales provided. 	<ul style="list-style-type: none"> • Partially completed list of lab values /diagnostic exams with missing rationales. 	<ul style="list-style-type: none"> • Many areas of missing information and/or rationales not provided. • Diagnostic data is not present or irrelevant to patient history or admission.
4	Medication	<ul style="list-style-type: none"> • Medications are listed completely (i.e., dosage, medication, route, time, indication, and potential side effects) 	<ul style="list-style-type: none"> • Medication is partially completed, but missing pertinent information (i.e., missing route, dose, or side effect) 	<ul style="list-style-type: none"> • Name of medication is listed but missing pertinent information or incorrect information is provided.
5	Health Education	<ul style="list-style-type: none"> • Relevant health education provided. • Written in terms as it would be told to the patient, cause of the problem, not definition of the diagnosis. 	<ul style="list-style-type: none"> • Health education provided, but there is incomplete information provided. 	<ul style="list-style-type: none"> • Health education is not relevant to current patient problem or not performed.

6	Psychosocial, Cultural, Spiritual	<ul style="list-style-type: none"> Clear and relevant psychosocial, cultural, and spiritual assessment data is completed. 	<ul style="list-style-type: none"> Psychosocial, cultural, and spiritual assessment data is partially completed. 	<ul style="list-style-type: none"> Psychosocial, cultural, spiritual assessment not performed or inappropriate.
7	QSEN	<ul style="list-style-type: none"> Clear and accurate information on all six QSEN competencies. Relevant to patient presentation and care provided. 	<ul style="list-style-type: none"> Information on all six QSEN competencies, but presents with limited information 	<ul style="list-style-type: none"> Missing information on QSEN competencies. Limited and unclear about how it pertains to patient situation.
8	Concepts/ Exemplars	<ul style="list-style-type: none"> Appropriate concepts and exemplars to current patient condition. 	<ul style="list-style-type: none"> Correctly identifies concept and exemplar, but interrelated concept and/or exemplar is not applicable to patient condition. 	<ul style="list-style-type: none"> Incorrectly identifies concept and/or exemplar. Interrelated concept and/or exemplar is not applicable to patient condition.
9	Nursing Diagnosis	<ul style="list-style-type: none"> NANDA nursing diagnosis Problem-focused Based on data collection (subjective & objective evidence) during nursing assessment The problem is written before the “related to” and followed by the “manifested by” or “evidenced by” (three-part statement) Correctly identified as a nursing diagnosis or a collaborative problem 	<ul style="list-style-type: none"> Partially guided by NANDA nursing diagnosis Problem-focused Partially based on data collection (subjective & objective evidence) during nursing assessment The problem is partially written before the “related to” and followed by the “manifested by” or “evidenced by” (minimum of 4 signs and symptoms) for an actual nursing diagnosis (three-part statement) Partial major problems/ nursing diagnosis identified Partially identified as a nursing diagnosis or a collaborative problem 	<ul style="list-style-type: none"> Not guided by NANDA nursing diagnosis Problem-focused Not based on data collection (subjective & objective evidence) during nursing assessment The problem is not written before the “related to” and followed by the “manifested by” or “evidenced by” (minimum of 4 signs and symptoms) for an actual nursing diagnosis (three-part statement) Not all major problems/ nursing diagnosis identified Not correctly identified as a nursing diagnosis or a collaborative problem
10	Planning	Patient Goals Must:	Patient Goals Partially:	Patient Goals Do Not:

		<ul style="list-style-type: none"> Minimize or resolve the problem or etiology Describe the direction in which patient is expected to progress Utilize SMART format Contain a measurable criterion to evaluate effectiveness or ineffectiveness Be realistic, specific Indicate a time frame -- -State 1 short term and 1 long-term goal Provide direction for validating and planning appropriate nursing interventions 	<ul style="list-style-type: none"> Partially minimize or resolve the problem or etiology Partially describe the direction in which patient is expected to progress Partially utilize SMART format Partially Contain a measurable criterion to evaluate effectiveness or ineffectiveness Partially realistic Partially indicates a time frame Partially state a short term and long-term goals Partially provides direction for validating and planning appropriate nursing interventions 	<ul style="list-style-type: none"> Does not minimize or resolve the problem or etiology Does not describe the direction in which patient is expected to progress Does not utilize SMART format Does not contain a measurable criterion to evaluate effectiveness or ineffectiveness Is not realistic goal Does not indicate a time frame. Does not state a short term and long-term goal Does not provide direction for validating and planning appropriate nursing interventions
11	Intervention	<ul style="list-style-type: none"> The Nurse Will: Assist the patient in achieving the expected outcomes Describe the activity to be performed Written as nursing orders (i.e., how, when, where, time/frequency, amount) Independent (nurse prescribed) nursing interventions are identified. Collaborative interventions listed (non-nursing) prescribed interventions) 	<ul style="list-style-type: none"> The Nurse Will: Partially assist the patient in achieving the expected outcomes Partially describe the activity to be performed Partially written as nursing orders (i.e., how, when, where, time/frequency, amount) Partially independent (nurse prescribed) nursing interventions are identified Partially collaborative interventions listed (non-nursing) prescribed interventions) Partially have a potential to reduce or eliminate the cause of the problem 	<ul style="list-style-type: none"> The Nurse Will: Does not assist the patient in achieving the expected outcomes Does not describe the activity to be performed Not written as nursing orders (i.e., how, when, where, time/frequency, amount) Not independent (nurse prescribed) nursing interventions are identified No Collaborative interventions listed (non-nursing) prescribed interventions) Does not have a potential to reduce or eliminate the cause of the problem

