



GURNICK
ACADEMY

Bachelors of Science Degree Nursing Program
Student Handbook
2023-2024

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From Academy & Program Administrators

Welcome to Gurnick Academy of Medical Arts, Bachelors of Science in Nursing Program.

We are excited; you have made this very important decision to further your education by obtaining a Bachelors of Science in Nursing Program. We look forward to assisting you in this endeavor. The mission of Gurnick Academy of Medical Arts is to offer quality allied-health and nursing programs that integrate professional skills, career-focused education and hands-on practical experience, empowering students to develop and achieve their personal and career potentials. We believe that education should promote the development of positive self- esteem. Therefore, our institution provides services that support the efforts of students to succeed academically, vocationally and personally. The Academy provides a sophisticated level of training to individuals who desire a professional career in the medical field. This is accomplished through educational programs utilizing up to date training equipment, didactic lectures and hands-on experience provided by highly trained physicians, nurses, instructors and technologists.

The Institute of Medicine (IOM) nursing report entitled “Future of Nursing: Leading Change, Advancing Health”, recommended higher levels of education in the nursing field and followed with a specific goal to increase the proportion of nurses with a bachelor’s degree to 80 percent by 2020. Gurnick Academy of Medical Arts seeks to assist in meeting this goal by offering the Bachelors of Science in Nursing Program to facilitate students the educational pathway for academic progression to the baccalaureate degree in nursing. This program integrates professional skills, career-focused education and hands-on practical experience to empower students to advance their educational and career goals.

Gurnick Academy is proud to offer its Bachelors of Science in Nursing Program to you. Our curriculum and educators all have been chosen with the purpose of maximizing your experience with the goal of developing and expanding your knowledge base for success in your academic and professional growth. Gurnick Academy promotes the development of positive self- esteem, and for that purpose, provides services that support each student’s efforts to succeed academically, professionally, and personally.

As you devote yourself to advancing your nursing education, we encourage you to commit yourself wholeheartedly to your studies. You are the key to your own success. We commit our experience, talent,

leadership, knowledge and the school's resources to aid you in your journey. We look forward to your success as you commit yourself to this endeavor.

We welcome you, and may our journey together be one filled with good memories to come.

Sincerely,

Dr. Larisa Revzina, Chief Academic Officer

Samantha Manlosa Sanchez, Dean of Nursing, Executive Director RN Programs

Introduction

The *Catalog* and *Student Handbook* contain and reference all of the program's policies, procedures, curricular information, disclosures, evaluation processes, and forms for classroom and clinical instruction. The *Catalog*, *Student Handbook* and electronic copies of the forms are also available through Gurnick's website. If you have any questions please consult with your Program Director, and Nursing Faculty.

Policies

All policies governing the program are published in the Catalog & Addendum. Students who do not comply with the established guidelines are counseled as needed and disciplinary action will be taken when appropriate. It is the student's responsibility to read, know, and understand all published academy policies. Gurnick Academy periodically publishes a new Addendum to the Catalog. Please be sure to review the changes so that you are up to date with the most current policies.

Please refer to the Catalog & Addendum for all important **Program-related Policies**

- Program Description; Goals and Objectives; Program Outline; Program Length and Schedule
- Copy of the School Catalog & Addendum and Program Application Package
- Copy of Enrollment Agreement
- Refund Policy
- Advanced Placement Policy and Credit Granting
- Informed Consent Form
- Tuition Refund Policy
- Payment Policy
- Intranet/GEGI Registration Policy
- Hold Harmless Agreement
- Video, Audio, & Photographic Recording
- Arbitration Agreement and Waiver of Jury Trial
- Drug Free Policy
- Clinical Training Policy
- Travel Disclosure
- Graduation Requirements
- Consent to Release Information – Employers, Educators, Institutions
- Refundable Statistical Data Recovery (RSDR) Fee Policy
- Student Bill of Rights and Considerations Prior to Enrollment

- Attendance Policy- Tardiness- Drop Policy
- Student Grievance Procedures
- Appeals

Student Dress Code

Students are expected to maintain a neat, clean, and professional appearance while attending Gurnick Academy. Uniforms should fit so that when the student bends forward, the bottom hem of the top covers the pants' waistband in the back. Visible chest cleavage is not permitted. Pant hems should be tailored as to not drag on the floor when walking or standing.

- Students may wear a plain white t-shirt under the uniform. No other colors are permitted. The t-shirt may be sleeveless, short or long-sleeve. Turtlenecks are permitted. Sweaters, hoodies, or other types of similar apparel are not permitted.
- Picture ID badge must be worn at all times above the waist with the picture facing forward.
- Undergarments must be worn at all times, be of neutral color, and cannot be visible.
- The only jewelry that may be worn with the uniform is a wedding/engagement ring, one pair of small post earrings in earlobes only, and a non-electronic wristwatch. This is contingent based upon the clinical sites and their requirements/policies. No other body piercing jewelry is allowed. If necessary, a small skin toned bandage is permitted to cover a visible piercing. Necklaces must be kept under clothing and not visible. In certain clinical rotations, it may be advisable to not wear any jewelry at all. Earlobe gauges must be filled or covered in flesh tones. No objects of any type may be worn in the tongue. In all cases, the student must be in compliance with the professional appearance policy of the clinical agency. No accommodation will be made to change the location of clinical experiences.
- Tattoos must be covered if possible. Tattoos which cannot be covered must not convey a message that is contrary to professional standards and must not pose a potential customer relations issue.
- Hair must be clean, combed, natural color (not pink, blue, purple, etc.), worn up/off the collar, and worn back from face while in uniform to meet health and safety standards. Unconventional hair styles (such as a Mohawk) are not permissible in lab or clinical settings. Closely trimmed beards, sideburns, and mustaches are permitted, but must meet facility policy for client safety. No hair adornments may be worn in the hair to the clinical/lab setting (i.e. artificial flowers, scarves, or jewels).

- Makeup should be minimal and in good taste. False eyelashes and eyelash extensions are not permitted.
 - No chewing gum while in the nursing laboratory or in the clinical setting.
 - Students will maintain personal hygiene, including oral care. Students will be free of offensive body odor and/or cigarette odor. No cologne, after-shave, scented lotions, and/or perfumes are permitted.
 - Fingernails must be clean and not extend beyond the edges of fingers. No nail polish is permitted. Artificial nails, gel polish nail wraps, or extenders are not permitted in the clinical setting.
- Unacceptable Attire in the Clinical and/or Laboratory Setting and Sponsored Events.
- No thin or see through clothes, sleeveless tops, sun dresses, halter tops, tank tops, T-shirts, shorts, mini dresses, sweat tops.
 - Shoes must be white professional medical shoes that are closed-toe, non-porous leather or pleather that can be easily cleaned and polished.

Model Notification of Rights under FERPA for Postsecondary Institutions

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. (An “eligible student” under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution.) These rights include:

1. The right to inspect and review the student's education records within 45 days after the day Gurnick Academy of Medical Arts institution (“School”) receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The school official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the school official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

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

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the school decides not to amend the record as requested, the school will notify the student in

writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the School in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the School who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for Gurnick Academy of Medical Arts.

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

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

Section One: Program Information

BSN Program Mission Statement

The mission of Gurnick Academy of Medical Arts is to offer quality allied health and nursing programs that integrate professional skills, career-focused education and hands-on practical experience, by empowering students to develop and achieve their personal and career goals.

