

CUESTA COLLEGE
LICENSED VOCATIONAL NURSING PROGRAM



STUDENT HANDBOOK
Class of 2020

Dear Nursing Student,

Welcome to the Cuesta College LVN program! It is our hope that your education inspires you to embrace the nursing role and implement the highest standards of care for your patients. Our curriculum will provide the general knowledge and skills necessary for you to take the national exam for licensure as an LVN, and begin your career as an entry-level nurse. The faculty and I believe that you are mature learners who will participate fully in the learning activities to achieve the student learning outcomes of our program.

The program is comprised of dedicated faculty and staff members who work as a team to facilitate your successful completion of the program. However, this is a demanding, rigorous, accelerated, twelve month, fast-paced program. Additional hours of study, research, prep, and review time outside of class every day will be necessary. You should also be prepared to participate in study group sessions in addition to individual study prep time.

We are proud of our LVN program and value student feedback. Opportunities to evaluate courses, faculty, and clinical rotations will be provided throughout the 3 semesters. We also solicit feedback from students after program completion with alumni surveys. Your responses are very important to us and will be used in program reviews to guide future curriculum revisions.

This Student Handbook contains program policies and useful information about our program. Please read the handbook carefully and keep it available for reference. Feel free to ask questions about any section you don't understand. The forms at the back of the handbook will be read and signed after the incoming student orientation session, indicating your agreement to adhere to these policies throughout the program. The forms will be placed in your student file along with all required certifications and student progress reports during the program. Every intent is to ensure that these policies are current; however, policies may change during the duration of the program due to unforeseen circumstances or regulatory changes.

The faculty, staff and I look forward to working with you to make this a valuable and meaningful educational experience that provides a solid foundation for your vocational nursing career.

Respectfully,

A handwritten signature in cursive script that reads "Marcia Scott".

Marcia Scott MSN, RN
Director of Nursing and Allied Health

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SECTION I
COLLEGE GOVERNANCE
&
CURRICULUM

HISTORY OF THE CUESTA COLLEGE NURSING & ALLIED HEALTH DIVISION

- 1971 The Cuesta College Licensed Vocational Nurse Program was approved by the Board of Vocational nurses and Psychiatric Technicians (BVNPT), and deactivated in 1979 due to the current market needs.
- 1981 The Caring curriculum was developed by nursing faculty through a grant from Mrs. Ada Callahan Irving. The original Caring Curriculum was developed by Regina DePue, Edith Hall, Colleen Ehrenberg, Malcolm MacDonald, Anita Oschner, Mary Parker, and Fely Platou.
- 2006 A 12 month, fast-track, LVN Curriculum was approved by the BVNPT with a focus in long term care to meet a community need for LVNs. The program was started with Mary Ann Ambrose as lead part-time faculty, and 2 other part-time faculty on the North County Campus from May to May, Tuesday through Saturday. This new beginning was possible, in part, with the support and partnership of Compass Health.
- 2007 The LVN Class #1 began with 30 students in May 2006 and 25 completing in May 2007.
- 2008 The college hired one full-time, tenure faculty member for the LVN program to support the stability and strength of the program.
- 2012 A high fidelity Simulation Lab was built for LVN students with funding from the James T. Clarke foundation account.
- 2014 The LVN Program start date was moved from May to August beginning Fall 2014 to align more closely with the college calendar and available resources. A 2nd full-time faculty member was brought on board to teach in the program.
- 2015 As of August 2017 there will be 294 LVN's educated through the Cuesta program workforce. Many remain local and have become nurse leaders in our community.
- 2016 A Licensed Vocational Nursing Associate in Science Degree option was initiated beginning Fall 2017.

CUESTA COLLEGE GOVERNANCE

Cuesta College is governed by the San Luis Obispo County Community College District. The District Mission, Goals and Board of Trustees can be found on the Cuesta College webpage at: <https://www.cuesta.edu/about/leadership/index.html>

CUESTA COLLEGE MISSION STATEMENT

Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals. We effectively support students in their efforts to improve foundational skills, transfer to four-year institutions, earn certificates or associate degrees, and advance in the workforce.

Through dynamic and challenging learning opportunities, Cuesta College improves lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

NURSING PROGRAM MISSION STATEMENT

The mission of the Cuesta College Licensed Vocational Nursing (LVN) program is to provide for the educational preparation of nursing students. The student will be prepared as a generalist to practice at an entry level with the ability to apply clinical reasoning skills and the nursing process in a caring and individualized manner.

CHAIN OF COMMAND

The Nursing & Allied Health Division adheres to the principles of direct communication. Student concerns are directed to faculty first. If resolution is not achieved, the student should follow the chain of command by then speaking with the nursing program director, followed by the Dean of Academic Affairs. No level should be bypassed in communication within the organization plan.

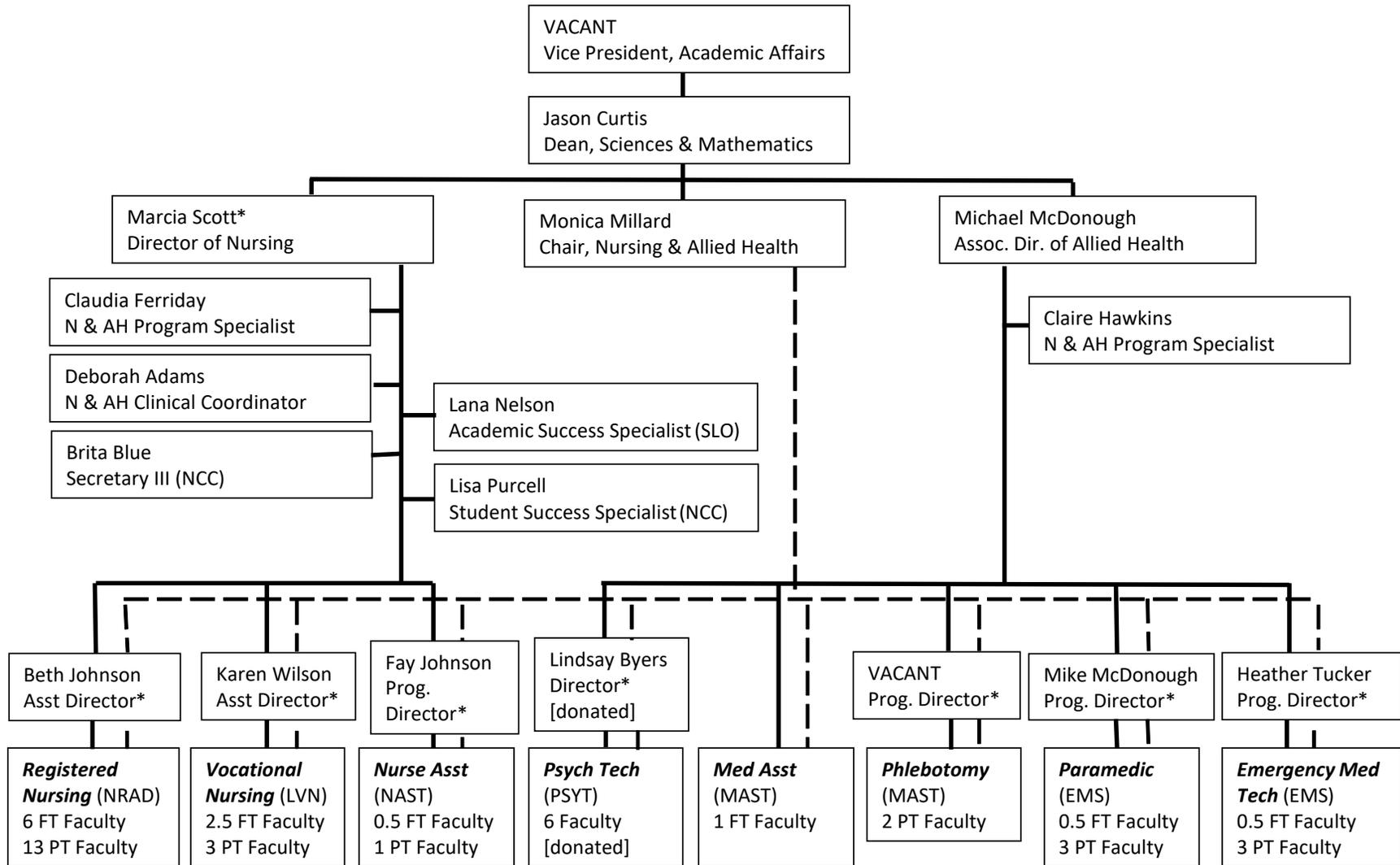
COLLEGE COLLABORATION AND SUPPORT

The Nursing & Allied Health Division collaborates with the college. We work closely with College Administration, the Nursing Selection Committee, Enrollment Services, Institutional Research, Counseling, Disabled Student Programs & Services, Financial Aid, and Library to provide a positive educational opportunity for our students.

COMMUNITY COLLABORATION AND SUPPORT

The Nursing & Allied Health Division holds strong partnerships with community members and clinical agencies. Community Advisory Meetings are held twice a year with healthcare agency administration. The nursing program benefits greatly from generous training opportunities and financial support from community members and healthcare agencies

CUESTA COLLEGE NURSING & ALLIED HEALTH DIVISION ORGANIZATIONAL CHART



* = "Director" position required by regulatory bodies

PHILOSOPHY OF LEARNING

The faculty believe that learning is an ongoing life long process. Critical thinking and decision making about personal and professional behaviors that influence accountability for self and one's nursing practice is valued and encouraged throughout the curriculum. Consistent with Adult Learning theory, the student is expected to take responsibility for their own learning needs and accountability for actions including:

- 1) Identifying strengths and limitations.
- 2) Meeting course requirements.
- 3) Evaluating the adequacy of one's knowledge.
- 4) Performing basic nursing skills safely for all assigned patients.