		<ul style="list-style-type: none"> • Have a potential to reduce or eliminate the cause of the problem. 		<ul style="list-style-type: none"> • Teaching not included as part of interventions
12	Evaluation	<ul style="list-style-type: none"> • Describe data that supports goal/outcome • Assesses response to therapeutic modalities • States effectiveness of each intervention noted (i.e., met/unmet, partially met, and provide evidence to support decision) • State modification of interventions, goals, or diagnostic statement if problem not resolved or goal not met 	<ul style="list-style-type: none"> • Partially describes data that supports goal/outcome • Partially assesses response to therapeutic modalities Partially states effectiveness of each intervention noted (i.e., un/met, partially met, and provide evidence to support decision) Partially states modification of interventions, goals, or diagnostic statement if problem not resolved or goal not met 	<ul style="list-style-type: none"> • Does not describe data that supports goal/outcome • Does not assess response to therapeutic modalities • Does not state the effectiveness of each intervention noted (i.e., un/met, partially met, and provide evidence to support decision) Does not state modification of interventions, goals, or diagnostic statement if problem not resolved or goal not met
13	General	<ul style="list-style-type: none"> • Correct grammar and spelling. • Report is typed. 	<ul style="list-style-type: none"> • Partially correct grammar and spelling. • Written legibly in black or blue ink. 	<ul style="list-style-type: none"> • Incorrect grammar and/or spelling. • Report is hard to read due to illegible writing. • Written in color other than blue or black.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
OPPORTUNITY FOR STUDENT INPUT**

Policy and Procedure for Student Evaluation of Nursing Program

Faculty values student feedback regarding the nursing program. The feedback provided by students is essential for the continued improvement of the nursing program. It is the responsibility of the students and faculty to jointly participate in the evaluation procedure, which provides feedback for the SMC Nursing Program. Therefore, all of the clinical and course evaluations pertaining to the nursing program are available online.

Students must complete the online course evaluations in order to receive a grade in the course and are to be completed prior to the final course exam. Once the evaluations are completed, confirmation receipts are printed, and the student should present the receipts to the instructor.

The confirmation receipts maintain the students' anonymity. Students should be assured that the faculty and administrator are not able to determine the content of individual student evaluations.

Appendices

Santa Monica College - Health Sciences
Associate Degree Nursing (ADN)

CLINICAL AGENCY EVALUATION

Semester: Year:

Course:
 Facility:

Please check the appropriate box for each presentation method, which best represents, your opinion.

1. The number of patients/clients in the clinical setting was sufficient to meet course objectives.

2. The range of in the sufficient to meet **major health problems represented patient/client population was course objectives.**

3. The variety of learning opportunities was sufficient to meet course objectives.

4. The staff provided positive role models.

5. There were sufficient resources (personnel and supplies) available.

6. The attitude of the staff on the unit contributed to a supportive learning environment.

7. The clinical agency consistently provides adequate learning opportunities to meet course objectives.

8. Students are encouraged to participate as part of the interdisciplinary team in this setting.

Choose the best answer from this list . . .

9. Staff at this agency role model current standards of nursing practice.

Choose the best answer from this list . . .

10. 10. Staff in this agency treat students in a collegial manner.

Choose the best answer from this list . . .

11. Students have ample opportunity to practice communication skills in this setting.

Choose the best answer from this list . . .

12. Adequate space was available for post-conferences.

Choose the best answer from this list . . .

13. The number of patients/clients in the clinical setting was sufficient to meet course objectives.

Choose the best answer from this list . . .

14. Comments:

Santa Monica College - Health Sciences
Associate Degree Nursing (ADN)

STUDENT EVALUATION OF CLINICAL INSTRUCTOR

Semester: Year:
Course:
Instructor:

Please check the appropriate box for each presentation method, which best represents your opinion.

1.	The instructor made the objectives and criteria of the clinical rotation clear. <input type="text" value="Choose the best answer from this list . . ."/>
2.	The instructor assigned/approved patient assignments that promoted learning. <input type="text" value="Choose the best answer from this list . . ."/>
3.	When communicating with students, the instructor demonstrated respect, fairness, and confidentiality. <input type="text" value="Choose the best answer from this list . . ."/>
4.	The instructor was available to work with individual students during assigned clinical hours. <input type="text" value="Choose the best answer from this list . . ."/>
5.	The instructor demonstrated competency in her/his field of knowledge. <input type="text" value="Choose the best answer from this list . . ."/>
6.	The instructor encouraged students to apply theory to the learned concepts clinical situation. <input type="text" value="Choose the best answer from this list . . ."/>
7.	The instructor used pre/post conference time effectively by stimulating problem solving and critical thinking. <input type="text" value="Choose the best answer from this list . . ."/>
8.	The instructor provided encouragement to all students. <input type="text" value="Choose the best answer from this list . . ."/>

9. The instructor made specific comments on assignments.

Choose the best answer from this list . . .

10. The clinical students. Choose the best answer from this list . . . **instructor facilitated critical thinking and judgment by asking appropriate questions of**

11. The instructor was supportive of students when dealing with staff personnel at the clinical facility.

Choose the best answer from this list . . .

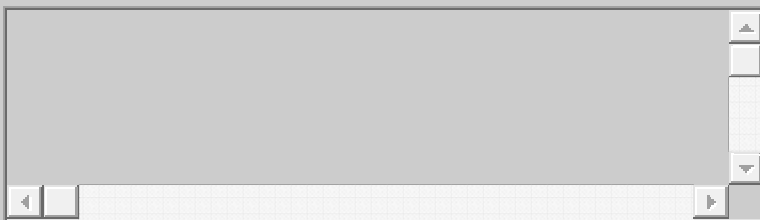
12. The instructor encouraged reflection when discussing problems that may have impeded learning.

Choose the best answer from this list . . .

13. Assigned clinical paperwork were corrected and returned in a timely manner.

Choose the best answer from this list . . .

14. Comments:



Submit

Reset

Associate Degree Nursing (ADN)

LECTURE COURSE EVALUATION FORM

Semester: Year:

Course: Laboratory

Please check the appropriate box for each presentation method, which best represents your opinion.

1. **The objectives and expectations of the course were clear?**

2. **The syllabus was useful in guiding the learning of course concepts?**

3. **As the course progressed, the concepts reinforced one another?**

4. **The format of the textbook was clear and understandable?**

5. **The textbook complemented the course?**

6. **The course was well organized?**

7. **Concepts presented in the classroom and skills laboratory reinforced each other?**

8. Evaluation of student learning was fair and consistent?

Which of the following methods used in the presentation of the course were effective in contributing to learning course content:

9. **Lecture**

10. **Small Group Discussion**

11. **Videos**

12. **Learning Portal**

13. **Case Studies**

14. **Games**

15. **Simulations**

16. **Handouts**

17. **Guest Lectures**

18. **Anatomical and Other Models**

19. **iclickers**

20. **PowerPoints**

21. **Other**

Santa Monica College - Health Sciences
Associate Degree Nursing (ADN)

STUDENT EVALUATION OF LECTURE INSTRUCTOR

Semester: Year:

Course:

Instructor:

Please evaluate your instructor on the scales listed below. Since your instructor is interested in improving his/her instructional techniques, it is to the advantage of all to evaluate as fairly and objectively as possible.