The purpose of the Bachelor of Science in Nursing is to achieve distinction in the undergraduate nursing program and to advance the mission of Gurnick Academy of Medical Arts by:

1. Active preparation of the baccalaureate student to assume roles in nursing practice that is in accordance with the regulatory and accrediting agencies.
2. Active preparation of the baccalaureate student to bear responsibility in practice, education, and research.
3. Promote public health by developing new knowledge and applying this knowledge to innovate health care delivery in a public health setting.
4. Provide insight, assistance, and teaching of health care programs in response to the growing needs and acuity of the public health.
5. Be a champion in nursing research and scholarship.

BSN Program Goals

The faculty at Gurnick Academy of Medical Arts are committed to:

1. Providing a learning environment that nurtures cultural diversity, differences in learning styles and is free of discrimination and judgment.
2. Graduate well-prepared Bachelor of Science in Nursing students who demonstrate clinical behaviors and judgments to meet the essential competencies necessary to obtain licensure and join the workforce as an entry-level nurse.
3. Ensure that graduates are equipped with the necessary knowledge and skills to respond to the growing needs of the community in healthcare delivery and practice.
4. Produce well-rounded nurses that are culturally sensitive, situation-adaptive, and active advocates of the community it serves.
5. Continuously visit its curriculum and revise as necessary in order to ensure that

its nursing graduates are able to adapt to rapid changes in healthcare delivery and practice.

6. Build a learning platform that will inspire its nursing graduates to pursue recognition and excellence in practice, research, and community outreach
7. Foster nurturing partnerships with its community organizations for academic programs.
8. Inspire its nursing graduates to seek higher education by developing a plan for faculty growth and professional development.

Terminal Educational Outcomes

By the end of the baccalaureate nursing program, the graduate will be able to:

1. Apply theoretical and clinical concepts of health promotion and disease prevention practices, providing a safe and nurturing environment, as well as lead innovations in nursing practices according to nursing regulations and accrediting agencies.
2. Critically appraise, analyze, and create a framework that integrates didactic and clinical learning into everyday practice and leadership activities.
3. Evaluate patient care practices that are evidence-based and community driven.
4. Express a strong commitment to nursing research through active participation in professional organizations and education advancement.
5. Demonstrate leadership by becoming a well-rounded nurse that is ethical, respectful, and well-informed, that is fully responsive to the needs and acuity of the community it serves.

Faculty

All courses of the Bachelors of Science in Nursing Program are taught by a team of highly experienced faculty from various specialty areas. They are chosen for their commitment to teaching and their expertise. The faculty and staff are committed to provide the best possible educational environment and instruction to assure competency in all areas of the established curriculum.

Personal Data Notification

The Staff of Gurnick Academy requires the most current information for each student's home address, email address, phone number(s), and emergency contact information (for clinical sites). In the event of a change in a student's personal data on file at the Campus of your enrollment, the student is responsible for notifying the program officials within three (3) business days.

Philosophy of the Nursing Program

The faculty at the Department of Nursing is an integral part of Gurnick Academy of Medical Arts. The faculty believes and integrates the philosophical and theoretical foundations of Maslow's, QSEN, KSA in the Bachelors of Science in Nursing Program curriculum. The faculty supports the following concepts and beliefs:

Man

Man is recognized as a dynamic biopsychosocial being, who interacts with an ever changing society composed of individuals, families, and communities of various cultural backgrounds. It gives credence to the health care delivery system which demands that man understand and become an active participant in health maintenance by taking responsibility for decisions about his health and health care.

Nursing

Guided by a multidisciplinary body of knowledge, nursing is characterized by a commitment to the value of caring. Nurses operate holistically from a scientific base and utilize the nursing process for integrating concepts and implementing therapeutic nursing interventions. Nurses incorporate a variety of therapeutic modalities to promote the optimal functioning and adaptation of individuals seeking health care services.

Holistic Clients

The nursing faculty believes that holistic clients are unique and dynamic human beings comprised of interrelated biological, intellectual, psychological, spiritual, sociocultural, and environmental components. Individuals are in constant interaction with forces in their internal and external environments, responding in an integrated, adaptive manner to maintain an optimal state of health throughout the lifespan.

Clients are members of families and communities and possess a shared belief system that guides individual behaviors. Clients who seek health care have unique characteristics, needs and abilities. They have a right to knowledge about health care concerns and issues that may affect their lives and should take an active role in health care decision making. The faculty believes that the client is the primary focus of a safe nursing care consistent with the legal, ethical, and regulatory guidelines.

Nursing Education

Nursing education is dynamic and responds to current and future needs of people in a changing health care delivery system. Nursing education consists of basic preparation and continuing education. Basic education prepares graduates eligible to take the national licensure examination for registered nurses and to achieve the necessary competencies to practice safe nursing care. Learning is a lifelong process enabling students to assimilate knowledge and develop values, skills, and competencies. The faculty recognizes that students enter the nursing program with a variety of educational and life experiences. The faculty believes that learning and teaching are interactive processes and expects the student to assume an active role. The faculty uses a variety of instructional strategies to accommodate multiple learning styles, facilitate critical thinking, and problem solving. The faculty implements a dynamic curriculum by emphasizing the integration of technology in the classroom and clinical experience in preparation to the continually evolving health care delivery system and socio-cultural needs. These skills enable the associate degree nurse to make decisions and take actions that are consistent with standards for nursing practice and licensing laws. The faculty is committed to design and implement evidence based instructional tools and activities to develop the student's interest in research, advanced study, and professional growth in nursing. The faculty believes that to achieve a successful learning outcome, a proactive role in the development of mentoring students and a dedication in promoting a strong academic support system for the students are essential in social integration and student retention. Gurnick Academy of Medical Arts promotes a collaborative learning environment with emphasis in creating an inclusive classroom and campus that values a culture of openness for the students, staff, faculty, and community partners.

The Registered Nurse

The registered nurse functions in three roles: provider of care, coordinator of care and member of a profession. Within these roles, the associate degree nurse implements individualized plans of care for clients from diverse and multicultural populations. The bachelor's degree nurse also coordinates client care with other nurses and members of the interdisciplinary health care team using effective communication skills. The bachelor's degree nurse practices in a variety of health care settings where policies and procedures are specified, and guidance is available. The bachelor's degree nurse is competent, skilled, ethical, and accountable to society in fulfillment of its needs.

Curriculum Description

The framework for the Bachelors of Science in Nursing Program is consistent with the Gurnick Academy of Medical Arts mission of integrating career focused education, professional skills, and hands-on practice. Maslow's Hierarchy of Needs has been chosen for the curriculum framework which is in accord with the Academy's Bachelors of Science in Nursing Program. The bio-psychosocial aspects of the framework meld the concepts of health, person, environment and nursing. The Bachelors of Science in Nursing curriculum is designed to facilitate the student's professional progression to advanced critical thinking/critical reasoning, problem solving and independent judgment, thus empowering the student to develop and achieve their personal and professional career potential.

Our curriculum also fosters the Quality and Safety Education for Nurses (QSEN) to meet the challenge of preparing future nurses who will have the knowledge, skills, and attitudes (KSA's) necessary to continuously improve the quality and safety of the healthcare systems in which they work. These KSA's include: Patient- centered care, Teamwork and Collaboration, Evidence-based Practice (EBP), Quality Improvement (QI), Safety and Informatics. Ultimately the organization of the curriculum leads to the achievement of the program terminal objectives.

