

**VALLEY SCHOOL OF ALLIED HEALTH**  
**Vocational Nursing Program**  
**Nursing Assistant Program**  
**Home Health Program**

**STUDENT HANDBOOK**

**July 1, 2014 – June 30, 2015**

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[www.VSAH.com](http://www.VSAH.com)

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### ***Message from the School Director***

Welcome,

This handbook has been designed to give you some of the essential information, which you will need as you progress through the stages of your professional preparation. The administrator, Director of Nursing, Instructors and Advisors will provide you with specific program information as you move forward in the nursing program.

The handbook also contains information on policies and procedures you will need to know as a student at Valley School of Allied Health (VSAH). Please be sure to read policies and procedures carefully as you are held responsible for abiding by them.

The published version of the official Student Handbook is updated annually (July-June). The information presented is current as of the publication date. From time to time the School modifies policies and procedures, at its discretion, with or without notice. You will be notified verbally and with a written memo at the time of change.

When a prospective student requested a school catalog we oftentimes direct them to school website or we give them a hardcopy if they do request.

We are pleased you are apart of our learning family.

Sincerely,

Nonylon Pedraja  
School Administrator

### ***Mission Statement***

***The mission of Valley School of Allied Health (VSAH) is to provide a high quality educational experience to each enrolled student. Our goal is to have each of our students acquire specialized knowledge and skills pertaining to performing the duties responsibilities of a Licensed Vocational Nurse, Certified Nurse Assistant, and Home Health Aide.***

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### ***Goals***

*In order to fulfill its function, the Valley School of Allied Health adopts the following goals:*

- *To offer and constantly re-evaluate the programs and curriculum to consistently meet the health care needs of the community it serves.*
- *To provide academic and technical training of the highest quality to students within the community.*
- *To prepare the student for meaningful employment within the health care field.*
- *To encourage students to make learning a life-long process.*
- *To provide a caring environment that is supportive and concerned with each student's success.*

## State Approval

Valley School of Allied Health is a private institution that is approved by the Bureau of Private Postsecondary Education. Approval to operate means that the institution is compliant with the minimum standards contained in the California Private Postsecondary Act of 2009 (as amended) and Division 7.5 of Title 5 of California Code of Regulations

Valley School of Allied Health is not accredited by any accrediting agency recognized by the United States Department of Education.

Any questions a prospective student may have regarding this catalog that has not been satisfactorily answered by this institution may be directed to the Bureau for Private Postsecondary Education at 2535 Capital Oaks Drive, Suite 400, Sacramento, CA. 95833 or toll-free telephone (888) 370-7589 or by fax (916) 263-1897.

## Approval

Valley School of Allied Health's Nursing Assistant Program and Home Health Aide program is approved by the California Department of Health Services .

## Consumer Information

All instruction at Valley School of Allied Health is in English.

Valley School of Allied Health has no pending petition in bankruptcy, nor is operating as a debtor in possession, nor has filed a petition within the preceding five years, nor has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code.

The public may call or visit the school during office hours (8 am to 5 pm), and receive information regarding the school, classes offered, and start dates of classes.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

**Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:**

*Address: 2535 Capitol Oaks Drive, suite 400, Sacramento, Ca 95833*

*P.O. Box 980818, West Sacramento, Ca 95798-0818*

*Web site address: [www.bppe.ca.gov](http://www.bppe.ca.gov)*

*Telephone and Fax #'s: (888) 370-7589 or by fax (916)263-1897*

*(916) 431-6959 or by fax (916)263-1897*

“ A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 toll-free or by completing a complaint form, which can be obtained on the bureau's internet web site [www.bppe.ca.gov](http://www.bppe.ca.gov).

## **Equal Opportunity Policy**

VSAH is committed to the philosophy of equal opportunity and access to all educational programs and services. We are committed to a policy of non-discrimination on the basis of race, color, national origin, ancestry, religion, sex, age, marital status, sexual orientation, veteran status or handicap (unless the disability, physical or otherwise, would prevent use of knowledge or skills learned during the course of training or put client's safety in jeopardy).

We are dedicated to respecting, integrating and celebrating our students' diverse cultures into all aspects of the educational process.

## **Student Population**

The Valley School of Allied Health serves adult members of the general public. No particular segment or sub-set of the general population is targeted.

## **Facility**

All courses are taught at Valley School of Allied health, 18107 Sherman Way, Suite 101, Reseda, California 91335.

- VSAH occupies a first floor space of approximately 5200 square feet in a one story building on the corner of Sherman Way and Lindley in Reseda, CA. Auto parking for students, faculty, and administration is across the street in a gated parking lot.
- There are four (4) classrooms; one (1) classroom accommodates thirty (30) students and the other can accommodate twenty (20) students. Each classroom is equipped with projector for PowerPoint presentation.
- There are two patient care units located in the Skills Lab for use of an instructor and students. There is also a Labor and Delivery lab that accommodates five students at one time.
- There is a computer lab that has ten computers, available for student use with Internet access.
- There are five offices for the administration and instructors.

## **Equipments**

- The school administration has two copy machines. And a facsimile machine.
- Audio-visual equipment consists of a transparency projector, a computer driven projector, screen, DVD and CD equipment.
- Other resources: anatomical charts, human skeleton, full size and baby mannequins and a pregnant mannequin that can simulate vaginal and abdominal deliveries.
- Instructors spend about 4 hours per month copying and collating teaching aids and handouts. Classroom instructors do not perform administrative clerical tasks or answer telephones.

## **Library**

The collection of books and periodicals are selected to complement and support the curriculum needs of students. New books and periodicals are added on an on-going basis.

The library is located beside the school administrator's office; and always open during class hours. Students may study the books or periodical's in the lab or in a nearby classroom.

Library books, periodicals and documents may be checked out to VSAH students and faculty. The check-out period is two weeks.

Library hours are 8 am to 5 pm, Monday through Friday.

The listing of books and periodicals is updated as new items are received for library usage.

## **Financial Aid**

Valley School of Allied Health does not currently participate in federal or state financial aid programs.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund.

If the student receives federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal financial aid funds.

## **Refund Policy**

### ***Student's Right to Cancel***

1. You have the right to cancel your program of instruction, without any penalty or obligations, through attendance at the first class session or the seventh calendar day after enrollment, whichever is later. After the end of the cancellation period, you also have the right to stop school at any time; and you have the right to receive a pro rata refund if you have completed 60 percent or less of the scheduled days (or hours) in the current payment period in your program through the last day of attendance.
2. Cancellation may occur when the student provides a written notice of cancellation at the following address: 18107 Sherman Way, Suite 101, Reseda, CA 91335. This can be done by mail or by hand delivery.
3. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with proper postage.
4. The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that the student no longer wishes to be bound by the Enrollment Agreement.

- If the Enrollment Agreement is cancelled the school will refund the student any money he / she paid, less a registration or administration fee not to exceed \$250.00, and less any deduction for equipment not returned in good condition, within 45 days after the notice of cancellation is received.

### ***Withdrawal from the Program***

You may withdraw from the school at any time after the cancellation period (described above) and receive a pro rata refund if you have completed 60% or less of the scheduled days (or hours) in the current payment period in your program through the last day of attendance. The refund will be less a registration or administration fee not to exceed \$75.00, and less any deduction for equipment not returned in good condition, within 45 days or withdrawal. If the student has completed more than 60% of the period of attendance for which the student was charged, the tuition is considered earned and the student will receive no refund.

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

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

### **Current Fees and Tuition**

<b>Program</b>	<b>Registration Fee Non Refundable</b>	<b>Student Tuition Recovery Fund Non Refundable</b>	<b>Textbooks, Materials and LAB fee</b>	<b>Uniforms</b>	<b>Tuition</b>	<b>*Total Cost</b>
Vocational Nursing	\$75.00	\$0	\$785.00	\$95.00	\$16,500.00	\$17,500.00
Nursing Assistant	\$75.00	\$0	\$147.00	\$75.00	\$1,200.00	\$1,500.00
Home Health Aide	\$75.00	\$0	\$34.00	\$75.00	\$315.00	\$500.00

*\*Estimated charges for the period of attendance and the entire program.*

### **STRF Disclosures**

"You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

- You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans,

or personal loans, and

2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."

"The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

### **Placement Services**

VSAH maintains a placement services department that is available to all graduates. However, there is no promise that job placement is assured upon graduation.

VSAH offers assistance in preparation of resumes, job applications, and interview techniques.

## **Counseling Services**

VSAH offers personal counseling to the students currently enrolled. The student's needs may range from test-taking anxiety, to motivational issues, to family and relationships concerns, to personal depression and / or stresses that interfere with academic, clinical, and interpersonal functioning. If the faculty member or the Director of the Program, and / or the Administrator cannot resolve the issue, the student will be referred to outside resources. Appointment times for counseling are flexible. All counseling is confidential.

## **Student Records**

Student records for all students are kept for five years. The school however will permanently retain the transcript of records. Students may inspect and review their educational records. To do so, submit a written request identifying the specific information you would like to review. Should you find, upon your review, that there are records that are inaccurate or misleading you may request that errors be corrected. In the event that a difference of opinion exists regarding the existence of errors, you may ask that a meeting be held to resolve the matter.

VSAH follows the rules applicable under the Family Education Rights and Privacy Act. It is our intent to protect the privacy of your financial, academic and other school records. VSAH will not release such information to any individual without having first received your written request to do so, or unless otherwise required by law.

### ***Student Records – Notification of Rights under FERPA***

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

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.

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

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

A student who wishes to ask the school to amend a record should write the school official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

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

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

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

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

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

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

Student records are maintained for a minimum of five years, with transcripts maintained indefinitely.

## **Disability Grievance Policy**

It is the policy of Valley School of Allied Health (VSAH) not to discriminate on the basis of disability. VSAH has adopted an internal grievance procedure providing for prompt and equitable resolution of complaints alleging any action prohibited by Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) of the U.S. Department of Health and Human Services regulations implementing the Act. Section 504 prohibits discrimination on the basis of disability in any program or activity receiving Federal Financial assistance. The Law and Regulations may be examined in the office of the Administrator, Section 504 Coordinator, (818-206-5254) who has been designated to coordinate the efforts of VSAH to comply with Section 504.

Any person who believes she or he has been subjected to discrimination on the basis of disability may file a grievance under this procedure. It is against the law for VSAH to retaliate against anyone who files a grievance or cooperates in the investigation of a grievance.

### ***Procedure***

- Grievances must be submitted to the Administrator within five (5) calendar days of the date the person filing the grievance becomes aware of the alleged discriminatory action.
- A complaint must be in writing, containing the name and address of the person filing it. The complaint must state the problem or action alleged to be discriminatory and the remedy or relief sought.
- The Administrator (or her / his designee) shall conduct an investigation of the complaint. This investigation may be informal, but it must be thorough, affording all interested persons an opportunity to submit evidence relevant to the complaint. The Administrator will maintain the files and records of VSAH relating to such grievances.
- The Administrator will issue a written decision on the grievance no later than thirty (30) days after its filing.
- The person filing the grievance may appeal the decision of the Administrator within fifteen (15) days of receiving the decision. The Administrator shall, unless complex or unusual circumstances exist, issue a written decision in response to the appeal no later than thirty (30) days after its filing.
- The availability and use of this grievance procedure does not prevent a person from filing a complaint of discrimination on the basis of disability with the U.S Department of Health and Human Services Office for Civil Rights.

## **Access for Individuals with Disability Policy**

Valley School of Allied Health pursues the goal of equal access through the provision of reasonable and appropriate accommodations to students, staff, and faculty with documented disabilities. The School Administrator according to Section 504 coordinates accommodations and facilitates the provision of services to students with documented disabilities.

Each disabled individual who applies for admission to any allied health or nursing program must be assessed by the Director of Nursing (prior to enrollment) and an appropriate judgment made based on the circumstances. Concerns regarding safety for the student, fellow students, instructors, healthcare personnel, and patients are of paramount consideration along with ethical issues, equal opportunity for all, and the commitment of healthcare professionals to do no harm. Students admitted to the nursing or allied health programs are faced with physical and mental demands in academic, laboratory, and clinical portions of the program. A list of identified essential functions has been developed based on job requirements of the nursing field of study. Students must be able to perform these *Essential Functions* listed below. The list of *Essential Functions* does not encompass all behaviors required for these programs, but is a sampling of abilities needed to meet program objectives and requirements. The School reserves the right to amend this list.

### ***Essential Functions in General Terms***

- Ability to see, hear, touch, smell, and distinguish colors.
- Oral and writing ability with accuracy, clarity, and efficiency.
- Manual dexterity, gross and fine motor movement.
- Ability to learn, think critically, analyze, assess, solve problems, and make sound judgments.
- Emotional stability and ability to accept responsibility and show accountability.
- Physical mobility, strength, and endurance.
- Ability to read, comprehend and compute.

Students with disabilities who are able to meet the above essential functions and need academic accommodations or disability – related support services are asked to make their needs known and to file timely request each term with the Director of Nursing, after which proper accommodations will be determined and implemented by the School.

The types of academic accommodations which can be made may include additional time, computer access or quiet place for examinations, additional time for written assignments, early syllabus availability course work assistance, testing assistance and tutoring.

The School will provide support services to students for whom the School has evaluations and documentation that are current and support the accommodation for services requested. Accommodation and services requests will be reviewed upon receipt of appropriate documentation and determinations made in a timely manner. The School cannot make retroactive accommodations. The School will consider the student's preferred accommodation requests, but has the right to offer an alternative accommodation that is also effective. Students

are expected to participate responsibly and actively in using accommodations they have requested and which have been approved by the School.

The School is responsible for providing that, within certain limits, students are not denied the opportunity to participate in School programs on the basis of a disability. The School will not provide such support services if providing them would create an undue burden for the school. The school is not required to and will not:

- Make accommodations for provide support services which fundamentally alter the academic requirements for the diploma, or course requirements;
- Normally alter consistently applied academic policies which are based on academic standards;
- Guarantee success or bear responsibility for making students succeed in their courses;
- Pay for or provide items of service of a personal nature such as personal care assistance, personal purchases, personal adaptive or computer equipment, private transportation, specialized clinical evaluation or intervention services, professional tutoring or educational supplies used by all students (pens, paper, computer supplies, etc. these are the responsibility of the student).