Course content and skills are introduced in a simple to complex progression. Each semester builds cumulatively on the other. It is recognized that individuals have different learning styles and adult learners are able to draw on previous education and life experiences that provide a foundation for the analysis, and evaluation of material presented in the nursing program. Students are encouraged to share their knowledge (teach) and elicit feedback (learn), from patients, colleagues, service staff, and instructors in a manner that is relevant and meaningful to them.

A major strength of the program is in the wide variety of clinical and facility experiences students receive. In addition, instructors have a wide range of expertise. Students will rotate to most clinical facilities. Personal preference is not a criterion for selection of a shift or facility.

CARING CURRICULUM PHILOSOPHY

Caring is the overriding conceptual construct of the Cuesta College Nursing Division. Nursing care, in humanistic perspective, means nurse caring. Caring then becomes the process that is most pervasive in all of nursing. All of the processes, concepts and tools are used by the nurse to provide caring services.

Self-care, advocacy and collegiality are emphasized in the caring curriculum. There is a belief in the worth of the individual regardless of culture and/or ethnic background. Diversity among people is valued. We realize that different people have different learning styles and support systems. The caring curriculum supports diversity and focuses on individual responsibility. The ultimate goal of caring is mutual self-actualization.

CARING CURRICULUM FRAMEWORK

The LVN Program Faculty are committed to a framework that integrates the concepts of Caring. We believe Caring is an art and a process. Caring as an art requires a commitment to caring as an important aspect of life, lifelong study of the theory and philosophy of caring, and continual practice of caring for and about people, events, and the progress of society.

A framework, by definition, is a conceptual model that provides a certain frame of reference for members of a discipline to organize their thinking and observations, guide interpretations and relevant questions about phenomena, and facilitate judgment and decision making.

The Caring Conceptual Framework is influenced by the philosophies of humanism and existentialism. The four conceptual components of the Cuesta Nursing Division Caring Framework are: Health, Person, Society/Environment, and Nursing.

The Faculty Believe:

HEALTH: Health and illness are points on a continuum. Health is the purpose of all nursing behaviors. Optimal health is determined by the ability of the individual, family, group, or community to set realistic and meaningful goals and to mobilize energy and resources to achieve these goals. This is accomplished while caring about self and others, feeling good about one's self, and helping others feel good about themselves, with the least possible negative effects on the environment.

PERSON: An individual is of central importance, has inherent dignity, and is worthy of respect and care simply because of his/her existence. A person has an intrinsic creative drive towards higher and more positive levels of existence and self-actualization. Human caring and intimacy provide the energy that compels this positive impetus. A person is also a unified, organismic, living system. As a system, a person has all the characteristics of open systems. The more interaction a person has with the environment and other systems the healthier he/she will be. A person is holistic, having spiritual, emotional, intellectual, and physical qualities. Each person has freedom of choice and is accountable for those choices. A person is caring and enters into reciprocal caring relationships that enable him/her to strive towards health, growth, and self-actualization.

SOCIETY/ENVIRONMENT: People create social systems which are organized for the protection, education, enculturation and welfare of all members. The basic unit of this social/environmental structure is the family which provides intimacy, love, caring, protection, and teaching that enables people to participate in larger secondary units of society. Families form communities, based on commonalities of goals, geography, or concerns. Subgroups of the larger community tend to develop specific values, mores, and folkways which can differ from other subgroups. One of society's basic struggles is to reconcile these differences in ways that do not discount, abuse, or exploit other subgroups or individuals. Maintaining an environment that allows for these differences gives the society its vitality. The health care system is a response to the health care needs of the community.

NURSING: Nursing is a practice profession which uses the nursing process to care for society directed towards prevention of health problems, maintenance of health, care of those with illnesses, restoration toward optimal health, and facilitating a peaceful death. Nursing is primarily concerned with human life, the quality of that life, and the quality of the health of individuals, families, groups, and communities. Society is dynamic in its needs, therefore nursing is dynamic. Caring requires a holistic nursing approach to the person and society.

CUESTA VOCATIONAL NURSING CONCEPTUAL FRAMEWORK

PERCEPTIONS OF NURSING PRACTICE

GOALS:	Facilitate Optimal Health
CLIENTS:	Individuals, Families, Groups
PROBLEMS:	Goal Setting Energy Caring
GOALS for NURSING INTERVENTIONS:	Caring Prevention Maintenance Restoration
SETTINGS:	Long term Care, Rehabilitation, Corrections, Home Health, Schools, Outpatient Offices, & Community Services
TOOLS/CONCEPTS:	Communication Nursing Process Judgment Energy Psychomotor Skills Teaching/Learning Lifespan Caring
WORK/ROLE RELATIONSHIPS:	Professional Leadership and Management Advocacy

LVN PROGRAM LEARNING OUTCOMES

The vocational nursing program is structured around a conceptual approach to learning through specific behavioral objectives for each learning experience. Since nursing is a practice discipline, the objectives do not reflect so much what the graduate should know as what the graduate should be able to do. The terminal program objectives are necessarily broad and inclusive. Specific objectives define the competencies of each semester within the program. The purpose of the program is to provide an educationally sound program in an atmosphere conducive to developing caring attitudes for graduates practicing at the beginning vocational nurse level in this community or similar communities. The preparation is approached by means of a number of clearly defined objectives.

GOALS OF THE LVN PROGRAM

1. Students are able to obtain licensure and pursue a career in nursing.
2. Student has facilitated optimal health for individuals, families and groups.

PROGRAM LEARNING OUTCOMES

Upon graduation, the graduate should demonstrate nursing competence by:

1. Demonstrate effective therapeutic and professional communication with patients and the health care team.
2. Integrate knowledge and skills gained from nursing sciences with clinical practice.
3. Practice safely and ethically within LVN scope of practice while providing patient care and working with the health care team.
4. Demonstrate basic leadership in nursing practice.
5. Apply age appropriate concepts and cultural awareness in nursing practice.

Cuesta College Vocational Nursing Program Terminal Outcomes and Level Student Learning Outcomes

The Curricular Objectives demonstrate how the student will be able to successfully meet the expectations of the program – The Terminal Outcome Expectations. The successful completion of a Level I objective indicates the student is ready to move to Level II. The levels are additive. For example, at the end of the second semester, the student is expected to perform at level 1 & 2.

Program Outcomes (Terminal Outcome Expectations)

- Integrate nursing concepts to facilitate health and self-actualization by solving goal setting, energy, and caring problems.*

LEVEL I

At the end of Level I, the student should be able to: Use selected nursing concepts to facilitate health by examining goal-setting, energy, and caring problems for individuals and their support systems.

LEVEL II

At the end of Level II, the student should be able to: Incorporate nursing concepts to facilitate health and self-actualization by establishing priorities for care with recognition of client's development level and needs. Consider client's relationship within a family and support system.

LEVEL III

At the end of Level III, the student should be able to: incorporate the nursing process to facilitate health and self-actualization by identifying long and short term goals utilizing the client, client support system, and members of the health care team as their resources.

- Apply the concepts of caring, prevention, maintenance, and restoration as a basis for nursing practice.*

LEVEL I

Use the nursing process as a basis for implementing the interventions of caring, prevention, maintenance, and restoration in structured situations with the individual and their support systems.

LEVEL II

Use the nursing process as a basis for providing interventions that reflects prioritization of individual needs for the client and their support system in moderately structured situations.

LEVEL III

Use the nursing process as a basis to prioritize and organize interventions for more complex clients with less supervision.

- Demonstrate being responsible, accountable, and ethical for self and one's nursing practice.*

LEVEL I

Accountable for own learning, ethical problems, and nursing practice.

LEVEL II

Assume responsibility for personal professional growth and ethical nursing care. Identify own strengths and weakness and formulate a plan to improve.

LEVEL III

Accountable for nursing care provided to more complex clients. Demonstrate motivation and organization. Incorporate ethical principles in decision-making.

- Implement nursing care utilizing concepts of communication, nursing process, judgment, caring, energy, psychomotor skills, teaching/learning, lifespan, and caring to clients of diverse backgrounds and cultures.*

LEVEL I

Provide nursing care to individuals utilizing the concepts of communication, nursing process, judgment, energy, psychomotor skills, teaching/learning, lifespan and caring in structured situations to clients with diverse backgrounds and cultures.

LEVEL II

Provide culturally relevant nursing care throughout the lifespan with increased understanding of communication, nursing process, judgment, energy, psychomotor skills, teaching/learning, lifespan and caring for clients and support systems in moderately structured situations.

LEVEL III

Provide culturally relevant care for clients and support system incorporating concepts of communication, nursing process, judgment, energy, psychomotor skills, teaching/learning, lifespan and caring with less supervision.

- Establish learning patterns that will provide the means for lifelong personal and professional growth.*

LEVEL I

Demonstrate principals of learning and awareness that personal and professional growth is a lifelong process.

LEVEL II

Demonstrate accountability for own personal and professional learning.

LEVEL III

Demonstrate accountability for own personal and professional learning.

- Develop effective work-role relationships with members of the health team in extended care, acute care and community settings.*

LEVEL I

Demonstrate the behaviors necessary to being a caring colleague.

Describe the behaviors and relevance of professional nurse advocacy, based on the analysis of factors involved in advocacy.

LEVEL II

Communicate with members of the health team to promote effective work-role relationships.

Demonstrate the behaviors of professional advocacy for individuals and their support system.

LEVEL III

Participate in planning with all members of the health care team.

Demonstrate the behaviors of professional advocacy in providing nursing care for individuals and their support systems.

- Implement nursing care that is culturally competent.*

LEVEL I

Identify culturally competent nursing behaviors.

LEVEL II

Apply culturally competent care to meet the needs of clients and their support system.

LEVEL III

Accountable for providing care that reflects cultural competence for cultures other than the caregiver.