Conceptual Framework for Curriculum

The framework for the Bachelors of Science in Nursing program is consistent with Gurnick Academy of Medical Arts' mission of integrating career-focused education, professional competencies, and hands-on practice. Maslow's Hierarchy of Needs has been chosen for the curriculum framework, which is in accord with the Academy's nursing program. The bio-psychosocial aspects of the framework meld the concepts of health, person, environment and nursing. The curriculum is designed to facilitate the student's professional progression from basic knowledge and competencies to advanced critical thinking/critical reasoning, problem solving and independent judgment, thus empowering the student to develop and achieve their personal and professional career potential. The influence of Maslow's Hierarchy is reflected in the programs' courses from fundamentals, developmental stages of life, cultural diversity, pathophysiology, and clinical experience as well as other courses as appropriate.

The BSN curriculum fosters Quality and Safety Education for Nurses (QSEN) to meet the challenge of preparing future nurses who will have the knowledge, competencies, and abilities (KSA's) necessary to continuously improve the quality and safety of the healthcare systems in which they work. These KSA's include: Patient- centered care, Teamwork and Collaboration, Evidence-based Practice (EBP),

Quality Improvement (QI), Safety and Informatics. Ultimately, the organization of the curriculum leads to the achievement of the program terminal objectives.

The Nursing Process is reflected in the Bachelors of Science in Nursing curriculum. The process of problem solving is composed of the following steps: assessment, diagnosis, planning, implementation, and evaluation. The concept of nursing process is integrated into each nursing course centering on client behaviors and responses, and the nursing actions and care. A nursing practice that places emphasis on the client and nurse as opposed to medical diagnoses and treatments.

The six-step nursing process is integrated into the nursing courses in the Bachelors of Science in Nursing Program. The nursing process provides a structure for students to apply the theoretical concepts and develop critical thinking for clinical practice throughout the curriculum.

The Six Components of Nursing Process:

- 1st Level Assessment
- 2nd Level Assessment
- Diagnosis
- Planning
- Implementation
- Evaluation

The standards of competent performance is reflected in the clinical component of the curriculum. The application of nursing process, formulation and utilization of nursing care plan, essential skills required, and legal scope of practice are threaded in the learning objectives of the curriculum.

The California Code of Regulations Title 16, Article 4, Section 1443.5 of the Nursing Practice Act definition of Standards of Competent Performance as mandated by the California Board of Registered Nursing.

A registered nurse shall be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological and physical sciences in applying the nursing process, as follows:

- (1) Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.

- (2) Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention and restorative measures.
- (3) Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client's health needs.
- (4) Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervises nursing care being given by subordinates.
- (5) Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and modifies the plan as needed.
- (6) Acts as the client's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.

Note: Authority cited: Section 2715, Business and Professions Code. Reference: Sections 2725 and 2761, Business and Professions Code.

Course Sequence

The Program Curriculum is broken up into eight (8) semesters providing a well-balanced blend of information and student workload.

BSN Program Outline

SEMESTER I			
Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	Human Body in Health & Disease I w/ Lab	75	4
GE 041	General Microbiology with Lab	75	4
GE 222	English Reading and Composition	45	3
GE 112	Algebra I	45	3
GE 201	Introduction to Sociology	45	3
TOTAL		285	17

SEMESTER II			
Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020B	Human Body in Health & Disease II w/ Lab	75	4
GE 031	Nutrition in Health & Disease	45	3
GE 202	General Psychology	45	3
GE 240	Public Speaking, Basics of Effective Communication	45	3
GE 110	Critical Thinking	45	3
TOTAL		255	16

SEMESTER III			
Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 111	Research Statistics	45	3
GEH 101	Organization & Function of Health Services	45	3
GEH 102	Essentials of Patient Education	45	3
GE 103	Growth and Development Through Lifespan	45	3
GEH 201	Holistic Health & Complimentary Alternative Medicine	30	2
GEH 301	Ethics and Law in Health Science	45	3
TOTAL		255	17

SEMESTER IV			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 100	Fundamentals of Nursing Theory	45	3
RN 101	Fundamentals of Nursing Clinical and Lab	157.5	3.5
RN 102	Health Assessment Theory	45	3
RN 103	Health Assessment Skills Lab	67.5	1.5
RN 104	Pharmacology	45	3
TOTAL		360	14

SEMESTER V			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 106	Pathophysiology	45	3
RN 200	Medical/Surgical I Theory-Introduction to Med/Surg	45	3
RN 201	Medical/Surgical I Clinical-Introduction to Med/Surg	90	2
RN 202	Medical/Surgical II Theory-Intermediate Med/Surg	45	3
RN 203	Medical/Surgical II Clinical-Intermediate Med/Surg	90	2
TOTAL		315	13

SEMESTER VI			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 400	Mental Health Nursing Theory	45	3
RN 401	Mental Health Nursing Clinical	90	2
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
TOTAL		382.5	14.5

SEMESTER VII			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
RN 404	Community Health Nursing Theory	45	3
RN 405	Community Health Nursing Practicum	90	2
TOTAL		382.5	14.5

SEMESTER VIII			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 500	Leadership/Management in Nursing Theory	45	3
RN 501	Leadership/Management in Nursing Clinical	90	2
RN 502	Nursing Informatics	45	3
RN 504	Nursing Research	45	3
RN 505	Bachelors Achievement Capstone Portfolio	45	3
TOTAL		270	14

PROGRAM TOTAL = 120 Units

50 Units of Prerequisites

70 Units of Nursing Courses

LVN To BSN Advanced Placement Outline

Required General Education Courses that can be Credit Granted:

General Education Courses			
Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020A	Human Body in Health & Disease I w/ Lab	75	4
GE 041	General Microbiology with Lab	75	4
GE 222	English Reading and Composition	45	3
GE 112	Algebra I	45	3
GE 201	Introduction to Sociology	45	3
TOTAL		285	17

General Education Courses			
Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 020B	Human Body in Health & Disease II w/ Lab	75	4
GE 031	Nutrition in Health & Disease	45	3
GE 202	General Psychology	45	3
GE 240	Public Speaking, Basics of Effective Communication	45	3
GE 110	Critical Thinking	45	3
TOTAL		255	16

Transition Course			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 180	Nursing Advanced Placement Transition Course	52.5 Theory 67.5 Lab	3.5 Theory 1.5 Lab
TOTAL		120	5

General Education Courses			
Course Number	Course Title	Clock Hours	Semester Credit Hours
GE 111	Research Statistics	45	3
GEH 101	Organization & Function of Health Services	45	3
GEH 102	Essentials of Patient Education	45	3
GE 103	Growth and Development Through Lifespan	45	3
GEH 201	Holistic Health & Complimentary Alternative Medicine	30	2
GEH 301	Ethics and Law in Health Science	45	3
TOTAL		255	17

SEMESTER I			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 106	Pathophysiology	45	3
RN 400	Mental Health Nursing Theory	45	3
RN 401	Mental Health Nursing Clinical	90	2
RN 300	Maternal Newborn Theory	45	3
RN 301	Maternal Newborn Clinical	67.5	1.5
RN 304	Medical/Surgical III Theory-Advanced Med/Surg	45	3
RN 305	Medical/Surgical III Clinical-Advanced Med/Surg	90	2
TOTAL		427.5	17.5

SEMESTER II			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 302	Care of Children Theory	45	3
RN 303	Care of Children Clinical	67.5	1.5
RN 402	Medical/Surgical IV Theory-Complex/Critical Care Med/Surg & Leadership	45	3
RN 403	Medical/Surgical IV Clinical-Complex/Critical Care Med/Surg & Leadership	90	2
RN 404	Community Health Nursing Theory	45	3
RN 405	Community Health Nursing Practicum	90	2
TOTAL		382.5	14.5

SEMESTER III			
Course Number	Course Title	Clock Hours	Semester Credit Hours
RN 500	Leadership/Management in Nursing Theory	45	3
RN 501	Leadership/Management in Nursing Clinical	90	2
RN 502	Nursing Informatics	45	3
RN 504	Nursing Research Theory	45	3
RN 505	Bachelors Achievement Capstone Portfolio	45	3
TOTAL		270	14

PROGRAM TOTAL = 125 Units

50 Units of Prerequisites

51 Units of Nursing Courses (Inclusive of Transition Course) 24 Units of LVN Education Transfer

Credit Granting for Nursing Education:

Students may request credit granting for previously taken nursing courses. If official transcripts are not submitted at the time of the application, students forfeit the opportunity to apply for credit granting on courses taken previously.