## **Sexual Harassment**

Sexual harassment a form of sexual discrimination is prohibited by Title IX of the Education Amendments of 1972 and Title VII of the 1964 Civil Rights Act. This policy applies to students, employees and guests of the school. Any individual found guilty of sexual harassment will be subject to appropriate disciplinary action, which may include suspension or termination.

This policy does not preclude academically relevant discussions or presentations concerning gender or sex. The fact that such discussions or presentations may cause some students discomfort does not in itself indicate hostile environment harassment. If relevant to course content, gender and sex are legitimate areas of inquiry.

Sexual Harassment is defined as unwelcomed sexual advances, requests for sexual favors, or other verbal or physical conduct or written communication of a sexual nature, which is intimidating hostile, or offensive. Sexual harassment can occur between individuals of the same gender regardless of sexual orientation. The same standards apply to harassment between individuals of the opposite sex and individuals of the same sex.

***Examples of Sexual Harassment*** – while it is not possible to list all the circumstances of sexual harassment, the following are some examples of conduct that **may constitute sexual harassment depending on the totality of the circumstances, including the severity of the conduct and its frequency:**

- Unwelcome sexual advances – whether they involve physical touching or not.
- Threats or insinuations that a person's academic grade, employment, wages or other conditions of academic life or employment may be adversely affected by not submitting to sexual advances.

- Dissemination of sexually explicit voicemail, email, graphic. Downloaded material or websites;
- Unwelcome sexual jokes, written or oral references to sexual conduct, gossip regarding one's sex life;
- Unwelcome comment about an individual's sexual activity;
- Displaying sexually aggressive objects, pictures or cartoons;
- Unwelcome leering, sexual behavior or sexual gestures;
- Unwelcome inquiries into another's sexual experience
- Creating a hostile environment for others by engaging in harassing conduct that seriously alarms, annoys, torments, or terrorizes that person.
- Depending on the totality of the circumstances and the nature of the complaint, the fact that a romantic relationship began as a consensual relationship may not be a defense to claim sexual harassment.

An individual who believes she/he has been subjected to sexual harassment is advised to make it clear to the offender that such behavior is offensive. Informal methods are often effective in correctly questioning behavior or resolving incident of possible harassment.

An individual may not be a target of harassment to file a complaint. The individual instead may show that other individuals were sexually harassed and that this harassment created a hostile or intimidating work or academic environment.

### **Sexual Assault**

This policy describes the School's Zero Tolerance Policy towards sexual assault, including sexual battery and rape. Sexual assault is defined as any unwanted sexual contact or sexual attention committed by force, threats, bribes, manipulation, pressure, tricks, or violence. Sexual assault includes sexual intercourse without consent, and rape (whether by an acquaintance or a stranger), sodomy, or other forms of sexual penetration. To constitute lack of consent, the acts must be committed either by force, threat of force, intimidation or through use of the victim's mental helplessness (includes incapacitation by alcohol or other drugs of which the accused was aware or should have been aware). Sexual assault also includes intentionally touching, either directly or through clothing, of the victim's genitals, breasts, thighs or buttocks without the victim's consent, as well as touching or fondling of the accused by the victim when the victim is forced to do so against his or her will.

Every allegation of sexual assault will be taken seriously. The school realizes that these situations may be deemed criminal offenses and so may have to be handled both internally by school administrative action and externally by the appropriate law enforcement agency. Employees and students will be held accountable under the California Education Code and California Code of Regulations, Title V.

Students who believe they have been the victims of a sexual assault or attempted sexual assault on Valley School of Allied Health campus, its affiliations or during school sponsored events should first ensure that they are in a place that is safe and that they are receiving any necessary medical treatment. Student should report any incident of sexual assault or attempted sexual

assault immediately to the local law enforcement authorities (before showering, washing clothes, etc.) so as to preserve evidence for the proof of a criminal offence, and to the Director of Nursing. If a student chooses to file a formal complaint she/he will be asked to put their complaint in writing; and the strictest of confidentiality will be maintained. If the victim reports the crime to the local law enforcement agency, the school will make every effort to cooperate with their investigation as well to ensure that it will be handled in the most private and confidential manner. Upon reporting of the formal complaint, an investigation will be conducted. Such investigation may involve the examination of physical evidence, the interviewing of persons with relevant information, or other steps which particular circumstances make necessary. In conducting this investigation, the confidentiality and privacy of all parties will be respected.

Charges of sexual assault will be handled through the school's procedures concerning sexual harassment and other forms of harassment and discrimination. Procedures are outlined above. After the completion of the school's investigation and any disciplinary proceedings, both the accuser and the accused will be informed of the outcome.

An individual accused of sexual assault may be subject to prosecution under California criminal statutes. A victim is free to bring charges through the school system and the criminal system simultaneously; however, the two processes are separate. It is not necessary for a student to pursue the matter in a criminal court in order to initiate a school investigation.

If the accused is found guilty, the accused will be terminated.

**Retaliation** against any individual for making a good faith complaint of sexual harassment, sexual assault, or other forms of sexual misconduct, or assisting in good faith in the investigation of such complaint is illegal and will not be tolerated. All acts of retaliation are subject to disciplinary action. Individuals who believe they have been subject to retaliation should immediately report their concerns to the Director of Nursing or Administrator.

**Available Counseling and Treatment Locations:** Help is available for persons of sexual assault. The agency below is within the jurisdiction of our campus.

- Center for Assault Treatment Services (CATS). Non-profit organization and a part of Northridge Hospital Medical Center. The CATS program is open 24 hours, 7 days a week for victims of sexual assault in the San Fernando Valley and Santa Clarita Valley.

Northridge Hospital (CATS)  
18300 Roscoe Blvd.  
Northridge, CA 91328  
Hot Line Number: (818) 908-8632 or (818) 908-8630

## **Drug & Alcohol Abuse Policy**

Valley School of Allied Health is committed to promoting and maintaining a work and academic environment that is free from illegal alcohol and drug use and abuse, in accordance with all federal, state, and local laws.

Valley School of Allied Health is required by the Higher Education Opportunity Act of 2008 (HEA Section 120) to annually distribute to students and employees the campus policies, services, and consequences of drug and alcohol abuse, and to review the program every two years and implement changes as necessary. The school will conduct a biennial review of the drug program to determine its effectiveness, to implement appropriate changes, and to ensure that its disciplinary sanctions are consistently enforced.

***Standard of Conduct:*** Students, employees, and visitors are prohibited from possessing, consuming, manufacturing, dispensing, or being under the influence of alcohol and/or illegal drugs or engaging in improper self-medication while on school property, affiliated sites, cars on campus or surrounding neighborhoods, or school business.

Any member of the school community who violates this policy is subject to both prosecution and punishment under federal, state, and local laws and to disciplinary proceedings by the school/

Valley School of Allied Health reserves the rights to do random drug testing of its employees and students.

***Legal Sanctions for Violation of the Standards of Conduct:*** The penalties for drug offenses can be quite severe. The charges are based upon quantity, intent to sell or distribute, and various other factor, such as evidence of sales activity (i.e. large amounts of money, packaging, etc.), and whether or not weapons are in the individual's possession. The seriousness and ultimate punishment for drug offenses generally is dependent on the classification of the drug, the quantity of the drug, and what is deemed as the intended purpose of the possession (i.e., for personal use or for sale).

The unauthorized or unlawful possession, use or distribution of illicit drugs or alcohol may subject the individual to discipline, termination, dismissal, arrest, or citation under applicable criminal laws of the United States, the State of California, or local municipalities. Any student or employee who is convicted of the unlawful possession, use of, distribution of illicit drugs or alcohol is subject to criminal penalties under local, state and federal law.

Local, state, and federal laws provide for a variety of legal sanctions and penalties for the unlawful possessions or distribution of illicit drugs and alcohol. These sanctions include, but are not limited to, incarceration and monetary fines.

Federal law provides rather severe penalties for distributing or dispensing, or possessing with the intent to distribute or dispense a controlled substance, and penalties of a less severe nature for simple possession of a controlled substance. The type and quality of the drug, whether the convicted person has any prior convictions, and whether death or previous injury resulted from

the use of the drug in question (this, however, is not a factor in a case of simple possession) all affect the sentence.

***Federal Offenses:*** Activities which violate Federal laws concerning illicit possession, use, and distribution of alcoholic beverages and drugs include, but are not limited to, the following:

21 U.S.C. 841 makes it a crime: (a) to manufacture, distribute, or dispense, or possess with intent to manufacture, distribute, or dispense, a controlled substance; or (b) to create, distribute, or dispense, or possess with intent to distribute or dispense, or counterfeit substance.

The U.S. Code establishes, and authorizes the U.S. Attorney General to revise, as needed, classifications of controlled substances. The drugs are each classified in one or more of five “schedules.” Schedule I being comprised essentially of “street drugs” and Schedule V being comprised of drugs with a “low potential for abuse” when compared with drugs in Schedules I-IV. Examples of Schedule I drugs are heroin and marijuana. PCP, for example, is a Schedule II drug. Amphetamine is a Schedule III drug, while Barbital is a Schedule IV drug. An example of Schedule V drug would be a prescription medication with no more than 200 mg of codeine per 100 grams.

The penalties for a first time offense conviction of violating the laws described in items (a) and (b) above are:

1. In the case of a Schedule I or II drug which is a narcotic drug, not more than fifteen (15) years in prison, a fine of not more than \$25,000 or both.
2. In the case of a Schedule I or II drug which is not a narcotic drug or in case of a Schedule III drug, not more than five (5) years in prison, a fine of not more than \$15,000 or both.
3. In case of a Schedule IV drug, not more than three (3) years in prison, a fine of not more than \$10,000 or both.
4. In the case of a Schedule V drug, not more than one (1) year in prison, a fine of not more than \$5,000 or both.
5. Notwithstanding sub-paragraphs (1) through (4) above, the distribution of a small amount of marijuana for no remuneration is punishable by imprisonment of not more than one (1) year and/or a fine of not more than \$5,000.
6. Notwithstanding paragraph (1) through (4) above, the manufacture, possession, or distribution, or intent to manufacture, possess, or distribute phencyclidine (PCP, “angel dust”) is punishable by up to ten (10) years in prison and/or a fine of not more than \$25,000.

Penalties for subsequent violations of these provisions are progressively more severe than for initial convictions.

**Drug Classification Schedules:**

- **Schedule I**
  - (a) *The drug or other substance has a high potential for abuse.*
  - (b) *The drug or other substances has no currently accepted medical use in treatment in the United States.*
  - (c) *There is a lack of accepted safety for use of the drug or other substances under medical supervision.*
  - (d) *Consists primarily of “street drugs” such as heroin, morphine, marijuana, LSD, mescaline etc.*
- **Schedule II**
  - (a) *The drug or other substance has a high potential for abuse.*
  - (b) *The drug or other substance has a currently accepted medical use in treatment in the United States or a currently medical use with severe restrictions.*
  - (c) *Abuse of the drug or other substances may lead to severe psychological or physical dependence.*
  - (d) *Includes opium, cocaine, and methadone, among other illicit drugs.*
- **Schedule III**
  - (a) *The drug or other substance has a potential for abuse less than the drugs or other substances in Schedules I and II.*
  - (b) *The drug or other substances has a currently accepted medical use in treatment in the United States.*
  - (c) *Abuse of the drug or other substances may lead to moderate or physical dependence or high psychological dependence.*
  - (d) *Includes those, which have less potential for abuse than Schedule I or II.*
- **Schedule IV**
  - (a) *The drug or other substances has a low potential for relative to the the drugs or other substances in Schedule III.*
  - (b) *The drug or substances has a currently accepted medical use in treatment in the United States.*
  - (c) *Abuse of the drug or other substances may lead to limited physical dependence relative to the drugs or other substances in Schedule III.*
- **Schedule V**
  - (a) *The drug or other substance has a low potential for relative to the drugs or other substances in Schedule IV.*
  - (b) *The drug or other substance has a currently accepted medical use in treatment in the United States.*
  - (c) *Abuse of the drug or other substances may lead to limited physical dependence or psychological dependence relative to the drugs or other substances in Schedule IV.*

***Penalties which may be imposed by the School:*** Students and/or employees who violate the above standard of conduct will be subject to disciplinary action under employee and student disciplinary policies. The sanctions include, but are not limited to, a requirement to complete an appropriate rehabilitation or re-entry program; expulsion from the school or termination of employment and/or referral to appropriate law enforcement agencies for prosecution. Any visitor engaging in any act prohibited by this policy shall be called on to immediately stop such behavior and shall be subject to other sanctions including referral to law enforcement agencies for arrest and prosecution.

***Health Risks of Alcohol and Other Drugs:*** Alcohol causes loss of concentration and judgment, slowed reflexes; disorientation leading to higher risk of accidents and problem behavior; risk of liver and heart damage, malnutrition, cancer and other illnesses; can be highly addictive to some persons.

Amphetamines can cause rushed, careless behavior – pushing beyond your physical capacity, leading to exhaustion; tolerance decreases rapidly; causes physical and psychological dependence; withdrawal can result in depression and suicide; continued high doses can cause heart problems, infections, malnutrition, and death.

Cannabis causes permanent damage to lungs, reproductive organs, and brain function; slows reflexes; increase forgetfulness, alters judgment of space and distance.

***Cocaine:*** Causes damage to respiratory and immune systems; induces malnutrition, seizures and loss of brain function. Some forms (such as “crack”) are highly addictive.

***Hallucinogens (PCP, LSD, Ecstasy):*** Causes extreme distortions of what’s seen and heard; induces sudden changes in behavior, loss of concentration and memory; increases risk of birth defects in user’s children; overdose can cause psychosis, convulsions, coma, and death. Frequent use can cause permanent loss of mental function.

***Narcotics (Heroin, Morphine, Opium, Codeine):*** Causes physical and psychological dependence; overdose can cause coma, convulsions, respiratory arrest, and death; leads to malnutrition, infection and hepatitis, sharing needles is a leading cause of the spread of HIV and Hepatitis; highly addictive.