1. Is your instructor clear and understandable in his/her explanations?

2. Does your instructor take an active personal interest in the progress of the class?

3. Does your instructor show interest and enthusiasm in the course?

4. Does your instructor interest students in the subject matter?

5. How well do your instructor's tests sample the material covered in the class and in the textbook?

6. How valuable was the course to you?

7. How well was the class organized?

8. How well did you like the testing procedure used in this class?

Choose the best answer from this list . . .



9. Do you think the classroom resources were useful? Yes



No



10. What do you believe your instructor has done especially well in instructing this course?

11. What specific teaching techniques do you believe your instructor might use to improve the instruction of this course?

Thank you for your input.

Santa Monica College - Health Sciences
Associate Degree Nursing (ADN)

HEALTH SCIENCES LEARNING CENTER EVALUATION

Semester: Year:

Course:

Please check the appropriate box which best represents your opinion.

1. The skills laboratory content reinforced theoretical concepts?

Choose the best answer from this list . . .

2. Skills presented were applicable to clinical practice?

Choose the best answer from this list . . .

3. The skills presented provided a foundation for the development of more advanced complex skills?

Choose the best answer from this list . . .

4. There was sufficient space during the demonstration to permit observation of the presentation?

Choose the best answer from this list . . .

5. There was adequate space during practice sessions to provide sufficient opportunity to practice skills?

Choose the best answer from this list . . .

6. There was enough time during skills laboratory classes to practice skills?

Choose the best answer from this list . . .

7. The equipment in the skills laboratory was representative of equipment found in the clinical setting?

Choose the best answer from this list . . .

8. The equipment was well maintained?

Choose the best answer from this list . . .

Thank you for your input.

Simulation Effectiveness Tool - Modified (SET-M)

After completing a simulated clinical experience, please respond to the following statements by circling your response.

PREBRIEFING:	Strongly Agree	Somewhat Agree	Do Not Agree
Prebriefing increased my confidence	3	2	1
Prebriefing was beneficial to my learning.	3	2	1
SCENARIO:			
I am better prepared to respond to changes in my patient's condition.	3	2	1
I developed a better understanding of the pathophysiology.	3	2	1
I am more confident of my assessment skills.	3	2	1
I felt empowered to make clinical decisions.	3	2	1
I developed a better understanding of medications. (Leave blank if no medications in scenario)	3	2	1
I had the opportunity to practice my clinical decision making skills.	3	2	1
I am more confident in my ability to prioritize care and interventions	3	2	1
I am more confident in communicating with my patient.	3	2	1
I am more confident in my ability to teach patients about their illness and interventions.	3	2	1
I am more confident in my ability to report information to health care team.	3	2	1
I am more confident in providing interventions that foster patient safety.	3	2	1
I am more confident in using evidence-based practice to provide care.	3	2	1
DEBRIEFING:			
Debriefing contributed to my learning.	3	2	1
Debriefing allowed me to verbalize my feelings before focusing on the scenario	3	2	1
Debriefing was valuable in helping me improve my clinical judgment.	3	2	1
Debriefing provided opportunities to self-reflect on my performance during simulation.	3	2	1
Debriefing was a constructive evaluation of the simulation.	3	2	1
What else would you like to say about today's simulated clinical experience?			

Leighton, K., Ravert, P., Mudra, V., & Macintosh, C. (2015). Update the Simulation Effectiveness Tool: Item modifications and reevaluation of psychometric properties. *Nursing Education Perspectives*, 36(5), 317-323. Doi: 10.5480/15-1671.

Original Simulation Effectiveness Tool (SET) developed by Medical Education Technologies, Inc (METI, now CAE Healthcare) for Program for Nursing Curriculum Integration (PNCI)

*Santa Monica College - Health Sciences
Associate Degree Nursing (ADN)*

ENVIRONMENTAL SURVEY

(Complete at the end of each semester)

Semester:

Select Semester

Select Year

Year:

Course:

Select from the list

Semester in Program:

Select from list

1. **Technology platforms like Canvas, Zoom on the SMC Student support website was easily accessible**

Select from list

2. **You have been given the opportunity to identify your particular learning style?**

Select from list

3. **Differences in learning styles of students are considered in the process of course delivery?**

Select from list

4. **Course material is presented in a variety of ways within each course?**

Select from list

5. **When you have difficulty learning a particular concept, your course instructor helps you understand the concept using other methods of explanation?**

Select from list

6. **You have sufficient opportunities to share your needs with your instructor?**

Select from list

7. **You have sufficient opportunities to share your ideas with your classmates?**

Select from list

8. You have sufficient opportunities to share your ideas with the program Associate Dean?

9. You have been given enough guidance to enable you to participate in your own learning?

10. A mature learning environment exists?

11. Support services (such as counseling, Health Sciences Nursing Center, library, bookstore) are adequate to meet your needs?

12. Orientation to technology like Canvas, Zoom was provided adequately?

13. Canvas IT support, Zoom IT support, Lippincott IT support were helpful?

14. Suggestions: Please note any suggestions you have for program improvement.

Submit

Reset

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
INSTRUCTORS’ EXPECTATIONS OF STUDENTS**

1. In the classroom, the student will:
 - a. Demonstrate an interest in learning and in nursing.
 - b. Demonstrate awareness of the role of nursing student.
 - c. Attend consistently all lecture classes.
 - d. Complete reading assignments and participate in class discussion.
 - e. Demonstrate responsible adult behavior.
 - f. Adhere to the Rules for Student Conduct and the Code of Academic Conduct established by Santa Monica College.

2. In the clinical situation, the student will:
 - a. Adhere to the Rules for Student Conduct and the Code of Academic Conduct established by Santa Monica College.