LVN CERTIFICATE OF ACHIEVEMENT AND REQUIRED COURSES

Certificate of Achievement (C.A.), Nursing, Licensed Vocational Nurse

Adherence to Cuesta College LVN student policies is required for progress within graduation from the program, and requirements for the vocational nurse licensure examination. All vocational nursing courses must be completed with a minimum grade of “C” to progress. Conviction of a felony or of any offense substantially related to the qualifications, functions and duties of a LVN may constitute grounds for denial of licensure.

PREREQUISITES

BIO 212	Human Biology	3.0
BIO 212L	Human Biology Lab	1.0
ENGL 156	College Reading and Writing	4.0
MATH 127 or MATH 128	Intermediate Algebra (or) Applied Algebra	<u>5.0 or 6.0</u>
		13.0 or 14.0

First Semester credits

THEORY 101: Fundamentals, Mother/Baby, Acute Adult	7.0
SKILLS THEORY 101A: Adult, Mother/Baby, and Medication Administration	7.0
SKILLS LAB 101AL: Basic Care, Adult, Mother/Baby, Medication Administration	2.5
CLINICAL 101B: Medication Administration, Basic Care	5.0

Second Semester credits

THEORY 102: Peri-operative, Pediatrics, Chronic Disease	7.0
SKILLS THEORY 102A: Peri-operative, Pediatrics, Chronic Disease	7.0
SKILLS LAB 102AL: Peri-operative, Pediatrics, Chronic Disease	2.5
CLINICAL 102B: Mother/Baby, ACUTE, Chronic Disease, 1 st 10 WEEKS INCLUDES ROTATION TO ACUTE CARE	5.0

Third Semester credits

THEORY 103: Mental Health, Community Health	2.0
SKILLS THEORY 103A: Mental Health, Community Health	2.0
CLINICAL 103B: Mental Health, Team Leading & PRECEPTORSHIP	3.0

Total LVN course credits	50.0
Total Required Courses	63.0 or 64.0

APPROVED HEALTHCARE FACILITIES FOR CLINICAL ROTATIONS

The following are approved facilities for the Vocational Nursing Program:

Facility	Address	Phone
Arroyo Grande Care Center	1212 Farroll Ave. Arroyo Grande, CA 93420	489.8131
Arroyo Grande Community Hospital Rehab Unit/Preceptorship	345 South Halcyon Road Arroyo Grande, CA 93420	489.4261
Bayside Care Center	1405 Teresa drive Morro Bay, CA	772.2237
Bella Vista Transitional Care Center	3033 Augusta Street San Luis Obispo, CA 93401	544-5100
Vineyard Hills Nursing & Rehabilitation	290 Heather Court Templeton, CA 93465	434.3035
Danish Care Center	10805 El Camino Atascadero, CA 93422	466.9254
Mee Memorial Hospital Preceptorship	300 Canal Street King City, CA 93930	831.385.6000
Mission View Care Center	1425 Woodside Drive San Luis Obispo Ca. 93401	543.0210
San Luis Transitional Care Center Preceptorship	1575 Bishop San Luis Obispo, CA 93401	545.7575
Sierra Vista Regional Medical Center	1010 Murray San Luis Obispo, CA 93405	546.7600
Twin Cities Community Hospital	1100 Las Tablas Road Templeton, CA 93465	434.3500

SECTION II
PROGRAM REQUIREMENTS
&
POLICIES

LVN STUDENT CODE OF CONDUCT

Cuesta College LVN students are expected to conduct themselves in a professional manner. Cuesta College bases its policies on the philosophy, objectives, and statutes contained in the Vocational Nurse Practice Act. It is the goal of our LVN program that students meet the standards of competent performance.

STANDARDS OF PRACTICE AND EDUCATIONAL COMPETENCIES OF GRADUATES OF PRACTICAL/VOCATIONAL NURSING PROGRAMS

BY: NATIONAL ASSOCIATION FOR PRACTICAL NURSE EDUCATION AND SERVICE (NAPNES)

NAPNES has set the standards for nursing practice of LP/VNs since 1941. These standards and competencies are intended to better define the range of capabilities, responsibilities, rights and relationship to other health care providers for scope and content of practical/vocational nursing education programs. The guidelines will assist:

- Educators in development, implementation, and evaluation of practical, vocational nursing curricula.
- Students in understanding expectations of their competencies upon completion of the educational program.
- Prospective employers in appropriate utilization of the practical/vocational nurse.
- Consumers in understanding the scope of practice and level of responsibility of the practical/vocational nurse.

A. Professional Behaviors

Professional behaviors, within the scope of nursing practice for a practical/vocational nurse, are characterized by adherence to standards of care, accountability for one's own actions and behaviors, and use of legal and ethical principles in nursing practice. Professionalism includes a commitment to nursing and a concern for others demonstrated by an attitude of caring. Professionalism also involves participation in life long self-development activities to enhance and maintain current knowledge and skills for continuing competency in the practice of nursing for the LP/VN, as well as individual, group, community and societal endeavors to improve health care.

Upon completion of the practical/vocational nursing program, the graduate will display the following program outcome:

Demonstrate professional behaviors of accountability and professionalism according to the legal and ethical standards for a competent licensed practical/vocational nurse.

Competencies which demonstrate this outcome has been attained:

1. Comply with the ethical, legal, and regulatory frameworks of nursing and the scope of practice as outlined in the LP/VN nurse practice act of the specific state in which licensed.
2. Utilize educational opportunities for lifelong learning and maintenance of competence.
3. Identify personal capabilities and consider career mobility options.
4. Identify own LP/VN strengths and limitations for the purpose of improving nursing performance.
5. Demonstrate accountability for nursing care provided by self and/or directed to others.
6. Function as an advocate for the health care consumer, maintaining confidentiality as required.
7. Identify the impact of economic, political, social, cultural, spiritual, and demographic forces on the role of the licensed practical/vocational nurse in the delivery of health care.
8. Serve as a positive role model within healthcare settings and the community.
9. Participate as a member of a practical/vocational nursing organization.

B. Communication

Communication is defined as the process by which information is exchanged between individuals verbally, non-verbally and/or in writing or through information technology. Communication abilities are integral and essential to the nursing process. Those who are included in the nursing process are the licensed practical/vocational nurse and other members of the nursing and healthcare team, client, and significant support person(s). Effective communication demonstrates caring, compassion, and cultural awareness, and is directed toward promoting positive outcomes and establishing a trusting relationship.

Upon completion of the practical/vocational nursing program, the graduate will display the following program outcome:

Effectively communicate with patients, significant support person(s), and members of the interdisciplinary health care team incorporating interpersonal and therapeutic communication skills.

Competencies which demonstrate this outcome has been attained:

1. Utilize effective communication skills when interacting with clients, significant others, and members of the interdisciplinary health care team.
2. Communicate relevant, accurate, and complete information.
3. Report to appropriate health care personnel and document assessments, interventions, and progress or impediments toward achieving client outcomes.
4. Maintain organizational and client confidentiality.
5. Utilize information technology to support and communicate the planning and provision of client care.
6. Utilize appropriate channels of communication.

C. Assessment

Assessment is the collection and processing of relevant data for the purposes of appraising the client's health status. Assessment provides a holistic view of the client which includes physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status. Assessment involves the collection of information from multiple sources to provide the foundation for nursing care. Initial assessment provides the baseline for future comparisons in order to individualize client care. Ongoing assessment is required to meet the client's changing needs.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Collect holistic assessment data from multiple sources, communicate the data to appropriate health care providers, and evaluate client responses to interventions.

Competencies which demonstrate this outcome has been attained:

1. Assess data related to basic physical, developmental, spiritual, cultural, functional, and psychosocial needs of the client.
2. Collect data within established protocols and guidelines from various sources including client interviews, observations/measurements, health care team members, family, significant other(s), and review of health records.
3. Assess data related to the client's health status, identify impediments to client progress and evaluate response to interventions.
4. Document data collection, assessment, and communicate findings to appropriate member/s of the healthcare team.

D. Planning

Planning encompasses the collection of health status information, the use of multiple methods to access information, and the analysis and integration of knowledge and information to formulate nursing care plans and care actions. The nursing care plan provides direction for individualized care, and assures the delivery of accurate, safe care through a definitive pathway that promotes the clients and support person's(s') progress toward positive outcomes.

Upon completion of the practical/vocational nursing program, the graduate will display the following program outcome:

Collaborate with the registered nurse or other members' of the health care team to organize and incorporate assessment data to plan/revise patient care and actions based on established nursing diagnoses, nursing protocols, and assessment and evaluation data.

Competencies which demonstrate this outcome has been attained:

1. Utilize knowledge of normal values to identify deviation in health status to plan care.
2. Contribute to formulation of a nursing care plan for clients with non-complex conditions and in a stable state, in consultation with the registered nurse and as appropriate in collaboration with the client or support person(s) as well as members of the interdisciplinary health care team using established nursing diagnoses and nursing protocols.
3. Prioritize nursing care needs of clients.
4. Assist in the review and revision of nursing care plans with the registered nurse to meet the changing needs of clients.
5. Modify client care as indicated by the evaluation of stated outcomes.
6. Provide information to client about aspects of the care plan within the LP/VN scope of practice
7. Refer client as appropriate to other members of the health care team about care outside the scope of practice of the LP/VN.

E. Caring Interventions

Caring interventions are those nursing behaviors and actions that assist clients and significant others in meeting their needs and the identified outcomes of the plan of care. These interventions are based on knowledge of the natural sciences, behavioral sciences, and past nursing experiences. Caring is the "being with" and "doing for" that assists clients to achieve the desired outcomes. Caring behaviors are nurturing, protective, compassionate, and person-centered. Caring creates an environment of hope and trust where client choices related to cultural, religious, and spiritual values, beliefs, and lifestyles are respected.

Upon completion of the practical/vocational nursing program the graduate will display the following program outcome:

Demonstrate a caring and empathic approach to the safe, therapeutic, and individualized care of each client.