***Sedatives:*** Produces physical and psychological dependence; causes reduced reaction time, and confusion; overdose can cause coma, respiratory arrest, convulsions, and death; withdrawal can be dangerous; in combination with other controlled substances can quickly cause coma and death.

***A Special Note on Alcohol:*** Alcohol consumption causes a number of marked changes in behavior. Even low doses significantly impair the judgment and coordination required to drive a car safely, increasing the likelihood that the driver will be involved in an accident. Low to moderate doses of alcohol also increases the incidence of a variety of aggressive acts, including partner and child abuse and sexual assaults. Moderate to high doses of alcohol cause marked impairment in higher mental functions, severely altering a person’s ability to learn and remember

information. Very high doses cause respiratory depression and death. If combined with other depressants of the central nervous system, much lower doses of alcohol will produce the effects just described.

Repeated use of alcohol can lead to dependence. Sudden cessation of alcohol intake is likely to produce withdrawal symptoms, including severe anxiety, tremors, hallucinations, and convulsions. Alcohol withdrawal can be life threatening. Long-term consumption of large quantities of alcohol, particularly when combined with poor nutrition, can also lead to permanent damage to vital organs such as brain and liver.

Mothers who drink alcohol during pregnancy may give birth to infants with fetal alcohol syndrome. These infants have irreversible physical abnormalities and mental retardation. In addition, research indicates that children of alcoholic parents are at greater risk than others of developing alcoholism.

***Available Counseling, Treatment, and Rehabilitation Programs:*** Help is available for persons in need of counseling or other treatment for substance abuse. Listed below are several agencies within the jurisdiction of our campus:

**American Health Services**  
6265 Sepulveda Blvd, Suite 9  
Van Nuys, CA 91411

**High Road Program**  
14430 Sherman Way  
Van Nuys, CA 91405-2340

#### **National Toll-Free Hotlines**

The National Institute on Drug Abuse Hotline – Information and referral line that directs callers to treatment centers in the local community: (800) 662-HELP (M-F, 8:30 am – 4:30pm)

#### **Parent's Resource Institute for Drug Education (PRIDE)**

(800) 241-9746 (M-F, 8:30 am – 5:00 pm)

(800) COCAINE (M-F, 9:00 am – 3:00 am; S-S, 12 noon – 3:00 am)

#### **National Council on Alcoholism**

(800) 622-2255

#### **Smoking Policy**

VSAH is committed to creating a healthy, productive environment for its students, faculty and staff. While it is not the intent of VSAH to take issue with the smoking preference of individuals, smoking in the workplace is a matter of continuing concern to many. Because there is evidence that smoking is detrimental to the good health of smokers and nonsmokers, VSAH had adopted a policy of NO SMOKING in its facility.

## Grievance Policy

The grievance policy provides prompt and equitable means of resolving student grievances. The policy is available to any student or applicant for admission who believes a VSAH decision or action has adversely affected his/her status, rights, and/or privileges. VSAH urges students who have complaints to pursue the issue until satisfactory conclusion is reached. VSAH recommends that a complaint be resolved using the following procedure:

1. The student should discuss his/her grievance or situation with the person directly involved.
2. If the grievance or situation is not resolved within five days to the student's satisfaction, the student should submit the grievance, in writing, to his/her instructor for resolution.
3. If after five additional days, the grievance or situation is not resolved by his/her instructor, the student should meet with the Grievance Officer or Director of Nursing for resolution.
4. If no resolution is reached, the Grievance Officer or Director of Nursing will request a hearing before the Grievance Committee. The grievance committee comprises two faculty members, two student representatives not involved in the dispute, the Grievance Officer and / or Director of Nursing and an administration moderator. This meeting will convene within five days of receiving the request.
5. Within five days of committee adjournment, written copies of the findings, recommendation of the committee, and the final decision shall be submitted to the Administrator of VSAH, and copies mailed to all parties involved in the grievance. Deliberations of the committee shall remain confidential.
6. If the student is dissatisfied with the resolution, he/she may take further action, as described below:

A. Student may file a complaint with:

- The California Board of Vocational Nursing and Psychiatric Technicians  
2535 Capital Oaks Drive  
Sacramento, CA 95833  
Telephone: 916-263-7800  
Fax: 916-263-7859  
<http://www.bvnpt.ca.gov>

B. For concerns about the Vocational Nursing Program, the student has the right to contact the California Board of Vocational Nursing and Psychiatric Technicians.

C. Student may file a complaint with:

California Department of Public Health Aide and Technician  
Certification Section  
1615 Capitol Avenue, MS 3301  
P.O. Box 997416  
Sacramento, Ca 95899-7416  
Telephone: (916) 327-2445  
Fax: (916) 324-0901  
EMAIL: [cna@cdph.ca.gov](mailto:cna@cdph.ca.gov)

- D. For concerns about the Nursing Assistant and Home Health Aide program, the student has the right to contact the California Department of Public Health Aide and Technicians..
- E. A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888-370-7589 or by completing a complain form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov)

The grievance policy does not apply to student grades. The policy for grades: the instructor(s) of the course shall determine the grade given to a student. The grade given, in the absence of a mistake, bad faith, or incompetence, shall be final.

### **Health Requirements**

Students are required to submit a complete Health History form and Immunization Record upon acceptance into the program. To include:

- Tetanus – Diphtheria – a booster is required every 10 years. Documentation of an original series should be presented to VSAH.
- Measles – two live immunizations after 12 months of age are required. Exempted are those people born before 1957 and those with documented proof of titer.
- Rubella – immunization is required or documented proof of a titer.
- Polio – documentation of an original series should be presented.
- Mumps – proof of immunization is needed. Exempted are those people born before 1957 and those with documented proof of disease or titer.
- Chickenpox – if verbal history is negative, a titer is required. If titer is negative, the student has the option of receiving vaccine. If a student with a negative titer and no vaccine is exposed to chickenpox, he/she will be excluded from clinical days for a period of 10-12 days after exposure.
- Hepatitis B – documentation of an original series of three (3) injections should be presented. A signed “intention to receive vaccine” or “waiver” form will be accepted in place of the series.

Students are required to submit a current record of a TB skin test or chest X-ray taken within the past six months.

Individuals involved with health care giving services who know they are infected with a communicable disease are ethically and legally obligated to conduct themselves in accordance with the following protective behaviors:

- Seek medical advice.
- Follow VSAH and/or agency guidelines when involved in direct client care.
- Be knowledgeable about and practice measures to prevent transmission of HIV.

## **Pregnancy**

Students who are pregnant or become pregnant while attending school are required to:

- Obtain a physician's written consent to participate in clinical practice.
- Fill out a Release of Liability Form, which is available in the front office of VSAH. This form must be on-file before entering the clinical setting.
- Pregnant students are expected to follow the same guidelines as other students regarding clinical activities.
- Restrictions placed on the student's activities by a physician may mean the student cannot meet the objectives of the course and should not enroll or may need to withdraw from the course and return at a later time.

## **Transcripts**

Transcripts contain student's academic records and evidence of a certificate/diploma issued by VSAH. A student may request a copy of his/her transcript. The first copy is free (no charge), subsequent copies are available for a fee of \$15.00 each. Transcripts will be released to the student only by his/her written and signed request. No transcript will be issued until all tuition and other fees due VSAH are paid in full.

## **Student Conduct**

Students are expected to behave professionally at all times. Those, whose conduct reflects discredit upon themselves or VSAH, will be subject to termination. The student must not interfere with the learning process of any student, in the classroom, or clinical area during lecture presentation by the instructor, or in the progress of the class. The instructor may take disciplinary measures such as recommending that the student be placed on probation, suspension, or termination, at the discretion of the Administrator / Director of Nursing.

VSAH maintains a smoke-free work and educational environment. No smoking is permitted within any school building or facility, which is utilized to train VSAH students. Smoking is not allowed within 25 feet of the entrance to the school building. Students must abide by the smoking regulations at clinical sites.

Drinking and eating (with the exception of water) are prohibited in all classroom and laboratories. Designated break areas are available for students. If designated break areas are not available, students may eat lunch in the classroom during designated break times only. Students are responsible for cleaning up after break times.

***Probation / Suspension / Termination***

VSAH has the right to place a student on probation, suspension, or termination on any of the following:

- Breach of the School Enrollment Agreement.
- Carrying potentially dangerous weapons.
- Cheating, plagiarizing, lying, and dishonesty.
- Demonstrating poor judgment or inability to function properly, which could place the patient's safety in jeopardy.
- Attending classes or in the clinical sites while under the influence or effect of alcohol, drugs, narcotics, or dangerous substances of any kind.
- Excessive absences or tardiness.
- Failing to abide by the rules and regulations of the clinical sites.
- Falsifying of documents submitted to the school.
- Failing to abide by the rules and policies of the school.
- Not making satisfactory academic progress.
- Vandalizing of school property or equipment.

A student who are not making satisfactory academic progress are placed on probation for one term of the program and must maintain a satisfactory progress during that term for the student to be out of probation. If the student is unable to maintain satisfactory progress then the student will be terminated from the program.

A student that exceeds the allowable absences for every term will placed on probation for that term and succeeding term. Students will be out of probation if no more absences have been incurred. If a student violated the term of probation, the student will be terminated from the program.

All other violations stated above are grounds for automatic termination. Students have the right to appeal to the Director of Nursing.

**Cellular Telephones**

Cellular phones **may not** be used in the classroom or patient care areas. Phones **must be** turned off and kept in school bag. A student using a phone, texting or calling, in either area will be dismissed for the day, will be counted absent, and "written up" for disregard of school policy. The student may be placed on probation, leave of absence or termination at the discretion of the Director of Nursing.

**Calculators**

No calculators are allowed in the classroom for practice or testing.

## **Computers**

All computers are to be closed during lecture. All note-taking is to be handwritten.

## **Time Management**

When deciding how many hours to study and prepare for classes. No time is given “in class” for study. You are expected to be ready for each class period. The recommended formula to determine expected amount of “Total Time” required for success in a class is as follows:

Schedule is 10-15 hours per week in classroom. Example: 15 hours class = at least 30 hours of study. To be successful read the handout on Time Management and “How to Study”.

## **Student Rights and Responsibilities**

A student accepted into an academic program of study at VSAH has certain rights and responsibilities. These rights and the associated responsibilities are outlined below:

- Students have the right to an impartial, objective evaluation of their academic performance. Student shall receive in writing, at the beginning of each course, information outlining the methods of evaluating student progress toward achievement of course goals and objectives, including method by which final grade is determined.
- Students shall be treated in a manner conducive to maintaining their worth and dignity. Students shall be free from any acts or threats of intimidation, harassment, mockery, insult, or physical aggression.
- Student shall be free from the imposition of disciplinary sanctions without proper regard for due process. Formal procedures have been instituted to ensure adequate notice of hearing for all students subjected to the disciplinary process.
- When confronted with injustices, students may seek redress through established grievance procedures. Such procedure will be available to those students who make their grievances in a timely manner.
- Students may take reasoned exception to the data or views offered in any course of study and may form their own judgments, but they are responsible for learning the academic content of any course in which they are enrolled.
- Students will be given full disclosure and explanation of all fees and financial obligations to VSAH.
- Students have the right and responsibility to participate in course and instructor evaluations and give constructive criticism of the services provided by VSAH.
- Students have the right to quality education. This right encompasses quality programs; appropriate instructional methodologies and content; instructors who have sufficient educational qualifications and practical expertise in the areas of instruction; the availability of adequate materials, resources, and facilities to promote the application of theory; and an environment that stimulates creativity in learning as well as personal and professional growth.

- Students have the responsibility to conduct themselves in a professional manner within VSAH and clinical settings and to abide by the policies of VSAH and assigned clinical facilities.
- Students are expected to interact with VSAH staff and faculty, peers, and clients with honesty and respect.
- Students are to comply with direction by VSAH faculty and staff members who are acting within the scope of their employment, subject to their rights and responsibilities.
- Students have the right and responsibility to develop personally through opportunities such as formal education, work, volunteer experiences, extracurricular activities, and involvement with others.
- Students are encouraged to apply creativity in their own learning processes, and to share their knowledge and learning while striving for academic and clinical excellence.

### **Leave of Absence**

Should a student's circumstances require a leave of absence the student is asked to submit an application for a leave of absence to the VSAH Administrator and / or Director of Nursing. At his/her discretion, a leave may be granted for a reasonable time, as warranted by the circumstances. The maximum time frame of leave of absence is 180 days and can be renewed as deemed necessary. If a student repeatedly resorts to the use of a leave of absence, and if such applications show a pattern of delays, or should the requested leave of absence significantly interfere with the planned completion of the program of study, the Administrator / Director of Nursing may, in his / her sole discretion, dismiss a student from the program and issue the appropriate refunds as may be required.

### **Credit Granting Policy**

Applicants who have successfully completed academic courses and/or have relevant knowledge and/or skills acquired in other accredited institutions may apply for advanced placement in the Vocational Nursing Program. The applicant must complete a "credit granting form," submit transcript, course descriptions, or other supporting documents prior to start of the program. Applicant may be granted advanced placement for related previous training completed in one or more of the following:

1. Approved vocational and practical nursing courses.
2. Approved registered nursing courses.
3. Approved psychiatric technician courses.
4. Armed Services nursing courses.
5. Certified Nurse Assistant courses.
6. Courses the school (VSAH) determines are equivalent to courses in its program.
7. Students must complete two (2) terms to be considered a graduate of Valley School of Allied Health.

Advanced placement credit may be granted for courses completed within the last five years. Advanced placement for applicant is based on:

1. Availability of class space.
2. Transcripts and document presented.
3. Physical examination completed within six months prior to class attendance.
4. Possession of a current CPR certification
5. Advanced placement credit, in any combination of the above, is not used to calculate the cumulative grade point average in the VSAH vocational nursing program. Transfer students must complete one full term of VSAH vocational nursing program to be considered a graduate of the school.

Competency based and/or challenge credit may qualify for advanced placement as follows:

1. Credit is granted for relevant knowledge and/or skills acquired in a non-traditional setting, including certified nursing assistant.
2. A request for appeal for credit must be filed with VSAH prior to admission to the program.. The request must be accompanied by verification of education and/or experience.
3. It may be necessary to assess applicants' skills and knowledge by lab demonstration or a test for possible remediation time.
4. An applicant may be required to pay for the time allotted for the assessment of skills and knowledge.