LVN's can transfer in 24 Semester Credit Hours of LVN courses that have been taken at the post-secondary level at an institution accredited by an agency recognized by the United States Department Of Education or the Council of Higher Education Accreditation.

The content of these 24 transfer credits shall include the following:

- Nursing Theory hours (prior to program): 15 semester credit hours for the following equivalent courses at Gurnick:
 - RN 100 Fundamentals of Nursing (3 semester credit hours)
 - RN 102 Health Assessment Theory (3 semester credit hours)
 - RN 104 Pharmacology (3 semester credit hours)
 - RN 200 Medical Surgical Nursing I Theory-Intro to Med-Surg (3 semester credit hours)
 - RN 202 Medical Surgical Nursing II Theory-Intermediate Med-Surg (3 semester credit hours)

- Nursing Lab hours (prior to program): 1.5 semester credit hours for:
 - RN 103 Health Assessment Skills Lab (1.5 semester credit hours)

- Nursing Clinical hours (prior to program): 7.5 semester credit hours for:
 - RN 101 Fundamentals of Nursing Clinical and Lab (3.5 semester credit hours)
 - RN 201 Medical Surgical Nursing I Clinical (2 semester credit hours)
 - RN 203 Medical Surgical Nursing II Clinical (2 semester credit hours)

Admission:

Applicants for the Bachelors of Science in Nursing Program must meet the general admission requirements of the school and the specific program requirements. The Office of Admissions processes all applications.

To be considered for admission into the **Bachelors of Science in Nursing** program, ALL applicants must meet the following criteria:

- Applicants must meet the following admission policies of Gurnick Academy of Medical Arts: immunization, health screening, background check, and CPR certification (see Policies of Gurnick Academy of Medical Arts in School Catalog and “Admissions”).
- Applicants must submit a completed application. It is recommended that interested applicants fill out the application with the admissions advisor.
- Applicants must have graduated from high school or earned a GED and be at least 18 years of age.
- Applicants must pay all applicable fees, as per the current published fee schedule prior to the issuance of an enrollment contract or make other payment arrangements acceptable to the school.
- Applicants must complete all prerequisites to the BSN program.
- Applicants must have a cumulative grade point average (**GPA**) of 2.5 (on a 4-point scale) or higher in all college course work. Official transcripts are required.
- Applicants must take an Admission Assessment test: the **Test of Essentials Academic Skills**. It tests math, reading, English and language use, and science. All students are encouraged to log on to www.atitesting.com for study material and other useful resources and information. The TEAS VII Test Passing score = 64% or higher.
- Applicants will be asked to pass an interview with the Nursing Program Director, Assistant Program Director or designee in person or via Skype, if necessary.**
- Applicants must submit a 2-3-page written essay on why they have chosen professional nursing as a career.

- Applicants must submit 3 letters of recommendation to the nursing program. These may come from employers, immediate work supervisors, health related facilities at which the applicant has done volunteer work, or faculty from previous college/university course work. *These letters or recommendation must be submitted on formal organizational stationery*
- Applicant will submit proof of health related &/or community work, e.g. volunteering at health fairs, in hospitals or clinics, work with the homeless, mentoring or tutoring other students, Big Brother or Big Sister *These experiences must be substantiated with a document or letter of verification on formal organizational stationery.*
- Applicants will be rank ordered on the basis of the following score which includes: • GPA in prerequisites • Admission Assessment Test (TEAS VII) • Personal Interview • Written Essay • Three Letters of Recommendation • Community Work • Health Related Experience

A student admitted to the Bachelors of Science in Nursing Program is assigned to an admissions advisor specific to the program. The advisor collaborates with the students to plan the nursing courses.

The following 33 units of General Education courses are required for BSN Program and the LVN To BSN Advance Placement. All prerequisite courses must meet the baseline criteria of general education criteria for the California State University system (CSUs). A transcript MUST be provided for the above prerequisites PRIOR to admission and will be accepted only if from an accredited institution that is approved by the US Department of Education.

Transfer and Challenge:

Gurnick Academy of Medical Arts adheres to the California Code of Regulations for Previous Education Credit. A policy and application form for Credit Granting is in place. The admissions advisor provides the requirements and the policy for transfer credits during the first meeting with a prospective student. Students seeking to transfer credit must submit the application by the due date.

The following required documents must be submitted by the student:

- Original transcript (if the transcripts have been submitted earlier Admissions Advisor will accept the copies)
- Course description (can be downloaded from the school's catalog/website)
- Completed Credit Granting Disclosure and Transfer Credit Request Form properly and in timely manner

Credit Granting for LVN Education

Students may request credit granting for previously taken nursing courses. If official transcripts are not submitted at the time of the application, students forfeit the opportunity to apply for credit granting on courses taken previously. LVN's can transfer in 33 units of prerequisite GE courses and 24 units of LVN courses that have been taken at the postsecondary level at an institution accredited by an agency recognized by the United States Department Of Education or the Council of Higher Education Accreditation.

Credit Granting Policy for Military Education and Experience

In compliance with the California Board of Registered Nursing (BRN), credit for military education and experience is available at Gurnick Academy of Medical Arts. Individuals who have held Military Health Care Occupations, specifically: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4NOX1C) may achieve advanced placement into semester two of the associate degree nursing program upon review and approval from the Bachelor of Science Degree Nursing Program Director. Submission of documentation of education and experience qualifying them for the specific Military Health Care Occupation, and upon successful completion of the challenge exam, dosage calculation exam and skills competency evaluation.

- Applicants must meet all admission requirements of the Associate Degree Nursing Program, completion of designated prerequisites and the current Test of Essential Academic Skills (TEAS) with a minimum score of 64%, and a minimum GPA of 2.5.
- Applicant must submit proof of honorable discharge from the military and proof of military service within the last five (5) years.
- Acceptance into the Associate Degree Nursing Program is based upon space availability, eligibility of the military education and experience, minimum passing score of 75% on the Challenge Exam and 100% on a dosage calculation exam.
- Military Challenge students applying to the Associate Degree Nursing Program after failure at another school will not be eligible for acceptance at the Associate Degree Nursing Program at Gurnick Academy of Medical Arts.

Mode of Delivery

All the nursing theory courses are offered on campus. The General Education courses are offered online. Students are required to attend the clinical experience during semester one, two, and three.

Please remember:

This is an Intensive Program. Students are expected to actively participate in the daily learning process.

Make ups:

Late assignments may be accepted only per instructor's approval with consequent penalties for late submission.

Excused absences:

Upon Approval of the Program Director in **advance** excused absences may be granted (Please see Gurnick Academy School Catalog for Absences Policy).