Competencies which demonstrate this outcome has been attained:

1. Provide and promote the client's dignity.
2. Identify and honor the emotional, cultural, religious, and spiritual influences on the client's health.
3. Demonstrate caring behaviors toward the client and significant support person(s).
4. Provide competent, safe, therapeutic and individualized nursing care in a variety of settings.
5. Provide a safe physical and psychosocial environment for the client and significant other(s).
6. Implement the prescribed care regimen within the legal, ethical, and regulatory framework of practical / vocational nursing practice.
7. Assist the client and significant support person(s) to cope with and adapt to stressful events and changes in health status.
8. Assist the client and significant other(s) to achieve optimum comfort and functioning.

9. Instruct client regarding individualized health needs in keeping with the licensed practical/vocational nurse's knowledge, competence, and scope of practice.
10. Recognize client's right to access information and refer requests to appropriate person(s).
11. Act in an advocacy role to protect client rights.

F. Managing

Managing care is the effective use of human, physical, financial, and technological resources to achieve the client-identified outcomes while supporting organizational outcomes. The LP/VN manages care through the processes of planning, organizing and directing.

Upon completion of the practical/vocational nursing program, the graduate will display the following program outcome:

Implement patient care, at the direction of a registered nurse, licensed physician or dentist through performance of nursing interventions or directing aspects of care, as appropriate, to unlicensed assistive personnel (UAP).

Competencies which demonstrate this outcome has been attained:

1. Assist in the coordination and implementation of an individualized plan of care for clients and significant support person(s)
2. Direct aspects of client care to qualified UAPs commensurate with abilities and level of preparation and consistent with the state's legal and regulatory framework for the scope of practice for the LP/VN.
3. Supervise and evaluate the activities of UAPs and other personnel as appropriate within the state's legal, and regulatory framework for the scope of practice for the LP/VN as well as facility policy.
4. Maintain accountability for outcomes of care directed to qualified UAPs.
5. Organize nursing activities in a meaningful and cost effective manner when providing nursing care for individuals or groups.
6. Assist the client and significant support person(s) to access available resources and services.
7. Demonstrate competence with current technologies.
8. Function within the defined scope of practice for the LP/VN in the health care delivery system at the direction of a registered nurse, licensed physician, or dentist.

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CUESTA COLLEGE LVN STUDENT DRESS CODE

1. Cuesta College student nurse photo name badges are worn with uniforms at all times.
2. The uniform is not to be worn to public events unless sanctioned by the LVN Program Director. It is neither sanitary nor professional to wear the uniform outside of the healthcare agency. Cuesta College photo name badges are not to be worn outside the patient care setting (i.e. grocery store, restaurants, etc.)
3. Failure to maintain a professional appearance for patient care and as a representative of Cuesta College LVN Program will result in being asked to leave the clinical area resulting in an absence.
5. Facial makeup is to be conservative.
6. Fingernails should be trimmed to the level of the fingertips and be clean. Acrylic nails, gel nails and coatings, or nail polish are not to be worn.
7. Acceptable jewelry includes a white banded watch, simple wedding band, and one pair of small stud earrings. No necklaces, nose or tongue piercings, gauge earrings, or other ornamentations are allowed.
8. Hair must be secured in such a way that it does not move about freely or fall forward during patient care and skills to eliminate risk for potential source of contamination. Bangs that hang into the eyes and ‘feathered’ hair would be considered unsecured. No unusual, unnatural hair colors are permitted. Wigs must also comply with these rules.
9. Facial hair (moustaches and beards) are allowed but must be shorter than one inch in length, clean, and neatly trimmed.
10. No visible tattoos. Tattoos must be covered at all times while in clinical.
11. Good oral hygiene is essential. Gum chewing is not allowed.
12. A neat clean appearance without offensive body odor is essential. Potential offensive odors include heavy scented perfumes, aftershave, lotions and/or cigarette smoke. Reliable deodorants should be used.

The clinical uniform:

- a. Designated all-white top with sleeves.
- b. Designated all-white scrub pants.
- c. All-white hard top (not mesh), closed toe, low-heeled, closed or strapped heel shoes.
- d. White or flesh-colored hose or socks.
- e. All-white scrub jacket or sweater may be worn with the uniform.
- f. Uniform must be clean & neat appearing, void of stains, in good repair, and appropriately sized to fit loosely. Shoes clean and polished. Under garments should not be visible.

For skills lab: Students should be mindful of skills lab days that involve use of sharp instruments and wear closed-toed shoes on those days. It is recommended students keep a pair of closed-toed shoes in their car to be prepared on all skills days. Advance notice will be provided to students from instructors for skills day that require students to be in their white working uniforms.

For patient research:

1. When conducting patient research, student nurses are required to wear their photo identification badge and white student nurse uniform.
2. Faculty will determine when situations would allow professional dress with photo identification badge in the clinical setting. Students will not wear jeans, shorts, or sleeveless shirts in situations of professional dress code. Students found to be wearing inappropriate attire will be asked to leave and will accrue an absence.
3. Students may be given specific dress code guidelines for alternate clinical sites such as psychiatric, community health or pediatric settings.

PHYSICAL REQUIREMENTS & FUNCTIONAL ABILITIES

Certain functional abilities are essential for the delivery of safe, effective nursing care. These abilities are essential, as they constitute core components of nursing practice. There is a high probability that negative consequences will result for patient/clients under the care of nurses who fail to demonstrate these abilities. Programs preparing students for the practice of nursing must attend to these essential functional abilities in the education and evaluation of students.

The nursing faculty at Cuesta College have identified those functional abilities considered essential to the practice of nursing. The Functional Abilities are reflected in course objectives and in clinical evaluation tools, which are the basis for teaching and evaluating all nursing students.

Applicants seeking admission into the nursing program who have questions about the functional abilities and appropriate reasonable accommodations are invited to discuss their questions with one of the nursing program faculty or the program director. Reasonable accommodation will be directed toward providing an equal educational opportunity for students with disabilities while adhering to the standards of nursing practice for all students. Continuing students who are unable to maintain functional abilities with reasonable accommodation will be withdrawn from the program.

Standards

The practice of nursing requires the following functional abilities with or without reasonable accommodations:

1. **Visual acuity** sufficient to assess patients and their environments and to implement the nursing care plans that are developed from such assessments.
Examples of relevant activities:
 - Detect changes in skin color or condition.
 - Collect data from recording equipment and measurement devices used in patient care.
 - Detect a fire in a patient area and initiate emergency action.
 - Draw up the correct quantity of medication into a syringe.
2. **Hearing ability** sufficient to assess patients and their environments and to implement the nursing care plans that are developed from such assessments.
Examples of relevant activities:
 - Detect sounds related to bodily functions using a stethoscope.
 - Detect audible alarms within the frequency and volume ranges of the sounds generated by mechanical systems that monitor bodily functions.
 - Communicate clearly in telephone conversations.
 - Communicate effectively with patients and members of the health care team.
3. **Olfactory ability** sufficient to assess patients and to implement the nursing care plans that are developed from such assessments.
 - Detect foul or unusual odors of bodily fluids or spoiled foods.
 - Detect smoke from burning materials.
4. **Tactile ability** sufficient to assess patients and to implement the nursing care plans that are developed from such assessments.
Examples of relevant activities:
 - Detect changes in skin temperature.
 - Detect unsafe temperature levels in heat-producing devices used in patient care.
 - Detect anatomical abnormalities, such as subcutaneous crepitus, edema, or infiltrated intravenous fluid.

5. **Strength and mobility** sufficient to perform patient care activities and emergency procedures.

Examples of relevant activities:

- Safely transfer patients in and out of bed.
- Turn and position patients as needed to prevent complications due to bed rest.
- Hang fluid/nutrition bags at the appropriate level.
- Accurately read the volumes in body fluid collection devices below bed level.
- Perform cardiopulmonary resuscitation.
- Ability to lift 50 pounds unaided.

6. **Fine motor skills** sufficient to perform psychomotor skills integral to patient care.

Examples of relevant activities:

- Safely dispose of needles in sharps containers.
- Accurately place and maintain position of stethoscope for detecting sounds of bodily functions.
- Manipulate small equipment and containers, such as syringes, vials, ampules, and medication packages, to administer medications.

7. **Ability to speak, comprehend, read, and write in English** at a level that meets the need for accurate, clear, and effective communication.

Examples of relevant activities:

- Verbally communicate patient care needs to members of the healthcare team.
- Verbally communicate teaching plans to patients.
- Comprehend medical orders to implement care without assistance of interpreter.
- Document legal record of patient care.

8. **Physical endurance** sufficient to complete assigned periods of clinical practice.

9. **Emotional stability** to function effectively under stress, to adapt to changing situations, and to follow through on assigned patient care responsibilities.

10. **Cognitive ability** to collect, analyze, and integrate information and knowledge to make clinical judgments and management decisions that promote positive patient outcomes.

PHYSICAL EXAM

A physical examination is to be completed and signed by a healthcare provider to ensure the student is physically and emotionally able to meet the functional abilities required to perform safe patient care. The physical is to be completed on the nursing program physical exam form, at the students' own cost, and no sooner than June prior to beginning the nursing program. The physical examination will be maintained in the student file in the nursing office throughout the nursing program. If, at any time, either before or after acceptance into the program, a student's physical or emotional health is such that it is a potential threat to the well-being of a patient or themselves, the student will be denied access to clinical agencies. The student may be required to obtain an updated physical exam and clearance to participate in clinical activities if altered health status or changes occur.

PROOF OF IMMUNITY REQUIREMENTS

Proof of immunity records for MMR, Varicella, T-dap, Hepatitis B, annual flu, and Tuberculosis screening are required by the clinical agencies for clinical placement. Documentation is required to be current in the student file in the nursing office and current throughout the nursing program. Students may not attend clinical practicum and will accumulate absences if immunity proof or screening expire. Missed clinical due to a missing or expired immunity or Tuberculosis screening records will count as a clinical absence. Tuberculosis screening is to be done in the summer so it does not expire during the academic year.