Attend all lab sessions on time and report any absence to the instructor

- b. Demonstrate effective interpersonal skills when communicating with instructors, fellow students, and members of the health team.

- c. Utilize therapeutic interventions, theoretical knowledge, judgment, and decision-making skills, appropriate to the students’ level, to ensure safe nursing care of patients and the integrity of the health team.

- d. Demonstrate increased comfort and ease in patient care situations.

- e. Utilize appropriate judgment, based on knowledge of concepts and principles in providing patient care.

- f. Promote safety for the patient and oneself.

- g. Practice and maintain medical and surgical asepsis.

- h. Chart complete descriptive and objective information about patients, using correct spelling, terminology and writing legibly, and utilize the appropriate clinical facility format.

- i. Be able to discuss the patients’ disease process, pathophysiology, diagnostic tests, potential complications and the therapeutic regime, including the nursing implications and the expected outcome(s).

- j. Seek the instructor and appropriate resources for growth and learning.

- k. Implement the plan of care developed and if appropriate modify plan of care with instructor’s guidance.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
NLN COMPETENCIES FOR GRADUATES OF ASSOCIATE DEGREE
AND DIPLOMA PROGRAMS**

The goal of associate degree nursing programs continues to be a preparation of registered nurses to provide direct client care.

This document describes the anticipated educational outcomes of associate degree nursing programs. These outcomes encompass competencies expected of the graduate at graduation from the program.

Human Flourishing

Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

Nursing Judgment

Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and that promote the health of patients within a family and community context.

Professional Identity

Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context.

Spirit of Inquiry

Examine the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of care for patients, families, and communities.

[NLN Competencies for Graduates of Nursing Program](#)

SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
QUALITY AND SAFETY EDUCATION FOR NURSES (QSEN)
Pre-licensure Knowledge, Skills, Attitudes

Patient-centered Care

Definition: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

Knowledge	Skills	Attitudes
<p>Integrate understanding of multiple dimensions of patient centered care:</p> <ul style="list-style-type: none"> ○ patient/family/community preferences, values ○ coordination and integration of care ○ information, communication, and education ○ physical comfort and emotional support ○ involvement of family and friends ○ transition and continuity <p>Describe how diverse cultural, ethnic and social backgrounds function as sources of patient, family, and community values</p>	<p>Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care</p> <p>Communicate patient values, preferences and expressed needs to other members of health care team</p> <p>Provide patient-centered care with sensitivity and respect for the diversity of human experience</p>	<p>Value seeing health care situations "through patients' eyes"</p> <p>Respect and encourage individual expression of patient values, preferences and expressed needs</p> <p>Value the patient's expertise with own health and symptoms</p> <p>Seek learning opportunities with patients who represent all aspects of human diversity</p> <p>Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds</p> <p>Willingly support patient-centered care for individuals and groups whose values differ from own</p>
<p>Demonstrate comprehensive understanding of the concepts of pain and suffering, including physiologic models of pain and comfort.</p>	<p>Assess presence and extent of pain and suffering</p> <p>Assess levels of physical and emotional comfort</p> <p>Elicit expectations of patient & family for relief of pain, discomfort, or suffering</p> <p>Initiate effective treatments to relieve pain and suffering in light</p>	<p>Recognize personally held values and beliefs about the management of pain or suffering</p> <p>Appreciate the role of the nurse in relief of all types and sources of pain or suffering</p> <p>Recognize that patient expectations influence outcomes in management of pain or</p>

	of patient values, preferences and expressed needs	suffering
<p>Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families</p> <p>Examine common barriers to active involvement of patients in their own health care processes</p> <p>Describe strategies to empower patients or families in all aspects of the health care process</p>	<p>Remove barriers to presence of families and other designated surrogates based on patient preferences</p> <p>Assess level of patient's decisional conflict and provide access to resources</p> <p>Engage patients or designated surrogates in active partnerships that promote health, safety and well-being, and self-care management</p>	<p>Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care</p> <p>Respect patient preferences for degree of active engagement in care process</p> <p>Respect patient's right to access to personal health records</p>
<p>Explore ethical and legal implications of patient-centered care</p> <p>Describe the limits and boundaries of therapeutic patient-centered care</p>	<p>Recognize the boundaries of therapeutic relationships</p> <p>Facilitate informed patient consent for care</p>	<p>Acknowledge the tension that may exist between patient rights and the organizational responsibility for professional, ethical care</p> <p>Appreciate shared decision-making with empowered patients and families, even when conflicts occur</p>
<p>Discuss principles of effective communication</p> <p>Describe basic principles of consensus building and conflict resolution</p> <p>Examine nursing roles in assuring coordination, integration, and continuity of care</p>	<p>Assess own level of communication skill in encounters with patients and families</p> <p>Participate in building consensus or resolving conflict in the context of patient care</p> <p>Communicate care provided and needed at each transition in care</p>	<p>Value continuous improvement of own communication and conflict resolution skills</p>

Teamwork and Collaboration

Definition: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Knowledge	Skills	Attitudes
<p>Describe own strengths, limitations, and values in functioning as a member of a team</p>	<p>Demonstrate awareness of own strengths and limitations as a team member</p> <p>Initiate plan for self-development as a team member</p> <p>Act with integrity, consistency and respect for differing views</p>	<p>Acknowledge own potential to contribute to effective team functioning</p> <p>Appreciate importance of intra- and inter-professional collaboration</p>
<p>Describe scopes of practice and roles of health care team members</p> <p>Describe strategies for identifying and managing overlaps in team member roles and accountabilities</p> <p>Recognize contributions of other individuals and groups in helping patient/family achieve health goals</p>	<p>Function competently within own scope of practice as a member of the health care team</p> <p>Assume role of team member or leader based on the situation</p> <p>Initiate requests for help when appropriate to situation</p> <p>Clarify roles and accountabilities under conditions of potential overlap in team member functioning</p> <p>Integrate the contributions of others who play a role in helping patient/family achieve health goals</p>	<p>Value the perspectives and expertise of all health team members</p> <p>Respect the centrality of the patient/family as core members of any health care team</p> <p>Respect the unique attributes that members bring to a team, including variations in professional orientations and accountabilities</p>
<p>Analyze differences in communication style preferences among patients and families, nurses and other members of the health team</p> <p>Describe impact of own communication style on others</p> <p>Discuss effective strategies for communicating and resolving conflict</p>	<p>Communicate with team members, adapting own style of communicating to needs of the team and situation</p> <p>Demonstrate commitment to team goals</p> <p>Solicit input from other team members to improve individual, as well as team, performance</p> <p>Initiate actions to resolve conflict</p>	<p>Value teamwork and the relationships upon which it is based</p> <p>Value different styles of communication used by patients, families and health care providers</p> <p>Contribute to resolution of conflict and disagreement</p>