### ***Notice Concerning Transferability of Credits and Credentials Earned at Our Institution***

The transferability of credits you earn at Valley School of Allied Health is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the diploma/certificate you earn in the educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Valley School of Allied Health to determine if your credits or certificate will transfer.

This institution has not entered into any transfer or articulation agreements with any other college or university.

## Admission Policy for Vocational nursing Program

Admission to the Vocational Nursing Program at Valley School of Allied Health (VSAH) is open to all applicants who meet the entrance requirements regardless of age, sex, religion or ethnic background.

### *To qualify for admission an applicant must:*

- Speak, read, and comprehend the English language:
  1. **The English level of proficiency is tested on the entrance exam, which is at 10<sup>th</sup> grade level.**
  2. **There is no instruction available for ESL classes.**
- Be able to perform the physical duties required of a nurse.
- Communicate effectively.
- Display good interpersonal skills.
- Be at least 18 years of age at graduation.
- Have completed 12<sup>th</sup> grade, or possess a GED certificate, or the equivalency thereof.
- Pass VSAH's physical examination (must be submitted by the 2<sup>nd</sup> week of class).
- Pass admission entrance test with at least a 75%. This entrance test is equivalent to a GED test or entrance exam into a college freshman year.
- Write a one-page essay on "Why I Want to Be a Nurse." Typewritten or computer-printed articles are not acceptable.

### *Application Process*

1. Applicant must complete the enrollment application.
2. Applicant must take and pass the admission entrance test (TABE version 9 or 10). The applicant will be advised of the results of the admission entrance test within 24 hours. (Scores of at least 75% for Reading, Mathematics, and Language must be attained to pass). If the applicant is unable to pass the admission entrance test, applicant will be retested no less than one month from the initial test date.
3. The applicant will be notified within 24 hours of the results on the test.
4. Applicant must take a tour of the school.
5. Applicants who pass the test will be scheduled for an interview with any or all of the following:
  - Administrator
  - Director of Nursing
  - Finance Director
  - Any designees

At the end of the interview, the applicant will be advised of his/her acceptance or denial.

***Enrollment Process***

- Applicant must submit the following documents:
  - Proof of US High School Diploma, or GED Certificate, or School Diploma, or Transcript of Records.
  - Official Credentials Evaluation for foreign high school or college diploma or transcript of records; or certification from consulate office for foreign equivalency.
  - California ID or Driver's License.
  - Social Security Card (optional)
  - CNA/HHA Certificates (if applicable).
  - Psychiatric technician diploma if applicable
- The applicant must submit the required down payment.
- The applicant must sign the enrollment agreement.
- The applicant will be informed of the next class start date.

***Alternate Student***

VSAH will accept 1 (one) alternate student for every 10 students, along with the accepted students for a given class. Original enrollment is 20 students. The alternate will replace an original-class student who drops out prior to commencement of the scheduled clinical experience. Alternate students must sign a form stating the policy regarding an alternate student. If there are no drops from the original class, the alternate student will be admitted into the next class and credit will be granted for hours previously completed.

**Admission Policy for Nursing Assistant Program**

Admission to the Nursing Assistant program at Valley School of Allied Health (VSAH) is open to all applicants who meet the requirements regardless of age, sex, religion or ethnic background.

***To qualify for admission an applicant must:***

- Speak, read, and comprehend the English language:
- Be able to perform the physical duties required of a nursing assistant
- Communicate effectively.
- Display good interpersonal skills.
- Be at least 18 years of age at graduation.
- Have completed at least 10<sup>th</sup> grade.
- Pass VSAH's physical examination (must be submitted by the 2<sup>nd</sup> week of class).
- Must possess a valid social security card.

***Enrollment Process***

- Applicant must submit the following documents:
  - California ID or Driver's License.
  - Social Security Card
  - Complete physical examination
  - Proof of completion of at least 10<sup>th</sup> grade level of education.
  - Background Check

## **Admission Policy for Home Health Aide Program**

Admission to the Home Health Aide program at Valley School of Allied Health (VSAH) is open to all applicants who meet the requirements regardless of age, sex, religion or ethnic background.

### ***To qualify for admission an applicant must:***

- Speak, read, and comprehend the English language:
- Be able to perform the physical duties required of a nursing assistant
- Communicate effectively.
- Display good interpersonal skills.
- Be at least 18 years of age at graduation.
- Have completed at least 10<sup>th</sup> grade.
- Pass VSAH's physical examination (must be submitted by the 2<sup>nd</sup> week of class).
- Must possess a valid social security card.
- Must be a current Certified Nursing Assistant in the State of California

### ***Enrollment Process***

- Applicant must submit the following documents:
  - California ID or Driver's License.
  - Social Security Card
  - Complete physical examination
  - Proof of completion of at least 10<sup>th</sup> grade level of education.
  - Background Check

## **Professionalism**

### **State Licensure**

Valley School of Allied Health Vocational Nursing Program leads to a position in the nursing profession. The state requires that a graduate of an approved program take and pass a computerized exam. The exam is the NCLEX exam and is given nation wide to those graduates eligible for the exam.

Passing the exam means the graduate is eligible for a state license in the state the exam was taken. This license then gives the individual the right to practice as a licensed vocational nurse in the nursing profession.

The requirements for eligibility for licensure are as follows:

- Graduate from VSAH with a grade of 80% and meet all objectives and course work.
- Mandatory attendance at a six week review class and attain a grade of 70%.
- Upon completion, all official paper work will be submitted to the BVNPT.
- It takes approximately six weeks to hear from the BVNPT that a date for testing may be made.
- During the six week waiting period graduates must continue to study and do practice test on the computer.
- After completion of taking the NCLEX exam, it takes approximately 6 weeks too receive the results.
- Passing the NCLEX leads to the BVNPT issuing a licensure to practice as a licensed vocational nurse.
- A graduate who fails the NCLEX may take the exam again.

The requirements for eligibility for certification for nursing assistant are as follows:

1. Must be graduate from approved nursing assistant program.
2. Must apply for the examination for certification at Regional testing Center.
3. Must pass the written and practical test for nursing assistant certification.
4. Must show the social security card at the time of the examination.

The requirements for eligibility for certification for home health aide program are as follows

1. Must have attended and passed the 40-hour class for home health aide program.
2. Must have a current certification for nursing assistant program.

### **Ethics and Academic Integrity**

Individuals educated in the nursing profession are expected to develop a strong personal code of ethics that is congruent with the American Nurses' Association Code of Ethics. Ethics is the branch of philosophy that deals with the dynamics of decision-making concerning what is right and wrong. A professional code of ethics provides a framework for making ethical decisions and sets forth professional expectations. Nursing codes of ethics inform both nurses and society of the primary goals and values of the profession. Reflected in the codes are universal moral principles such as: **respect for persons**; **autonomy** (self-determination); **beneficence** (doing good); **non-maleficence** (avoiding harm); **veracity** (truth telling); **confidentiality** (respecting privileged information); **fidelity** (keeping promises) and **justice** (treating people fairly). These principles should be compatible with the nurse's personal value system and moral code.

A primary goal in the education of nurses is to instill in students a full appreciation and acceptance of the need for ethical behavior in all aspects of nursing. Professional integrity is the basis for full accountability in the practice as a vocational nurse.

***The Policy on Academic Integrity Requires Individuals to:***

Tell the truth

Be accountable for one's actions

Do one's own work

Refuse to collude in lying or cheating behaviors of others

Not share information about exams in any form of communication

Contribute equally in collaborative assignments

Be accountable for the known misconduct of others (duty to report)

Consistently abide by this honor code in all circumstances; no exceptions

Use of any electronic device prohibited

Any deviation from this policy will be interpreted as cheating

**Any student accused of a violation of academic integrity will be referred to the Director of Nursing / Administrator as per the student code of conduct.**

***Academic misconduct / dishonesty is defined as engaging in the following behaviors:***

**In the classroom:** Lying, cheating, helping another student to cheat, using crib notes during an exam, turning in someone else's work as your own, collaborating on assignments that required individual work, plagiarizing.

**Exam policy:** Use of any electronic device during an exam is prohibited. Any deviation from this policy will be interpreted as cheating. No sharing of information about exams in any form of communication is prohibited.

**In the clinical area:** Falsifying documents, documenting care that was not given, charting vital signs that were not taken, or using data from another's documentation to record an assessment, etc.

**Recommendations for Success in the Nursing Program**

- Be familiar with all available school or nursing support services.
- Consider forming a study group, meet regularly, and become learners and teachers in the group.
- Meet periodically with faculty to discuss progress and problems.
- Set up a time management plan.
- Be actively involved in your own learning by fully participating in all learning experiences.
- Take care of your health by exercising regularly, eating nutritious food, sleeping adequately and using stress reduction techniques to maintain health and mental alertness.
- Utilize the nursing lab frequently to practice nursing skills.
- Be familiar with the NCLEX-PN format.
- Strive to achieve the highest possible course grades. As research indicates obtaining grades of C+ or greater improves success on NCLEX.

- Allot 2 hours of independent study per week for each credit hour taken. For example, Legal & Ethics is comprised of 5 hours; expect to spend at least 10 hours per week in home study, computer work, and skill practice time.

### **Professional Behavior**

Professional communication is expected of all Vocational Nurses. Professional communication is also expected by nursing students at all times and in all settings.

- Students must adhere to HIPAA guidelines and not discuss their clinical experience, health care facility information, and client's names or conditions anywhere at any time outside of clinical conferences. This includes all forms of electronic media and social networking.
- Voices are to be kept in a **low key**. If the hospital or agency uses titles (Mr., Miss, Mrs., or Ms.), students are expected to follow suit rather than use first names.
- Any student who appears in the clinical area suspected to be impaired by alcohol or drugs will be dismissed from the clinical area. This may result in dismissal from the program at the discretion of the Director of Nursing / Administrator.
- Students must maintain a professional relationship with assigned patients and families. This relationship terminates at the completion of each clinical experience. Development of a personal, non-professional relationship with a patient or family member will jeopardize the student's continuation in the nursing program.
- Students are not permitted in the clinical area in the role of nursing student unless under the supervision of a faculty member or unless assigned specifically by a faculty member to a specialty unit or community setting.
- No cell phones are allowed in the classroom or clinical area. All electronic devices should be kept in backpack / purse.
- Use of any electronic device during an exam is prohibited. Any deviation from this policy will be interpreted as cheating.
- If a student has an issue in any nursing course, they need to follow the proper chain of command as stated in the grievance policy.

### **Safety and Technical Standards Needed for Professional Nursing Practice**

All candidates entering the nursing program must meet safety and technical standards with or without reasonable accommodations. These standards include personal and professional attributes essential to the profession in the following areas: Cognitive, sensory, motor and physical endurance, communication, emotional / behavioral.

## Cognitive

Students must possess the ability to collect, analyze and synthesize data, problem solve, calculate, measure and make clinical judgments to promote client outcomes. Examples of cognitive abilities include but are not limited to:

- Processing information accurately and thoroughly to prioritize care.
- Performing math calculations for medication dosages.
- Demonstrating application of knowledge in the clinical setting.

## Sensory

Students need to possess the ability to have functional use of the senses: Vision, hearing, touch and smell. Examples of sensory functioning include but are not limited to:

- **Vision** – ability to detect skin changes, drawing up correct quantity of medication into a syringe and collect data from measuring devices.
- **Hearing** – ability to listen to lung and breath sounds using a stethoscope, respond to audible alarms and monitors, and communicate clearly in telephone conversations
- **Touch** – ability to have tactile sensation to assess skin temperature changes and perform physical assessments.
- **Smell** – ability to detect presence of bodily odors or drainage and also to detect the presence of smoke.

## Motor and Physical Endurance

Students need to possess the ability to perform fine and gross motor movements and also possess the physical strength to provide care. Examples of motor skills and physical endurance include but are not limited to:

- Manipulate equipment requiring dexterity such as preparing medication injections.
- Transfer, turn and position clients.
- Rapid response to emergency situations, including the ability to perform CPR.
- Perform required duties during clinical rotations such as lifting / moving objects, bending, turning and reaching (above shoulder height).

## Communication

Students need to possess the ability to communicate through speaking, reading, understanding and writing in the English language. Examples of communication include, but are not limited to:

- Interpret medical records.
- Document legibly in English pertinent observations.
- Interact effectively with health care team members.
- Give clear and concise oral report.

**Emotional / Behavioral**

Students need to possess emotional stability and the ability to function effectively under stress. This includes the ability to be flexible, use sound judgment and adapt to change. Examples of these attributes include, but are not limited to:

- Adhere to professional code of conduct and demonstrate ethical behavior.
- Deal with unexpected incidents.
- Ability to think and act rationally during a crisis.
- Accept constructive criticism.

## How to Study

The following guidelines are steps in studying; we at VSAH have found them to be helpful for our adult learners. It is your responsibility as an adult learner to implement them into your habits.

Note: It takes 21 days to develop a habit.... Start today!

- The night before a lecture spend 20 to 30 minutes reviewing the objectives.
- Secondly, flip through the chapter, noting titles and subtitles of the subject and reading the key points at the end of the chapter.

By following the above, you will have knowledge of what information will be covered during the lecture, and it will be more meaningful, you'll be more focused, and will improve study time for a test.

### The morning of lecture:

- Be on time and prepared
- Take notes. Do not underline in your book
- Before leaving for the day spend 15 minutes reviewing your notes and the chapter
  - *Note: By doing this exercise you retain approximately 40% of the information presented.*
  - *If you do not have the above you retain 10% of information.*

Many students also, stay after class and study in groups, which they find helpful.

### Studying at home or your desired place:

- Have a specific space, time, and how long you'll study. Follow that everyday. This is using good time management skills.
- Determine how many pages you read in 25 minutes.
- Divide the chapter in segments according to reading time.
- Next, review the objectives and place the page numbers where that objective is covered.
- You are now ready to begin studying. **Focus on learning!**
- Never study more than 30 minutes at a time. After 30 minutes take a 5-10 minute break. *Your level of focused concentration is no more than 15-16 minutes. Anytime after that your concentration declines.*
- I recommend any where between 20 to 30 minutes to focus on studying.
- Use an alarm clock and set it for each period of time you study.
- After your break, refocus again on learning.
- Review previous information studied; be sure you can answer the objectives or meaning of new terms. Write in your own words the answer or speak out loud. Reading, writing, speaking or walking adds to your level of learning;
- Continue studying the next section following the same procedures as above.