STUDENT INSURANCE

Students carry their own personal health insurance. The college carries professional liability and injury for the nursing student while in clinical. Additional professional liability insurance is a personal choice. Information on low cost health insurance is available through the Student Health Center webpage.

STUDENT INJURY & EXPOSURE POLICY

Cuesta College nursing students experiencing an injury on campus or in a clinical setting report the incident to their instructor and the nursing program director. If necessary, the student will be seen in the emergency room or medical care center, whichever is deemed appropriate for the situation. The student and instructor complete the Nursing and Allied Health Division Incident Report. The form is on the nursing program website, and may also be obtained from your instructor. If medical treatment is required, the student is to complete college forms in the Human Resource Department within 24 hours, or on the first business day. It is essential to complete this document and have it on file in the Human Resources department to receive coverage for the injury or exposure. If the incident involves verbal or physical threats, state law requires reporting to the Cuesta College Public Safety Department. Facility paperwork will also be completed per agency policy. The following forms will be completed to assure student coverage for the injury or exposure: Nursing division incident report, Workman Comp claim form (HR), agency paperwork.

CPR CERTIFICATION FOR THE HEALTHCARE PROVIDER

CPR certification for the healthcare provider from the American Heart Association is required by healthcare agencies for students to attend clinical. Students may not attend clinical without a current copy of their CPR certification card in their student file in the nursing office at Cuesta College. Missed clinical due to an expired CPR certification will count as a clinical absence.

BACKGROUND AND DRUG SCREEN CLEARANCE

A background check and drug screen clearance are required by clinical facilities and both will be completed by the student before clinical placement can occur. The background check and drug screen policy, and a list of convictions and/or charges that would prevent clinical participation can be viewed on the division website. In addition, students are required to report any arrest or pending charge that occurs while the student is enrolled in the nursing program to the nursing program director within two weeks of the occurrence. Consequences of such actions will be evaluated on an individual basis.

A Department of Justice (DOJ) and FBI background check (Livescan fingerprints) will be required in the final semester as part of the student application to the BVNPT to take the LVN licensure exam (NCLEX-PN).

The cost of all background and drug screen clearances is the responsibility of the student.

SIMULATION LAB

The Cuesta College LVN simulation program began in Spring 2012. Currently simulation is incorporated into all three semesters of the program. Students participate in simulation during scheduled lab, open lab, and as part of their clinical rotations.

Simulation experiences provide the nursing student the opportunity to use clinical judgment and critical thinking while caring for a patient in a safe learning environment. Scenarios increase in complexity as the student progresses through the program.

The student nurse dress code is enforced during simulation. Students are required to prepare for simulation experiences in the same manner as their current clinical experience. Respect of classmates and a confidential environment that promotes a safe learning environment is a requirement to participate in simulation, and violations of either will prohibit participation. Missed simulation days will count as a theory or clinical absence.

LETTER OF RECOMMENDATION REQUESTS

Students may request verbal or written recommendations from faculty. The student needs to request permission from the faculty member and then submit a "Student Reference Request" form to the faculty. As courtesy to the faculty, the request should be made at least two weeks in advance. This form may be found on the nursing website at:

https://www.cuesta.edu/academics/scimath/nah/nah_resources.html

PROGRAM EVALUATION

Students are given the opportunity to participate in all areas of the program. Student input is valued and often requested. Opportunities for student evaluations of the Cuesta College ADN program and faculty include but are not limited to:

1. All faculty members are evaluated by students, peers, and administration in adherence to the college process and timelines.
2. At the completion of each semester, students are emailed a confidential survey from the nursing program director. This survey requests feedback and comments regarding theory courses, clinical instruction and facilities, skills and lab, textbooks, and available student resources.
3. At the conclusion of final semester, students are requested to complete a confidential program survey that obtains feedback on all four semesters of the nursing program, from the viewpoint of a student who very recently and sequentially progressed through the four semesters.
4. Opportunities are scheduled throughout the program for students to provide informal feedback to faculty and the director:
 - a. Class Representatives from each class are invited to attend faculty meetings once a month.
 - b. The nursing program director schedules meetings with the class throughout the semester.
5. An Alumni Survey will be emailed to graduates approximately one year after completing the program to obtain feedback on all areas including prerequisites, program advisement, clinical facilities, and the curriculum.
6. Employer surveys are conducted with employers of nursing program graduates approximately one year after they have been working as a nurse.

ABSENCE AND TARDY POLICY IN CLASSROOM AND CLINICAL

The schedule and hours in the LVN program reflect theory and clinical requirements approved by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) and must be met to progress to each semester to complete the program. Please refer to the course syllabus for the hours required for each course.

Absence Policy:

Regular attendance in lecture and clinical is extremely important to students' success in the program. Lectures are designed to help the student understand nursing concepts necessary to be a safe and effective nurse. Clinical days are opportunities for students to apply theory to practice with the benefit of an instructor to guide and supervise.

Therefore, the following apply:

1. Students are expected to be on-time and to attend every class, both theory and skills, as well as clinical days at assigned facilities.
2. Notify the instructor prior to a classroom, clinical, or scheduled lab absence by phone call, email or text.
3. The ability to make-up hours and assignments resulting from a theory or clinical absence is not guaranteed. The decision to allow for theory and clinical make-up, including tests and quizzes, will be determined by faculty and the program director. If it is determined that the student is eligible for make-up, faculty will work with the student to develop an appropriate make-up plan on an individual basis.
4. Absences without notifying the instructor prior to class or clinical are considered unexcused.
5. Unexcused versus excused absences will be considered in the decision to allow for make-up.
6. Missing any portion of a clinical day, unless determined an excused tardy, will result in a full clinical absence.
7. Clinical make-up will be scheduled at the end of the semester and will consist of consecutive and full clinical days. No partial clinical shifts can be accommodated or allowed.
8. A student who is absent due to health issues for three (3) consecutive days or that requires them to see a healthcare provider will be required to present a health care provider written note releasing the student to return to school and/or clinical without restrictions. Example: surgery, pneumonia, bone or muscle injury requiring an assistive or supportive device.
9. Students are not allowed to make-up an absence in advance.
10. All make up work must show competence in meeting course objectives.
11. Students are to remain awake and attentive in class at all times. Students found sleeping, online shopping, on social media, texting, emailing or visiting in class or clinical will be told to leave, and the missed session will count as an absence.
12. All course requirements and make-ups must be completed by the last day of class. All final semester coursework must be completed prior to the preceptorship and all preceptorship requirements must be completed to participate in the pinning ceremony (completion ceremony)
13. Students accumulating classroom or clinical absences that prevent them from meeting course objectives will -be dismissed from the program but may be eligible to reenter following the LVN Program Re-entry and leave of absence policy.

Tardy Policy:

On class days, all students are expected to be in their seats and ready to start class by the official start time of the course. During clinical rotation days, students are expected to arrive early to check the status of their patients to be prepared and ready to begin on-time for preconference/clinical.

1. If you anticipate being tardy, notify the instructor *prior* to a clinical, classroom or scheduled lab by phone call, email or text.
2. Tardies without notifying the instructor prior to class, lab, or clinical are considered unexcused.
3. Three times late to class and/or clinical will constitute an absence.
4. Distinguishing a tardy versus absence will be a faculty and director decision determined by review of each situation.
5. Students accumulating classroom or clinical tardies that prevent them from meeting course objectives will be dismissed from the program but may be eligible to reenter following the LVN Program Re-entry and leave of absence policy.

Illness Policy:

Instructors need to be notified, in advance, by any student unable to attend class or clinical due to illness (as outlined in the Attendance Policy). The following guidelines apply regarding student illness:

1. While the LVN Program is an accelerated and hours-driven program, no student should compromise the health of other students, staff, or patients by putting them at risk by coming to class or clinicals with a contagious viral or bacterial illness.
2. Students that have a fever and/or incessant cough (productive or nonproductive), and/or are not in control of excessive bodily fluids should refrain from attending class and clinicals.
3. A student who becomes feverish or ill during class or clinicals will be requested to leave to care for themselves.
4. Students unable to maintain an attentive posture in class or clinical due to illness will be sent home.
5. A student who is absent for three (3) consecutive days may require a doctor's written note releasing the student to return to the program.
6. Make-up for absences exceeding the ability to be made-up is not guaranteed. Students who face dismissal from the program for inability to meet course and/or clinical objectives due to extensive absences for illness may express their desire in writing, to the Director of Nursing, to be considered for possible re-entry consideration, on a space-available basis, for the next program year.

CLASSROOM ETIQUETTE

1. Observe classroom etiquette by arriving for class on time and returning from breaks on time. You will be marked tardy for returning late from a break.
2. Cell phones should be silenced.
3. No sleeping, shopping, or playing electronic games. You will be asked to leave class.
4. No eating or snacking during class.
5. Disturbances in class that distract the instructor or classmates will not be tolerated. Students may be asked to leave class.
6. Treat faculty, staff and classmates respectfully.
7. Students are considered guests in clinical agencies and are to act respectfully and politely.
8. Guest lecturers will be treated with gratitude and respect. They volunteer their time to share their expertise with students.

TECHNOLOGY AGREEMENT

Proper and professional use of technology must be adhered to at all times in the classroom, clinical as well as outside of the academic setting. Social media, use of audio and video taping, use of photography, and texting cannot be used to discuss or report on patient care status. An exception to this policy is made only in situations where written permission is obtained from the pertinent agency, patients, classmates or faculty. A signed Technology Agreement is required to enter the program and will be maintained in your student file throughout the nursing program.

RESEARCH AND ACCESS OF MEDICAL RECORDS POLICY

Photo identification badge and white student nurse uniform are to be worn for patient research. A hip length white lab coat may be worn over the uniform. Students in street clothes will be sent home.