<p>Describe examples of the impact of team functioning on safety and quality of care</p> <p>Explain how authority gradients influence teamwork and patient safety</p>	<p>Follow communication practices that minimize risks associated with handoffs among providers and across transitions in care</p> <p>Assert own position/perspective in discussions about patient care</p> <p>Choose communication styles that diminish the risks associated with authority gradients among team members</p>	<p>Appreciate the risks associated with handoffs among providers and across transitions in care</p>
<p>Identify system barriers and facilitators of effective team functioning</p> <p>Examine strategies for improving systems to support team functioning</p>	<p>Participate in designing systems that support effective teamwork</p>	<p>Value the influence of system solutions in achieving effective team functioning</p>

Evidence-based Practice (EBP)

Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Knowledge	Skills	Attitudes
<p>Demonstrate knowledge of basic scientific methods and processes</p> <p>Describe EBP to include the components of research evidence, clinical expertise and patient/family values.</p>	<p>Participate effectively in appropriate data collection and other research activities</p> <p>Adhere to Institutional Review Board (IRB) guidelines</p> <p>Base individualized care plan on patient values, clinical expertise and evidence</p>	<p>Appreciate strengths and weaknesses of scientific bases for practice</p> <p>Value the need for ethical conduct of research and quality improvement</p>
<p>Differentiate clinical opinion from research and evidence summaries</p> <p>Describe reliable sources for locating evidence reports and clinical practice guidelines</p>	<p>Read original research and evidence reports related to area of practice</p> <p>Locate evidence reports related to clinical practice topics and guidelines</p>	<p>Appreciate the importance of regularly reading relevant professional journals</p>
<p>Explain the role of evidence in determining best clinical practice</p> <p>Describe how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care</p>	<p>Participate in structuring the work environment to facilitate integration of new evidence into standards of practice</p> <p>Question rationale for routine approaches to care that result in less-than-desired outcomes or adverse events</p>	<p>Value the need for continuous improvement in clinical practice based on new knowledge</p>
<p>Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences</p>	<p>Consult with clinical experts before deciding to deviate from evidence-based protocols</p>	<p>Acknowledge own limitations in knowledge and clinical expertise before determining when to deviate from evidence-based best practices</p>

Quality Improvement (QI)

Definition: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems.

Knowledge	Skills	Attitudes
Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice	<p>Seek information about outcomes of care for populations served in care setting</p> <p>Seek information about quality improvement projects in the care setting</p>	Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals
<p>Recognize that nursing and other health professions students are parts of systems of care and care processes that affect outcomes for patients and families</p> <p>Give examples of the tension between professional autonomy and system functioning</p>	<p>Use tools (such as flow charts, cause-effect diagrams) to make processes of care explicit</p> <p>Participate in a root cause analysis of a sentinel event</p>	Value own and others' contributions to outcomes of care in local care settings
Explain the importance of variation and measurement in assessing quality of care	<p>Use quality measures to understand performance</p> <p>Use tools (such as control charts and run charts) that are helpful for understanding variation</p> <p>Identify gaps between local and best practice</p>	<p>Appreciate how unwanted variation affects care</p> <p>Value measurement and its role in good patient care</p>
Describe approaches for changing processes of care	<p>Design a small test of change in daily work (using an experiential learning method such as Plan-Do-Study-Act)</p> <p>Practice aligning the aims, measures and changes involved in improving care</p> <p>Use measures to evaluate the effect of change</p>	<p>Value local change (in individual practice or team practice on a unit) and its role in creating joy in work</p> <p>Appreciate the value of what individuals and teams can do to improve care</p>

Safety		
Definition: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance.		
Knowledge	Skills	Attitudes
<p>Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as, work-arounds and dangerous abbreviations)</p> <p>Describe the benefits and limitations of selected safety-enhancing technologies (such as, barcodes, Computer Provider Order Entry, medication pumps, and automatic alerts/alarms)</p> <p>Discuss effective strategies to reduce reliance on memory</p>	<p>Demonstrate effective use of technology and standardized practices that support safety and quality</p> <p>Demonstrate effective use of strategies to reduce risk of harm to self or others</p> <p>Use appropriate strategies to reduce reliance on memory (such as, forcing functions, checklists)</p>	<p>Value the contributions of standardization/reliability to safety</p> <p>Appreciate the cognitive and physical limits of human performance</p>
<p>Delineate general categories of errors and hazards in care</p> <p>Describe factors that create a culture of safety (such as, open communication strategies and organizational error reporting systems)</p>	<p>Communicate observations or concerns related to hazards and errors to patients, families and the health care team</p> <p>Use organizational error reporting systems for near miss and error reporting</p>	<p>Value own role in preventing errors</p>
<p>Describe processes used in understanding causes of error and allocation of responsibility and accountability (such as, root cause analysis and failure mode effects analysis)</p>	<p>Participate appropriately in analyzing errors and designing system improvements</p> <p>Engage in root cause analysis rather than blaming when errors or near misses occur</p>	<p>Value vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the health care team</p>
<p>Discuss potential and actual impact of national patient safety resources, initiatives and regulations</p>	<p>Use national patient safety resources for own professional development and to focus attention on safety in care settings</p>	<p>Value relationship between national safety campaigns and implementation in local practices and practice settings</p>

