

STUDENT HANDBOOK

2026/2027



SADDLEBACK COLLEGE NURSING PROGRAM

Nursing Program Core Values

Compassion • Excellence • Integrity • Innovation • Leadership
Life-long Learning • Respect • Student-Centered

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*Educating Compassionate, Competent,
and Ethical Nursing Professionals*

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Welcome to the Saddleback Nursing Program!

Dear Nursing Students,

It is my pleasure to welcome each of you—new, continuing, and returning students—to the Saddleback College Nursing Program. You are now part of a community of future nurses known for excellence both locally and beyond. We are proud of the reputation our students have earned through their professionalism, compassion, and commitment to high standards of care.

Our program is dedicated to fostering a diverse, inclusive, and supportive learning environment. Our experienced faculty are deeply committed to providing innovative, high-quality education designed to prepare you for success in both the classroom and the clinical setting. We are here to challenge, guide, and support you every step of the way.

Please take the time to carefully review your Student Handbook. It contains essential information about our program's philosophy, conceptual model and framework, as well as important policies and procedures. These guidelines align with college standards and accreditation requirements and will serve as a valuable resource throughout your time in the program. I encourage you to keep it accessible for reference.

We are excited to support you on your journey toward becoming a registered nurse. Please do not hesitate to stop by, introduce yourself, or reach out if you need assistance. We are here for you.

Wishing you a successful and rewarding semester ahead,



Sincerely,
Dr. Linda Call, DNP, MSN, RN
Assistant Dean of Health and Wellness / Director of Nursing
Saddleback College

Nursing Program Directory

Nursing Leadership

Position	Name	Email	Office	Phone
Dean, School of Health and Wellness	Dr. Rebecca Orozco	rorozco@saddleback.edu	HS 240	(949) 582-4701
Assistant Dean, School of Health & Wellness / Director of Nursing	Dr. Linda Call	llcall@saddleback.edu	HS 245	(949) 582-4701
Department Chair, Co-Assistant Director, Instructor	Dr. Laurie Sienkiewicz	lsienkiewicz@saddleback.edu	HS 246	(949) 582-4729
Co-Assistant Director, Instructor	Dr. Chet McCauley	cmccauley@saddleback.edu	N/A	N/A

Nursing Faculty

Position	Name	Email	Office	Phone
Instructor	Professor Samantha Barrett	sbarrett@saddleback.edu	HS 203	(949) 348-6292
Instructor	Professor Christina Bowles	cbowles1@saddleback.edu	HS 253	(949) 582-4798
Instructor	Professor Grace Chau	gchau@saddleback.edu	HS 204	(949) 582-4237
Instructor	Professor Paige Duda	TBD	TBD	TBD
Instructor	Dr. Cindy Gross	cgross@saddleback.edu	HS 252	(949) 348-6293
Instructor	Professor Angeline Hernandez	ahernandez281@saddleback.edu	HS 258	(949) 582-4727

Instructor	Professor James Major	jmajor@saddleback.edu	HS 256	(949) 582-4796
Instructor	Professor Serena McClaine	smcclaine@saddleback.edu	HS 204	(949) 582-4972
Instructor	Professor Nahid Meshkin	nmeshkin@saddleback.edu	HS 252	(949) 348-6155
Instructor	Dr. Tiffani Natalini-Whitmore	TBD	TBD	TBD
Instructor	Professor Carolyn Neill	cneill@saddleback.edu	HS 258	(949) 582-4430
Instructor	Dr. Jackie Novak	jnovak@saddleback.edu	HS 255	(949) 582-4790
Instructor	Professor Andy Sarjeant	asarjeant@saddleback.edu	HS 258	(949) 582-4727
Instructor	Professor Arianna Smith	asmith242@saddleback.edu	HS 253	(949) 582-4918
Instructor	Professor Krista Wall	kwall15@saddleback.edu	HS 251	(949) 582-4276

Program Support

Position	Name	Email	Office	Phone
General Assistance	Nursing Office	scnursing@saddleback.edu	HS 244	(949) 582-4701
Program Specialist	Diana Ramos	dramos20@saddleback.edu	HS 244	(949) 582-4266
Program Specialist	Sara Alrashed	salrashed@saddleback.edu	HS 244	(949) 348-6848
Clinical Placement Specialist	Cheryl Regan	cregan@saddleback.edu	HS 235	(949) 582-4323

Student Success Coach	Michael Mencer	mmencer@saddleback.edu	HS 235	(949) 348-6433
Clinical Operations Manager	Jenny Sok Wisman	jsokwisman@saddleback.edu	HS 244	(949) 582-6235

Admissions & Records

Position	Name	Email	Office	Phone
Transcript Evaluations / General Assistance	Admissions & Records Office	scadmissions@saddleback.edu	SSC 102	(949) 582-4555

MISSION, VISION, VALUES, PHILOSOPHY, AND STUDENT LEARNING OUTCOMES

The Saddleback College associate degree nursing program's mission, beliefs, philosophy, and outcomes are congruent with that of Saddleback College and South Orange County Community College District.

THE SADDLEBACK COLLEGE NURSING PROGRAM MISSION

Saddleback College's Nursing Program delivers equitable, student-centered, and innovative education that prepares diverse learners to think critically and provide safe, high-quality, patient-centered care. Through a supportive and inclusive environment, we help students build the competence, confidence, and professional identity needed to advance health, promote social and economic mobility, and serve their communities with compassion and excellence.

NURSING PROGRAM VALUES

Value	Description
 Compassion	We honor the dignity and humanity of every individual by providing education and care grounded in empathy, respect, and genuine concern for the well-being of community.
 Excellence	We are committed to the highest standards of professional practice in education and nursing care, continuously advancing our knowledge, skills, and performance to ensure safe, high-quality patient centered care.
 Innovation	We foster innovation by embracing evidenced based practice, technology integration to foster clinical decision making and advance health and healing.
 Integrity	We uphold honesty, accountability, and ethical behavior in all our actions, fostering trust in our relationships with patients, students, colleagues, and the community.
 Leadership	We develop nurses who demonstrate confident, responsible leadership in clinical practice. Our program empowers students to take ownership of their patient care assignments, communicate effectively within the healthcare team, and promote safe, high-quality outcomes through sound clinical judgment, advocacy, and professionalism.
 Life-long Learning	We believe that exceptional nursing practice is rooted in continuous growth. We prepare students to embrace curiosity, engage with evolving evidence and technologies, and pursue continual professional growth that strengthens their practice and improves the health of the communities they serve.
 Respect	We foster a culture of respect that honors the dignity, diversity, and lived experiences of every person. We foster professional conduct rooted in respect for patients, families, classmates, faculty, and all members of the healthcare team. Our program emphasizes cultural humility, ethical practice behavior, and collaborative communication across all academic and clinical settings.
 Student-Centered	We place students at the heart of our mission. We create learning experiences that are supportive, accessible, and responsive to individual needs, and we actively seek and value student feedback. This feedback guides meaningful program improvements, ensuring that our curriculum, teaching practices, and support services continually evolve to promote student success, professional readiness, and overall well-being.

NURSING PROGRAM VISION

The Saddleback College Nursing Program strives to be a leader in nursing education, empowering a diverse student body to excel academically, demonstrate exceptional clinical competence, and elevate the health of all communities through ethical, culturally responsive, and patient-centered care.

PROGRAM PHILOSOPHY

Beliefs about People and Health

- A person is a complex being with biopsychosocial needs that can adapt to internal and external changing environments.
- A person's health status exists along a continuum.
- Maslow's hierarchy of human needs is used to prioritize health care needs.
- Erikson and other developmental theorists are used to determine and prioritize psychosocial needs.
- Health status is influenced by the person's development stage, their individual needs, lifestyle choices, culture, race, ethnicity, and gender.
- The nursing faculty affirms their belief in the worth and dignity of all persons and the right of the health care consumer to make informed choices regarding personal health.

Beliefs about Nursing and Nursing Process

- Nursing is an art and science integrating the biological and behavioral sciences as well as the humanities.
 - Nursing encompasses caring practices, ethical principles, and advocacy within the framework of the nursing process.
 - Nursing utilizes theoretical concepts to apply the principles of critical thinking, clinical reasoning, and clinical judgment to apply the nursing process to promote safe, high-quality patient-centered care.
- Nursing provides culturally competent care to diverse populations in the United States.
- Nursing recognizes that quality patient-centered care encompasses the whole person: body, mind, and spirit.
- The nurse promotes physical, mental, and spiritual wellness by teaching and through example.
- The goal of nursing is to provide safe patient-centered care to promote effective outcomes using the nursing process.
- The nursing process is a systematic, dynamic approach to provide care that includes assessment, diagnosis, planning, implementation, and evaluation.
- Nursing integrates effective communication skills (verbal, nonverbal, interpersonal, and communication technology) into the professional nursing role.

- Nursing stresses health education, health promotion, and illness prevention for the individual and family across the health/illness continuum.
- Nursing functions effectively with inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Beliefs about Education and Educators

- Education inspires and develops a community of diverse learners dedicated to achieving their full potential in a global society.
- Educators provide access to learning opportunities that promote student success, intellectual growth, individual expression, and character development.
- Educators have a responsibility to recognize previous education and experience of the learner.
- Educators promote and foster lifelong learning.
- Education takes into consideration the learner's cultural and ethnic background, learning abilities, life experiences, and disability related needs.
- Educators stress high ethical standards, moral values, and integrity that provide a strong foundation upon which to develop professional and personal behaviors.
- Education promotes a dynamic environment of innovation and collegiality.
- The educational process occurs through a variety of methods such as the use of technology, simulation, role modeling and role-playing, mentoring, coaching, collaborative teaching and learning, lecture/discussion, case studies, laboratory, and experiential learning.
- Educators provide students with a general education that gives them an opportunity to develop to their fullest potential- personally and professionally.
- Educators support the freedom to teach and the guarantee of equal educational opportunity for all persons.
- Beliefs about the Teaching/Learning Process in Nursing
- It is the right and responsibility of nurse educators to utilize their knowledge and skills freely to assist students to reach their highest potential.
- Students are expected to bring to the nursing program a desire to learn, initiative and self-direction, an open and inquiring mind, a commitment to the profession, and a belief in the worth and dignity of all persons.
- Students are responsible for their own learning; the instructors' major role is to coach, facilitate, role model, and mentor.
- Differences in learning styles and in the rate of learning must be considered in the educational process.
- The most effective learning environment is created by a collegial relationship between faculty and students.
- Teaching and learning in nursing is built on evidence-based practice and the transfer of information from theory to practice utilizing the nursing process.

- Nursing education fosters critical thinking with the development of clinical reasoning and judgment to make clinical decisions.
- The nursing faculty accepts the responsibility to maintain expertise in current nursing practice and application of educational theory.
- The nursing faculty is responsible for the development and evaluation of the nursing curriculum.

STUDENT LEARNING OUTCOMES

Course Student Learning Outcomes are learner-oriented expectations written in measurable terms that describe the knowledge, skills, or behaviors students should demonstrate at the end of the course. Course student learning outcomes are aligned with program student learning outcomes and support students' achievement of *End of Program Student Learning Outcomes* and overall *Program Outcomes*.

End of Program Student Learning Outcomes describe the knowledge, skills and behaviors derived from the program mission, philosophy and beliefs, organizing framework, curriculum and clinical experiences that students should be able to demonstrate, with or without accommodation at the end of the program. Four end-of-program student learning outcomes are the culmination of nursing education in the associate degree nursing program at Saddleback College.

Program Outcomes are described in the annual Nursing Program Evaluation, aka, Systematic Evaluation Plan, and represent key measurable assessments of program quality and effectiveness and plans for improvement.