End of Each Semester

Please note that the end of each course is the Due date of the Final Exam or Term Project. By the final day of the class, please do the following:

Fill out and submit the online Course Evaluation for each course before you are allowed access to your final assignment/test

- Make sure that all assignments are submitted
- Complete all administrative requirements (with your corresponding Admission Advisors / Financial Aid, etc)
- Check your Final course grade and attendance on GEGI (Gurnick Intranet)

At the end of each Course, students must receive a grade of a minimum of 75% of the course total. A grade below 75% will result in course failure.

A score less than 75% (C) in any course (theory/didactic/clinical) is considered a failing grade. Students who do not achieve the minimum grade of 75% (C) will be withdrawn from the program. All clinical courses are paired courses with a corresponding theory course. Failure in one paired course equals failure in both courses. Both courses must be retaken and passed concurrently.

Graduation:

Students enrolled in the Bachelors of Science in Nursing Program must meet specific graduation requirements.

The following requirements for graduation include:

- Completes the required 120 units for BSN and 125 units for LVN To BSN Advanced Placement
 - Completion of 50 units of General Education courses and 70 units of nursing courses
 - Completion of 50 units of General Education courses and 75 units of nursing courses
- Cumulative General Point Average of 2.5
- Successful completion of the program exit exam

Students must complete and pass all didactic courses, exams, and clinical, as well as successfully meet all competency evaluations including full and complete online and in class participation in the NCLEX Live Review Course.

Student Code of Conduct

Students shall conduct themselves in a professional and ethical manner at all times. Students are expected to conduct themselves within the bounds of acceptable behavior and appearance, as defined in this catalog and judgment of Gurnick Academy of Medical Arts personnel. No profanity in the patient care areas or in the campus or classroom environments is tolerated. Insubordination to faculty and clinical instructors, or dishonesty, could be a reason for immediate expulsion from the program.

In addition to being expected to follow the rules and regulations established by the program and clinical facilities, students are expected to follow the Standard of Ethics and act in accordance with the American Hospital Association's Patient's Bill of Rights.

All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local governments, and for conducting themselves in a manner consistent with the best interests of the academy and of the student body. Gurnick Academy of Medical Arts reserves the right to expel a student for any of the following reasons, including but not limited to:

- Failure to maintain satisfactory academic progress
- Failure to pay academy fees and/or tuition by applicable deadlines
- Any unpaid balance for tuition, fees and supplies becomes due and payable immediately upon a student's expulsion from the academy
- Disruptive behavior, posing a danger to the health or welfare of students or other members of the Gurnick Academy's community
- Unlawful possession, use, distribution, or attempted unlawful possession, use or distribution of drugs and/or alcohol
- Destruction or damage of personal or school property

- Reckless driving or parking violations on campus
- Hazing of students or initiation that is dangerous, harmful, or degrading
- Distribution or obstruction of instruction, classroom activity, research, administrative activity, or other school activity on campus
- Forceful or illegal entry into an area of the school property
- Cheating or stealing
- Illegal activities or other actions deemed inappropriate by the Director
- Distributing or posting of materials, publications, leaflets or other printed materials without prior permission from the school administration
- Possession of firearms, fireworks, explosives, or any other weapons
- False alarms or threats
- Sexual Harassment of any kind
- Failure to comply with the policies and procedures of the Gurnick Academy of Medical Arts.

Dismissal:

A student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution in writing of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- The institution terminates the student's enrollment for failure to maintain satisfactory progress; failure to abide by the rules and regulations of the institution; absences in excess of maximum set forth by the institution; and/or failure to meet financial obligations to the School.
- The student has failed to meet the attendance requirements.

Students have the right to cancel without any penalty or obligations when the school is notified within three days of enrollment or cancels his/her Enrollment Agreement through attendance at the first class session or the seventh calendar day after enrollment, whichever is later, after the three days. Policies for withdrawal and cancellation are described in detail in the school catalog and student handbook.

STUDENT'S RIGHT TO CANCEL

1. You have the right to cancel your program of instruction without any penalty or obligations.

a. A full refund of all tuition and fees paid will be made: if a student cancels their Enrollment Agreement by notifying the school within three days of enrollment; or

b. Cancels their Enrollment Agreement through attendance at the first class session or the seventh calendar day of the student start date, whichever is later. The academy will refund the student any money they paid, less any registration fees not to exceed the specified amount, and less any deduction for equipment not returned in good condition for applicable students, within 45 days after the notice of cancellation is received if cancellation occurs later than three-days after enrollment.

2. After the end of the cancellation period, you also have the right to stop school at any time. You also have the right to receive a proportional refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance.

3. Cancellation may occur when the student provides a written notice of cancellation at the enrolling campus. This can be done by mail or hand delivery.

4. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.

5. The written notice of cancellation need not take any particular form and is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

WITHDRAWAL FROM THE PROGRAM

Students may withdraw from the school at any time after the cancellation period (described above) in writing to the Program Director and receive a proportional refund if you have completed 60 percent or less of the scheduled days in the current payment period in your program through the last day of attendance. The refund will be less a registration not to exceed the specified amount and less any deduction for books accessed and equipment and materials not returned in good condition within 45 days of withdrawal for applicable students. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned, and the student will receive no refund.

The student's withdrawal date shall be deemed the last recorded attendance date to determine a refund under this section. A student is considered withdrawn from a program of instruction (date

of determination) when any of the following occurs:

For the purpose of determining a refund under this section, a student shall be deemed to have withdrawn from a program of instruction when any of the following occurs:

- The student notifies the institution in writing of the student's withdrawal or as of the date of the student's withdrawal, whichever is later.
- Gurnick Academy of Medical Arts terminates the student's enrollment for failure to maintain satisfactory progress, failure to abide by the rules and regulations of the institution, absences exceeding the maximum set forth by the institution, or failure to meet financial obligations to the school.
- The student has failed to attend class for two (2) weeks.

For programs beyond the current "payment period," if you withdraw before the next payment period, all charges collected for the next period will be refunded. Tuition paid from the proceeds of a loan, or third party should be refunded to the lender, third party, or the state or federal agency that guaranteed or reinsured the loan. Any amount of the refund over the unpaid balance of the loan shall be first used to repay any student financial aid programs from which the student received benefits, proportionately the amount of the benefits received, and any remaining amount shall be paid to the student.

If the student has received federal student financial aid funds, the student is entitled to a refund of monies not paid from federal student financial aid program funds.

Methods of Evaluation

Students are carefully monitored to ensure that the student is progressing at the appropriate rate and with the level of accuracy required by the program standards. A combination of the following evaluation tools may be used.

Written examinations: Essays, quizzes, midterms, final exams, lab assignments, homework assignments, and case studies.

- Class participation
- Competency evaluations of lab skills

- Mid-Course didactic & clinical progress evaluations. Conferences are conducted and an Action Plan implemented if the student is not meeting 75% proficiency
- Clinical progress reports (daily and weekly)
- Clinical performance final evaluation form completed each course by the clinical instructor.

TEST TAKING PROCEDURE POLICY

The purpose of testing students in the nursing program is to determine and document the student level of competency, progression, and achievement of the course learning objectives and mastery of the nursing course content.