- By studying at least two hours every day you will increase your retention, memory and improve your grade.
- I emphasize studying for **Learning not Grades!**
- **DO NOT CRAM** the night before an exam.

**Extra Tips:**

## Key Words:

- Found at the beginning of the chapter
- Take 3 x 5 cards; place a word on front and the definition on the back
- Carry these cards with you and study when possible (i.e.; reading on the bus, while eating breakfast, etc.)
- Also, any word or medical terms you do not know put on 3 x 5 cards and keep with you for studying

## Questions at the end of chapter:

- Answer the questions at the end of the chapter
- If you cannot answer, go back through the chapter to find the answer
- Do not look up answer at the end of book until completing the test

## Additional information:

- Study all diagrams, and graphs
- Study all special Boxes or Tables for cultural information, patient teaching, elderly considerations, etc.
- Study key points

**Focus on Learning – Learning is your future!**

- Use positive thoughts
- Remember the objectives are your “road map”
- Follow the guidelines and tips
- They lead to success!

## Test Taking – General Information

Tests are a method of determining a student's knowledge of a subject or a course of study.

“Tomorrow you will have a test!” Fear, panic, heart racing, and your mind blank. These are normal reactions of many students whether they know the material or have not opened the textbook since last test. If you over exaggerate the importance of tests and put too much emphasis on passing tests and study only with that in mind you may pass the test, but there will be very little knowledge retention. The way to pass a test is to keep your fears in perspective. You pass or you fail, if you pass, great! If you fail, it means you are doing something wrong. It's time to evaluate how you are taking notes, the amount of time you are studying, how you are reviewing for the test, or the test-taking skills you need to know to pass the test.

Grades are a measure of how well you do on a test. Grades are not a measure of how intelligent you are, or how creative you are, or how you will function in society. Grades are not a measure of your self-worth. However, we give test scores the power to determine how we feel about ourselves. The topics following can help eliminate your fears.

### Preparation Strategies

- Review the subject matter to be tested
- Repeatedly review those topics and material that you have difficulty in comprehending
- Be rested
- Be early to the classroom
- Bring black ballpoint pens, number 2 pencils and other equipment necessary for the test
- Relax

Many students like to review with friends and find it very effective. You may or may not benefit from that. However, it is worth seeing if it works for you. I would warn you that sometimes in groups it is easy to get off track and discuss things that are not relevant to the review. If that happens, it is time to bring the others back to the review. If they continue to discuss other subjects, I would suggest you leave. This environment is not conducive for learning and you are wasting your time.

Anticipate what will be on the test. Listen to verbal clues in the classroom. Verbal clues are like signal words; they tell you what your instructor considers important and what may be on the test. Verbal clues are phrases such as “Be sure to remember that”, “Take notes on this”, “You may see this again”.

Pay attention to what your instructor writes on the whiteboard. Write it in your notes and underline it to emphasize it; there is a possibility there may be questions relating to this information.

Review your notes. The instructor does not determine questions on what is in the textbook only. There is always additional information given during the lecture. This is another reason note taking is important.

### **Test Anxiety**

Some tension before an exam is good. Tension causes more adrenalin to flow. Adrenalin increases alertness and awareness. However, sometimes anxiety and tension can be overwhelming, causing loss of sleep, lack of appetite, headaches, sweaty palms, and frequency yawning. Usually, we associate yawning with boredom, but it also a sign of tension. Yawning can also mean there is not enough oxygen in the brain, and a yawn is a way of increasing more oxygen to the brain.

Test anxiety has two components, mental and physical. The mental component includes your thoughts and worries about the test. The physical component includes feelings and tension.

The mental component is the hardest to overcome because of your previous experience in talking to yourself in the negative. Studies have shown that 75% to 80% of self-talk is negative. It will take time to overcome this habit. The habit of positive talk takes persistence, time and awareness. The following steps are some guidelines to begin the process

1. Face the situation realistically. When you find your mind cluttered with fears, with your thoughts running out of control yell, “stop”. If you are in a situation that allows it, yell stop out loud. This breaks the cycle, giving you time to change your thought pattern.
2. Focus your attention on a specific item, such as a flower, a picture, your desk, or your watch. Look at the details, the lines, the colors, and the surface of your desk. Is your desk rough, smooth, cold to the touch? Concentrate all your attention on one thing. Leave no room for negativity or anxiety related thoughts. What are you doing is calming your mind by occupying it with other sensations, such as touch, sight, or sound.
3. Visualize your success. Most of us live up our expectations. What we think, we are! If we think of failing, the chances are very high of failing. To change the thought, begin to see yourself as passing. How does it feel? How will you reward yourself? Tell yourself you studied as well as you could for the test and believe it. Convince attitude and visualize success.
4. Praise yourself and give yourself encouragement. Treat yourself as you would a best friend. Make positive statements or affirmations of yourself. Be your best friend. Use phrases like, “I am very relaxed”, “I am answering all of the questions”, “I never forget. I have great resources that help me recall”.
5. Look at a test as a competitive game. Regard the test as a way to show you are prepared to do your best. Develop the attitude of an athlete, win if you can, lose if you must, but do the best you can.

## Physical Components

1. Get enough sleep. Do not stay up late. A good night sleep will make you more alert for the test. Think positive thoughts as you drop off to sleep.
2. Eat a nourishing breakfast. Studies have shown that children are more alert, attentive, and overall better students if they have had a nourishing breakfast. Adults are not different. Coffee and donuts are not nourishing. They give a “high” along with energy as your blood sugar increases but it does not sustain the high level. The blood sugar drops, causing your alertness and your stamina to drop.
3. Breathe. You calm physical feelings within your body by focusing on breathing. Concentrate on the air going in and out of your lungs. Experience it as it passes through the nose and mouth. Practice breathing, you will discover it has a very calming effect.
4. Scan your body. Focus on tense areas. If you discover tension, use the tense-relax method. Find a tense muscle, tense it more tightly. Relax the muscle. Visualize it relaxing. You may have to do this exercise several times to get results. Use this method on your legs, arms, fists, and so forth. Tense, relax, and be aware of the relaxation.
5. Use guided imagery. Relax and take a fantasy trip. Close your eyes and imagine a beautiful and peaceful setting. It can be a place where you have been: perhaps the beach, the mountains, or a place where you have never been. Visualize it in details and become aware of how you feel. With practice, releasing feelings of anxiety takes only a few seconds. Guided imagery can also be done while taking a test.
6. Arrive early for class. Rushing causes tension and the fear of being late which creates anxiety.
7. Preparing adequately and learning the best techniques is important in overcoming pre-test anxiety or “jitters”. If anxiety or jitters continue, accept them rather than fight or deny them. Fighting nervousness increases tension. Relax. Do your best.

## Test Taking Guide

The following guide will assist you in improving your test taking skills.

1. Read the instructions carefully and listen to instructions from the instructor. If you do not understand the instruction, ask the instructor to clarify. Remember to relax to help relieve test-anxiety.
2. Glance at and then scan the test. Determine the following: The number of questions, and the type of questions, whether True-False, Matching, Multiple Choice, or Essay.
3. Determine the amount of time allowed for you to take the test. Consider the number and type of questions and budget your time accordingly.
4. Answer the easy questions first, the questions that you know. This reduces anxiety, builds confidence, and triggers recall for the answers and the material you studied.
5. Answer each question in your head. Understand the question and read all the options before making your choice. This tip is very important!
6. Answer the more difficult questions. If you do not know the answer place a mark on your answer sheet and go back to it later. Other questions and answers may trigger memory recall.
7. Be certain that you mark your answer sheet correctly. Be sure that you place the mark in the correct space for the questions answer.

## Test Taking Hints

1. Pace yourself. Watch your time.
2. Avoid changing answers unless you are sure your second answer is correct. Usually first instinct is the best.
3. Beware of the qualifying words. A statement is generally false when words such as always, all, none, and never are qualifiers.
4. Carefully read true-false questions. One word can make a statement false. If any part of a statement is wrong, it is false.
5. Consider the length of a statement. The longer the statement the more likely it is to be misleading and is oftentimes false.
6. Read the question (called the *stem*) in its entirety. Answer the question in your mind. Read the answers listed (called the *choices*). Select the correct choice. There may be two choices that are correct for a given situation or procedure. However, one of the choices that are correct for a given situation or procedure. However, one of the choices may be the first step in the procedure and that choice would be the correct answer in this situation.
7. Read carefully questions that has answers with one of them being “all of the above”. These are not necessarily trick questions but are tricky to answer. The answers must be true for “all of the above” to be correct. Instructors occasionally like to list several answers that are similar, but only one or two are accurate. Do not choose “all of the above”. If two statements appear to be true, the third you are unsure of its corrections, and the fourth is “all of the above”, the fourth choice id often correct.
8. Test questions with phrases such as “which is *not* an example of”, or “which is the *incorrect* answer”, can cause the student to select the wrong answer if the student omits reading the key words, “is not” and “incorrect”.
9. The word “an” is a clue that the answer begin with a vowel.
10. If the verb in the sentence is singular, the subject or answer must be singular. If it is plural, the subject or answer must be plural.
11. Open book tests sound easy but oftentimes the most difficult to take. Prepare thoroughly. Read the course and test objectives, including those in your textbook. Find the answer to each one and mark the page with a paper clip or a post-it. By doing this, on the day of the test you are not wasting time by flipping through the pages. Study each chapter you have marked. Find the information that applies, mark it, and study that specific subject. You now are ready for an open book test. You know where to find the information you need for the answer.

## Writing Essay Test Responses

To respond to an essay question you must find out exactly what the question is asking. There are common words found in essay questions, such as compare, contrast, evaluate, analyze, etc., that inform you on the approach that you should take in writing your essay. You must understand the meaning of these words to develop your theme for the essay.

1. Make a quick outline of what you want to say. Write it on the back of your test paper or beneath the essay question that you are answering. Write neatly and on one side of the paper.
2. Get to the point in the first sentence. One way is to restate the question. For example, “Discuss eight ways to improve your test taking skills”. Your answer could begin with, “The first of eight ways to improve my study skills is...”
3. Use transition words to emphasize organization. Tie thought and concepts with words. For example: Because, however, and in summary.
4. Keep answers simple, to the point and brief.
5. Include a summary at the end of the essay that restates your major points.
6. Leave space between essays, in case you need to add additional information.
7. Write legibly.

## Reviewing a Test That Has Been Scored

Assume that you have taken a test; it was scored, and returned to you. You should review and analyze the test; review the correct answers and find the correct answers.

Analyzing the corrected test is important to find the correct answers but it is a way to discover your test-taking strengths and weaknesses. Use the information to prepare for future tests. Ask yourself some of the following questions. Answer them truthfully.

1. Did you prepare adequately for the test?
2. What materials did your instructor use, textbook, lectures, white board, previous test questions or some combination?
3. What were your strengths in answering questions?
4. What were your weaknesses in answering questions?
5. What test-taking strategies did you use?
6. What changes do you need to make to prepare for the next test?

### Test Taking – Multiple Choice

- A. Answer each question in your mind before looking at the possible answers.
- B. Eliminate the answer(s) that is (are) obviously incorrect.
  - 1. Instructor usually structured a multiple-choice question with one statement that isn't correct.
- C. Read the questions carefully.
  - 1. Example: "Which is not an example of", "Choose the best answer".
- D. Read all the choices.
  - 1. You may believe the first option is correct, but the most correct may be further down the list.
- E. Pay attention to "All of the above".
  - 1. It is frequently the correct answer.
  - 2. If two statements are correct, and you are unsure of the third and the fourth is "all of the above", the fourth choice is often correct.
- F. Look for the longest answer.
  - 1. It is carefully constructed to be correct.
- G. If you have no clue to the answer, use the following guidelines and guess.
  - 1. If two answers are similar, except for one or two words, choose one of these answers.
  - 2. If two answers have similar sounding or looking words (intermittent – intermediate) choose one of these answers.
  - 3. If an answer calls for a sentence completion, eliminate the answers that are not grammatically correct.
  - 4. If two quantities are almost the same, choose one.
  - 5. If answers cover a wide range, (1.5, 3.5, 66.7, 88.5, 103.5), choose the one in the middle.

# Vocational Nursing Program

## Philosophy of the Vocational Nursing Program

We believe in a humanistic philosophy that humans are of central importance, have inherent integrity, and are worthy of respect and care simply because they exist.

- Humans have a creative drive toward a more positive level of existence and self-actualization.
- Human caring and intimacy provide the motivation for this creative drive.
- Humans are unique, dynamic beings with physical, psychological, social, intellectual, and spiritual attributes.
- Humans have freedom of choice and accountable for those choices.
- Society is a creation of humans, organized into groups for the purpose of protection, education, and the enculturation of society members for the welfare of all. Subgroups inculcate specific values, mores, and folkways that differ from other groups. There is a basic struggle of society to reconcile these transcultural differences. Social differences and likeness derive from geographic areas, race, religion, gender, age, ethnicity, language, and common life experiences.
- Health is the dynamic interrelationship of wellness and illness throughout a human life span. Health is ever changing because of the constant interaction of the individual with both the internal and external environment.
- Nursing is an art, a science, a profession of caring about human life and the quality of life of individuals, families, and groups, and society as a whole. Nurse caring is the feeling of dedication to clients that motivates and energizes action to influence life positively by increasing health, relationship, and self-actualization of the nurse and client/patient. The nursing process, the systematic problem solving approach, and transcultural caring, are all used in the prevention, therapy, and restorative care of the individual.
- The Vocational Nurse Participates as a health team member in caring for clients/patients with commonly occurring health needs in a variety of health care settings. The Vocational Nurse is accountable for her/his actions while working under the supervision of a Registered Nurse or Licensed Physician.
- Learning is an interactive process that fosters personal and professional growth, enables survival, maturation, the attainment of health, and quality of life. Learning is an individual responsibility proceeding from the familiar to the unfamiliar, general to specific, and from simple to complex.
- Teaching is the art and science of structuring processes and information for student learning. Faculty serves as role model and facilitator in the learning process and accepts responsibility for facilitating educational experiences for students.
- Nursing education encompasses the art and science of developing knowledge, skills, and attitudes that are essential for the beginning practice of nursing. The faculty believes vocational nursing education should provide a flexible environment in which the student can develop self-discipline, intellectual curiosity, problem solving techniques, critical thinking skills, and criteria to meet the needs of a changing cultural society.