I. End of Program Student Learning Outcome

The graduate will integrate biopsychosocial concepts and theories, critical thinking, clinical reasoning, and clinical judgment to apply the nursing process to promote quality patient-centered care.

First Year Student Learning Outcomes

The student will:

- Utilize biopsychosocial concepts and theories and principles of critical thinking, critical reasoning, and clinical judgment to apply the nursing process for beginning level clinical decision making.
- Apply the nursing process and principles of health teaching, health promotion, illness promotion, illness prevention, and restorative or end of life care to provide quality nursing care to the individual health care consumer.

Second Year Student Learning Outcomes

The student will:

- Integrate biopsychosocial concepts and theories, critical thinking, critical reasoning, and clinical judgment to apply the nursing process to make clinical decisions for managing the care of individuals, families, and groups of health care consumers.

- Synthesize the nursing process with principles of health teaching, health promotion, illness prevention and restorative or end of life care to provide quality nursing care to the individual healthcare consumer and family members across the life span.

II. End of Program Student Learning Outcome

The graduate will promote and maintain a safe environment by integrating current evidence-based practice, the nursing process, and skill competency to deliver quality health care.

First Year Student Learning Outcomes

The student will:

- Apply evidence-based nursing principles to safely provide nursing care and skills.

Second Year Student Learning Outcomes

The student will:

- Apply evidence-based nursing principles to safely provide comprehensive nursing care for patients and families in acute and complex care situations.

III. End of Program Student Learning Outcome

The graduate will communicate effectively with patients, families, and the inter-professional health care team to achieve quality patient care.

First Year Student Learning Outcomes

The student will:

- Utilize communication skills (verbal, nonverbal, interpersonal, and communication technology) as he/she learns to practice in the professional nursing role, and
- Apply principles of time management, organization, delegation, and priority setting to provide care for the health care consumer in collaboration with other members of the inter-professional health care team.

Second Year Student Learning Outcomes

The student will:

- Integrate communication skills (verbal, nonverbal, interpersonal, and communication technology) into the practice of the professional nursing role.
- Use information technology to communicate, manage knowledge, mitigate error, and support decision-making.

- Collaborate with inter-professional health care team members to manage and coordinate care for patients and families across the health/illness continuum and healthcare continuum.

IV. End of Program Student Learning Outcome

The graduate will demonstrate the knowledge, skills, and attitudes required of the professional nurse as defined by the California Nurse Practice Act and standards of nursing practice.

First Year Student Learning Outcomes

The student will:

- Assume responsibility and accountability for learning and nursing actions as they are guided in the role of the professional nurse.
- Utilize developmental theories, concepts of diversity, and culturally competent care for cultural groups in the United States to apply the nursing process to patients.
- Recognize and report legal and ethical dilemmas and potential barriers to safe quality care.
- Act as a patient advocate.

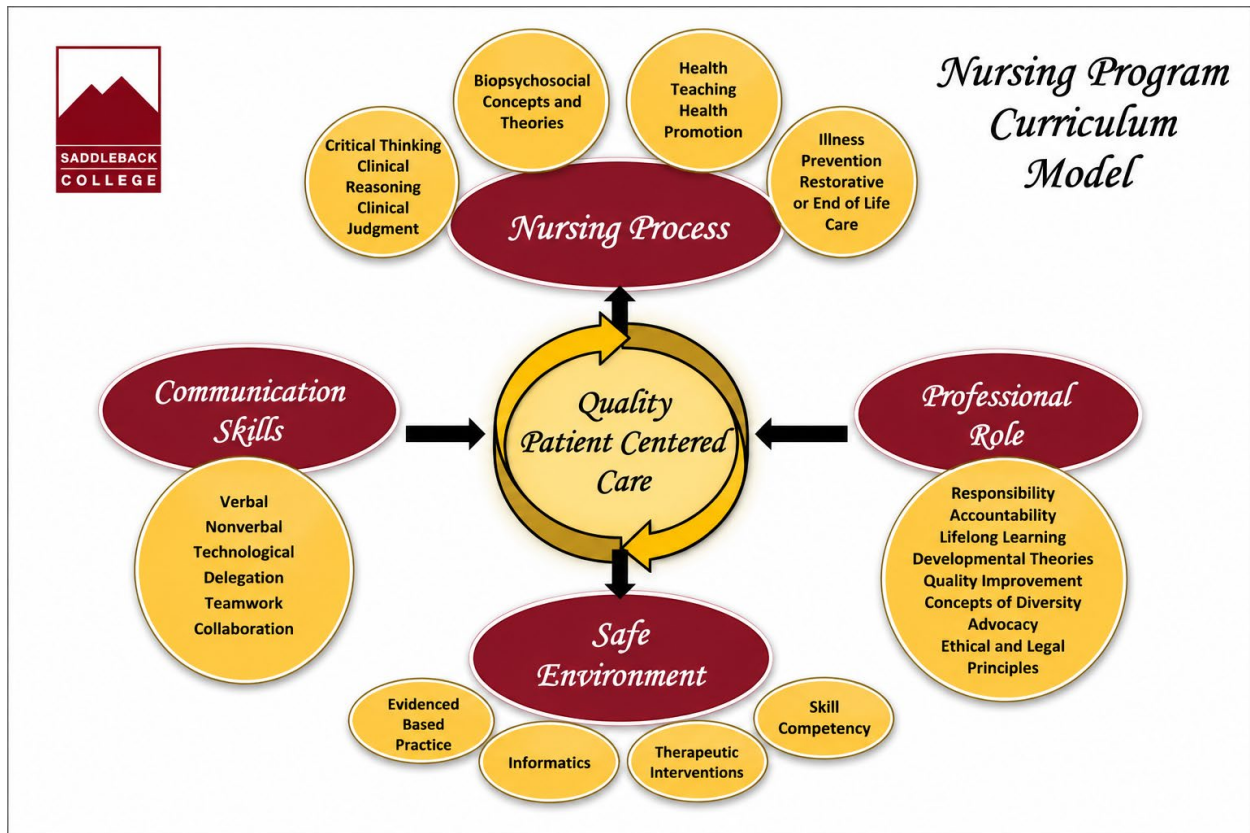
Second Year Student Learning Outcomes

The student will:

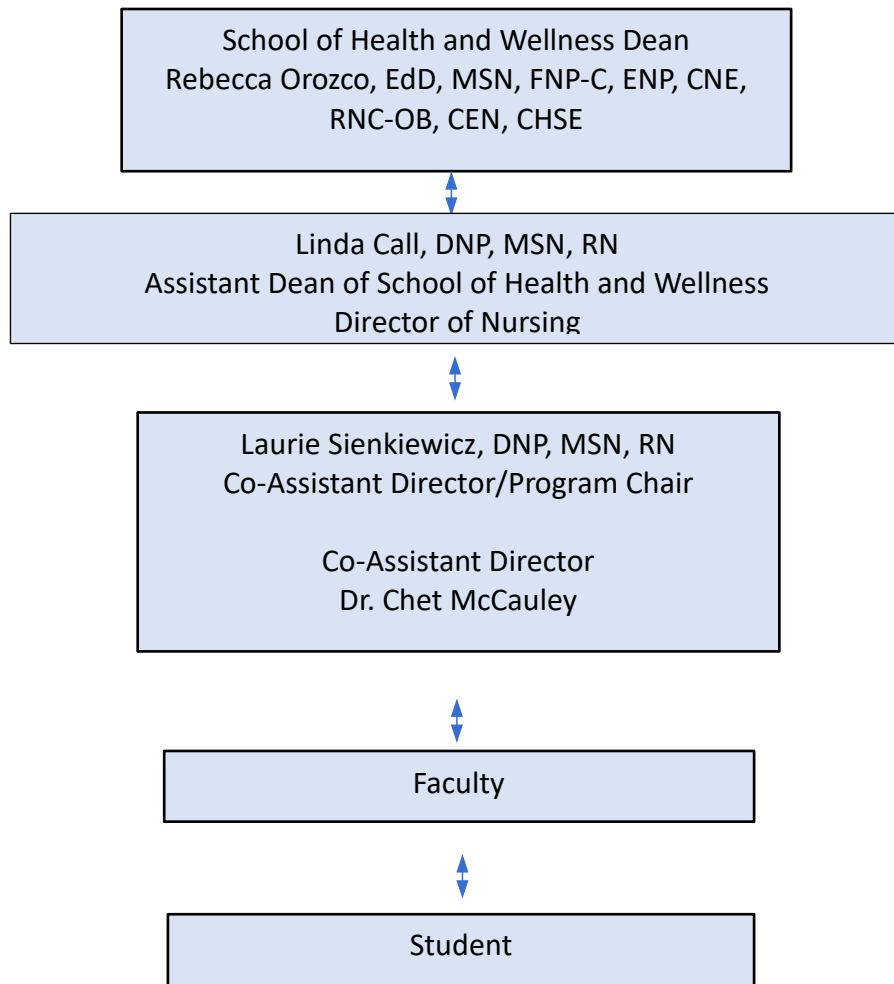
- Assume responsibility and accountability for lifelong learning and nursing actions as they take on the role of the professional nurse.
- Synthesize developmental theories and concepts of diversity, and culturally competent care for cultural groups in the United States to apply nursing process to patients and families across the life span.
- Continuously improve the quality and safety of health care by recognizing and reporting potential areas of risk or harm, including legal and ethical dilemmas, and integrate critical thinking, clinical reasoning, and clinical judgment to make clinical decisions that support and advocate for patients and families based upon ethical and legal principles.

SADDLEBACK COLLEGE NURSING PROGRAM CONCEPTUAL MODEL FRAMEWORK

The Saddleback College Curriculum model is a graphic representation of the program mission, which is to prepare competent entry-level registered nurses to provide quality patient centered care. The model's constructs of nursing process, professional role, safe environment, and communication skills are interrelated and represent the End of Program Student Learning Outcomes. Each construct integrates the knowledge, skills and attitudes required to practice as an entry-level registered nurse. The philosophical underpinnings of Knowles Adult Learning Theory guide the teaching and learning process supporting the program mission.



SADDLEBACK COLLEGE NURSING PROGRAM COMMUNICATION CHANNELS



ASSOCIATE DEGREE NURSING PROGRAM CURRICULUM

Required prerequisites prior to Nursing Clinical Sequence

Total Units: 17.0

Course ID	Title	Units
BIO 11 *	HUMAN ANATOMY	4.0
BIO 15 *	GENERAL MICROBIOLOGY	5.0
BIO 12 * ***	HUMAN PHYSIOLOGY	4.0
SELECT ONE		
ENGL C1000 * **** OR	ACADEMIC READING AND WRITING	4.0
ENGL C1000H * ****	HONORS ACADEMIC READING AND WRITING	4.0

Required Nursing Courses and Clinical Sequence

<i>Semester I</i>		15.0
N 160 * **	PHARMACOLOGY FOR NURSING	3.0
N 165 **	LIFECYCLE 1, FUNDAMENTALS OF AGING	1.5
N 170 *	NURSING PROCESS	3.0
N 170L * #	NURSING PROCESS LAB	4.5
N 171 *	MENTAL HEALTH NURSING	2.0
N 171L * #	MENTAL HEALTH NURSING LAB	1.0
<i>Semester II</i>		13.0
PSYC C1000** OR	INTRODUCTION TO PSYCHOLOGY	3.0
PSYC C1000H **	HONORS INTRODUCTION TO PSYCHOLOGY	3.0
N 161 **	LIFECYCLE 2, GROWTH AND DEVELOPMENT	1.5
N 172 *	MEDICAL-SURGICAL NURSING	3.5
N 172L * #	MEDICAL-SURGICAL NURSING LAB	5.0
<i>Semester III</i>		7.0
N 173 *	NURSING CARE OF CHILDREN AND FAMILIES	1.5
N 173L * #	NURSING CARE OF CHILDREN AND FAMILIES LAB	2.0
N 174 *	WOMEN'S HEALTH NURSING	1.5
N 174L * #	WOMEN'S HEALTH NURSING LAB	2.0
<i>Semester IV</i>		11.0
COMM C1000 * ** OR	COMMUNICATION FUNDAMENTALS	3.0
COMM C1000H * **	HONORS COMMUNICATION FUNDAMENTALS	3.0

OR		
COMM 5 **	INTERPERSONAL COMMUNICATION	3.0
N 176 *	ADVANCED NURSING	3.0
N 176L * #	ADVANCED NURSING LAB	5.0

* Course has a prerequisite, corequisite, limitations, or recommended preparation; see course description.