1. Students in the nursing program are required to be present on the scheduled exam dates at the assigned time.
2. Testing is administered in the classroom and computer lab setting.
3. Personal computer/device and charger may be brought to the testing site, ready for testing.
4. Report 10 minutes prior to the test and be prepared to begin on time.
5. Photo ID badges are required to sit for a test.
6. The proctor will provide a sheet of paper to use during the testing period, if applicable. Sign and date the sheet of paper and return it to the proctor at the end of the testing period.
7. The proctor will provide a calculator, earplugs (if needed), and headphones.
8. All other items are to be placed at the front of the classroom.
9. No smartwatch, fitness trackers, hand-held technology, ball caps, sunglasses, food, drinks, candy, cough drops, earplugs, earbuds, or calculators brought in by students are allowed while testing.
10. If needed, the proctor will provide password/code to begin the test.
11. Late arrival to testing site: see individual course syllabus.
12. Once students begin the test, they are not permitted to leave the testing site.
13. The proctor will monitor all exams from the back of the classroom and periodically walk around the classroom during the exams to ensure students are fully engaged in the exam.
14. Once the student has completed the test, it is the discretion of the proctor if a student may leave the testing site.
15. See course syllabus for instructor's test/examination make-up policy.
16. Examination/Test Review will be managed by the instructor and addressed in course policies.
17. Cell phones must be placed in airplane mode and placed in the front of the classroom with other personal items.
18. Students are to remove jackets, push up long sleeves and pant legs, and show the bottom of their shoes to ensure that no devices or instructional materials are on their person prior to examination.
19. Students are not permitted to print, copy, or access other applications like instant messaging, screen capture, search engines, and email during the exam
20. Upon completion of the exam, students are required to leave and will not be allowed back into the testing room until all exams have been completed.

Estimated Outside of School Preparation Hours

According to the Accrediting Bureau of Health Education Schools (ABHES), for each contact hour of theory classes, a student is expected to spend at least 2 hours on at-home preparation.

This applies to online courses, as well. The Practicum courses do not require at-home

preparation time. Therefore, reporting and evaluations should occur during the practicum hours.

Grievance Policy

PROCEDURE FOR CONFLICT RESOLUTIONS

In the event the student has a conflict with the faculty, the following procedure for conflict resolution is to be followed:

- Be well-informed of the policies. Read the program handbook and school catalog.
- Complete the Conflict Resolution Meeting Form.
- Student is to make an appointment with the faculty to discuss a resolution to the issue immediately.
- Maintain professional conduct during the meeting.
- Keep an accurate account of the situation and the steps taken to find a resolution.
- Maintain objectivity to identify a common ground in developing a resolution.
- If a resolution is not achieved after meeting with the faculty, write a letter to the Program Director detailing the issue and the steps taken. Enclosed the conflict resolution in the letter.
- If the resolution is not met, write a letter of appeal for review by the Chief Academic Officer and the Executive Officers.

Academic Appeals

In the event of academic performance dispute, students are first encouraged to discuss any concerns or questions regarding policies and/or decisions rendered directly with the party with which the student has a concern. The student is asked to discuss the matter within five days directly with an Instructor or Administrative Manager/Designated School Official who will engage in an informal process to settle the dispute in good faith. That informal process will involve three steps:

1. an effort to define the problem
2. an effort to identify acceptable options for resolution
3. an attempt to resolve the conflict through the application of one or more of acceptable options for resolution

Make an appointment with the faculty to resolve the grievance within five (5) days after receipt of the grade. If, as a result of these discussions, the student does not feel that the issue has been satisfactorily resolved, he or she may, within five (5) days, file a written complaint directly with the Program Director who will do his/her best to resolve the matter at hand for the benefit of the student

and the academy. The Program Director will try to explain or alleviate the complaint or grievance that the student presents within five (5) days of receipt. If after following these steps the Program Director is unable to remedy the issue and the student is still unsatisfied with the solution, then the Campus Director will investigate the matter, attempt to resolve all such complaints, and record an entry into the campus's official log. The formal process will require the student's submission of a written description of the specific allegations and the desired remedy, accompanied by any available documentation. The Campus Director will have five (5) days to respond to the grievance and determine a fair course of action. The Campus Director may notify the student of the decision reached. If need be, students may also follow the Appeals Procedures outlined below for further course of action.

To provide students a neutral mechanism for the reconsideration of performance evaluations that would necessitate the dismissal of the student from a program, Gurnick Academy has a designated Appeals Committee consisting of the following individuals: Chief Academic Officer, Chief Operations Officer, and Chief Executive Officer. Note: A student must stay within the appeal process and is not to contact the Appeal Committee members for any reason unless directed to do so by a Campus Director or Committee member. A student that goes outside the procedure of this policy will be denied his/her appeal.

In the event the Campus Director was unable to remedy the issue and student is still unsatisfied with the solution, the student may ask the Campus Director, in writing, to forward all written grievances and correspondence to the Appeals Committee. The Appeals Committee will have five (5) working days to respond to the appeal and determine a fair course of action. All grievances and appeals will be handled discreetly. Dissemination of the resolution will be at the discretion of the Campus Director and/or Appeals Committee and on a "need-to-know" basis. The decisions rendered by the Appeals Committee will be the final and binding decision of the academy.

Conflict Resolution Meeting Form

Student Name: _____ Cohort: _____ Semester: _____

Student ID #: _____ Program Start Date: _____

Date: _____

Description of the issue: _____

Student Signature: _____

Resolutions to the conflict/issue: _____

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

If the conflict/issue is not resolved, the student is to enclose this form with the letter to the Program Director

Placement Assistance

Graduates will be knowledgeable in the prevention, treatment, nursing care, and rehabilitation of clients throughout the lifespan. Not only does the field of vocational nursing provide diverse employment opportunities, new opportunities are presenting themselves as economic needs change. Employment opportunities include (but are definitely not limited to) the following:

- Acute medical/surgical hospitals
- Convalescent Hospitals (Long term and Skilled)
- Home care agencies
- Outpatient clinics
- Doctor's offices
- Ambulatory surgery centers
- Dialysis centers
- Blood banks
- Psychiatric hospitals
- Correctional facilities
- School nursing
- Education/Teaching

Our Students will have the opportunity throughout the program to engage in various placement workshops presented by our Career Services Representatives. These presentations have been specifically designed towards the Registered Nurse resume, Interviewing Techniques, Job Search strategies, Mock Interviews, etc.

Section Two: Clinical Handbook

Clinical Rotations

The theoretical and clinical experiences will provide you with the knowledge required of all entry-level vocational nurses. You will rotate through several facilities which provide technical skills in caring for the adult client. You will also provide patient care in other facilities to expand your knowledge of the healthy adult, pediatrics, maternity, and patients who may experience psychological stress or neurobiological disorders.

Site Assignments

To obtain the complete clinical experience necessary to ensure entry-level competencies upon graduation, a student may be required to attend clinical shifts which are considered to be outside of traditional hours.

Clinical Experience Objectives

Students are trained and evaluated using a specific set of clinical objectives designed to match the expected professional outcomes of the associate degree nurse. Prior to clinical instruction, students are apprised of the following categories of objectives and the specific behaviors, attitudes, and skills associated with each section. The objectives correlate directly with the curriculum of the corresponding theory courses and evaluation tools used to monitor and grade the student's progress. Students will work on the application of nursing concepts to promote health and prevent disease among patients, families, and communities.

The clinical objectives for the program consist of incorporating theoretical knowledge to the practical setting in various situations with different individuals. The goals of the nurse are to promote wellness, to prevent illness, to facilitate coping, and to restore health by taking on the role of caregiver, educator, collaborator, and manager. Students will first learn basic procedures and skills modules utilizing mannequins and on each other. The clinical experience is delivered under the supervision of a clinical instructor. Students provide patient care at clinical facilities that we are partnered with. Students will implement the concepts of medical-surgical nursing across the lifespan, maternal and child nursing, pediatric nursing, mental health nursing, gerontology, leadership and management. Emphasis will be based on evidence-based practice and critical

thinking skills in the provision of safe and effective care to patients from diverse and multicultural populations and communities across the life span. During each clinical rotation, instructors stress the importance of professional appearance, attitude and demeanor.