- Education is a lifelong process by which an individual strives to reach self-fulfillment. The continuum of education exists as the individual develops awareness, sets and attains goals, finds personal satisfaction, and develops new awareness.

### **Conceptual Framework**

The Valley School of Allied Health's Vocational Nursing Program is based on a conceptual framework that integrates the following models:

- Madeline Leininger's Transcultural Nursing Care Model
- Maslow's Hierarchy of Needs

The world has become multi-cultural and will be more so in the future. This fact necessitates nurses to become transculturally knowledgeable, sensitive to the fact, and competent in dealing with it. Cultures have different values, beliefs, and practices regarding health needs. It is imperative that the nurse, know and respect cultural differences and similarities to provide culturally effective client needs and safe care that will achieve therapeutic outcomes.

Maslow's theory acknowledges that all individuals are more alike than different. Each has basic needs that must be met. However, some have needs that are more basic than others are and these must be met minimally before considering other needs.

Major threads integrated throughout the curriculum strengthen the student's development. These threads are:

- The NCLEX client needs
- Transcultural nursing care
- Hierarchy of client needs
- Nursing process
- Growth and development of individuals
- Nutrition
- Communication
- Documentation
- Problem solving
- Critical thinking
- Interpersonal relationship
- Working as a health care member
- Pharmacotherapy
- Client teaching

The Vocational Nursing Program is divided into four (approximately equal) terms over one calendar year. The sequence of terms progresses logically from simple to complex, with each term building on the foundation of prior terms.

- Term 1: Nursing 1 - is the foundation (core) of the framework. Students are introduced to fundamental knowledge of nursing concepts, and skills necessary for effective nursing development. Anatomy and Physiology is integrated into Nursing 1 curriculum and focus on body systems and functions. Pharmacology A - Emphasis is placed on basic arithmetic, the metric system, the apothecary system and household measurement.
- Term 2: Nursing 2 - introduces and delves into areas of care in medical/surgical nursing: (1) The peri-operative patient; (2) Oncology; (3) Diabetes; (4) Mental health; (5) Transcultural nursing; (6) Patient teaching. Pharmacology B - including topics on (a) preparation, (b) administration of medications, (c) dosages, (d) drug actions, (e) side effects, (f) patient teaching. The student continues to develop knowledge and skills in the nursing process, hierarchy of needs, and nursing care relationships.
- Term 3: Nursing 3 - focuses on maternal-child care: (1) The obstetrical patient; (2) The pre and postnatal care; (3) Care of the newborn. Pediatrics covers the care of children. Medical/Surgical nursing continues: (1) Disease and disorders of the body systems; (2) Clinical area emphasize the threads of the Conceptual Framework in advanced nursing skills. Pharmacology C - Emphasizes the drugs used on specific body systems and their disorders. Includes, client teaching, calculations, and injections.
- Term 4: Nursing 4 - Medical/Surgical subjects continue. The threads of the program become more advanced in knowledge and skills of the nursing process. Critical thinking, problem solving, communication, patient teaching and transcultural nursing care are stressed. Leadership and supervision are integrated into advanced studies. In the clinical setting, supervision and leadership skills are part of the nursing experience. Emphasis on short and long term goals, outcomes and evaluation of behaviors. Pharmacology D - continuation of drugs used in various disorders of specific body system.

As the student progresses in the program, emphasis is on the role of Vocational Nurse as a member of the health care team, and the various health care settings that employ Vocational Nurses.

### **Educational Outcomes / Terminal Objectives**

Upon successful completion of the nursing program, the graduate has proven proficiency in nursing theory, nursing skills, and nursing procedures. The graduate will demonstrate the ability to:

- Utilize the nursing process, transcultural nursing, and Maslow's Hierarchy of Needs in providing care for individuals and families from a multi-cultural background and of differing developmental levels.
- Demonstrate respect and sensitivity for humans and their right to make choices relevant to their health needs.
- Apply transcultural nursing care, and hierarchy of needs within the use of the nursing process.

- Demonstrate proficiency in critical thinking and problem solving in the nursing care of the client.
- Deliver safe and effective care within the role of the Vocational Nurse in preventive, therapeutic, and restorative care settings.
- Demonstrate effective therapeutic communication while interacting with client/family and the health care team.
- Communicate nursing interventions and client responses to appropriate members of the health care team in a concise way that facilitates health goal outcomes for the client.
- Demonstrate accountability in the practice of Vocational Nursing by practicing within the parameters of individual knowledge and experience.
- Demonstrate awareness and understanding of the importance of education and lifelong learning as a process of enhancing life and fulfillment for the client, family, and self.
- Recognize an individual as a unique, dynamic, being with physical, psychological; social, intellectual and spiritual needs

# Vocational Nursing Program Curriculum

**Total number of hours to complete the program – 1560 hours**

**- Total number of theory hours – 605 hours**

**- Total number of Clinical hours – 955 hours**

**Nursing 1, Fundamentals : theory hours – 117 hours; clinical hours – 213 hours**

## *Course Description*

The course provides the basic knowledge and skills to give safe and competent nursing care to a multi-cultural population in a variety of health care settings. Emphasis is placed on the nursing process, the hierarchy of needs, transcultural nursing, medical terminology, nutrition, health care settings, communication with clients and others, and the scientific principles of nursing care.

## *Course Objectives*

Upon completion of the course, the student will:

- Identify basic concepts related to client health and illness.
- Utilize basic communication skills to interact effectively with peers, faculty, client family, and the health care team.
- Relate transcultural nursing care to basic human needs of a client.
- Utilize the nursing process to provide basic nursing care in a safe, organized manner to a hospital client.
- Document succinctly and accurately, using proper medical terminology, the nursing care provided to a client.
- Describe the vocational nurse's role in various health care settings.
- Demonstrate ethical conduct by respecting the dignity, right and individuality of others.
- Demonstrate appropriate legal conduct by respecting the dignity, rights and individuality of others.
- Discuss the concept of the human as a unique, dynamic, being with physical, psychological, social, intellectual and spiritual needs.

**Nursing 2, Medical-Surgical 1: theory hours – 92 hours; clinical hours – 248 hours**

## *Course Description*

The course is an introduction to medical-surgical nursing. The student learns concepts of specific areas of health care that is part of the nursing process when caring for infants, children, adults, and the elderly. Emphasis is placed on pain management, mental health, client teaching, peri-operative care, special dietary needs, and death and dying of the client. The concepts of philosophy and conceptual framework of the program are integrated into the course.

## *Course Objectives*

Upon completion of the course, the student will:

- Describe the nursing interventions to assist an assigned client in his/her health promotion, rehabilitation, maintenance and disease prevention.

- Apply basic therapeutic communication in interacting with the client and their significant others.
- Develop a client-teaching program that emphasizes health promotion.
- Utilize the principles of mental health as they apply to adult and elderly clients.
- Explain concepts and rationale in more advanced nursing procedures.
- Utilizing the nursing process, transcultural care, hierarchy of human needs, and critical thinking, provide therapeutic nursing care to medical-surgical client.
- Document succinctly, accurately using proper medical terminology the nursing care provided to a client.
- Adheres to program and facility policies.
- Administers medications in a safe manner with assistance of instructor, following all learned skills and procedures.

### **Nursing 3, Medical-Surgical 2 : theory hours – 75 hours; clinical hours – 145 hours**

#### ***Course Description***

The course is a continuation of medical-surgical studies and deals with the nursing care of the more acutely ill client. Emphasis is on the disease process of the human body systems, surgical interventions, the nursing process, critical thinking, decision making, legal and ethical considerations, medications administration, nutritional needs, cultural, spiritual, and mental health needs, client teaching, nursing care plans, and advanced nursing skills.

#### ***Course Objectives***

Upon completion of the course, the student will:

- State the etiology, signs and symptoms, and medical and nursing management of client with a disorder that is common to each human body system.
- Explain the physiological, psychological, cultural, environmental, and social problems encountered by a client with specific body system disorders.
- Assists in modifying a nursing care plan based upon evaluation of nursing intervention.
- Present a developed teaching plan to either a medical or surgical client utilizing the nursing process.
- Applies the concepts, rationale, and performance of advanced nursing skills as applied to specific disorders.
- Utilizes therapeutic communication skills (audible, written, and body behavior) while interacting with the client, family, and members of the health care team.
- Demonstrate, with guidance, proper technique and guidelines when administering medications to the acutely ill client.

### **Nursing 4, Medical-Surgical 3 : theory hours – 111 hours; clinical hours – 289 hours**

#### ***Course Description***

The course is a continuation of medical-surgical studies and the nursing care of the more acutely ill client. Emphasis is on the disease processes of the human body systems, surgical interventions, the nursing process, client needs, critical thinking, problem solving, decision making, legal and ethical considerations, medication administration, nutritional needs, and cultural, spiritual, and mental health needs. The advanced nursing student utilizes all nursing

skills, and concepts learned in a caring, compassionate approach to nursing care of the culturally diverse client population. Additionally, leadership, management characteristics and styles, theories, conflict resolution, and team leadership methods are learned.

### ***Course Objectives***

Upon completion of the course, the student will:

- State the ethical and legal considerations in planning of care for a client.
- Evaluate personal beliefs related to ethical and legal issues.
- Recognize the appropriate dietary needs necessary for health promotion, maintenance, and disease prevention of the child, adult, and elderly client.
- Utilize the nursing process, the hierarchy of human needs, client needs, transcultural care, and all concepts learned in the administration of care, to multiple client situations of increasing complexity.
- Apply appropriate communication skills and techniques in relating nursing interventions to the client/family and health care team of a culturally diverse population.
- Assumes responsibility for professional behavior and personal educational needs.
- Provides pharmacotherapy accurately, safe, and in a professional manner.
- Differentiates between leadership and supervision.
- Utilizes leadership styles best suited for his/her personality.

### **Anatomy and Physiology: theory hours – 54 hours**

#### ***Course Description***

The course introduces human anatomy and physiology and focuses on the body systems and the organs within each system. Emphasis is on the function and structure of the systems and their organs, thereby forming a foundation for the study of diseases and disorders of the systems, and the skills and procedures for nursing care.

### ***Course Objectives***

Upon completion of the course, the student will:

- Explain the differences between anatomy, physiology, and patho-physiology.
- Describe the organization of the human body, in terms of cells, tissues, organs, and systems.
- Explain how normal organs and systems function in the body.
- Recognize normal versus abnormal anatomy and physiology.
- Utilize concepts, facts, and principles of anatomy and physiology in identifying basic needs of a client during the assessment phase of the nursing process.

**Maternal-Child : theory hours – 60 hours; clinical hours – 60 hours*****Course Description***

The course is a comprehensive study of family-centered health care, wellness, health promotion, illness, women's health issues, and the growth and development of the infant and parent. Emphasis is on prenatal care, labor and delivery, the newborn, the bonding process, and postpartum care. Additionally, the study of pediatrics includes the growth and development of the infant through adolescent. Emphasis is on the care of the child and the disease processes, and the emotional and behavioral patterns of the child.

***Course Objectives***

Upon completion of the course, the student will:

- Describe the relevancy of the maternal-child life period as it relates to the overall life cycle of a person.
- Utilizes the scientific principles of nursing as applied to nursing care during the prenatal, labor and delivery, postpartum, and pediatric stages of client care.
- Applies therapeutic communication skills, in a multi-cultural environment, while interacting with the mother, father, and infant.
- Develop teaching plans, individualized, for a child and his/her family.
- Describe the basic biological, psychological, and psychosocial needs and challenges of normal child growth and development.
- Describe the cultural, ethnic, religious, environmental, and social backgrounds that can affect the ill child.
- Identify women's health issues in relation to wellness, illness, and health promotion.
- Demonstrates proper technique and guidelines when administering medications to mother, newborn, infant, and child.

**Pharmacology A: theory hours- 14 hours*****Course Description***

The course introduces basic Pharmacology and places emphasis on mathematical concepts, such as; addition, subtraction, multiplication, decimals and percentages. It also includes the metric and apothecary measuring systems and shows the relationship between household, metric and apothecary measure systems.

***Course Objectives***

Upon completion of the course, the student will:

- Calculate addition, subtraction, multiplication, division, percentage and decimal problem.
- Convert pounds to kilograms.
- Convert kilogram to pounds.
- Utilize the metric system in measuring household items and medications.
- Utilize the household system in measuring medications.
- Use the apothecary system in measuring medications.

**Pharmacology B : theory hours – 14 hours*****Course Description***

The course introduces pharmacology and provides the student with a basic understanding of drugs, chemical substances, and their actions on the human body. Emphasis is on drug nomenclature, legal standards, drug usages, dosages, interactions, side effects, and contraindications as they relate to each body system and the disease and disorders of each system. The use of specific drugs related to each body system, is integrated into the curriculum throughout the program. Included are client teaching, therapeutic classification, documentation, and special attention to physiological factors.

***Course Objectives***

Upon completion of the course, the student will:

- State the importance of drug therapy in the healing arts.
- Describe drug classifications, dosages, side effects, contraindications, and nursing care implications.
- Calculate drug dosage, prepare drugs, and determine delivery route and administer drugs.
- Describe the therapeutic as well as the side effects of medication administration to clients.
- Perform clients teaching in relation to administration of certain drugs.

**Pharmacology C: theory hours – 14 hours*****Course Description***

The course introduces pharmacology and provides the student with an understanding of drugs, chemical substances, and their actions on the human body. Emphasis is on drug nomenclature, legal standards, drug usages, dosages, interactions, side effects, and contraindications as they relate to each body system and the disease and disorders of each system. The use of specific drugs related to each body system, is integrated into the curriculum throughout the program. Included are client teaching, therapeutic classification, documentation, and special attention to physiological factors.