** Courses can be taken prior to entry into the program (we recommend taking these prior if possible)

*** Human Physiology must have been completed within the last 7 years.

Clinical course

**** Freshman Composition 3-unit equivalent course will be accepted

Associate of Science Degree

Complete a minimum of 60 units including the total number of units described above **and the General Education requirements** with an overall GPA of 2.0 to qualify for the Associate of Science degree. A minimum of 12 units must be completed at Saddleback College. The courses above do not include General Education requirements.

General Education Requirements for Associate Degrees

Refer to the Graduation Requirements or to the CSU-GE and IGETC patterns in the college catalog for specific courses which meet general education requirements. Refer to ASSIST.org and to the transfer institution's catalog for transfer requirements.

Total units do not include all units required for the degree.

Total: 63.0

Recommended Courses for Pre-Nursing* and Nursing Students**

HSC 104*	MEDICAL TERMINOLOGY	3.0
HSC 217*	CARDIAC DYSRHYTHMIAS	2.0
HSC 222NC*	BASIC LIFE SUPPORT-CPR FOR HEALTHCARE PROVIDERS	0.0
HSC 223*	BASIC LIFE SUPPORT-CPR FOR HEALTHCARE PROVIDERS RENEWAL	0.0
HSC 227*	PEDIATRIC ADVANCED LIFE SUPPORT	2.0
HSC 291**	MANAGEMENT OF AGGRESSIVE BEHAVIOR IN HEALTHCARE SETTINGS	0.5
N 202**	SUCCESS STRATEGIES IN NURSING	1.0
N 204*	BEGINNING NURSING CONCEPTS	2.0
N 280**	NURSING CARE PLANS & MAPS	1.0
MA 280*	HEALTHCARE ORGANIZATION PRACTICES	3.0

PROVISIONS OF THE CODE OF ETHICS FOR NURSES

Provision 1

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

Provision 2

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

Provision 3

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

Provision 4

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

Provision 5

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

Provision 6

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

Provision 7

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

Provision 8

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

Provision 9

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

Provision 10

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

<https://codeofethics.ana.org/provisions>

ACADEMIC HONOR CODE

Saddleback College students are responsible for regulating their own conduct in accordance with the Code of Conduct set by the District Board of Trustees. The Code of Conduct is outlined in the Saddleback College Student Handbook, pp. 49- 51. It is each student's responsibility to adhere to an academic honor code, which upholds the integrity of the institution and the educational process so that all students have an equal opportunity to demonstrate their academic abilities.

Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to cheating, plagiarism, falsification/fabrication.

Cheating

Cheating is any act or attempted act of fraud, deception or distortion of the truth by which a student misrepresents mastery or understanding of academic information or material. Cheating includes, but is not limited to:

- The use of unauthorized sources of information during tests. This would include, but is not limited to, crib sheets, electronic devices, dictionaries, texts, and/or other aids excluded by the instructor. It also includes any act or the use of any item which would be deemed as cheating by a reasonable person.
- Looking at another student's exam or using another's exams, assignments, or other work, or allowing another student to do so.
- Completing an exam or assignment for another person or allowing another person to complete any part of an assignment or exam for oneself.
- Altering graded class work and resubmitting that work to be graded as a new assignment.
- Engaging in any kind of unauthorized assistance or communication with another person during an exam.
- Purchasing, copying, accepting, stealing, or otherwise obtaining exam information, assignments, or other class work.

Plagiarism

Plagiarism is the inclusion in total or part of another's words, ideas, work, material, or data as one's own. Plagiarism includes, but is not limited to:

- Quoting or paraphrasing materials without citing the source in some acceptable manner and submitting those materials as one's own work.
- Copying, using or borrowing another's ideas, assignments, test answers, lab work, research, report, term paper, computer program, file or data, etc., and submitting it as one's own work or allowing another student to do so.
- Submitting as one's own work, work prepared by others or prepared in collaboration with others.

- Reproducing another's work so closely that any reasonable person would, after careful evaluation of the circumstances, conclude that plagiarism has occurred.

Falsification/Fabrication

Any act of inventing or altering information to deceive is considered falsification or fabrication. Falsification or fabrication includes, but is not limited to:

- Inventing and submitting falsified, fabricated, or fictitious information or falsely attributing the source as coming from another person or material.
- Falsifying signatures on required forms or other academic records.
- Using another person's identification, falsifying one's identification, or representing oneself as another person. Changing official academic records or documents, without going through a proper approval process.
- Knowingly misrepresenting successful completion of prerequisites.

Cheating, plagiarism, or falsification of any kind may result in failure of a course and removal from the RN program. Reentry is not guaranteed if there is a violation and is subject to the discretion of the enrollment committee with the nursing director and Dean.

AI Use

The use of AI for coursework may or may not be allowed by your instructor. Refer to course syllabi for direction. If you are allowed to use AI, **you must cite and reference the information to avoid plagiarism and academic dishonesty.**

Be aware that it is not uncommon for AI-content generators such as ChatGPT to create hallucinations, i.e., fabricated information in the absence of an authentic source for answering your question. Therefore, it is imperative for you to always validate the information using a reliable source such as your textbook.

Sherpath AI

Sherpath AI differs from other AI sources as it draws information from your assigned textbooks. Although rare, hallucinations may still occur. If your instructor allows the use of Sherpath AI, **you must validate the information** and cite the original source.

APA 7th edition Example:

Citation (Harding et al., 2023, p. 745, as cited in Sherpath AI, 2025)

Reference Elsevier. (2024). Sherpath AI [Large language model].

<https://evolve.elsevier.com/education/training/sherpath-ai/>

STUDENT CONDUCT

Professional conduct requires that the nursing student represents themselves as professional students when involved in authorized AND program activities. This includes wearing the uniform with an emblem, name pin and picture ID card when representing Saddleback College. See the Nursing Uniform and Professional Appearance Policy III.3 in Appendices. Nursing students are expected to adhere to the ANA Code for Nurses and the South Orange County Community College District (SOCCCD) Administrative Regulation [Board Policy 5500](#).

To maintain a safe environment for the patient and the student the instructor has the unquestioned authority to take immediate corrective action in the clinical area with regard to student conduct, safety, and performance. Any student whose conduct, clinical performance, or health is in question will be asked to leave the clinical facility.

Students will abide by individual clinical agency policies and procedures. Students are directly responsible to the instructor for all assigned time. Students are not permitted to leave the clinical site during the clinical day, unless a specific disability related accommodation has been previously approved. Should there be an emergency, students should report to their faculty member about needing to leave the clinical facility. Upon returning to the clinical site, the student should report directly to the faculty member.

INFORMAL AND FORMAL GRIEVANCE PROCESSES

Students who wish to file a grievance may follow due process guidelines found in the program's handbook (informal) and/or [District AP 5530](#) (formal). The three scenarios described below trigger the Nursing program's process. Students are encouraged to access these rights and responsibilities if the student received an adverse action while in the program.

Students have a right to continue in their educational progress. No student may be "dismissed" from a program unless the assistant dean or dean have been notified and the student has been afforded due process as outlined below. Notwithstanding that a student may be removed from a clinical site and would fail the course, students may not be compelled to drop or withdraw a course. Students should meet with their program chair or nursing director to be advised with the best course of action depending upon the situation.

Formal AP 5530

The [District AP 5530](#) (See Appendix) is the formal grievance process and is applicable to the district's enumerated issues (i.e. grades, student disciplinary actions). Students have the option to use the SCHOOL OF HEALTH AND WELLNESS informal process before using the formal District process.

Program Formal Grievance Process

Student conduct may initiate sanctions and grievances processes that are not covered under District AP 5530. This occurs when a student breaches department policies and regulations (i.e. dismissals for patient safety violations, failures in the remediation processes, HIPAA, professional violations, LOA breaches, re-admission denials and so on). The procedural due process outlined below ensures both fair and equitable outcomes for all students.

Dual Grievance Processes

Students should be aware that parallel processes for disciplinary matters can occur, and they must file responses through both processes. For example, if a student is impaired and cannot perform safely at a clinical site, AP 5530 is triggered along with the program's policy (i.e. breach of behaviors at the clinical site, violation of patient safety). In such a case, a student could be dismissed from the program while also going through the district disciplinary process and receiving District related sanctions. In these cases, students may need to address the district disciplinary process and grievance procedures while also activating the School of Health and Wellness grievance process for a program dismissal.

Deans, directors, and chairs will assist students when separate grievance processes occur and how to proceed through the processes. The Health Sciences and Human Services guidelines outlined below are instituted to ensure students receive procedural due process ensuring both fair and equitable outcomes for all health science students.

School of Health and Wellness Due Process

The School of Health and Wellness' due process is as follows and should be reflected in all handbook and program materials:

1. Students who have a grievance should first address the issue with his/her faculty member ***within five (5) instructional days of when the event occurred or when the student became aware of the issue***. The student must inform the director/chair/dean of a possible negative effect due to a five-day delay and ask for an expedited review if applicable. If additional time is necessary to complete a full investigation, the student will be informed.
2. The process may be accelerated due to exigent circumstances. The student, faculty, and/or director should inform all individuals if a fast-track process is needed and explicitly agree upon a timeline that will not irreparably harm the student's progress in the program. All efforts should be made not to negatively impact a student's progress if at all possible while the grievance process is occurring.
3. The faculty shall meet with the student within two (2) instructional days but no longer than ten (10) instructional days and respond to the student within two (2) instructional days but no longer than ten (10) instructional days unless the student would be irreparably harmed by a delay. If so, the student and the faculty shall consult with the program director/chair for guidance. If the student is not satisfied with the outcome, the

student shall have two (2) instructional days but no longer than ten (10) instructional days to grieve to the program director/chair.

4. The chair shall meet with the student within two (2) instructional days but no longer than ten (10) instructional days and respond to the student within two (2) instructional days unless the student would be irreparably harmed by a delay. If so, the student and the program director shall consult with the dean for guidance. If the student is not satisfied with the outcome, the student shall have two (2) instructional days but no longer than ten (10) instructional days to grieve to the assistant dean. Appointments shall be coordinated through the senior administrative assistant, who will ensure due process has been followed and provide the student with a form to complete in advance of their meeting with the assistant dean.
5. The assistant dean shall meet with the student within five (5) instructional days and respond to the student within five (5) instructional days unless the student would be irreparably harmed by a delay. If the student is not satisfied with the outcome, the student shall have two (2) instructional days but no longer than ten (10) instructional days to grieve to the dean. Appointments shall be coordinated through the senior administrative assistant, who will provide the student with a form to complete in advance of their meeting with the dean.
6. On the day of the scheduled meeting, the student will be asked to report 10-15 minutes prior to the scheduled meeting time and submit their completed form upon check-in. During this time, the dean will review the student's written narrative of the factual events and the requested remedy during the first meeting. The dean shall conduct a complete thorough investigation and respond to the student within five (5) instructional days unless the student would be irreparably harmed by a delay.
7. At no point will the process take longer than 45 days.
8. In the department process, the dean's decision is final.
9. In the informal AP 5530 process, if the student is not satisfied with the outcome, the student shall then proceed with the district's formal process found in AP 5530. Students shall be notified at every step in the informal AP 5530 process of the next step and the option to file a formal grievance. Note the 45-day limitation to start the district's formal process.
10. The Division and Department due processes do not supersede any process or policy found in other District publications, policies, or procedures. If conflicts occur, the district process shall supersede the Division process.