Research of a patient medical record is for the purpose of the nursing program curriculum and course requirements only. Students will follow agency protocol for review of medical records. Medical records, including any document with patient identifying information, are NOT to be removed from the clinical units or photocopied. These actions are a violation of patient confidentiality (HIPAA). Electronic Medical Records may only be accessed while present at the clinical site. Accessing an Electronic Medical Record while off site is considered a violation of patient confidentiality (HIPAA). Mental Health records have specific facility legal requirements and are not available for student research outside of clinical. Violations of this policy and/or patient confidentiality are cause for discipline and may result in dismissal from the program.

NCLEX-PN (LICENSURE EXAM) PREPARATION & REVIEW CLASS

The Nursing Program is currently able to offer Kaplan NCLEX Preparation through all semesters & Live Review Class through funding from the college nursing foundation as a resource to our students.

An NCLEX-PN integrated program is provided during the nursing program to assist with the goal of LVN licensure. Content review and computerized practice exams, using NCLEX style questions, are integrated into nursing courses. In addition, a 2-day review course is provided after completion of the nursing curriculum.

Integrated Tests can only be taken by students in a proctored classroom through advance arrangement with faculty and/or Success Specialist. The integrated tests measure your knowledge at the end of courses as you progress through school. Your level of knowledge is compared with the national norm group. The exams selected by faculty will reflect content that has been covered in each semester of your courses. Once you have taken the tests, you will be able to review your results and access remediation explanations for any of the questions at any time.

1. There is no specific content to study in preparation for the integrated exams that are assigned by instructors.
2. Focused Review Tests are provided, which may be taken as often as desired at any time. Faculty may assign focused review tests as homework.

LVN LICENSURE (NCLEX-PN) APPLICATION PROCESS

Resources are available on the California BVNPT website at bvnpt.ca.gov and the National Council of State Boards of Nursing website at ncsbn.org. In addition, the program director will provide information on the process and timeline to submit your application to the BRN to take your licensure exam upon completion of the program.

MISSED QUIZ & TEST MAKE-UP POLICY (Pre-excused only)

1. Make-up tests will only be administered for excused reasons as determined by faculty and program director.
2. The student must call or notify the faculty administering the test prior to the test with an explanation to obtain a pre-excused absence.
3. Arrangements for make-up tests are to be made with the class instructor and completed within 7 days.
4. All make-up tests will be administered during non-class time when faculty is available.
5. Discussion of the quiz or test, with any classmate, prior to taking the make-up test is considered cheating, and will be cause for immediate dismissal from the program.

DISABLED STUDENT PROGRAMS AND SERVICES (DSPS) TESTING ACCOMMODATIONS

Cuesta College Disabled Student Programs and Services (DSPS) are available on campus for students who need an alternative setting or accommodations for tests. Students are to make an appointment with DSPS to determine and understand options available for them. The following guidelines have been agreed upon by the nursing faculty and the DSPS department.

1. Test forms must be submitted to the instructor and DSPS staff one week in advance of each test date and two weeks before finals.
2. The student and faculty must agree upon the test date and start time when completing the test form. Once made, the day and time cannot be changed without prior approval from faculty.
3. Students will schedule to take the test as close as possible to when the rest of the class is testing.
4. Testing will begin at the agreed upon start time. There will be no extension of time for showing up late.
5. Absences will follow the Missed Quiz and Test Make-up Policy.
6. Students testing in DSPS are not to discuss the test with students who have, or have not, tested yet. Students are to remain away from classmates, to the extent possible, who have already tested until testing is complete.

MEDICATION MATH QUIZ POLICY

Medication math is a mandatory skill for effective and safe nursing practice. All students must pass each Medication Math Quiz with a score of 100% to administer medications in the clinical setting. Calculations in the medication math quizzes mimic prescribed medication concentrations and doses for patients.

Medication Math Quiz Score < 100% on First Attempt:

Students who do not score 100% on their first Medication Math quiz:

1. Will be given a second chance to correct errors on the quiz immediately after the faculty member scores the quiz. The student will need to correct errors without coaching and before exiting the lab before resubmitting.
2. If score is still <100% after submitting corrections, the student will need to meet with lab faculty to schedule a second medication math quiz within 7 days of the first attempt.
3. Student is required to attend clinical and perform all expected research, including medication, but will not administer medications to patients until the medication math quiz score is 100%. Make-up clinical days will be required at the end of the semester to be able to meet the clinical objectives of medication administration. Make up will be determined adhering to the program attendance policy.

Medication Math Quiz Score <100% on Second Attempt:

Students who do not score 100% on their second quiz attempt:

1. Will be given a second chance to correct errors on the quiz immediately after the faculty member scores the quiz. The student will need to correct errors without coaching and before exiting the lab before resubmitting.
2. If score is still <100% after submitting corrections, the student will need to schedule a third attempt within 7 days of the second attempt.
3. Meet with the lab faculty member during office hours to review medication math skills.
4. Obtain math tutoring from the Student Success Center Math Lab, prior to retesting, and provide proof of services.
5. Student is required to attend clinical and perform all expected research, including medication, but will not administer medications to patients until the medication math quiz score is 100%. Make-up clinical days will be required at the end of the semester to be able to meet the clinical objectives of medication administration. Make up will be determined adhering to the program attendance policy.

Medication Math Quiz Score <100% on Third Attempt:

Students who do not score 100% on their third quiz attempt:

1. Will be given a second chance to correct errors on the quiz immediately after the faculty member scores the quiz. The student will need to correct errors without coaching and before exiting the lab before resubmitting.
2. May not attend clinical rotations until a medication math quiz score of 100% is achieved. Make-up clinical days will be required at the end of the semester to be able to meet the clinical objectives of medication administration. Make up will be determined adhering to the program attendance policy.

FINAL EXAM POLICY

Students must score a minimum of 70% on the final exam to pass the course. Exception: Student scoring between 65 – 69% may pass the course if the average of all pre – final test scores meet or exceed the following:

Pre-Final Average Score (tests/quizzes only)	Final Exam Score %
76	69
77	68
78	67
79	66
80 & above	65

Please note:

- There will be no rounding up on the pre-final average score or the final exam score.
- Performance up until the final exam accounts for the percentage of the final grade as indicated in the course syllabus.
- Meeting the requirements above or scoring 70% or higher on the final does not automatically qualify a student to pass the course.

STUDENT SUCCESS AND RETENTION POLICY

Completion of all required course assignments, passing each course final exam and achieving a course grade of "C" or higher are required to remain within, progress through semesters, and to complete the LVN Program. The student must adhere to all college, program and course policies.

CREDIT BY EXAMINATION (CHALLENGE OF COURSE)

Occasionally, a student believes they have mastered the nursing content of a course and may choose to seek credit by examination (challenge the course). In order to receive credit by examination, the student must perform the following:

1. Research and follow the current Cuesta College Credit by Exam Policy as stated in the college catalog.
2. Submit evidence for consideration to the nursing program director including no later than the second week of the first day of the course:
 - a. Name of the course to be challenged
 - b. Rationale
 - c. Supporting evidence, including course descriptions, previous education, or work experience, that justifies ability to challenge the course
 - d. Successful completion of the course final examination with a 75% or higher.
 - e. Successful completion of skills check off for lab courses.

CREDIT FOR PREVIOUS EDUCATION & EXPERIENCE

The Cuesta College Vocational Nursing Program will credit up to 32 hours of clinical experience in the first 2-3 weeks of the LVN101B clinical experience, per the regulations of the Board of Vocational Nursing and Psychiatric Technicians requirement to acknowledge past experience and education,

Transfer credit may be awarded for qualifying education completed within the last five years **that is equivalent to content in the LVN Program**. Including:

- Accredited vocational or practical nursing courses
- Accredited registered nursing courses
- Accredited psychiatric technician courses
- Armed services nursing courses
- Other courses the college determines as equivalent

Competency based credit shall be granted for knowledge and/or skills acquired through experience. Credit shall be determined by written and/or practical examinations. **All students must have a signed “Credit for Previous Education and Experience” form completed and submitted for faculty evaluation.**

STUDENT GRIEVANCE PROCEDURE

Students who would like to file a grievance should follow the grievance policy as stated in the Cuesta College catalog.

VOCATIONAL NURSING BOARD CONTACT INFORMATION

Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive, Suite 205
Sacramento, CA 95833-2945
Telephone: 916.263.7800; FAX 916.263.7859
[Http://www.bvnpt.ca.gov](http://www.bvnpt.ca.gov)

PROGRAM WITHDRAWAL POLICY

A student who chooses to withdraw from the nursing program should inform the program director to review their leave of absence and re-entry options. The student is responsible to initiate the withdrawal paperwork and complete the process. If the withdraw process is not completed the student record will reflect academic failure.

LEAVE OF ABSENCE (LOA) REQUEST

A one year leave of absence (LOA) request may be granted to students currently enrolled and attending classes in the LVN program. A student requesting an LOA needs to make an appointment with the nursing program director to discuss the situation and options.

- A formal written request for a LOA is to be submitted within two weeks of the last class attended.
- A plan for success must accompany the student's written request for the one year LOA. The plan should include how the student will stay current in nursing theory and skills during the LOA and what they will do during the time off to be successful if re-entry occurs. When possible, employment or volunteering in healthcare during the LOA is recommended to increase success upon re-reentry.
- LOA's are approved by the nursing program director and faculty.
- LOA's are good for one year only.
- A student may receive only one LOA.
- Re-entry following a one year LOA is not guaranteed, but is on a space available basis and according to the re-entry policy found in this handbook.
- Upon completion of the plan, the student will meet with the director to determine if the student is eligible to return.
- Students who drop the program within the first two weeks are ineligible for a LOA and will need to reapply to the program in a subsequent year. All admission criteria specific to the year they are applying and the Cuesta College catalog must be met.
- Refer to the Entry/Re-entry/Policy to understand the ranking priority for returning students.

ENTRY/RE-ENTRY/RE-ENROLLMENT POLICY

The entry/re-entry/re-enrollment policy applies to returning Cuesta LVN students and potential transfers into the program. It is the responsibility of all re-entry students to know theory content and be able to perform all skills taught in previous semesters in order to meet current course objectives and provide safe patient care.