***Course Objectives***

Upon completion of the course, the student will:

- Calculate drug dosage, prepare drugs, and determine delivery route.
- Describe drug classifications, dosages, side effects, contraindications, and nursing care implications for the drugs administered in the various systems student in Term 3.
- Perform clients teaching in relation to administration of certain drugs.
- Demonstrates proper technique and guidelines when administering medications to client.

## Pharmacology D : theory hours – 14 hours

### *Course Description*

The course continues to provide the student with the understanding of drugs, chemical substances, and their actions on the human body. Emphasis is on drug nomenclature, legal standards, drug usages, dosages, interactions, side effects, and contraindications as they relate to each body system and the disease and disorders of each system. The use of specific drugs related to each body system, is integrated into the curriculum throughout the program. Included are client teaching, therapeutic classification, documentation, and special attention to physiological factors. Emphasis is also on short and long term goals, outcomes, and evaluation of behaviors.

### *Course Objectives*

Upon completion of the course, the student will:

- Describe drug classifications, dosages, side effects, contraindications, and nursing care implications of medications given to your clients.
- Calculate drug dosage, prepare drugs, and determine delivery route.
- Perform clients teaching in relation to administration of certain drugs.
- Develop short and long-term client education objectives.
- Evaluate the therapeutic outcomes obtained from prescribed therapy.
- Evaluate whether client behaviors are consistent with the identified short term or long-term goals.

## Vocational Nursing Program Policies

### Grading Policy

- Grades are determined solely by the basic performance of each student according to pre-established criteria, and consistent with VSAH and the Vocational Nursing Program.
- A course grade is a certification of competence and reflects a student's mastery of course material. The VSAH grading system is based on objective pre-determined standards of performance.
- On the first day of each course the instructor explains to the students the criteria for evaluating and methods of grading student performance on examinations, tests, quizzes, papers, reports, etc.

▪ Excellent	A	=	96 – 100%
▪ Very Good	A-	=	90 – 95%
▪ Good	B	=	85 – 90%
▪ Satisfactory	B-	=	80 – 84%
▪ Not Satisfactory	C	=	75 – 79%
▪ Not Satisfactory	C-	=	70 – 74%
▪ Fail	F	=	0 – 69%
▪ Incomplete	I		
▪ No Credit	NC		

- The clinical grading scale is based on a point system, “4, 3, 2, 1, 0” as follows:

- 4 Consistent, excellent in performance. Highly self-directed. Utilizes supervision appropriately. Plans client care with minimum directions. Performs in an efficient, appropriate, and consistent manner.
- 3 Demonstrate safe, consistent performance in all situations. Plans client care with little direction. Recognizes own needs for supervision and usually seeks it from appropriate sources.
- 2 Safe performance. Applies knowledge and skills to obvious situations as appropriate for this level. Needs help in identifying appropriate nursing interventions.
- 1 Marginal performance. Inconsistent application of knowledge and skills. Require close supervision to avoid gross errors.
- 0 Unsafe, unsatisfactory performance. Does not apply knowledge and skill appropriately or does not take advantage of opportunities to do so.

To receive a passing grade in clinical: All evaluation scores must be “2” or above. Receipt of “1” or “0”, score in any area, will result in a failure grade for clinical.

- Grades are determined solely by the basic performance of each student according to pre-established criteria, and consistent with VSAH and the Vocational Nursing Program.

### **Satisfactory Progress**

All students must maintain satisfactory progress to continue in their course of study. To qualify for satisfactory – progress status, a student must:

- Attain an academic grade of 80% at the end of each term to continue to the next term. A repeat of the term just ended may be necessary. (See Plus Remediation Policy section below).
- In the event of failure of a nursing theory or clinical course and a repeat is necessary, the student must repeat both clinical and theory.
- Attain a clinical grade of “2” or higher.
- Meet the attendance criteria.
- Complete all course objectives each term (if available).
- Make-up all clinical and course work missed during the term.

# Nursing Assistant Program Curriculum

Total number of hours to complete the program – 150 hours

Total number of hours for theory – 50 hours

Total number of hours for clinical – 100 hours

## Module 1: Introduction

- A. Role & Responsibilities of CNA
- B. Title 22
- C. Requirements for N.A. certification
- D. Professionalism
- E. Ethics & Confidentiality

*Upon completion of this lesson, the student will:*

1. Define the terminology.
2. Discuss the legal implications of California Code of Regulations Title 22, Division 5 and OBRA
3. Identify CNA requirement as set forth in Title 22 and OBRA
4. Describe qualities of a successful CNA
5. Describe the role and responsibility of the CNA
6. Describe professionalism for CNA
7. Explain the ethical behavior expected of the CNA
8. Describe behaviors that maintain confidentiality

## Module 2: Patient's Rights

- A. Title 22
- B. Health & Safety Code
- C. Code of Federal Regulations

*Upon completion of this lesson, the student will:*

1. Define the key terminology.
2. Explain the purpose of a long-term care facility.
3. Recognize the role of the CNA in maintaining resident rights as stated in federal and state regulation.
4. Compare California Code of Regulations Title 22, Division 5, Chapter 3, 72527, with Title 42 Code of Federal Regulations 483.10 regarding resident's rights.
6. Describe the role of the ombudsman.
7. Identify examples of resident rights, which support a resident's need for security, belonging and self-esteem.

**Module 3: Communication/Interpersonal Skills**

- A. Communications
- B. Defense mechanisms

*Upon completion of this lesson, the student will:*

1. Define the key terminology
2. List the five basic physical and psychological needs, as described by Maslow, that must be met in order to survive
3. Recognize and report resident's behaviors which may reflect unmet human needs
4. Define communication and types of communication
5. Describe the key steps involved in the communication process and methods used in communication
6. Describe reasons for communication breakdown
7. Describe effective communication skills used with residents, families, guests and other health team members
8. Describe progressive measures of conflict resolution
9. Discuss touch as a form of communication, including body language and personal space
10. Identify basic psychological defense mechanisms
11. Describe family communication/interaction patterns and the role of the CNA
12. Describe socio-cultural factors influencing communication and emotional reactions to illness and disability
13. Describe communication patterns among members of the health care team.

**Module 4: Prevention & Management of Catastrophe & Unusual Occurrences**

- A. Emergency
- B. General safety rules
- C. Fire & disaster plans
- D. Roles & procedures for CNA
- E. Patient safety

*Upon completion of this lesson, the student will:*

1. Define key terminology.
2. Describe the role of the CNA in emergency, disaster, and fire situations.
3. Describe ways the CNA can help residents, families and visitors remain calm in an emergency situation.
4. Describe common emergency codes used in facilities.
5. Describe general rules for providing a safe environment for the CNA.
6. Describe general rules for providing a safe environment for the resident.
7. Describe two of the top safety issue for residents and interventions to prevent these.
8. Describe major causes of fire and general fire prevention rules.
9. List the safety rules to be followed for the resident receiving oxygen therapy.
10. Describe the safe application of postural supports and th implications for their use.
11. Discuss the legal and psychological implications of the use of postural supports.
12. Describe the overview of bioterrorism.

**Module 5: Body Mechanics**

- A. Basic body mechanics
- B. Transfer techniques
- C. Ambulation
- D. Proper body mechanics/positioning techniques

*Upon completion of this lesson, the student will:*

1. Define the key terminology
2. Explain the purpose and rules of proper body mechanics
3. Identify comfort and safety used to lift, turn, move and position residents in bed
4. List and describe body positions for bedridden residents
5. Describe resident transfers
6. Describe appropriate body mechanics used to ambulate a resident

**Module 6: Medical & Surgical Asepsis**

- A. Microorganisms
- B. Universal precautions
- C. Principles of asepsis

*Upon completion of this lesson, the student will:*

1. Define the key terminology
2. Name common infectious agents and discuss the diseases they cause
3. State five conditions necessary for infectious agents to grow
4. Identify the six parts of the chain of infection
5. List four lines of defense against infection in the body
6. Describe the signs and symptoms of infection
7. Differentiate between asepsis and sterile technique
8. Identify the role of CDC and OSHA in the prevention of infections
9. Explain standard precaution procedures and related terminology
10. Define transmission-based precautions and related terminology
11. Identify psychological effects of standard precautions and transmission-based precautions

**Module 7: Weights & Measurements**

- 1: Measuring oral intake
- 2: Measuring urinary output
- 3: Measuring the height of resident in bed
- 4: Weighing the resident in bed
- 5: Measuring & weighing using an upright scale
- 6 Documents in military time

*Upon completion of this lesson, the student will:*

1. Define the key terminology
2. Identify units of measurement in the household and metric systems for weight, length and liquid
3. Identify common measuring equipment and describe steps to accurately convert common measurements between household and metric systems
4. Accurately measure volume, length and weight using the metric system and household measurements
5. Accurately convert between standard time and military time

**Module 8 : Patient Care Skills**

*Upon completion of this lesson, the student will:*

1. Define the key terminology
2. Identify daily routine
3. Identify benefits of bathing and list five areas of body that requires bathing daily
4. Describe the steps for bathing residents and safety guidelines
5. List the ways to provide resident privacy during bathing
6. List reportable observations that should be made during bathing
7. List purposes and schedule for oral hygiene
8. Describe steps in procedure of oral hygiene for a resident needing assistance, and the unconscious individual
9. Describe the steps in cleaning and care of dentures
10. Identify the CNA's role and responsibility for resident nail care
11. Identify the CNA's role and responsibility for caring of hair of residents
12. Describe procedure for shaving a resident
13. List the things a CNA can do to help maintain healthy skin

**Module 9: Patient Care Procedures**

*Upon completion of this lesson, the student will:*

1. Define the key terminology
2. Discuss the reasons for collecting and studying the sputum
3. Describe the CNA's role in collecting an sputum specimen
4. Describe the CNA's role in collecting urine specimens
5. Describe the CNA's role in collecting a stool specimen
6. List the principals related to bed making
7. Locate and name parts of a hospital bed
8. Describe the use of proper body mechanics while completing the bed making process
9. Describe the use of proper body mechanics while completing the bed making process
10. Discuss ways to maintain the resident's environment
11. Explain why enemas are given
12. List general rules to follow when giving the resident an enema
13. Describe the CNA's role in giving a suppository
14. List type and uses of gastrointestinal (GI) tubes

**Module 10: Vital Signs**

- A. Purpose
- B. Factors affecting vital signs
- C. Normal ranges
- D. Methods of measurement
- E. Temperature, pulse, respiration
- F. Blood pressure

*Upon completion of this lesson, the student will:*

1. Define the key terminology
2. Describe what is meant by vital signs, their purpose, and observations made while performing the procedures
3. Discuss the use of temperature
4. Describe nursing measures to raise and lower temperature of the body
5. Describe the circulatory system as it relates to pulse and identify the pulse sites
6. Describe the factors that increase and decrease pulse and the qualities to observe in taking pulse
7. Define and describe respiration
8. Identify factors that increase and decrease the respiratory rate
9. List steps in counting respiration and qualities of respiration to be observed
10. Describe abnormal breathing patterns
11. Describe the process for taking TPR at the same time
12. Describe what happens in the circulatory system to produce blood pressure
13. Identify factors that increase or decrease blood pressure
14. Identify parts of the blood pressure equipment
15. Discuss the procedure for taking a blood pressure reading
16. Evaluate resident's pain
17. Perform and accurately record vital signs on chart, graph and CNA's note

### **Module 11: Nutrition**

- A. Proper nutrition
- B. Feeding technique
- C. Diet therapy

*Upon completion of this lesson, the student will:*

1. Define the key terminology
2. Discuss the body's need for food and fluids
3. List common nutrients and their food sources
4. Describe the food pyramid
5. Describe the vegan basic four food groups
6. Discuss special nutritional needs of the elderly
7. Describe diets commonly ordered in diet therapy for residents and the responsibilities of the CNA
8. Describe proper techniques for feeding residents
9. List dietary modification generally affected by religious and/or cultural preferences
10. Identify alternative ways to meet the need for food and fluids

**Module 12: Emergency Procedures**

- A Signs & symptoms of distress.
- B. Immediate & temporary intervention
- C. Emergency codes

*Upon completion of this lesson, the student will:*

1. Define key terminology
2. Identify common signs and symptoms of conditions associated with resident distress and describe the CNA's role and responsibility in preventing and/or responding
3. Describe the immediate intervention in a medical emergency
4. List the causes and signs of choking and discuss the use of the abdominal thrusts
5. Describe common emergency codes used in long-term care facilities

**Module 13: Long-term Care Resident**

- A. Needs of persons with retardation, Alzheimer's, cerebral palsy, epilepsy, dementia, mental illness
- B. Introduction to anatomy & physiology
- C. Physical & behavioral needs and changes
- D. Community resources available
- E. Psychological, social, and recreational needs
- F. Common disease/disorders including signs and symptoms

*Upon completion of this lesson, the student will:*

1. Define the key terminology
2. Describe common basic human needs and interventions for the elderly resident; environmental, psychological, social, recreational and spiritual
3. Describe common community resources to meet the needs of the elderly
4. Describe developmental and mental conditions found in the long-term care population, their unique needs, and interventions
5. Describe the body's basic organizations and composition
6. List the body systems, including basic anatomy and physiology, common diseases of the elderly, signs and symptoms, CNA duties and observations, and aging changes and complications of mobility

**Module 14: Rehabilitation & Restorative Care**

*Upon completion of this lesson, the student will:*

1. Define the key terminology
2. Discuss rehabilitation (restorative care) and how it promotes independence and resident potential.
3. State goals of restorative care that promote independence and resident potential
4. Describe the rehabilitation team, state its purpose and discuss the role of the CNA as a member of the team
5. List the responsibilities of the CNA in promoting resident self-care
6. List activities that make up ADLs (activities of daily living)
7. List common comfort and adaptive devices and explain the purpose of each
8. Identify steps to prevent complications from inactivity

9. Describe range-of-motion exercises (ROM)
10. Identify procedures and devices used to promote mobility and ambulation for residents with physical and/or visual impairment
11. Discuss relationship between resident's self-esteem and family involvement in care.