11. If a student perceives that he/she cannot discuss the matter with either the faculty member chair of director, the student must explain why in the written narrative to the assistant dean or dean.
12. This process is not used for any Title IV, IX, or ADA complaints. Students are recommended to reach out to the assistant dean or dean for guidance in these cases or review the district's resources and policies (see, Board Policies). These shall be fast-tracked, and the assistant dean or dean shall meet with the student within one business day.
13. Students have 45 days from the incident to start the informal/formal grievance due process. The time starts when the student knew or should have known about the incident.

Informal Grievance Process - Health Science Program Candidate or General Public

If a program candidate or someone from the general public wishes to grieve or file a complaint, the following process will apply.

- If requested, the assistant dean shall meet with the individual within five (5) instructional days and respond to the individual within five (5) instructional days unless the delay would cause irreparable harm. The individual must inform the assistant dean of a possible negative effect due to a five-day delay and ask for an expedited review. If additional time is necessary to complete a full investigation, the individual will be informed.
- Appointments shall be coordinated through the senior admin, who will provide the individual with a form to complete in advance of their meeting with the assistant dean.
- On the day of the scheduled meeting, the individual complainant/grievant will be asked to report 10-15 minutes prior to the scheduled meeting time and submit their completed form upon check-in. During this time, the dean will review the written narrative of the factual events and the requested remedy during the first meeting.
- If the individual is not satisfied with the outcome, the individual shall then proceed to meet with the dean. The dean shall confer with the assistant dean prior to the meeting. If the complainant/grievant is not satisfied with the dean's decision, he/she/they shall proceed with the College's formal process depending upon the issue.
- Alternately, if the individual wishes to remain anonymous, he/she/they may complete the form and email the document to schoolofhealthandwellness@saddleback.edu or drop it off to the Health Sciences and Human Services office located on the campus.

This information shall be posted on the Saddleback School of Health and Wellness website.

Special Accommodations

Saddleback College recommends that students with disabilities discuss academic accommodation with their professors and the disability services office prior to the first day of class as accommodations are not retroactive. Clinical accommodation must be discussed with Disability Services and the Clinical Placement Director well in advance. Please refer to Nursing Program Policy III.16 for further clarification.

CLINICAL PLACEMENT AND HEALTH REQUIREMENTS

No student shall be assigned to a facility without verifying he/she/they have met all standards and requirements of the facility. These verifications shall be in writing and shall be stored for two years after the student has completed the program (i.e. Health Center Attestation, First Aid Card, and so on). No program may impose additional requirements for students that are not grounded in Title 5 § 58106 (Program and Course Approval Handbook, 7th Ed.).

“These sections allow the college to restrict students from enrolling in a course when the following are true: Prerequisites, co-requisites, or other advisories on recommended preparation have been established for the course and/or health and safety considerations, facility limitations, faculty availability, funding limitations, or other constraints have been imposed by statutes, regulations, or contracts.”

The purpose of this policy is to ensure all School of Health and Wellness students adhere to all affiliate facilities requirements to begin training at the facilities and that all agreements are within active timeframes and department standards.

All nursing students must meet the deadlines for submitting clinical placement documents. Failure to do so may require the student to be removed from the program and/or take a leave of absence. Students who cannot comply within the stated deadlines must meet with the director of nursing before the deadlines.

Nursing students should strive to maintain a high level of wellness. To fulfill objectives for the ADN Nursing Program, students should expect to encounter or be assigned to care for individuals with a variety of communicable diseases including acquired immune deficiency syndrome and hepatitis. Students who receive a non-compliance notice from the Student Health Center must meet with the director of nursing for guidance. After receiving acceptance into the program, students are expected to contact the Student Health Center for a telehealth appointment, even if students choose to use their own health care provider for the immunizations and physical. Whenever there is any change in the health status of a student, he/she is responsible for notifying the student health center with current information. The student is also expected to keep the ADN Faculty and Director informed in writing when there is any need for on-going health care. Additional tests or records may be required as necessary to verify satisfactory health status during the program. (See Policy III.6).

Clinical Placement and Health Requirements

Participation in the Saddleback College Nursing Program is contingent upon meeting all program requirements as published in the College Catalog, Nursing Program Student Handbook, and on the Nursing Program website. Clinical education is an essential and required component of the nursing curriculum and is necessary to satisfy State Board of Registered Nursing regulations, program outcomes, and national nursing accreditation standards.

While Saddleback College does not independently require vaccinations, the Nursing Program partners with multiple clinical agencies, each of which establishes mandatory health and safety requirements for student participation. Compliance with these requirements is a condition of clinical eligibility and, therefore, a condition of continued enrollment and progression in the Nursing Program.

As stated in the Catalog and Student Handbook under **Health Requirements for Admission and Clinical Participation**, all nursing students must meet established health clearance requirements in order to participate in clinical rotations. These requirements include, but are not limited to:

- Measles, Mumps, Rubella (MMR)
- Varicella
- Tdap
- Hepatitis B
- Annual TB screening
- Annual physical examination
- Annual seasonal influenza vaccination
- COVID-19 vaccination with annual booster

Clinical placement sites and their onboarding requirements vary and may change from semester to semester. Because students must be eligible to attend **any assigned clinical site**, the Nursing Program applies the most stringent health requirements across all potential clinical partners. In accordance with program policy, individual clinical site details are not disclosed, and students may not base participation or progression on preferences for, or exclusion from, specific clinical locations.

In alignment with Catalog and Student Handbook policy, **all listed health and vaccination requirements are mandatory and not optional**. At this time, there are **no exceptions to the COVID-19 vaccination and annual booster requirement** within the Saddleback College Nursing Program.

Students who are unable to meet these health requirements are not eligible to participate in clinical coursework and, as a result, cannot progress in the Nursing Program. **This policy is non-negotiable for the 2026-2027 academic year.**

Students assigned to clinical rotations SHALL meet the health requirements mandated by the clinical facilities. The following health requirements shall be completed and maintained throughout the clinical rotation:

Other Requirements

- Current American Heart Association BLS card-cannot expire during semester
- Annual Drug Test

- Annual Background Check
- Annual Professional Liability Coverage-Renews yearly must carry through subsequent semester
- Medical Insurance Coverage active through duration of program

For any questions or concerns regarding these requirements, students should contact the nursing program clinical coordinator/nursing program office as soon as possible.

Transportation

Each student is responsible for his/her own transportation and parking. Instructors are not permitted to transport students in their private cars. Students are encouraged to carpool and should not rely on only one means of transportation. Student assignments to the hospital and clinical cannot be made based on carpools.

Changes In Name, Telephone Number and/or Address

Any change of name, address, or telephone number must be done through Ellucian/Banner. Also notify the division office so changes can be made to the files. All communication from faculty, the staff, the Director and Dean, to students should be via the students' Saddleback email account.

BACKGROUND CHECK/DRUG TEST

Background Placement Policy: School of Health and Wellness

Rationale

Having a felony/misdemeanor conviction may preclude an applicant from being accepted into the program. Additionally, Saddleback College and the program have clinical affiliation agreements with hospitals, clinics, and health organizations that provide the terms and conditions for clinical placement. As such, students with a felony/misdemeanor conviction or charge may be unable to continue in the program due to the inability to participate in the clinical component of the program.

Background Check Procedure

The School of Health and Wellness will designate an approved vendor(s) to conduct annual criminal background checks. All issues will be reported from the vendor(s) directly to the appropriate designee in the School of Health and Wellness Dean's office. Results from vendors other than those designated by the School of Health and Wellness to conduct criminal background checks will not be accepted. Applicants/students must contact the designated vendor(s) and comply with instructions in authorizing and obtaining criminal background checks. A background check is required annually and may be requested at any time during a student's enrollment in the program in addition to the initial background check. All background checks and associated expenses are at the student's expense. Background results are considered confidential and will only be viewed by the Dean and Director/Assistant Director of the program. Students will have ownership of the report, and the school will have viewing rights.

Report Results

Negative Criminal Background Results: The names of all applicants and current students with negative criminal background checks will be reported to the assigned designee through the authorized procedures in the School of Health and Wellness. No further action by the applicant /student or school is required.

Positive Criminal Background Results: Applicants/students whose criminal background check report indicates a positive finding will be notified by email from the School of Health and Wellness office within seven (7) business days. Upon notification, the applicant/student must schedule a meeting with the Dean/designee within five (5) business days to review the findings and discuss their eligibility for clinical placement and continued participation in the program. Eligibility decisions will be made following review of the reported information and any supporting documentation.

Program Candidates

At the meeting with the Dean/designee if the individual is a candidate for the program, the candidate will be informed that they may either proceed in the process, request a deferral, or informed that they are not eligible to enter the program. If an Action Plan is created, a copy will be given to the student and the original placed in the student's file. The student shall conform to all the requirements in the Action Plan. If the candidate fails to conform to the terms and conditions in the Action Plan, they may not be eligible to enter the program.

Admitted Students

If the individual is a student in the program, the student will be informed at the Dean/designee's meeting whether the student may continue in the program, receive a suspension while the matter is being adjudicated, or is dismissed from the program. If an Action Plan is created, the student shall conform to all the requirements in the Action Plan. If a student fails to conform to the terms and conditions in the Action Plan, they may be immediately dismissed from the program.

If a student, who is currently in the program, on deferral, or in remediation status, is charged with a felony/misdemeanor, they shall report the occurrence to the Dean of School of Health and Wellness within 36 hours of being charged or before the next clinical rotation. The student shall call the dean's office and report the issue(s) in addition to emailing the dean and director/chair of the program. Providing false or incomplete information is subject to dismissal from the program. The Dean of School of Health and Wellness will meet with the candidate/student to discuss the occurrence. An Action Plan will be completed at this meeting, and a copy will be given to the student with the original placed in the student's file. The Action Plan shall address any changes to a student's scheduled clinical schedule.

The student shall conform to all the requirements in the Action Plan. If a student fails to conform to the terms and conditions in the Action Plan, they may be dismissed from the program.

Appeal Process

Should an applicant/student disagree with the decision of the dean/designee, the student shall follow the appeal process. The applicant/student must submit in writing the reason for the appeal, including any extenuating circumstances, and the remedy the student is requesting. The appeal must be submitted and received by the dean's office within five (5) business days of the initial meeting. Upon receipt of the appeal, a meeting will be convened consisting of the dean, the director, a School of Health and Wellness faculty member selected by the student, and the student within five (5) business days. Any additional evidence must be submitted for consideration three (3) business days prior to the meeting. A decision will be reached and provided to the student in writing within ten (10) business days of the meeting.

All dates must be complied with by the student. Any deviation from the dates must be approved by the dean in writing.

1. Upon acceptance into a program with a clinical requirement, students will be required to obtain a criminal background check and drug test. The School of Health and Wellness will provide guidelines and due dates to the student on how to apply for their background check/drug test and the cost.
2. Students will be given a deadline date by which the background check/drug test results, etc. must be submitted to their CastleBranch/DISA account. Failure to meet deadlines will result in no entry into the program.
3. Students who do not complete a background check/drug test by the deadline date will not be allowed to register for classes.
4. In the event a student withdraws from a program with a clinical requirement, the background check/drug test must be repeated upon re-entry into the program if out of the program for longer than one semester.