Informatics		
Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.		
Knowledge	Skills	Attitudes
Explain why information and technology skills are essential for safe patient care	<p>Seek education about how information is managed in care settings before providing care</p> <p>Apply technology and information management tools to support safe processes of care</p>	Appreciate the necessity for all health professionals to seek lifelong, continuous learning of information technology skills
<p>Identify essential information that must be available in a common database to support patient care</p> <p>Contrast benefits and limitations of different communication technologies and their impact on safety and quality</p>	<p>Navigate the electronic health record</p> <p>Document and plan patient care in an electronic health record</p> <p>Employ communication technologies to coordinate care for patients</p>	<p>Value technologies that support clinical decision-making, error prevention, and care coordination</p> <p>Protect confidentiality of protected health information in electronic health records</p>
<p>Describe examples of how technology and information management are related to the quality and safety of patient care</p> <p>Recognize the time, effort, and skill required for computers, databases and other technologies to become reliable and effective tools for patient care</p>	<p>Respond appropriately to clinical decision-making supports and alerts</p> <p>Use information management tools to monitor outcomes of care processes</p> <p>Use high quality electronic sources of healthcare information</p>	Value nurses' involvement in design, selection, implementation, and evaluation of information technologies to support patient care

References

- ¹ Institute of Medicine. (2003). Health professions education: A bridge to quality. *Washington DC: National Academies Press.*
- ² Cronenwett, L., Sherwood, G., Barnsteiner J., Disch, J., Johnson, J., Mitchell, P., et al (2007). Quality and safety education for nurses. *Nursing Outlook*, 55(3), 122-131.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
GENERAL
FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

STUDENT PRIVACY AND DIRECTORY INFORMATION

The Family Educational Rights and Privacy Act (FERPA) of 1974 protects the privacy of a student's educational records- as print or electronic documents- by placing limits on who may have access to the records, what information may be shared or disclosed, and how that information may be used. Santa Monica College complies with FERPA and has strict policies and procedures in place governing student records.

Students who do not wish to have their directory information disclosed may select that a CONFIDENTIALITY HOLD be placed on their records. Students may do this themselves at any time by going to Corsair Connect (on the Admissions webpage) and then responding to confidentiality related questions found on their Student Profile link. Under FERPA, students have the right to inspect and review their own student records. All requests must be made in writing and filed with the Admissions office.

FREQUENTLY ASKED QUESTIONS:

Q: "Why can't you tell me information about my son/daughter?"

A: The College is bound by FERPA to protect student information unless we are given written consent in person, by the student to do otherwise. We apologize for any inconvenience that this may cause and we encourage you to have your student contact us to obtain the information directly themselves.

Q: "What if my son/daughter cannot give me written permission to speak with the college?" A:

Unless the College has something submitted in writing, in person from the student, we will not be able to help you. Please know that a wealth of information can be obtained by the student through Corsair Connect. This information can be accessed online through the use of the SMC Student ID number and password.

Student Privacy Rights

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

(1) The right to inspect and review the student's education records within 45 days of the day the College receives a request for access. California law requires that records be provided within 15 working days.

A student should submit to the Dean of Enrollment Services or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The College official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the College official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask the College to amend a record should write the College official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the College decides not to amend the record as requested, the College will notify the student in writing of the decision and the student's right to a hearing regarding the request for

amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to provide written consent before the College discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The College discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the College in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the College has contracted as its agent to provide a service instead of using College employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for College.

Upon request, the College also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

FERPA requires that College with certain exceptions, obtain your written consent prior to the disclosure of personally identifiable information from your education records. However, College may disclose appropriately designated "directory information" without written consent, unless you have advised the College to the contrary in accordance with College procedures. The primary purpose of directory information is to allow the College to include this type of information from your education records in certain school publications. Examples include:

- A playbill, showing your role in a drama production;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without your prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, federal law requires the College to provide military recruiters, upon request, with certain directory information.

If you do not want College to disclose directory information from your education records without your prior written consent, you should file a written request with the Admissions Office.

The College has designated the following information as directory information: student name; city of residence; age; major field of study; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; student photograph; degrees and awards received and most recent previous school attended.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the College to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

For a full explanation of FERPA and its implications for college students, please contact the Admissions Office or see the College's Administrative Regulation 4135.

<https://www.smc.edu/administration/governance/academic-senate/committees/documents/studentaffairs/2020-2021/AR--4000-Catalog-Rights-Final.pdf>

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
SMC STUDENT NURSES ASSOCIATION (CSNA)
BYLAWS**

ARTICLE I -Name and Auspices

Section 1, The name of this organization shall be the Student Nurse Association (SNA), Santa Monica College Chapter.

ARTICLE II -Purpose and Function

Section 1. The purpose of SNA is:

- a) To contribute to nursing education in order to provide for the highest quality health care;
- b) To aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of all people;
- c) To provide support and guidance for students enrolled in Pre-Nursing courses and Nursing Education Programs;
- d) To offer learning experiences outside of the classroom for personal and professional growth, including but not limited to Professional Role Development. Prior approval for the activity must be obtained from appropriate Faculty.
- e) To provide programs representative of fundamental interests and concerns to nursing students;
- f) To promote the development of leadership skills and
- g) To serve as the Santa Monica College Chapter of the National Student Nurses Association (NSNA) and California Nursing Students' Association (CNSA).

Section 2. The function of this organization shall be to:

- a) To have direct input into standards of nursing education and influence the education process;
- b) To promote and encourage participation in community affairs and activities toward the betterment of the community;
- c) To represent nursing students to the self-care agent, to institutions, and other organizations;
- d) To promote and encourage students' participation in interdisciplinary activities, and
- e) To promote and encourage recruitment efforts, participation in student activities, and educational opportunities regardless of any person's race, color, creed, sex, age, lifestyle, national origin or economic status.

ARTICLE III-Membership

Section 1. School Constituent

- a) School constituent membership is composed of active or associate members who are members of the NSNA and CNSA.
- b) In order to qualify as an NSNA chapter, the Santa Monica Chapter of the CNSA shall be composed of at least 10 active/associate members. There shall be only one chapter on this school campus.
- c) *For recognition as a constituent, the SNA Vice President shall submit annually the Official Application for NSNA constituency status which shall include the following areas of conformity: purpose and function, membership, dues and representation.*
- d) A constituent association which fails to comply with the bylaws and policies of NSNA shall have its status as a constituent revoked by a 2/3 vote of the Board of Directors, provided that written notice of the proposed revocation has been given at least two months prior to the vote and the constituent association is given an opportunity to be heard.
- e) Each SNA is an entity separate and apart from NSNA and its administration of activities, with NSNA and CNSA exercising no supervision or control over SNA's immediate daily and regular activities. NSNA and CNSA have no liability for any loss, damages, or injuries sustained by third parties as a result of the negligence or acts of SNA or the members thereof. In the event any

legal proceeding is brought against SNA, NSNA and/or CNSA, the Student Nurses' Association Chapter of Santa Monica will indemnify and hold harmless the NSNA and CNSA from any liability.