- Entry/Re-entry/Re-enrollment is on a space available basis **only** and is approved by the director of nursing and faculty.
- Entry/Re-entry/Re-enrollment will be granted only once.
- Entry/Re-entry/Re-enrollment requires a current and clear physical examination, background check and drug screen, and meeting all program and college requirements in place at the time of re-entry.
- Entry/Re-entry/Re-enrollment will use the ranking guidelines defined below. Academic standing upon departure and potential success upon re-entry as determined by the director and faculty will be the final determination in situations when more students are on the list than available seats.
- Theory and clinical courses must be taken concurrently. Students readmitted into a semester must take all required classes in that semester.
- Entry/Re-entry/Re-enrollment students are required to meet with the Success Specialist prior to return to develop a plan for success.
- Entry/Re-entry/Re-enrollment students are required to meet with the skills lab faculty to develop a plan for refreshing skills from prior semesters.

- A student who leaves the program without a request to re-enter is not eligible to return into the semester from which they departed and will need to reapply to the LVN program in a future application cycle.
- Students who do not attend the Cuesta Vocational Nursing Program after being accepted, or who exit within the first two weeks of the program, must reapply to the LVN program in a future application cycle and meet all college requirements in place at that time.

Available spaces will be filled considering the following priority:

1. ***Returning Cuesta College LVN Students:*** Cuesta LVN students who exited from the program in good standing with an approved LOA due to unforeseeable emergency and justifiable reasons.
2. ***Cuesta College LVN students who have received a D or F in a nursing course, less than 70%, and have submitted a written LOA request within 2 weeks of leaving the program:*** Cuesta nursing students may request in writing to be readmitted into the semester from which they failed, on a space available basis i.e., if a student fails LVN 102B, they may request in writing to re-enter the second semester on a space available basis the next time the course is offered.
3. ***Transfer students from other vocational nursing programs:*** Students from other LVN schools of nursing who have not been out of nursing school for more than one year and exited the program in good standing. Transfer students must meet the academic criteria of the class to which they are seeking admission.

STUDENT REMEDIATION PLAN

The purpose of Student Remediation for the Cuesta College LVN Program is to support and promote student achievement for those at risk of failing to meet academic objectives or course requirements. The purpose of the remediation plan is to identify factors contributing to the suboptimal student performance, and to identify specific steps and recommendations for the student to improve. The Remediation Plan Process is not a substitute for course requirements, but is supplemental to them to support student learning. The Student Remediation process is instigated in the following situations:

- Academic jeopardy (scoring <75% on exams/quizzes)
- Lack of mathematical competency (scoring less than passing score on math exam or insufficient scores on math questions on lecture course exams or quizzes)
- Lapses in professional conduct or judgement (unprofessional behavior, tardiness, absenteeism, and dress code issues in class)
- Clinical Practice Plans are separate entities instituted to address student issues in the clinical setting

Students that elect to participate in the remediation plan process are required to demonstrate ongoing remediation efforts to improve academic success, and it is the responsibility of the student for implementing the recommendations in the remediation plan. If a student is struggling in multiple areas, separate remediation plans are instigated.

The Student Remediation Plan initiation:

- Students will be notified by their instructor when they do not meet academic standards. A remediation plan can be issued by a course instructor, or by the Student Success Specialist to whom they are referred, or jointly between the Success Specialist with the Instructor.
- When placed on a student remediation plan, the instructor and/or success specialist will discuss the situation and document the circumstances warranting the remediation plan and meet with the student to discuss the identified issues and present a remediation plan developed to address identified concerns.

The student remediation plan will be updated regularly detailing meeting dates and comments signed by faculty/staff involved. Faculty and staff will be available to support the student during the time their remediation plan is in effect, but it is the student's responsibility to contact faculty or staff to request additional assistance when required. Once the remediation plan steps have been completed, the date the remediation was fulfilled will be identified and signed off on the remediation plan in the student's file.

Failure to complete the remediation plan successfully, or unsuccessful remediation evidenced by student inability to meet course requirements and objectives after remediation may result in student failure of a course and dismissal from the program.

LVN Student Remediation Plan

Student: _____

Date: _____

Reason for referral:

- Exam score <75%
- Time Management
- Clinical Objectives not being met
- Other _____

Faculty/Staff participating in referral: _____

Issues of Concern (as related to policies/objectives):

Recommended Actions (Student remediation action plans are developed in collaboration with faculty/staff and program director).

- Meet with tutor weekly
- Meet with Success Specialist weekly
- Arrange skills remediation with instructor
- Other

Student Status:

- Student currently on existing Remediation Plan
- Student declines to participate in the remediation process and acknowledges this may result in failure to meet course or clinical objectives and program dismissal
- Student elects to participate in remediation plan process

Student Signature

Date

Remediation Plan Progress:

MEETING DATES	RESULTS

Results/Comments:

Remediation completed on _____

Signatures:

Student

Date

Faculty/Success Specialist

Date

CLINICAL PRACTICE PLAN (CLINICAL REMEDIATION)

The intent of the Clinical Practice Plan is to support student success. A Nursing Faculty member initiates the Clinical Practice Plan process when a student is having difficulty meeting critical elements, level objectives and level specific performance criteria outlined in the evaluation tool. The instructor completes a Clinical Practice Plan; the specific terms are stated on the form. The student receives a copy of the clinical practice plan and is required to familiarize themselves with and complete ALL required expectations within the stated timeframe.

Examples for which students may receive a clinical practice plan may include but are not limited to: Failure to follow critical elements, demonstrates problems meeting level objectives, demonstrates problems with accurate/timely charting and/or verbal communication, inefficiency/poor performance of skills, providing care without appropriate or required client research, failure to research medications and perform required pre-assessments prior to administration, failure to follow the 7 rights of medication administration, medication errors, demonstrates lack of familiarity in using equipment that has been demonstrated in class and is available in the skills lab, performing skills without required supervision, actions which undermine a patient's emotional or physical well-being.

It is the student's responsibility to follow through and satisfy the terms of the clinical practice plan. **The student is also responsible for communicating to all clinical and skills lab instructors, when appropriate, if they have had to complete a clinical practice plan.**

A clinical practice plan may or may not include skills lab practice.

A clinical practice plan may or may not include required consultation with the student success specialist.

Repeated difficulty meeting critical elements may result in probation.

See Clinical Practice Plan on next page.

CLINICAL PROBATION

1. Probation is a warning that a pattern of unsafe practice and failure to meet critical elements has been identified.
2. If a student has received practice plans and continues to practice in an unsafe manner as observed by the clinical instructor, the situation is evaluated by all nursing faculty to make a decision to place the student on probation. The type of practice plan, frequency of practice plans, situation surrounding practice plans, repeated practice plans, and ability to self-correct are all considered in the decision to place a student on probation.
3. Examples of practice that would be considered for probation (not an exhaustive list): practicing outside the LVN scope of practice; performing unapproved skills or skills without the required supervision; a pattern of failure to follow critical elements; not meeting level objectives; demonstration of dependent practice; demonstration of a pattern of inaccurate/untimely documentation and/or verbal communication; a pattern inefficiency/poor performance of skills; providing care without appropriate or required client research; failure to research medications, verbalize precautionary measures and perform required pre-assessments prior to administration; failure to follow the 7 rights of medication administration; medication errors; performing actions which undermine a patient's physical or emotional well-being; any action that constitutes negligence or incompetence.
4. When placed on probation the student and instructor will discuss the situation and a written report will be prepared by the instructor. The student will be asked to sign this report, indicating that they have seen the report. This report will include:
 - a. A factual account of the incident
 - b. A plan to learn from and correct the problem
 - c. Actions necessary while on probation
 - d. Length of probation
5. The student will need to meet with the success specialist to discuss helpful strategies and necessary actions to help remedy the problem.
6. The student will meet with the Director of Nursing to clarify the situation, plan for improvement and terms of the probation. If the student has additional information they would like to have reviewed they may submit that material in writing within one (1) week of the incident.
7. Clinical performance will be monitored throughout the semester from one clinical rotation instructor to another. Clinical performance will also be monitored throughout the program from semester to semester.
8. Students who are on probation may not be eligible for out rotations. Placement in out rotations is up to the instructor's discretion.
9. If the student continues to perform in an unsafe manner or continues to not meet clinical objectives during the probation period, the result will be a clinical failure. The student's clinical performance must be evaluated to be safe and meet standards of care prior to the end of the semester in order to progress to the next level. If, at any time during the probationary period, the student repeats the unsafe practice, they will fail clinical. Students may not continue in theory classes if a clinical failure has occurred. At this point, a student will be administratively dropped from the program.

If the student adheres to all student guidelines and practices in a safe manner, their probation status will be evaluated and ended by the date on the documentation.

Cuesta College LVN Program Clinical Probation

Level: 1 2 3
 To:
 From:
 Dates of event(s):

Please check the appropriate box

- Probation secondary to functioning outside the scope of practice for a student nurse.
- Probation secondary to violation of Cuesta College LVN Program policy related to:
- Confidentiality _____
- Demonstration of a continuing trend of practicing below the safe standard as outlined in the critical elements, clinical objectives and the evaluation tool in the following area(s):

Communication	Judgment	Psychomotor	Lifespan
Nursing Process	Energy	Teaching learning	Caring

See Clinical Practice Plan(s) dated: _____

Description of performance deficiency or recurring pattern:

Student action(s) necessary to address performance deficiencies and end probation:

Student expectations during probation:

- *Student must make an appointment and meet with the Director of Nursing prior to return to clinical.*
- *While on probation the student is required to meet with the Success Specialist weekly.*
- *While the student is on probation, the instructor must supervise all skills.*
- *It is the student's responsibility to communicate probation status with each clinical instructor.*
- *While the student is on probation they are not eligible for out-rotations.*

Date Probation period begins: _____

Date Probation will be evaluated to determine your ability to continue in the program: _____

- *During the probation period the student will receive a weekly Probation Progress Report from the clinical instructor.*
- *If at any time during this period the student continues to practice in an unsafe manner, the student will be administratively dropped.*
- *Faculty may extend the probation period if there have been insufficient opportunities to show progress.*
- *In order to end probation, the student must successfully complete all actions and expectations.*

I have read the above.