ESSENTIAL FUNCTIONS/TECHNICAL STANDARDS

Saddleback College provides the following technical standards with examples of learning activities to inform prospective and enrolled students of the skills required in completing their chosen profession's curriculum and in the provision of health care services. These technical standards reflect the performance abilities and characteristics that are necessary for successful completion of the requirements of clinical based health care programs. These standards are not a requirement of admission into the program. Individuals interested in applying for admission to the program should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required for successful completion of the program.

Students admitted to Saddleback College Nursing Program are expected to be able to complete curriculum requirements, which include physical, cognitive, and behavioral core competencies that are essential to the functions of the entry level professional nurse. These core competencies are the minimum and essential skills necessary to protect the public. These abilities are encountered in unique combinations in the provision of safe and effective nursing care.

Progression in the program may be denied if a student is unable to demonstrate the essential functions or technical standards with or without reasonable accommodations.

Saddleback College is obliged to provide reasonable accommodations to qualified students with disabilities, which may include academic adjustments, auxiliary aids and or program modifications. Accommodations that fundamentally alter the nature of the academic program, could jeopardize the health and safety of others, or cause an undue burden to the program are not considered reasonable accommodations. Regular consistent attendance and participation is essential to learning, especially for all scheduled clinical experiences.

Cognitive functions include:

- Recall, collect, analyze, synthesize, and integrate information from a variety of sources.
- Measure, calculate, reason, analyze and synthesize data.
- Problem-solve and think critically to apply knowledge and/or skill.
- Communicate effectively with individuals from a variety of social, emotional, cultural, and intellectual backgrounds.
- Relay information effectively, accurately, reliably, and intelligibly. This includes a thorough and accurate use of computers and other tools to individuals and groups, using the English language.
- Effectively collect, analyze, synthesize, integrate, recall and apply information and knowledge to provide safe patient care for assigned clinical shifts.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Process information thoroughly and quickly to prioritize and implement nursing care.

- Sequence or cluster data to determine patient needs.
- Develop and implement a nursing plan of care for patients in acute, long term and community settings.
- Discriminate fine/subtle differences in medical word endings.
- Report patient data using multiple formats to members of the healthcare team.
- Appropriately interpret medical orders and patient information found in the medical record.
- Perform math computations for medication dosage calculations. Apply knowledge/skills gained through completion of program prerequisites, including requirement for computer proficiency.

Motor technical standards:

- Coordinate fine and gross motor movements.
- Coordinate hand/eye movements.
- Negotiate level surfaces, ramps and stairs.
- Work effectively and efficiently within a limited space.
- Effectively manage psychomotor tasks to provide safe patient care for up to twelve (12) hour clinical shifts.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Transfer patient/patients in and out of bed from stretchers and wheelchairs.
- Control a fall by slowly lowering patient to the floor.
- Perform cardiopulmonary resuscitation (CPR).
- Lift, move, turn, position, push, or pull patients and/or objects, weighing up to 35 pounds.
- Gain access equipment such as intravenous fluid bags or catheter bags, within compliance of safety standards.
- Transport equipment and supplies to the patient bedside.
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications.
- Safely dispose of needles in sharps container.
- Dispose of contaminated materials in a safe and compliant manner.
- Complete assigned periods of clinical practice (up to twelve (12) hour shifts, days, evenings, or nights, holidays, weekdays and weekends).
- Complete skills tests within assigned time limit.

Sensory technical standards:

- Acquire information from demonstrations and experiences, including but not limited to information conveyed through online coursework, lecture, small group activities, demonstrations, and application experiences.

- Collect information through a variety of senses and/or using appropriate
- and approved equipment.
- Use and interpret information from diagnostic procedures.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Detect changes in skin color, condition, or temperatures (i.e. pale, ashen, grey, or bluish).
- Detect a fire in the patient care environment.
- Draw up a prescribed quantity of medication into a syringe.
- Observe patients in a room from a distance of 20 feet away.
- Detect sounds related to bodily functions using appropriate equipment, such as a stethoscope.
- Detect alarms generated by mechanical systems such as those that monitor bodily functions, fire alarms, call bells.
- Observe and collect data from recording equipment and measurement devices used in patient care
- Communicate with patients and members of the healthcare team in person and over the phone in a variety of settings, including isolation and the operating room where health team members are wearing masks and there is background noise.
- Detect foul odors of bodily fluids or spoiled foods.
- Detect smoke from burning materials.
- Detect unsafe temperature levels in heat-producing devices used in patient care.
- Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluids. Observe vibrations, such as an arterial pulse, using touch or approved equipment.

Behavioral technical standards:

- Demonstrate ability to function effectively under stress and adapt to changing environments to provide safe patient care.
- Maintain effective communication and teamwork to provide effective patient care.
- Examine and modify one's own behavior when it interferes with others or the learning environment.
- Possess attributes that include compassion, empathy, altruism, integrity, honesty, responsibility and tolerance.
- Accept responsibility for own actions and communicate in a courteous, assertive, non-aggressive, non-defensive manner with instructors, peers, staff and healthcare team members.
- Integrate feedback into own performance.

Examples of learning activities found in the nursing curriculum and related to industry standards:

- Exercise judgment, meet acceptable timeframes for patient care delivery (acceptable timeframes are reflected by ability to carry out the usual patient care assignment for a particular point in the program), work effectively under stress, and adapt to rapidly changing patient care environments.
- Accept accountability for actions that resulted in patient care errors.
- Deal effectively with interpersonal conflict and maintain effective and harmonious relationships with members of the healthcare team.

FINANCIAL OBLIGATIONS

1. The Financial Aid/Extended Opportunity Program & Services (EOPS) Office helps students who might otherwise be unable to continue their education because of financial problems.
2. Students in need of financial assistance should immediately contact the Saddleback College Financial Aid Office (949) 582-4860. Some information about nursing scholarships is available on the college website, and the division office.
3. The expenses for the first semester nursing student can average \$2,500 or more. The entire program may cost up to \$6,372.25. At the completion of the program, the cost for the Board of Registered Nursing Application, Licensure Exam, Interim Permit, Fingerprinting and RN License will cost approximately \$500.

How can I get Financial Help for Nursing School?

Many students can qualify for enrollment and health fee waiver through Financial Services or EOPS. Contact Financial Aid office for information, (949) 582-4860.

Scholarships

Scholarships are awarded based on need, academic success, and performance. To apply online for general College Scholarships and for more information, go to the [Saddleback College scholarship webpage](#).

The deadline for scholarship applications is usually in February or March for distribution in May. Criteria for scholarships are listed on the applications.

The most limiting factor for some of our new students to receive College Scholarships is that you must have completed 12 units at Saddleback College.

Additional funding sources are available for nursing students through [Saddleback College Foundation](#) if you don't meet the 12 units at Saddleback College.

The [Sue J. Gross Foundation Nursing Scholarship](#) is usually offered until the beginning of March.

Student Support Services & Resources

Saddleback College offers a variety of resources designed to support students' academic success, personal well-being, career development, and overall educational goals. Students are encouraged to utilize these services throughout their time in the Nursing Program.

Academic Success & Student Support

Counseling Services

Counselors are available to assist students with educational planning, degree and certificate requirements, transfer preparation, academic success strategies, and personal counseling referrals. **Phone:** (949) 582-4572

Student Success Coach – School of Health & Wellness

Michael Mencer, Student Success Coach

Provides individualized support to students in Health & Wellness programs, including academic success strategies, goal setting, resource referrals, financial assistance navigation, and connections to campus support services that promote student retention and completion.

Email: mmencer@saddleback.edu

Phone: (949) 348-6433

Tutoring Services

Provides free tutoring for Saddleback College students in a variety of academic subjects.

Phone: (949) 582-4519

Transfer Center

Provides information, resources, and guidance for students preparing to transfer to a four-year college or university.

Phone: (949) 582-4328

Student-Faculty Office Hours

Nursing faculty maintain office hours each week and are available to meet with students regarding academic progress, course content, and program-related concerns. Check course syllabus for more details.

Financial Assistance & Basic Needs

Basic Needs Center

Provides support for students experiencing food insecurity, housing challenges, financial hardship, clothing needs, and wellness concerns.

Phone: (949) 348-6410

Financial Aid Office

Assists students with federal and state financial aid programs, scholarships, grants, loans, and other financial assistance opportunities.

Phone: (949) 582-4860

Saddleback College Foundation

Provides information regarding scholarship opportunities, emergency funding, donor-supported assistance programs, and other resources that help students achieve their educational goals.

Phone: (949) 582-4479

Promise Program

Provides tuition assistance and additional support services for eligible first-time college students.

Phone: (949) 348-6882

Extended Opportunity Programs and Services (EOPS)

An outreach and retention program designed to assist educationally and economically disadvantaged students in achieving their educational goals.

Phone: (949) 582-4620

Health & Wellness Resources

Student Health Center

Staffed by physicians, nurses, and mental health professionals who provide services related to prevention, wellness, health education, and early treatment of illness.

Phone: (949) 582-4606

Child Development Center

Provides childcare services and support for student parents attending Saddleback College.

Phone: (949) 582-4582

Accessibility & Specialized Support Programs

Disabled Students Programs and Services (DSPS)

Provides accommodations, specialized instruction, and support services for students with temporary or permanent disabilities. Services may include note-taking assistance, testing accommodations, interpreter services, mobility orientation, and other academic support services.

Phone: (949) 582-4885

Veterans Services

Assists veterans and eligible dependents with education benefits, certification requirements, counseling referrals, scholarship opportunities, and support services.

Phone: (949) 582-4252

Career & Professional Development

Career Resource Center

Provides career exploration, job search assistance, resume development, interview preparation, and employment resources.

Phone: (949) 582-4575

Campus Safety & Emergency Resources

Campus Police

For emergencies, safety concerns, escorts, lost and found, or campus security assistance.

Emergency: (949) 582-4444

Non-Emergency: (949) 582-4585

Additional Nursing Program Resources

Students are encouraged to communicate regularly with Nursing faculty, staff, and support personnel. Early utilization of available resources can help address academic, personal, financial, or wellness concerns before they impact academic success. Students experiencing challenges are encouraged to seek assistance promptly.