Section 2. Categories of Constituent Membership

a) Active Members:

- 1) Students enrolled in state approved programs (SMC A.D.N. program) leading to licensure in nursing.
- 2) Active members shall have all privileges of membership.
- 3) Must have an active Associated Students Organization (ASO) card.

b) Associate Members:

- 1) Students enrolled in courses at SMC that will lead to entrance into the A.D.N. program or students interested in becoming involved with SNA activities.
- 2) Associate members shall have all of the privileges of membership except the right to hold Executive Council offices at school, state and national levels.
- 3) Active and associate NSNA/SNA membership may be extended six months beyond graduation from a student's program in nursing, providing membership was renewed while the student was enrolled in a nursing program.

c) Active and associate membership shall be renewable annually.

Section 3. Active members of the organization have a various rights, including:

- a) The right to fair and impartial election of representatives.
- b) The right to be present at any meeting of the Executive Council.
- c) The right to inspect the minutes of the Executive Council.
- d) The right to inspect the financial records of the Organization.
- e) The right to have free access to the Constitution of this organization, which will be provided in the Student Handbook.

ARTICLE IV: Dues

Section 1. The NSNA dues for active and associate members joining for one or two years shall be specified by the NSNA to cover a period of twelve or twenty-four consecutive months. Current 2002 dues for California state chapters is \$30.00/year.

Section 2. National and state dues shall be payable directly to NSNA. NSNA shall remit to CNSA the dues received on behalf of the constituent. NSNA shall not collect nor remit school chapter dues. No dues will be required of members, active or associate, beyond dues paid to the NSNA.

ARTICLE V: Representation and Organization

Section 1. The SNA shall be under the direction of the Executive Council, which has the authority to:

- a) Organize, direct and represent SNA members on campus and at community activities.
- b) Appropriate all finances in accordance with the SNA voting body.
- c) Impeach officers in accordance with the provisions of the organization constitution and in consultation with the SNA Faculty Advisor(s).

Section 2. **Members of the Executive Council:**

- a) **SNA SMC Chapter President**, who is elected the 10th week of their second semester, to serve as **SNA SMC Chapter President Elect** their third semester and pass directly to the office of SNA SMC Chapter President their fourth semester without need for reelection.
- b) **SNA SMC Chapter Vice President**, who is elected the 10th week of their second semester, to serve as **SNA SMC Chapter Vice President Elect** their third semester and pass directly to the office of SNA SMC Chapter Vice President their fourth semester without need for reelection.
- c) **SNA SMC Chapter Secretary**, who is elected the 10th week of their first semester, to serve as SNA

- d) SMC Chapter Secretary Elect their second semester and pass directly to the office of SNA SMC Chapter
- e) Secretary their third semester without need for reelection
- f) **SNA SMC Chapter Treasurer**, who is elected the 10th week of their second semester and becomes the **SNA SMC Chapter Treasurer Elect** for the rest of their second semester and pass directly to the office of SNA SMC Chapter Treasurer their third semester without need for reelection.
- g) Interclub Council Representatives shall be elected the 10th week of the semester for both the first and second semester classes, to begin their ICC representative duties at the beginning of their second and third semesters respectively and lasting one semester.
- h) **Class Representative for each semester (1st thru 4th)**
- i) **Faculty Advisor and Alternate**

Section 3. All officers shall be elected two (2) weeks before the end of each semester and shall serve a term of one semester. The elections for first semester students shall occur (2) two weeks after the start of the semester and will serve a term of one semester. The office of President and Vice President, who shall serve in these offices for two concurrent semesters.

Section 4. No individual shall hold more than one voting office on the Executive Council.

Section 5. **The faculty advisor(s) will have no vote.**

Section 6. **Duties of the officers:**

The President shall:

- 1) Preside at all business meetings of this organization.
- 2) Prepares a master plan for the semester's activities
- 3) Assure that an agenda for each meeting is consistent with club guidelines.
- 4) Liaison between the SNA Executive Council, Active SNA Members and the Nursing Program Faculty.
- 5) Appoints the chairperson of necessary committees, including Membership Committee, which may be ratified at the SNA meeting.
- 5) Approve and sign expenditures as submitted by the treasurer.
- 6) Perform all other duties pertaining to the office and represent this association in all matters relating to CNSA.
- 7) Coordinates Student Welcome/Orientation at the beginning of each semester, Club Row, Nurse Recruitment, and Nurse Appreciation day.
- 8) Give NO vote on matters on the floor EXCEPT to break ties.

The Vice President shall:

- 1) Assume the duties of the President in the event of an absence or disability of the President.
- 2) In the even of a vacancy occurring in the office of the President, assumes the duties of the President.
- 3) Serves as Chapter Representative at the semi-annual CNSA Board of Directors Meetings and shall be reimbursed for expenses in an amount set forth by the voting body.
- 4) Oversees review of and recommendations for change in the Constitution.
- 5) Performs all duties as assigned by the President
- 6) Coordinates all National Student Nurses Association activities.
- 7) Serves as Parliamentarian, encouraging the use of Roberts' Rules of Order at all meetings.
- 8) Prepares agenda for all SNA meetings.

The Secretary shall:

- 1) Prepare the minutes for all business meetings of the organization.
- 2) Distribute copies of all SNA minutes to all Executive Council members and Faculty Advisors prior to the beginning of the next SNA meeting.

- 3) Give a complete list of class officers, SNA Executive Council Members and active members in good standing to the Director of the Nursing Program and Faculty Advisor within 30 days of the beginning of each semester.
- 4) Maintains a current phone list of all Executive Council Members, including addresses, email and phone numbers.
- 5) Be responsible for filing and correspondence with NSNA, CNSA, and BRN.
- 6) Assures "thank you" notes are written and mailed.
- 7) Perform all other duties as assigned by the President or as necessary to assist other members.