Students will explore intervention strategies focusing on empowering clients with the necessary knowledge and skills to make informed and healthful choices.

Professional Behavior Objectives

1. Each student is expected to perform with high standards at all times and comply with all written policies and procedures of the Academy and the clinical facility.
2. The student must arrive at the clinical facility on time and prepared for the clinical day. The Clinical Instructor must be notified when leaving and returning from breaks and lunch or at any time the student leaves the patient care area.
3. The student must not discriminate against the clients on the basis of race, creed, national origin, physical disability of sexual preference.
4. The student is expected to be courteous to the facility staff and support staff at all times.
5. The student is expected to avoid the use of profane language while present at the clinical site.
6. The student will demonstrate ethical and appropriate behavior by maintaining confidentiality of all client, family and facility information.
7. The student will inform the Clinical Instructor of any unsafe practices observed in the clinical setting.

HIPAA Compliance Acknowledgement

Students prior to the start of any clinical rotations must have a signed acknowledgement of receipt for HIPAA Compliance training. This training is provided free of charge by Gurnick Academy utilizing the Moodle platform and is intended to ensure that all members of the workforce understand the importance of maintaining patient privacy and complying with both state and federal privacy and security laws. All employees and students are required to take the Privacy and Security online quiz. Information for this course will be provided to you at the beginning of Semester One.

Clinical Clearance Requirements

Prior to beginning any clinical practicum, all student immunizations must be up-to-date. Please read the Immunization Requirements, Health Screening Requirements, and Background Check requirements as stated in the Catalog. Clinical facilities will not be able to provide any student clinical training unless all forms are completed and all immunizations are clear. All students' completed paperwork must be sent to facilities at least eight weeks prior to their start date. Gurnick staff will assist you with compiling clinical clearance requirements as necessary.

Students must maintain current records for immunizations required by Gurnick Academy and clinical affiliations as well as a current BLS CPR for the health care provider.

Students that undergo medical treatment after the commencement of their clinical practicum must provide the clinical preceptor and the Gurnick instructor a written statement from their healthcare provider that the student is medically clear to return to their clinical practicum prior to being permitted to engage in patient care. Students are not permitted in the clinical setting under the influence of any narcotic or mind altering drug even if a student has a prescription by a healthcare provider.

Uniforms and Clinical Appearance

Students are representatives of Gurnick Academy of Medical Arts and also represent themselves as a beginning health care professional and future employee. In order to present the most effective presentation the following expectations will be enforced in addition to the Student Dress Code Policy published in the Catalog:

- Students may wear a plain white t-shirt under the uniform. No other colors are permitted. The t-shirt may be sleeveless, short or long-sleeve. Turtlenecks are permitted. Sweaters, hoodies, or other types of similar apparel are not permitted.
- Picture ID badge must be worn at all times above the waist with the picture facing forward.
- Undergarments must be worn at all times, be of neutral color, and cannot be visible.
- The only jewelry that may be worn with the uniform is a wedding/engagement ring, one pair of small post earrings in earlobes only, and a non-electronic wristwatch. This is contingent based upon the clinical sites and their requirements/policies. No other body piercing jewelry is allowed. If necessary, a small skin toned bandage is permitted to cover a visible piercing. Necklaces must be kept under clothing and not visible. In certain clinical

rotations, it may be advisable to not wear any jewelry at all. Earlobe gauges must be filled or covered in flesh tones. No objects of any type may be worn in the tongue. In all cases, the student must be in compliance with the professional appearance policy of the clinical agency. No accommodation will be made to change the location of clinical experiences.

- Tattoos must be covered. Tattoos which cannot be covered must not convey a message that is contrary to professional standards and must not pose a potential customer relations issue.
- Hair must be clean, combed, natural color (not pink, blue, purple, etc.), worn up/off the collar, and worn back from face while in uniform to meet health and safety standards. Unconventional hair styles (such as a Mohawk) are not permissible in lab or clinical settings. Closely trimmed beards, sideburns, and mustaches are permitted, but must meet facility policy for client safety. No hair adornments may be worn in the hair to the clinical/lab setting (i.e. artificial flowers, scarves, or jewels).
- Makeup should be minimal and in good taste. False eyelashes and eyelash extensions are not permitted.
- No chewing gum while in the nursing laboratory or in the clinical setting.
- Students will maintain personal hygiene, including oral care. Students will be free of offensive body odor and/or cigarette odor. No cologne, after-shave, scented lotions, and/or perfumes are permitted.
- Fingernails must be clean and not extend beyond the edges of fingers. No nail polish is permitted. Artificial nails, gel polish nail wraps, or extenders are not permitted in the clinical setting. Unacceptable Attire in the Clinical and/or Laboratory Setting and Sponsored Events.
- No thin or see-through clothes, sleeveless tops, sun dresses, halter tops, tank tops, T-shirts, shorts, mini dresses, sweat tops.
- Shoes must be white professional medical shoes that are closed-toe, non-porous leather or pleather that can be easily cleaned and polished.

Students will be sent home if they are not in compliance with the above requirements.

Supervision

The students will be supervised by their clinical instructor during the clinical rotation.

Patient Safety

All students enrolled in the Bachelors of Science in Nursing Program Have an obligation to provide care to patients in a manner that protects them from harm.

Removal of Items or Supplies from Clinical Institutions

While completing the practicum at each clinical institution you are a guest, not an employee. Do not remove any items from the establishment including disposables (i.e. tape, pens, alcohol pads, syringes holders) and non disposables (i.e. keys, stethoscopes). Check your pockets at the end of each clinical day so that agency items are returned.

Clinical Performance Progress

All clinical students will receive weekly feedback from their clinical instructor on their clinical performance. Students will receive a review of their clinical performance to date including attendance and punctuality, professionalism, active participation in course assignments, ability to work with others, areas of strength, areas requiring improvement, and a plan of action, if applicable.

Final Evaluation will be completed in the last week of the course. Students achieving less than 75% by the end of the course will receive a failing grade and will be dismissed from the program.

Clinical Attendance Policy

Attendance and completion of required clinical hours is mandatory. Any missed clinical days must be made up on alternative days before the end of a semester. The Bachelors of Science in Nursing Program curriculum has been approved based on the submitted clock hours. Therefore, the hours allocated for clinical practice must be fulfilled. Otherwise, the clinical course would be graded as incomplete, which must be made up before you may progress in the program.

- If you miss one (1) clinical day, your grade will remain the same
- If you miss a 2nd clinical day, your grade will be lowered 10%
- If you miss a 3rd clinical day, your grade will be lowered an additional 10%
- If you miss a 4th clinical day, you have failed your Clinical Course and will be automatically expelled from the program.

Excused Absences

Please see your course syllabus for the list of excused absences. However, even excused absences must be made up.

Absence Make-up Policy

ALL absences must be made up in accordance with the Attendance- Tardiness- Drop Policy as published in the Catalog. It is the student's responsibility to ensure that a make-up plan of action for each absence is completed within seven (7) days and documented on a didactic or clinical make-up form. All make-up forms must be filled out completely and accurately with all required signatures for all missed hours prior to credit of make-up hours is granted.