APPENDICES

**Saddleback College
School of Health and Wellness**

Acceptance Statement

As a nursing student at Saddleback College, I accept, understand, and agree to the following statements:

1. The program abides by ethical and legal responsibilities of nursing defined within the Nurse Practice Act.
2. Dishonesty and/or plagiarism will not be tolerated in either the theory or clinical component of any course. All assignments are to be individually completed and, in the student's own words, with appropriate documentation of references, including AI (Artificial Intelligence) resources. If faculty identifies an incident of dishonesty or plagiarism, including self-plagiarism, the student will receive a zero for the assignment/test and will be required to meet with the nursing program director (See College Catalog, Student Rights and Conduct and the Saddleback College Student Handbook).
3. Nursing program orientation day is mandatory for all students accepted into the nursing program, which occurs prior to the start of N170.
4. All students, in good standing with the nursing program, must register as assigned for the theory class and for the corresponding lab section for each nursing course (N170- N176).
5. All nursing courses must be taken in the required sequence and completed with a minimum grade of "C" (75%) prior to or concurrent with the semester for which they are listed. Students not meeting this requirement will not be allowed to progress to the next sequenced course.
6. Each nursing course has critical objectives identified in the course syllabus. Failure to comply with critical objectives may result in failure of the clinical component of a course (See Policy IV.1).
7. In addition to critical objectives listed, students may be dismissed from the clinical lab for the following list, which is not exhaustive:
 - a. removal of unauthorized syringe, needle, medication, supplies or equipment from any clinical facility for any reason or,
 - b. any violation of HIPAA or patient privacy or
 - c. any violation of patient safety (physical, psychological) or
 - d. any violation of the policies and procedures of a clinical site or
 - e. any violation of a patient's health rights or
any violation of the Student Code of Conduct

8. No hospital-generated medical record that may be traced back to a particular patient may be removed from any facility. Removal of any patient information by any means, such as, but not limited to, faxing, copying, duplicating, emailing, photographing, or using any electronic method is prohibited.
9. Strict adherence to the Social Media and Use of Technology Policy (Policy III.13) must be followed at all times.
10. Strict adherence to the Skills Lab Policy IV.3 must be followed at all times.
11. Students/Saddleback College/Faculty periodically record events with the nursing program through photography and/or videography. Students may request in writing to opt out of such activities.
12. A student must pass both theory and clinical in order to progress in the nursing program. (See Policy III.15)
13. Students who have an identified deficiency, in either theory or clinical, will be given a “Counseling Flow Sheet”, and counseled by an instructor and/or nursing program director. As time allows, the student will have two (2) clinical weeks to improve the identified deficiency(ies) for 16-week courses and 1 (one) clinical week for less than 16-week classes. **If the deficiency identified is a critical objective of the course or the program, the student may be dismissed from the course at any time** (See Policy IV.1). Official withdrawal from a course is the responsibility of the student.
14. A student who withdraws from the nursing program, and is eligible for re-entry, must notify the division office, meet with the nursing program director or designee at the time of the withdrawal and complete a petition requesting re-entry to the program (See Policy II.11).
15. Students are expected to attend each class and clinical lab. To continue in the nursing program, students must attend the first clinical day (orientation) and any other orientation requirements of each rotation. On any other clinical day, students who find it necessary to be absent from class or clinical lab are to notify the instructor/facility prior to the time class or lab begins according to directions given by the course instructor. Promptness is required (See Policy III.5).
16. In the event of illness or injury greater than 1-week duration, the student must provide a medical clearance to the nursing director before returning to class or clinical lab.
17. All students in the nursing program are required to have a current American Heart Association Basic Life Support (BLS) Provider Card that does not expire in the middle of any nursing course (See Policy III.2).
18. Students **must** follow standard precautions at all times. This is a critical element for all clinical courses in the nursing program (See Policy IV.2).
19. Students are **required** to follow the Nursing Uniform and Personal Appearance Policy (See Policy III.3).

20. If at any time a student's physical and/or emotional health, attitude, or conduct displays potential harm to the personal well-being or well-being of others, the student may be removed from the clinical setting and counseled verbally and in writing (See Policy III.8).
21. A student suspected of being under the influence of any substance will not be allowed in the clinical setting or during any nursing program sponsored activity. Students may also be requested to leave lecture at the instructor's discretion (See Policy III.7)
22. Make-up exam/quiz, if allowed, will be at the discretion of the instructor. Make-up examinations/quizzes may generate a maximum score of 75%. Students must refer to the individual course syllabus for examination guidelines (See Policy III.9).
23. Any concern that a student may have regarding theory or clinical lab should be resolved by first seeking a conference with their respective instructor. If the problem is not resolved, the student, the instructor, or both may request a conference with the nursing program director.
24. All students have the right to contact the Board of Registered Nursing and the National League for Nursing Accrediting Commission regarding concerns about the educational program offered at Saddleback College.
25. Student input is welcome throughout the semester. A formal meeting with faculty is scheduled at the end of each course (See Policy I.3).
26. During the nursing program, each student will have the opportunity to experience a variety of healthcare facilities. It is each student's responsibility to obtain transportation to the assigned clinical facility.
27. Students may have assignments on any shift and may be assigned on any day, including Saturday and Sunday. After registration is complete, students may be changed to a different clinical site at the discretion of the nursing department.
28. Clinical classes may require extensive pre-planning and assignment preparation time. Students must commit to these unassigned hours in order to meet course requirements. This may involve a trip to the hospital on the day before the regularly scheduled clinical lab. Plan for 2-6 hours for patient selection and preclinical research. Any student who comes to the clinical lab unprepared to care for a patient safely, may be asked by the instructor to leave the clinical setting. This is considered an unexcused absence.
29. In N176, students will be assigned to a specific preceptor and may not make assignments on their own. The student will work the same shifts, days or nights, as the assigned preceptor. These shifts may vary from week to week. Selection and assignment of clinical facilities and preceptors during N176 is made by the instructor. Students are **NOT** to attempt to make any arrangements for themselves.
30. All students are strongly encouraged to register for the skills lab course.
31. All nursing program courses may be challenged. See college catalog and Policy III.12 for information on Credit by Examination.

32. In order to be certified as a graduate of Saddleback College by the Board of Registered Nursing, the student must take at least 12 units in residency at Saddleback College.
33. In order for a nursing student to receive a Saddleback College Nursing program pin, the student must have satisfactorily completed all courses required in the BRN approved nursing curriculum with the exception of preceptorship. (See Policy III.15).
34. All students are required to take the content mastery series exams as part of the nursing program. These tests are administered intermittently throughout the program. They will be administered according to the individual course instructor. Test feedback and remediation is available online for students after each test.
35. Students must maintain malpractice insurance through the duration of the program.
36. Health clearance is required for all students. All students must complete and pass a background and drug testing prior to entry into the program. If a student is charged or convicted of a crime after the completion of the background, they have an affirmative duty to notify the Director of Nursing of the issue. Students may be required to complete a second background. See Policy III.17 Student Health Clearance
37. All students must maintain academic honesty, professional behavior and patient confidentiality requirements (HIPAA) in order to successfully complete the Saddleback College Nursing Program.
38. All students must agree to and sign the Saddleback College Nursing Program Assumption of Risk, Release of Liability and Acknowledgement Agreement Health Sciences' Skills Lab or contact the nursing director (see attached).

I have read and accepted all the above statements. I will take responsibility to read all policies in the student handbook on a yearly basis. I will research policies prior to addressing problems to the Division Office. I will abide by these statements and policies and accept the responsibilities of my role as a Saddleback College nursing student.

Note: A copy of this acceptance statement is in the student handbook.

Reviewed: 08/17, 09/18, 12/19, 5/20, 12/20, 9/21, 10/22, 12/23, 10/24, 10/25, 4/26

Revised: 08/17, 09/18, 12/19, 5/20, 12/20, 10/22, 10/24, 4/26

**Saddleback College
School of Health and Wellness**

Unsuccessful Theory and/or Clinical Performance

1. An unsuccessful theory grade in any nursing course with a clinical component is defined as a theory grade less than 75% and/or an unsatisfactory clinical performance.
2. A student who withdraws from a nursing course with a clinical component will be considered unsuccessful in that course if, at the time of withdrawal, the student has a grade less than 75% in theory and/or unsatisfactory performance in the clinical component.
3. At the time of withdrawal, it is required that a student with a theory grade less than 75% and/or an unsatisfactory clinical performance:
 - Will receive the remediation plan created by the instructor of record
 - Meet with the nursing program director or designee to facilitate future success with the current remediation plan and complete a petition requesting re-entry to the program which is required for future re-entry.
4. Any student who is applying for re-entry into the nursing program must follow the re-entry procedure:

Re-entry Procedure (Student)

- Student will complete the remediation plan by the faculty of record.
- Student will contact the health sciences division office to schedule an appointment with the nursing program director.
- Student will review, complete, and submit the Nursing Petition to Re-Enter Program.
- Student must complete the re-entry form and submit supporting documents demonstrating completion of remediation as indicated by the nursing program director.
- The student must complete the remediation plan and submit documents according to the following timeframe:
 - a. If unsuccessful in N170, student must complete a remediation plan, meet with the nursing program director to provide proof of remediation, AND reapply for admission within one semester of exiting.
 - b. To be considered for re-entry to N172, N173, and N176, all documents must be submitted to the nursing program director by April 1st for fall entry and November 1st for spring entry.

c. For second 8-week course (171 and 174), the deadlines will be provided by the nursing program director at the time the remediation plan is developed and discussed.

- Final decisions for re-entry to the program will be made by the Enrollment Management Committee in conjunction with the director.
- A student may be readmitted one time.
- Re-entry is contingent on program space availability.

Reviewed: 10/17, 9/18, 11/19, 12/20, 9/21, 10/22, 12/23, 10/24, 10/25

Revised: 8/12, 9/18, 5/20, 12/20, 9/21, 12/23

**Saddleback College
School of Health and Wellness**

Nursing Uniform and Professional Appearance

1. The student must wear uniform pieces specifically chosen for Saddleback College from the uniform provider.
2. Each visible upper uniform garment must have the Saddleback College Nursing Program insignia/patch sewn on the left shoulder, 2 inches below the shoulder seam.
3. Uniforms must have a professional appearance and be appropriate for height and weight. Skirt or dress length must be between the top of the knee and 2 inches below the knee with the student standing erect. Uniform shirts or blouses must be buttoned/zipped up at all times.
4. Students at clinical sites not requiring uniforms must wear professional attire as directed by instructor.
5. Picture ID approved by the nursing department must be worn above the waist, in clear vision, at all times in the clinical area, including while researching patients.
6. Students must wear clean, low-heeled, rubber-soled white shoes with both the toes and heels enclosed. If shoes have laces, they must be white. All non-porous, white leather activity shoes (without color accents or logos) are acceptable. High top and partial heel, clog type shoes are not permitted. In rotations where uniforms are not required, students must wear professional attire. Per OSHA guidelines, shoes must be clean, low heeled, rubber-soled with both the toes and heels enclosed.
7. Beige or white nylons or tights must be worn with skirts or dresses. When wearing uniform pants, white socks are required. Plain, white undergarments are to be worn. Male students should wear white, crew-neck undershirts.
8. Long sleeved, plain white tee shirts are permitted under uniforms for warmth. No underwear type garments may be worn for this purpose.
9. Hair must be neat, worn off the face, and off the collar. Neatly braided hair is acceptable. Care must be taken that any braided hair or ponytail does not fall into the work area or the patient's face. Hair color must be a naturally occurring color. Head bands and head coverings must be solid colored in black, white, or maroon. No other hair accessories may be worn.
10. Facial hair must be neatly trimmed and close to the face. Beards must be trimmed to jaw line.
11. Nails must be neat, short, and trimmed. Artificial nails or gels are prohibited. Nail polish is acceptable. Color must be subtle and polish in good repair. Specific hospital/facility policy must be followed.

12. Make-up, including eyelashes, may not be excessive, but is to be applied so that a natural look is conveyed.
13. Jewelry:
 - small, discrete stud earrings may be worn,
 - for safety, no dangles or hoops are allowed,
 - visible body piercing (other than ears) may not be worn in the clinical setting under any circumstances,
 - wrist watches must be a moderate size and have a sweep-second hand or digital second counter,
 - wedding and/or engagement rings may be worn, and
 - no other jewelry may be worn.
14. Tattoos must be completely covered whenever possible.
15. No perfume, cologne, or strong scents are allowed.
16. Good hygiene is expected; this includes, but is not limited to, clean hair and the absence of body odor, halitosis and/or smoking odor.
17. When applicable, compliance with assigned clinical agency policies for students is required.
18. Appropriateness of uniform and/or appearance may be determined by the instructor.
19. Students researching patients in a clinical facility at the school campus must wear professional attire under a lab coat or Saddleback College uniform. Clothes such as scrubs, t-shirts, tank tops, crop tops, jeans, leggings, shorts, or casual sandals are strictly prohibited.
20. Students in the skills lab or simulation may be required to wear the Saddleback College uniform and/or a lab coat based on the clinical instructor's discretion. Revealing clothing and open-toed shoes are prohibited.
21. Failure to comply with the Uniform Policy may result in a verbal or written advisement and clinical dismissal, resulting in an absence.