The Treasurer shall:

- 1) Act as custodian of organizational funds.
- 2) Keep accurate current financial records, make regular reports of these records and let any member see these records upon request.
- 3) Prepares the budgets for each semester within 30 days of the start of the semester.
- 4) Sign for monetary disbursements with the President.
- 5) Prepares requisitions for fund withdrawals and acquires necessary documentation and signatures for additional funding from the ASO or ICC in a timely manner to ensure activity success.

The Breakthrough to Nursing (BTN) Chairperson:

- 1) Notifies The Corsair of upcoming events related to the SNA.
- 2) Posts master plan of SNA activities on the bulletin board and updates it regularly.
- 3) Assists SNA advisor and Dean/Director of the Nursing Program with bulletin board updates and other publicity items.
- 4) Represents the SNA at Recruitment Day, new student orientation, Club Row on main campus, and other events designated by the SNA, SNA Advisors and the Dean/Director of the Program.
- 5) Encourages chapter, state and national recruitment and retention activities that are responsive to the needs of underrepresented, traditional and non- traditional students.

The Interclub Council Representatives shall:

- 1) Coordinate the attendance of all ICC meetings with each other for the duration of the semester.
- 2) Ensure that the SNA receives full funding and remains an active club in good standing with the Interclub Council.
- 3) Collects the club mail from the ASO office in Cayton Hall at least twice a month.
- 4) Prepares a printed list of all ICC meeting dates for the Executive Council, Faculty Advisors and the Bulletin Boards no later than the second week of the semester's beginning.

The Interclub Council Representatives shall:

- 1) Take turns in attending all scheduled ICC Meetings
- 2) If unable to attend an ICC meeting, Representatives will arrange for the alternate to attend.
- 3) Provides club exposure and publicity at ICC meetings and at main campus events.
- 4) Will communicate with one another to arrange for coverage at all ICC meetings and report to SNA President or delegate all pertinent information.

ARTICLE VI: Other Elected Officers

SNA Class Representatives (Class Presidents) shall:

- 1) Liaison between nursing students and the SNA.
- 2) Keep nursing students in their class aware of SNA activities and encourages their participation.
- 3) Notifies the SNA Board of any community activities that they feel SNA could participate in.
- 4) Submits agenda items to the SNA Vice President by the Monday before its publication / meeting.
- 5) Coordinates fund-raising activities for their individual class for group activities, graduation and pinning ceremony and celebrations.
- 6) Notifies alternate(s) in the event of inability to attend scheduled SNA meetings.

Alternate SNA Class Representative (Class Vice President):

- 1) Each class must have at least one alternate representative.
- 2) Alternates take the place of the regular representatives upon their absence.
- 3) Alternates are encouraged to attend and participate in all SNA meetings as well as scheduled faculty meetings and should then communicate SNA/ Faculty information to the class.

ARTICLE VII: Elections

Section 1. Officers shall be elected two (2) weeks before the end of each semester. Except for 1st semester students and they will hold their election (2) weeks into the semester. *

Section 2. All elections shall be by ballot.

Section 3. A plurality vote by all students voting shall constitute an election. In the event of a tie, a re-vote shall be taken.

Section 4. All offices are open to students (after their first semester) enrolled in SMC's Nursing Program. First semester students voted into office will take effect immediately*.

Section 5. In the event that an elected official cannot perform his/her duties, a re-election shall be held to replace the vacated seat, either with the remaining candidates or, if only one is available, then that candidate is elected.

Section 6. Should an elected candidate fail to fulfill his specified job duties, he/she may be reprimanded by the Executive Council. Should the failure continue, he/she may be voted out of office by a 2/3 vote of the Executive Council and a re-election for the vacated seat will follow under the previously stated guidelines.

ARTICLE VIII: Delegates

Section 1 Delegate

Representation

- a) The SNA, when recognized as an official NSNA constituent, shall be entitled to one voting delegate and alternate at the NSNA House of Delegates and shall be entitled to one voting delegate and alternate for every additional 50 members.
- b) The delegate and alternate shall be members in good standing in the chapter and shall be selected and/or elected by members of the school chapter at a regularly scheduled meeting.
- c) Each school constituent shall be entitled to delegates according to the number of members in good standing in the NSNA. Delegates shall be computed on the basis of the number of members in each constituent as evidenced by the annual dues received by NSNA on a date eight weeks prior to the annual meeting.

Section 2. The voting body shall elect two (2) delegates prior to the annual State Convention to sit in the House of Delegates, representing SNA at the state level and shall be entitled to one voting delegate and alternate for every additional 10 members.

Section 3. The voting body shall elect one (1) delegate prior to the annual NSNA convention of each year to sit in the House of Delegates and vote on behalf of SNA at the National level.

Section 4. The delegates will be reimbursed for their attendance at the state and national conventions by an amount set forth by the voting body.

Section 5. This organization will provide or seek to secure the funds necessary to send the delegate(s) to the annual convention.

Signature Pages

The forms on the following pages are to be signed and given to the Lead Instructor in the first Nursing course taken in the nursing program.

★All students must comply with the information given here and sign the required forms.

★Students are NOT allowed to take hard copy of Patient Data from Hospital/Clinical areas. The information presented in this document applies to the other healthcare facilities utilized by Santa Monica College.

**SANTA MONICA COLLEGE – HEALTH SCIENCES
NURSING PROGRAM
STUDENT AGREEMENT**

1. I, _____, have read the information included in the (Print Name) Student Handbook and will be responsible for its content.

2. I understand and agree that the travel that is necessary to reach off-campus community sites to accomplish course work in the SMC Nursing Program is my total responsibility. As such, I shall not hold Santa Monica College or its Nursing Program or nursing Instructors responsible for any injury or mishap in the travel to or from the community sites or home visits. I am responsible for the annual (academic year) updated versions of this handbook.

3. I realize that all paperwork submitted to this department becomes the property of the Santa Monica Community College District, and neither the original paperwork or duplicated copies may be returned.

Student Signature

Date

Print Name

_____, _____
Semester Year