Clinical Grading

The clinical grade is composed of successfully completing the required course objectives and assignments.

Student Evaluation of Clinical Experience

At the end of each clinical course, the student is required to complete an evaluation of his or her respective clinical experience.

The evaluation is an opportunity for the student to provide an assessment of her/his clinical experiences. Through candid evaluations, the faculty can identify the strengths and weaknesses of a particular clinical education setting and utilize this information for continuing program evaluation and improvement.

Policy for Safe/Unsafe Practice

Safe Practice

Gurnick Academy of Medical Arts is committed to provide a standard of excellence in training safe and competent nurses. Safety and welfare of patients are of utmost priority. All students are expected to respect the rights of others and are held responsible for conforming to the laws of the national, state and local governments. In addition to being expected to follow the rules and regulations established by the program and clinical facilities, students are expected to follow the Standard of Ethics and act in accordance with the American Hospital Association's Patient's Bill of Rights. Students in the Bachelors of Science in Nursing Program are required to:

- Adhere to the scope of the California Board of Registered current Nursing Practice Act.
- Adhere to the American Nurses' Association's (ANA) Code Of Ethics.
- Adhere to the rules and regulations of affiliating health care facilities.
- Demonstrate accountability through continuity in preparation, care of clients, and documentation.
- Appears at the clinical agency, whether for patient assignment or care, appropriately dressed (name pin and School badge), consistent with agency dress code.
- Arrives at the clinical setting on time and notifies staff and/or instructor when leaving or returning to patient care or the agency.
- Notifies clinical agency and/or instructor in a timely manner when unable to report to the clinical assignment.
- Notifies the instructor if there are any physical or psychological conditions that would limit the ability to perform safe, effective care.
- Does not report for clinical use under the influence of alcohol and/or mind-altering drugs.
- Does not discriminate against the clients on the basis of race, creed, national origin, physical disability, sexual preference, or disease entity.

Unsafe Practice

Unsafe practices are behaviors which conflict with safe nursing practice. Incidents that involve unsafe practice will be evaluated by the clinical instructor, facility personnel, administrative team, and Program Director. Consequences of behaviors that constitute unsafe practice include the following:

- Failing grade for the course
- Dismissal from the clinical until further evaluation of the incident is completed.
- Withdrawal from the BSN Program.

The following behaviors constitute unsafe practice, including but not limited, to the following:

- Failure to demonstrate responsibility and accountability for nursing care.
- Failure to demonstrate application of the nursing process effectively such as lack of knowledge regarding client's diagnosis, plan of care, treatments, and medications.
- Failure to demonstrate safety precautions and to take nursing actions to promote safety and well- being of the client.

- Failure to demonstrate adherence to confidentiality and privacy.
- Failure to utilize correct principles in performing or administering care/treatment/medications.
- Providing false information regarding client care and documentation.
- Demonstrating a behavior or acts that are unprofessional, disruptive, and posing a danger to the health and welfare of clients, staff, students, and faculty.
- Endangering clients due to psychological impairment or by being under the influence of alcohol, or drugs.
- Taking property or drugs from clinical sites or patients.

Academic Integrity

All students of Gurnick Academy of Medical Arts are expected to maintain integrity in all academic pursuits. These include the writing of papers, examinations, assignments, records and other details relative to the assessment of student performance. Integrity and honesty is a quality essential of all medical workers. The faculty does not want students who are dishonest since that attitude and perspective will put patient's health and lives at risk. Any dishonesty with regard to these matters is subject to censure or penalty (including but not limited to expulsion) in proportion to the seriousness of the action.

Dishonesty includes:

- Copying answers of another person or persons during an examination,
- Secreting (hiding) of unauthorized materials to assist in an examination,
- Plagiarism, taking as one's own statements those of another without giving due credit to the author, even though such material may have been restated in one's own words,
- Fraudulently obtaining test information, falsifying records, transcripts, recommendations or other documents indicative of student qualifications.

In proportion to the seriousness of the action, censure, and penalty may extend from a failing grade in the work in question to expulsion from the program. Ordinarily the responsibility for resolving the issues lies with the faculty member and the student.

- "Statement on Cheating and Plagiarism: Cheating includes all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work. Plagiarism includes using materials from such sources as books, articles, class notes, web sources, & audio video

resources. Penalties for cheating and plagiarism range from a “0” or “F” on a particular assignment, through receiving a grade of “F” for the course, to expulsion from the school.

- “Statement on Disruptive Classroom Behavior: In the classroom or laboratory environment you must respect the rights of others seeking to learn, respect the professionalism of the instructor, and honor the differences of viewpoints. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”
- “Syllabus is Subject to Change: This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.”

Professional Behavior Objectives:

1. Demonstrates Professional Behavior.

- Appears at the clinical agency, whether for patient assignment or care, appropriately dressed (name pin and School badge), consistent with agency dress code.
- Presents a professional appearance in regard to neatness and personal hygiene.
- Arrives at the clinical setting on time and notifies staff and/or instructor when leaving or returning to patient care or the agency.
- Notifies clinical agency and/or instructor in a timely manner when unable to report to the clinical assignment.
- Notifies the instructor if there are any physical or psychological conditions that would limit the ability to perform safe, effective care.
- Does not report for clinical under the influence of alcohol and/or mind altering drugs.
- Does not discriminate against the clients on the basis of race, creed, national origin, physical disability, sexual preference, or disease entity.
- Is courteous to staff, interdisciplinary team members and faculty.
- Avoids the use of profane language with clients and staff.

2. Provides Safe Care Based on Scientific Principles

- Prepares for client care by acquiring theory and knowledge essential to the care of assigned clients (e.g., prepare drug cards, calculate drug dosages, describe treatment, look up procedures, etc.).
- Implements safe care based on scientific principles (e.g., asepsis, protection from physical and psychological injury, correct medicine and administration).

3. Demonstrates Ethical Behavior

- Maintains confidentiality of all client, family, and agency information.
- Informs instructor and/or staff of any unsafe practices observed in the clinical setting.
- Penalty for failure to comply with these objectives will result in either a failing grade in the work in question or expulsion from the program.

Section Three: Professional Organizations

The Bachelors of Science in Nursing Program is approved and accredited by the Bureau for Post-Secondary Private Education (BPPE), and accredited by the Accrediting Bureau of Health Education Schools (ABHES). This program is designed to meet and exceed the requirements and standards of the above agencies.

Nursing Practice Standards for the Registered Nurse

The standards of Nursing Practice are established by the American Nurses Association (ANA). These standards protect the nurse, the patient, and the health care agency where nursing care is given.

The National Association for Practical Nurse Education and Service (NAPNES)

NAPNES has formulated an additional set of standards for practical nurses. They are “dedicated to promoting and defending the practice, education and regulation of Licensed Practical Nurses (LPN), Licensed Vocational Nurses (LVN), Practical Nursing Educators, Practical Nursing Schools, and Practical Nursing Students.” (napnes.org)

The California Board of Registered Nursing

The Board of Registered Nursing (BRN) is a state governmental agency established by law to protect the public by regulating the practice of registered nurses. The BRN is responsible for implementation and enforcement of the Nursing Practice Act: the laws related to nursing education, licensure, practice, and discipline. The Nursing Practice Act created a nine-member Board which serves as the BRN decision-making body.

Accrediting Bureau of Health Education Schools (ABHES)

Gurnick Academy of Medical Arts holds national institutional accreditation by ABHES, whose mission is “to enhance the quality of education and training and promote institutional and programmatic accountability through systematic and consistent program evaluation.” (abhes.org)