Reviewed: 10/17, 9/18, 11/19, 12/20, 9/21, 10/22, 12/23, 10/24, 3/25, 10/25

Revised: 9/14, 10/15, 9/21, 12/23, 10/24, 3/25, 10/25

**Saddleback College
School of Health and Wellness**

Social Media and Use of Technology

Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels, technology, or through social media.

The nursing department at Saddleback College supports the appropriate use of social media and technology, thereby recognizing that connecting, collaborating, and communicating with the learning community are important for professional growth. The nursing program requires that students check their Saddleback College email and learning management system regularly. Email correspondence must be through a Saddleback College email account. Cell phone use is also a part of technology that is regulated within the program (see Policy III.4 regarding cell phone use).

The internet may be searched periodically for breaches of confidentiality.

The student must follow the clinical agency policy regarding the use of laptops, tablets, or other electronic devices.

A. In the professional role as **a nursing student, you must not**:

1. Connect with patients on social media.
2. Present the personal health information of any individual on any social site.
Removal of an individual's name may not constitute proper de-identification of protected health information, including telemetry strips. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment or the use of a medical photograph may still allow the reader to recognize the identity of a specific individual, including, but not limited to, faxing, copying, duplicating, emailing, photographing, or using any electronic method is prohibited.
3. Post or discuss any classroom or clinical information or experiences regarding faculty, other students, clinical agency and its staff, and clients/patients with use of technology or on any internet and/or social media site. Examples include, but are not limited to the following:
 - Blogging and/or podcasting including photos or video hosting

- social media networking including bookmarking and tagging
4. present yourself as an official representative or spokesperson for the Saddleback College Nursing Department,
 5. discuss any information regarding exams or quizzes in an electronic format or in social media,
 6. display language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, religious beliefs or sexual identity, and
 7. present information that may be interpreted as condoning irresponsible use of alcohol, substances, or sexual promiscuity.

B. Any student who violates the social media and Use of Technology Policy will:

1. meet with the nursing program director to determine disciplinary actions and further eligibility in the program, and
2. be subject to disciplinary actions by the clinical site, and/or Saddleback College.

Students are legally responsible for anything posted through use of technology or in social media forums. Individuals should make every effort to present themselves in a mature, responsible, and professional manner. Discourse should always be civil and respectful.

Reviewed: 1/18, 2/19, 5/20, 3/21, 4/22, 2/23, 3/24, 5/24, 3/25, 4/26

Revised: 2/17, 1/18, 3/21, 5/24, 3/25, 4/26

**Saddleback College
School of Health and Wellness**

Math Competency

1. Assessment of math competency is a component of clinical, not lecture, and isn't part of the lecture grade.
2. In order to provide for patient safety and validate student proficiency, a medication/fluid administration calculation competency will be administered each semester by week 2.
3. The designated faculty for N170, N172, N173, and N176 are responsible for generation and administration of the competency for their respective course.
4. The competency will assess math skills necessary for safe and effective medication/fluid administration required for each individual course and students may not administer medications until the math competency test is passed.
5. Students must score a minimum of 85%.
6. A student receiving a score less than 85% may retake the competency one time. Prior to the retake, the student is required to review math errors and seek appropriate assistance to meet their learning needs with a retest no later than week 3.
7. Students in N170, N172, N173, and N176 who score less than 85% on the retake must withdraw from the clinical and theory courses as a failure.
8. All students must remediate according to directions from the nursing program director, or designee before re-entry into the program. Students must also follow Policy II.11.
9. All students are required to review the course syllabus for specific instructions.

Reviewed: 1/18, 2/19, 5/20, 3/21, 4/22, 2/23, 12/23, 4/24, 3/25, 4/26 Revised: 1/15, 1/18, 2/23, 12/23, 4/24

**Saddleback College
School of Health and Wellness**

Academic Progression and Grading

1. Generic students must take core nursing classes with a clinical component in the following sequence:
 - Semester 1: N 170 and N171
 - Semester 2: N 172
 - Semester 3: N 173, N 174
 - Semester 4: N 176
2. Additional core nursing classes must be completed within the following sequence:
 - N160 & N165 prior to or concurrently with semester 1
 - N161 prior to or concurrently with semester 2
3. LVN/transfer students will complete core nursing courses in the sequence determined during preadmission advisement with the nursing program director or assistant director.
4. Theory grades are based on objective examinations and written assignments per each course syllabus. The grading scale for all “N” courses is:

A	90-100%
B	80-89%
C	75-79%
D	60-74%
F	59% or less

Using the scale listed below, the final theory grade may be rounded up from 0.5 or higher except to pass the course:

A	89.5 -100%
B	79.5 - 89.4%
C	75.0-79.4 %

5. Clinical evaluations are “pass/fail.”

6. Refer to the Saddleback College Catalog "Academic Regulations" and SOCCCD Policy # 4230 GRADE POINT AVERAGE AND ACADEMIC RECORD SYMBOLS for incomplete grades (I), student withdrawal (W), and/or Excused Withdraw (EW).
7. A student who receives an "Incomplete" in a course must complete the deficiency with a grade of 75% or better within three (3) weeks prior to the end of the semester. Failure to meet this requirement will result in the student being dropped from the nursing program. A grade of "D" or "F" may be assigned.
8. Refer to the Saddleback College Catalog REGISTERED NURSE - A.S. Degree Requirements for graduation eligibility.
9. The student must have satisfactorily completed all courses as stated above from the SC Catalog except for preceptorship. While it is preferable that all students have completed preceptorship hours prior to pinning, it is recognized that there may be variables in impact a student's preceptorship completion.
10. A student in the nursing program who does not achieve a minimum grade of "C" in any required course cannot progress in the nursing program until such course is completed with a minimum grade of "C". A student may repeat a course with a clinical component only once except for a medical or military leave of absence.
11. A "D" or "F" in theory or a clinical failure will result in a failure of the entire course (clinical and theory).
12. Formal drops or withdrawals with the office of admissions and records are the responsibility of the student.
13. A student who has two course or clinical failures in the nursing program will be dropped from the nursing program and is not eligible for re-entry.
14. For readmission, refer to Policy II.11

Reviewed: 1/18, 2/19, 5/20, 3/21, 4/22, 2/23, 3/24, 3/25, 4/26

Revised: 2/17, 1/18, 4/22, 3/24, 3/25

**Saddleback College
School of Health and Wellness**

Disabled Students Programs and Services (DSPS)

1. The student must present the memo *“Accommodated Testing for Students with Disabilities”* and discuss their individual needs with the faculty member on the first day of class or immediately upon notification of eligibility.
2. The DSPS memo must be delivered by the student to each course lecture faculty a minimum of 7 days prior to the quiz/test or per course syllabus.
3. The student must schedule accommodated testing dates with DSPS to coincide with the date of the course’s scheduled quiz/test dates unless alternate instructions are given by the course lead instructor(s).
4. Students must request the exam dates through DSPS with sufficient time for the lecture faculty or designee and/or per the syllabus. Lecture faculty approves the exam with the ATC electronically.
5. Students are strongly encouraged to discuss their clinical accommodations with DSPS a month PRIOR to the beginning of the semester. Questions can be addressed to the program’s director of nursing for assistance with this process.
6. Dean/director coordinates with clinical faculty and DSPS counselors through the interactive process to identify reasonable accommodations for clinical courses.
7. Accommodations for clinical settings are unique from classroom accommodations. Accommodations for clinical courses must have an interactive process in each course (semester). Clinical accommodations at different hospital, community, simulation centers, skills labs may change or adapt for each clinical course/and or facility.

Reviewed: 1/18, 2/19, 5/20, 3/21, 4/22, 2/23, 3/24, 3/25, 4/26

Revision: 2/13, 2/14, 3/21, 2/23, 3/24

**Saddleback College
School of Health and Wellness**

Student Health Clearance

BACKGROUND:

The protection of students' health is critical to resist illness and prevent transmission of diseases to patients. Students are required to have a current American Heart CPR card, proof of malpractice insurance, an annual physical, and all required immunizations and health screenings. These regulations are based on hospital policies, the compliance tracking system (i.e. Castle Branch), and the Saddleback Nursing Department.

POLICY:

1. After acceptance into the program, multiple immunization/testing requirements must be met. This information can be found on the [Saddleback Nursing Home Page](#): Saddleback RN Admission Requirements. Please see the "[Mandatory Health Assessment Packet](#)" document listed under "What to expect once invited into RN Program."
2. A physical and TB screen are required annually and prior to entering the third semester.
3. Students have the responsibility of uploading documentation to the compliance tracking system per clinical agency requirements.
4. Students must contact the Saddleback Student Health Center for medical clearance.
 - a. Students may see their own healthcare provider instead of the Saddleback Student Health Center, but they are still required to fax all documents to the Student Health Center for clearance.

Any student who does not meet deadlines for these requirements may be dismissed from the program.

Created: 08/21

Reviewed: 9/21, 10/22, 12/22, 2/23, 3/24, 3/25, 4/26

Revised: 12/22

**Saddleback College
School of Health and Wellness**

Clinical Evaluation and Critical Objectives

1. Clinical evaluation will be completed at least once each clinical course.

Evaluation by the student's assigned clinical faculty(s) shall include student's positive accomplishments as well as any identified deficiencies that need improvement. Evaluations must be documented, signed, and uploaded to SharePoint. Students are expected to participate in the evaluation process and sign the form.

1. Students who are unsuccessful in clinical performance must withdraw from the course. (See Policy II.11)
2. Students who have an identified deficiency which is not a critical objective may be given an Advisement Counseling Flow Sheet. As time allows, the student will have two (2) clinical weeks to improve the identified deficiency (ies).
 - a. If student does not demonstrate improvement for the non-critical objective after remediation, the student may receive an Unsatisfactory Counseling Flow Sheet.
 - b. Student may be dismissed from the course for failure to meet non-critical objectives.
3. If the deficiency identified is a critical objective of the course or the program, the student will receive an Unsatisfactory Counseling Flow Sheet and may be dismissed from the course at any time.
4. In addition to critical objectives listed, students may be dismissed from the clinical course for:
 - a. removal of any unauthorized syringe, needle, medication, supplies or equipment from the skills lab.
 - b. removal of such items from any clinical facility for any reason,
 - c. removal of any hospital supplies or skills lab supplies or equipment that has not been issued to them (See Policy II.6 Academic Progression and Grading) or
 - d. any violation of HIPAA (See Policy III.13 Social Media and Use of Technology).

CRITICAL OBJECTIVES FOR ALL COURSES*

(Included in all clinical classes. Each clinical course will have end of course clinical student learning outcomes that must be met in order to progress. See course syllabus.)

The student will:

- utilize standard precautions,
- use two patient identifiers for medication administration and treatments only under RN supervision,
- utilize the “Rights of Medication Administration” to administer medications,
- immediately report any significant change in the patient’s condition to the responsible RN,
- validate with faculty nursing practices and/or procedures that are contrary to classroom instruction prior to initiation of patient care,
- recognize and immediately report any error or unsafe condition to the clinical faculty,
- maintain academic honesty, professional behavior and confidentiality and abide by the Code of Conduct and Ethics (See Policy II.6),
- recognize own limitations and accurately assess own abilities prior to initiation of patient care,
- have the faculty or another licensed nurse present at the bedside when performing any procedure for the first time or until the student has been deemed safe by the faculty,
- Throughout the Saddleback College Nursing Program, no student will perform the following skills without direct supervision by a faculty or licensed RN:
 - all IV insertions,
 - all IVP medications,
 - all accesses for the purpose of phlebotomy,
 - any access to central lines or implanted ports for any purpose,
 - TPN administration, and
 - blood and blood product administration.
 - invasive procedures

This statement is not inclusive - course by course guidelines will be found in each clinical syllabus and further defined by the clinical facility policies

*Failure in any one of these areas will result in a referral to the director and may result in dismissal from the course.