Student Signature: _____ **Date:** _____

I want you to be successful in the Nursing Program. Please notify me if you have questions.

Faculty Signature: _____ **Date:** _____

CC: Level Faculty, Skills Lab Instructors, Director, Assistant Director, Success Specialist, Student File

SECTION III
GENERAL INFORMATION

CLASS INFORMATION

1. General Expectations:

Students are expected to treat *everyone* respectfully: *classmates, teachers, program personnel/staff and clinical personnel, clients, facility staff and guests.*

Interaction with classmates is viewed as an opportunity to learn and practice collaboration skills.

Students are strongly encouraged to establish study groups to enhance program success.

Each member of a study group is expected to be an *active effective* member of the group.

2. Electronic Communication:

The college will provide an email list serve for the faculty and class to communicate electronically.

3. Program evaluation

Evaluation is an essential component for professional growth. The LVN faculty recognizes the student as a critical element of the LVN program. Student input is valued and requested.

Students are given the opportunity to participate in the evaluation of all areas of the program including textbooks and learning resources, clinical facilities, and curriculum through the following opportunities:

- Full-time and part-time faculty members are evaluated by students, peers, and administration on a timeline that adheres to the college process.
- Faculty and course evaluations are done at least once a year. These evaluations may be in the form of:
 - An informal paper and pencil form developed by the instructor.
 - Formal paper–pencil college evaluation forms.
 - Electronic course surveys.
 - Verbal feedback from students.
- Scheduled meetings with the director.
- Alumni survey is emailed one year after LVN program completion to seek program review feedback approximately one year after completion of the program.

4. Completion Celebration

Students actively participate in the planning and preparation of their end of program celebration and pinning ceremony.

SECTION IV

**FORMS FOR
STUDENT FILE**



Nursing and Allied Health Department

SLO Campus Office: 2722 Phone: (805) 546-3119

NC Campus Office: N2421 Phone: (805) 591-6200 ext. 4426

STUDENT CONFIDENTIALITY STATEMENT

I understand and agree that in the performance of my duties as a student in the Cuesta College Nursing and Allied Health Department, I must hold client and student information in confidence.

All medical information acquired during patient research and patient care is confidential and I will not disclose that information to any person or persons not involved in the care or treatment of the patients, in the instruction of students, or in the performance of administrative responsibilities regarding the patients.

I will protect the confidentiality of patient information as required by law at all times. Photocopying and/or removing medical records is not permissible.

Conversations between physicians, nurses and other healthcare professionals in the setting of a patient receiving care are protected and may not be discussed.

Other sources of medical information that are protected and confidential are medical records, emergency room department and ambulance records, base station reports, 5150 applications, child abuse reporting forms, elderly abuse reporting forms, laboratory requests and results, and x-ray results.

I understand that any violation of confidentiality with client or student information is cause for dismissal from the program.

Student's printed name

Student's Signature

Date



Nursing and Allied Health Department

SLO Campus Office: 2722 Phone: (805) 546-3119

NC Campus Office: N2421 Phone: (805) 591-6200 ext. 4426

STUDENT ACCEPTANCE STATEMENT

Having received the LVN handbook and reviewing all of the Cuesta College Department policies with care, I understand and accept my responsibilities as a student at Cuesta College in the Nursing & Allied Health Department and agree to be bound by these policies as a condition of enrollment in and graduation from my course/program. I further understand that policies may require revisions during my time in the course/program. If revision is necessary, I will be informed both verbally and in writing before the policy is in effect.

Student's Signature

Date

Student's Printed name

**CUESTA COLLEGE LICENSED VOCATIONAL NURSING PROGRAM
CREDIT FOR PREVIOUS EDUCATION AND EXPERIENCE FORM**

As a Vocational Nursing Student, I am aware that the following transfer coursework, completed within the last five years, may be considered for academic credit:

Previous education and experience:	Dates:
a) Accredited vocational or practical nursing course	_____
b) Accredited registered nursing courses	_____
c) Accredited psychiatric technician courses	_____
d) Armed services nursing courses	_____
e) Other courses the college determines are equivalent	_____

Competency based credit shall be granted for knowledge and/or skills acquired through experience. Validation of credit shall be determined by written and/or practical examinations.

I have chosen to:

A. Receive Credit _____
Print student name

ATTACH ANY COMPLETION CERTIFICATES OR LICENSES THAT VERIFY COUREWORK.

B. Wave Credit _____
Print student name

Student signature



LVN PROGRAM
STUDENT HONOR PLEDGE

I understand that in order to demonstrate my preparation for completion of the LVN Program, and subsequent national testing for licensure, I must pass multiple quizzes and exams, write multiple papers, and research and present on certain topics throughout the year.

I also understand that to hold a license as a vocational nurse in any state means that I can safely perform care and interventions in response to client changes. This will require me to have a certain base of knowledge and skills that I must be able to draw upon.

Finally, I understand that cheating on tests, presenting the work of others instead of my own, and/or not be able to successfully receive a passing grade in an LVN course indicates that I am not prepared to meet the requirements of safe patient care.

Therefore, I accept and understand that such cheating is not acceptable and will result in a failing grade on any material for which I cheated. It also could result in my dismissal from the LVN Program.

STUDENT SIGNATURE

PRINTED NAME

DATE



Nursing and Allied Health Department
BACKGROUND POLICY: AGREEMENT TO SELF REPORT

(to be kept in the student's file in the Nursing Division office)

In accordance with the contracts held by the college and its affiliate partners, all students enrolled in Cuesta College Nursing and Allied Health programs/courses are required to clear a background check in order to participate in clinical rotations and internships.

As part of the background check policy, students are required to self-report arrests, citations, and violations (including traffic violations over \$1,000.00), incurred while enrolled within one week of the occurrence. Reports are to be made to the Director of Nursing. **In addition, students who have been convicted of a felony prior to enrollment must make an appointment with the Director prior to program enrollment.** Students who fail to follow the background check policy guidelines will become ineligible to attend clinical/field training and may be dismissed from the program/course.

Reporting of arrests, citations, and violations will not necessarily exclude students from continued program participation. Each circumstance will be evaluated on an individual basis in order to determine an appropriate action.

By signing below, I confirm that I have read and understand the Background Check Policy and that I agree to self-report any arrests/citations/violations incurred while enrolled in a Nursing and Allied Health program/course, within one week of the occurrence. I also confirm that I will report any felony on record to the Director of Nursing and Allied Health prior to final admission into the program.

Student's signature

Date

Student's printed name

Program/Course name



Nursing and Allied Health Department

SLO Campus Office: 2722 Phone: (805) 546-3119

NC Campus Office: N2421 Phone: (805) 591-6200 ext. 4426

**POLICY FOR AUDIO AND VIDEO RECORDING AND PHOTOGRAPHY IN
LECTURE, LAB OR CLINICAL SETTINGS**

As a student in the Nursing & Allied Health Department at Cuesta College, I understand and agree to the following technology policy for using audio or video recording, and photography in lecture, lab and clinical settings.

1. I understand that I must receive prior written permission from each faculty or person I intend to audio or video record and/or photograph.
2. I understand that confidential medical information is presented in lecture, lab, and clinical settings and that none of this information can be disclosed without the written consent of the individual it pertains to.
3. I understand and agree that if given permission to audio or video record in lecture, lab and/or clinical settings, all recordings are for my personal use while enrolled in Nursing and Allied Health programs/courses. I will not duplicate or reproduce them and/or permit any unauthorized use or exchange of the recordings.
4. I understand and agree that I will not take pictures in lecture, lab and/or clinical settings without written permission of the subject being photographed.
5. I understand and agree to not post audio or video recordings and/or pictures on any public site or permit any unauthorized access to the audio or video recordings and/or photographs without written permission from the photographed individual. I must comply with all healthcare agency policies on audio and video recording, and photography.
6. I understand and agree that if I violate any part of this policy:
 - a. I will lose the privilege to record and/or photograph in lecture, lab and clinical settings
 - b. I may be dropped from the Nursing and Allied Health program/course as noted in department policies and
 - c. I may be personally liable for damages to the person(s) whose right of privacy is violated by the unauthorized disclosure of confidential information.
7. I understand and agree that I will not use any technology device in the classroom for purposes other than instruction and violation of this will put me at risk of forfeiting the device. Examples of this include: texting, Facebook, viewing podcasts and/or movies.
8. I understand that any technology I use in association with Cuesta’s Nursing and Allied Health programs/courses will be completely legal and in compliance with the student code of ethics found in the college catalogue and/or student handbooks or I may be dismissed from the program/course.
9. I further agree to defend, indemnify and hold harmless from liability Cuesta College, its officers, agents and employees while acting as such from all suits, damages, costs or expenses arising out of my intentional or negligent disclosure of any confidential information contained in the audio recordings, transcripts and/or pictures without written consent of the person(s) to whom the confidential information pertains.

I will abide by the conditions listed above:

Student’s Printed Name

Student’s Signature

Date

Designated Nursing & Allied Health Department Signature

Date



Talent Release Form

I do hereby give Cuesta College and their assigns, licenses and legal representatives the irrevocable right to use my name, picture, portrait, photograph, or live video and audio in all forms and media and in all manners, including composite or distorted representations. I am fully aware that my name, picture, portrait, photograph, or video footage will be used for the production of Cuesta College promotional works and commercials that I recognize may be broadcast or distributed nationwide. I waive any right to inspect or approve the finished version(s), including written copy that may be created in connection therewith. I have read this release fully and am completely familiar with its contents.

Participant Signature _____

Print Name _____

Date _____

Date of Birth _____

Phone _____