Reviewed: 1/18, 2/19, 5/20, 3/21, 4/22, 2/23, 3/24, 3/25, 4/26

Revised: 8/12, 4/17, 4/22, 3/24, 4/2

**Saddleback College
School of Health and Wellness**

Skills Lab Guidelines

- I. Health Sciences Release of Liability form must be signed prior to working in the skills lab.
- Upon arriving
 - o turn off cell phones or put on vibrate,
 - o login for everything outside of scheduled clinical hours.
 - o never log in for anyone else and
 - o do not eat or drink in the lab except water in closed container.
- II. While working (Refer to Policy IV.1 Clinical Evaluations/Critical Objectives).
- do not use pens or markers around the manikins or equipment,
 - report any damage to equipment or operating problems to the lab staff and
 - have direct supervision by a faculty member, when working on a person, for the following:
 - o IV insertions,
 - o phlebotomy and
 - o injections.
- III. Intravenous insertion
- Participation in receiving an IV is completely voluntary. Students may elect to discontinue participation at any time, and there is no extra credit or other incentive for participating.
 - Faculty in this lab will instruct students on IV sites that can be used in this lab.
- III. Before leaving
- clean up area prior to leaving lab,
 - straighten the bed linens,
 - clean off the manikin if anything is placed on a manikin (tape, topical meds, etc.)
 - place beds in locked and lowest position and
 - place side rails up when manikin is in the bed.
- IV. No equipment or supplies should leave the lab unless it is properly checked out.

Reviewed: 1/18, 2/19, 5/20, 3/21, 2/22, 4/22, 2/23, 3/24, 3/25, 4/26
11/13/19, 2/22, 4/22, 2/23, 3/24

Revised: 1/15,

**Saddleback College
School of Health and Wellness**

Nursing Student Grade Notification

1. Grades will NOT be emailed to students or posted in a public place.
2. It is the responsibility of each faculty member to inform students as to the procedure for obtaining grades for each individual class.
3. Faculty should attempt communication by phone or in person for any nursing student with a course or clinical failure.
4. The lecture faculty must notify the nursing office and the student who did not pass the nursing class within 48 hours of not passing the class.

Reviewed: 1/18; 2/19, 5/20, 3/21, 4/22, 2/23, 3/24, 3/25, 4/26

Revised: 01/15; 1/18

**Saddleback College
School of Health and Wellness**

Student Input and Representative Roles

1. Course evaluations:

- of all nursing department classes are completed by students at the end of each course (and some selected learning opportunities such as simulation lab),
- are completed online independently and anonymously for each theory and clinical experience in the program, not individual instructors and,
- the completed evaluations are released by the nursing department for analysis and needed follow up.

2. Student Course Representatives:

- At least one representative and an alternate from each semester is requested to attend faculty meetings for 5 minutes max/course,
- all students are welcome to this portion of the faculty meeting
- will serve as a liaison between the class and faculty to present collective student feedback from their designated class including curriculum, nursing policies, Canvas, HESI, or other platforms,
- are invited to attend the end of course team meeting to provide feedback for lecture and clinical experiences, and
- are encouraged to share their concerns freely in an atmosphere of openness and collegiality without fear of negative consequences.
 - Feedback is to be provided in a constructive and civil manner.
 - Student or instructor personal issues should not be dealt with in the nursing faculty meeting. The correct process is following the chain of command, which is to discuss the issue with the instructor, the nursing chair (a.k.a. assistant director), the director of nursing, and then the dean. **(See grievance process in the Nursing Student Handbook).**

3. Nursing Program Committee Membership

- a. There are several committees in the nursing program that have opportunities for student representation including:
 - Emergency Cardiac Care Education Committee (ECC)
 - Curriculum
 - California Nursing Student Association (CNSA)
 - Educational Effectiveness
 - Policy
 - Resource Allocation
 - Simulation

b. Responsibilities are to:

- Becoming familiar with the committee role and responsibilities,
- review each meeting agenda provided by faculty in advance,
- elicit input from fellow students and provide feedback to the represented committee, and
- attend all regularly scheduled meetings unless portions are closed to students related to confidentiality.
- Please refer to Policy VI.8 Responsibilities of Standing Committees.

4. All students have the right to contact the Board of Registered Nursing and **Accreditation Commission for Education** regarding concerns about the educational program offered at Saddleback College.

Reviewed: 1/18, 2/19, 5/20, 3/21, 4/22, 2/23, 3/24, 3/25, 4/26

Revised: 2/16; 2/17, 3/21, 2/23, 3/25

RELATIVE CALIFORNIA LEGISLATION

AB 2138 – Changes to the Evaluation of Applicants with Criminal Convictions

Beginning on July 1, 2020, AB 2138 changes how the BRN evaluates applicants for licensure with prior criminal convictions and/or prior formal discipline against other professional licenses.

- For most applicants, the BRN will only review convictions and prior discipline which occurred within seven years of application
- The seven-year limitation does not apply to “serious felony” crimes as specified by law and any crimes requiring sex offender registration.
- Regardless of when the conviction occurred, the BRN *will not* consider any criminal conviction later dismissed, vacated, or expunged pursuant to Penal Code sections 1203.4, 1203.4a, 1203.41, or 1203.42.
- The BRN *will not* consider an arrest that resulted in any disposition other than a conviction, including arrests resulting in an infraction, citation, or juvenile adjudication.
- Applicants are not required to disclose any information or documentation regarding their criminal history; this includes police arrest records and court records.
- When the applicant’s fingerprint results reveal a criminal conviction history, the BRN’s Enforcement Division will request and obtain certified court and arrest records prior to making a licensing determination.
- This process may be very lengthy.
- Applicants may voluntarily provide certified arrest and certified court records for board consideration, which may significantly reduce the amount of time to receive a decision.

Senate Bill 425 Mandatory Reporting of Sexual misconduct

The purpose of this bill is to ensure that allegations of sexual abuse and misconduct are reported to the appropriate licensing board, so these cases can be reviewed and investigated to allow appropriate disciplinary action to be taken, if warranted.

Saddleback College Nursing Program Counseling Flow Sheet

Student: _____ **Semester/Year:** _____
Course: ☐ Clinical ☐ Theory ☐ Advisement ☐ Unsatisfactory Performance
☐ Instructor: _____
Theory- Area of Concern:
☐ Low Test Scores
☐ Other

Clinical SLOs	Critical Objectives (i.e. 1.A 1)	Describe behaviors indicating that Clinical SLO is not being met
1. Nursing Process		
• Critical Thinking • Judgment • Clinical Preparation		
2. Safety		
• Clinical Skills		
3. Communication		
• Written/verbal		
4. Professional Role		
• Responsibility • Accountability • Attendance		

Recommendations: _____ **Referral to: Director/Assistant Director**

Reading Program: ___ English 333/337 ___ English 332 ESL ___ English 170	Counseling Services: ___ Academic ___ Health Center ___ Assertiveness Training ___ Anger Management ___ Conflict Resolution ___ Confidence Building ___ Communication Skills for Nursing course ___ Other	Mentor Program: (strategies) ___ Test Taking ___ Study Skills ___ Time Management ___ Tutoring	Skills: ___ Practice-tests in HESI ___ Testing ___ Remediation ___ HESI-case studies ___ Simulation ___ Skills Area(s) of concern:
___ Writing Lab	___ Special Services	___ LAP	___ Financial Assistance
___ HSC 228 Calculations for Meds	___ Experience in health-related field	___ Independent Studies	___ Career Services
___X___ Other: _____			

Plan for Improvement:

Student Comments:

Student Signature: _____ **Faculty Signature:** _____ **Date:** _____

Saddleback College Nursing Program
Policy Attestation Form

I acknowledge that I have reviewed, understand, and agree to comply with the following Nursing Program policies, college regulations, and clinical agency requirements. I understand that failure to comply may result in disciplinary action, course failure, removal from clinical, delay in progression, dismissal from the Nursing Program, or other consequences.

☐ **A – Academic Honesty**

- I will not engage in cheating, plagiarism, falsification, fabrication, unauthorized use of AI, or any other form of academic dishonesty.
- I understand academic dishonesty may result in course failure and possible dismissal from the Nursing Program.

☐ **B – Background Check and Drug Screening**

- I understand completion of required background checks and drug screenings is mandatory.
- I understand positive findings may affect eligibility for clinical placement and program participation.
- I understand I must report any criminal charges, arrests, or convictions as required by program policy.

☐ **B – Basic Life Support (BLS) Certification III.2**

- I understand I must maintain a current American Heart Association BLS Provider certification throughout the program.

☐ **C – Clinical Placement Requirements**

- I understand I must maintain all required health clearances, immunizations, titers, physical examinations, CPR certification, liability insurance, and other clinical compliance requirements.
- Failure to maintain compliance may result in removal from clinical experiences and inability to progress in the program.

☐ **C – Confidentiality and HIPAA**

- I understand patient information is confidential and will comply with HIPAA and facility requirements.

☐ **D – District Standards of Student Conduct (AR 5500)**

- I understand I am subject to District standards of conduct and disciplinary procedures.

☐ **E – Essential Functions and Technical Standards**

- I understand I must be able to perform the essential functions and technical standards required for safe nursing practice, with or without approved accommodations.

☐ **G – Grievance Procedures**

- I understand the Nursing Program and District grievance processes, including AP 5530.

☐ **M – Math Competency**

- I understand successful completion of all required medication calculation and math competency requirements is mandatory for progression.

☐ **N – Nursing Uniform and Professional Appearance**

- I agree to comply with all uniform, identification badge, and professional appearance requirements.

☐ **P – Professional Behavior**

- I agree to demonstrate professional, respectful, and ethical behavior in all classroom, laboratory, simulation, clinical, and online learning environments.

☐ **S – Skills Laboratory Safety**

- I agree to follow all skills laboratory policies and safety requirements.

☐ **S – Social Media and Technology Use**

- I understand that posting patient, clinical, faculty, student, or program information on social media is prohibited.

☐ **S – Student Attendance**

- I understand attendance requirements apply to classroom, laboratory, simulation, and clinical experiences.

☐ **S – Student Health, Illness, Injury, and Impairment**

- I understand I may not participate in clinical activities when impaired or unable to provide safe patient care.

☐ **T – Title IX and Sexual Misconduct Reporting**

- I understand the College's Title IX and sexual misconduct reporting requirements and know where to access support resources.

☐ **U – Unsuccessful Theory and/or Clinical Performance**

- I understand the progression, remediation, re-entry, and dismissal policies associated with unsuccessful academic or clinical performance.

Student Policy Acknowledgment

1. I have received access to the Saddleback College Nursing Program Handbook.
2. I am responsible for reviewing and complying with all Nursing Program policies and procedures.
3. Policies may be updated during the academic year, and I am responsible for reviewing revisions when notified.
4. Questions regarding policies should be directed to Nursing Program Administration before signing this form.

Student Name: _____

Student Signature: _____

Date: _____



Saddleback College Nursing Program

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Phone: (949) 582-4701
Office Location: HS 244
Email: scnursing@saddleback.edu



**South
Orange
County**
Community
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Saddleback College • Irvine Valley College • Advanced Technology & Education Park

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