**Module 15 continuation:****Observation & Charting**

- A. Observation of patients & reporting responsibilities
- B. Patient care plan
- C. Patient care documentation

*Upon completion of this lesson, the student will:*

1. Define the key terminology
2. Define observations and list the senses used to observe a resident
3. Describe objective and subjective observations
4. List types of charting documents and the use for each
5. Discuss procedures used when recording on a resident's chart
6. Identify word elements used in medical terms
7. Identify medical terminology and abbreviations generally used in medical facilities

**Module 16: Death & Dying**

- A. Stages of grief
- B. Emotional & spiritual needs of patient & family
- C. Rights of dying patient
- D. Signs of approaching death
- E. Monitoring the patient
- F. Postmortem care

*Upon completion of this lesson, the student will:*

1. Define the key terminology
2. Describe the five stages of grieving according to Dr. Kubler-Ross
3. Described approaches to meet common emotional and spiritual needs of terminally ill residents and their families
4. List the rights of the dying patients
5. Differentiate between commons signs of approaching death and biological death
6. Identify care and comfort measures for dying resident
7. Identify the philosophy and goals of hospice
8. Describe procedures and responsibilities for post- mortem care

# Home Health Aide Program

**Total number of hours to complete the program – 40 hours**

**Total number of hours for theory – 20 hours**

**Total number of hours for Clinical – 20 hours**

## Module 1: Introduction to Aide and Agency Roles

*Upon completion of this lesson, the student will:*

1. Define terms specific to the lessons.
2. Describe the structure of the healthcare system and describe ways it is changing.
3. Explain Medicare and Medicaid, and list when Medicare recipients may receive home care
4. Explain the purpose of and need for home health care
5. List key events in the history of home care services
6. Identify the basic methods of payment for home health services
7. Describe a typical home health agency
8. Explain how working for a home health agency is different from working in other types of facilities
9. Identify the role of each healthcare team member
10. Describe the role of the home health aide and explain typical tasks performed
11. Identify tasks outside the scope of practice for home health aides

## Module 2: Infection Prevention and Standard Precautions

*Upon completion of this lesson, the student will:*

1. Define terms specific to the lessons.
2. Define infection prevention and explain the chain of infection
3. Explain Standard Precautions
4. Explain the term “hand hygiene” and identify when to wash hands
5. Identify when to use personal protective equipment (PPE)
6. Explain how to handle spills
7. Explain Transmission-Based Precautions
8. Explain Sterilization and Disinfection
9. Explain how bloodborne diseases are transmitted
10. Explain the basic facts regarding HIV and Hepatitis infection
11. Identify high-risk behaviors that allow the spread of HIV/AIDS and HBV
12. Demonstrate knowledge of the legal aspects of AIDS, including testing
13. Identify community resources and services available to clients with HIV/AIDS
14. Explain Tuberculosis and list infection prevention guidelines
15. Explain the importance of reporting a possible exposure to an airborne or bloodborne disease
16. Explain the terms “MRSA,” “VRE,” and “C, difficile”
17. List employer and employee responsibilities for infection prevention

### Module 3: Personal Care and Basic Healthcare Skills

*Upon completion of this lesson, the student will:*

1. Define terms specific to the lessons.
2. Explain positioning and describe how to safely position patients
3. Describe how to safely transfer clients
4. Discuss how to safely ambulate a client
5. List things you can do to help make your client comfortable
6. Describe the home health aide's role in assisting clients with personal care
7. Explain guidelines for assisting with bathing
8. Describe guidelines for assisting with grooming
9. Identify guidelines for good oral care
10. Explain care guidelines for prosthetic devices
11. Explain guidelines for assisting with toileting
12. Describe how to dispose of body waste

### Module 4: Client's Nutritional Needs

*Upon completion of this lesson, the student will:*

1. Define terms specific to the lessons.
2. Describe the importance of proper nutrition and list the six basic nutrients
3. Describe the USDA's MyPlate
4. Identify ways to assist clients in maintaining fluid balance
5. Identify nutritional problems of the elderly or ill
6. Demonstrate awareness of regional, cultural, and religious food preferences
7. List and define common health claims on food labels
8. Explain the information on the FDA-required Nutrition Facts Label
9. Explain special diets
10. Describe guidelines for assisting with eating
11. Describe eating and swallowing problems a client may have
12. Explain how to prepare a basic food plan and list food shopping guidelines
13. List guidelines for safe food preparation
14. Identify methods of food preparation
15. Identify four methods of low-fat food preparation
16. List four guidelines for safe food storage

### Module 5: Clean, Safe and Healthy Environment

*Upon completion of this lesson, the student will:*

1. Define terms specific to this lesson.
2. Explain the principles of body mechanics
3. Apply principles of body mechanics to your daily activities
4. List ways to adapt the home to principles of good body mechanics
5. Identify 5 common types of accidents at home
6. List home fire safety guidelines and describe what to do in case of fire
7. Describe how housekeeping affects physical and psychological well-being
8. List qualities needed to manage a home and describe general housekeeping guidelines
9. Describe cleaning products and equipment

10. Describe proper cleaning methods for living areas, kitchens, bathrooms, and storage areas
11. Describe how to prepare a cleaning schedule

### **Tests , Activity and Student Achievement (Nursing Assistant Program and Home Health Aide Program)**

- Individual class activity given is either in the form of a quiz, take home assignment, or class seat work
- Student must attain a 75% or higher from each of the test , final exam, and GPA in order to pass the course/program.
- Student who receive a score of less than 75% at the test must remediate it the following school day after the class hours. Unless otherwise other schedule given by the instructor.
- Breakdown of grades will be (This will determine your GPA):
  - Tests : weighs 40%
  - Quiz/Activity: 10%
  - Final exam: 50%

### ***Course Repetition***

Upon completion of the repeated course, the previous grade earned shall be omitted from the computation of the cumulative grade point average and lined through on the permanent record.

### **Make-up Policy**

All absences as defined in the Attendance Policy and all program objectives missed during a term must be made-up, completed and passed in order for a student to advance to the next term or to graduate from the program. The instructor will schedule the time and define the method for the make-up week at end of term.

All missed time and objectives must be accounted for. The following methods may be used, and attendance must be documented.

- Theory: Written examinations, written reports, case studies, attendance at seminars, workshops, or tutorials.
- Clinical: Additional time in the clinical area during make-up week or time spent in the skills lab.
- Students who have passed both theory and clinical and have no absences will not have to attend remediation week.

## **Dress Code Policy**

The student must be well groomed at all times and present a professional image. The following policies shall be followed:

- Complete uniform is to be worn in the classroom as well as in the clinical setting.
- Identification tags (ID used by the school) shall be worn in the classroom and clinical area at all times.
- Shoes are to be plain white (no exceptions), clean, and in good repair.
- Plain white and above the ankle socks must be worn at all times.
- Undergarments (must be white) and no thongs.
- Jewelry is limited to a watch with a second hand, wedding ring, engagement, or promise ring. Small earrings (studs) may be worn. No hoop rings or studs in ears, nose, eyebrows or tongue are allowed. Jewelry other than just stated, necklaces or bracelets, are not to be worn while wearing the uniform. This policy includes males as well as females.
- Hair must be kept neat and clean. If longer than collar in length, it must be securely fastened (clipped) up from collar.
- Fingernails must be clean, short and rounded. No artificial fingernails or nail polish may be worn when in the clinical setting.
- A pen light, a bandage scissors and a stethoscope are considered part of the complete uniform.
- Chewing gum, or tobacco in any form is not allowed in the classroom or clinical setting.
- Students shall abide by all special requirements of dress code issued by the clinical facilities and/or VSAH.
- The white jacket issued by the school is the only one allowed.
- No hoods on the white jacket or hats or caps are not to be worn in the classroom or clinical facility.

## **Attendance Policy**

Attendance in the classroom and in the clinical area is mandatory. There are excusable absences as explained below, but the student must attend class and clinical assignments on a regular and consistent basis. The following are attendance guidelines:

Absences - Excusable or not, exceeding three (3) days during any term are cause for counseling, possible probation, or termination at the discretion of the Director of Nursing / Administrator.

- Excusable absences include illness, domestic situations, or circumstances beyond control of the student.
- Tests and quizzes missed due to absences must be made up. Student must meet with the coordinator on the first day of returning to class.
- Absences caused by an extended illness, death in the immediate family, jury duty, annual military training, or other uncontrollable circumstances must be brought to the attention of the academic coordinator for resolution. A doctor's note or some official

documentation must be presented. “Immediate family” means mother, father, child, siblings, spouse or grandparents.

- Failure to sign the daily roster sheet is considered an absence.
- Any student “signing in” for another student is considered absent for the day and will be counseled.
- If a student is to be absent from either the classroom or clinical areas, the instructor or the school must be notified before the start of class or clinical.

### **Tardy – Classroom**

- Students must be in the classroom and prepared for class at 7:00 am
- If late, it will be considered an absence
- All absences must be made up during remediation week

### **Tardy – Clinical**

- Students must be in the classroom and prepared for class at 6:50 am
- If late, it will be considered an absence
- All Absences must be made up during remediation week

**A Student who is consistently tardy will meet with the Director of Nursing and possibly terminated.**

## Program Evaluation

The faculty and students of the nursing program are continually evaluating the effectiveness of the program. The process of evaluation is carried out through formal and informal means. Informal evaluation occurs during dialogue with faculty and student arising from the many opportunities for interaction between faculty and students that occurs as part of the program's structure.

Formal evaluations occur each semester. Students are expected to participate in faculty, course, and clinical agency evaluations. Survey tools for course and clinical faculty evaluation stools will be distributed in class.

At the end of the program an exit questionnaire is completed by each student to evaluate the effectiveness of the entire program. This questionnaire asks for the review of all the courses taken for the vocational nursing program. Clinical sites are evaluated as well as the specific nursing courses.

Nine months after graduation from the program a graduate survey is mailed to each graduate. Vital statistics regarding your experience with the licensure exam and your employment status are obtained from this form. Please complete and return this survey!

Another survey tool used by the nursing program is an employer survey. Employers are asked to evaluate graduates of our program from a competency point of view. The major focus of this tool is to determine that graduates of the program have the nursing competencies required by the market place.

Annually, a program evaluation workshop is held in which faculty review data collected surveys described above. This information is then used to make curricular changes, policy changes and learning assignments changes based on feedback from you – the consumers of the program! Our quality assurance activities depend upon your commitment and participation in the process of program evaluation.

### **Plus (Remediation) Program**

VSAH offers a remediation program. Appropriately named “Plus,” to assist students in overcoming obstacles that interfere with their progress in the nursing program. The remediation program works as follows:

- If the student or instructor recognizes that a personal, learning, testing, clinical, or behavioral problem exists, a private counseling meeting is arranged for the student with the instructor to determine the nature of the problem(s).
- All meetings must be recorded in writing, stating the student's problem(s), the student's discussion of problem(s), and the instructor's input regarding remediation. The documentation must be concise, accurate, and signed by both student and instructor. Copies of the document are given to the student and to the instructor. The original copy is forwarded to the Director for review and filing in the student's record.

- If the student's problem(s) is personal or behavioral, and the instructor or Director cannot resolve the problem, the student is referred to various sources in the community for resolution.
- If the problem is for academic, test-taking, or clinical problems, where the student's progress is unsatisfactory as defined in the "Satisfactory Progress Policy," a private counseling meeting is arranged for the student with the remediation instructor to determine the nature of the problem(s).
  - Test taking problem: The student must meet with the instructor after the first test is failed (failing is any test score below 80%). (1) the specific problem is identified by instructor and student; (2) a written plan is formulated, with a time frame for accomplishment, and signed by both student and instructor, original copy goes to the Director and for filing in student's record; (3) if the student scores less than satisfactory on future test, the student must attend the Plus Remediation Program; (4) at the end of each term, there is a "make-up" week that is designed for students who have test scores 75% - 79% range (less than satisfactory), and it is mandatory for these students who each are provided specific materials for review and tests comparable to those previously failed (these retests are given only one time); (5) if the student tests less than satisfactory, he/she must repeat the term; (6) if student does not maintain satisfactory progress during the repeat of the term, he/she will be terminated from the program.
  - Academic and/or learning problem: if a student is having a specific identifiable problem, he/she must attend the Plus Remediation Program.
  - Clinical problem(s): (1) students with clinical or skills problems are referred to the Skills Lab; (2) a written plan is formulated, with a time frame for accomplishment, and signed by both the student and instructor. The original copy goes to the Director for filing in student's record; (3) student will be evaluated by return demonstration and monitored in the clinical area until end of term.
- Students who fail the final examination for the term, must attend make-up week as defined above in 4 thru 6.
  - A final grade of **80%** must be attained for the student to move to the next term.

## Graduation Requirements

The student candidate for a "diploma of completion" from VSAH Vocational Nursing Program, Nursing Assistant, Home Health Aide must:

- Complete all courses in the program with a grade average of 80% for Vocational Nursing program, 75% for Nursing Assistant and Home health Aide program, or better, and complete all other program curriculum requirements.
- Complete and meet all applicable classroom, laboratory, and clinical skill proficiency standards as set for an entry level Vocational Nurse, Nursing Assistant, and Home health Aide.
- Attend graduate and financial exit interviews.

After graduation there is a scheduled NCLEX review, which is mandatory for all graduates to attend.

### **Vocational Nursing Program, Nursing Assistant, Home Health Aide Clinical Sites**

VSAH is affiliated with several hospitals and medical centers for “on the job training” of student vocational nurses. The facilities change occasionally as their needs or VSAH’s needs change. The current training facilities are:

- Goldstar Healthcare Center of Chatsworth  
21820 Craggy View st.  
Chatsworth, Ca 91311
- Woodland Care Center  
7120 Corbin Avenue  
Reseda, CA 91335
- Care Meridian  
9221 Corbin Avenue, Suite #100  
Northridge, CA 91324
- Lake Balboa Care Center  
16955 Vanowen Street  
Van Nuys, CA 91406

### **VSAH School Holidays**

- New Year’s Day (January)
- Martin Luther King’s Jr. Day (January)
- President’s Day (February)
- Memorial Day (May)
- Independence Day (July)
- Labor Day (September)
- Veterans Day (November)
- Thanksgiving Day (November)
- Day after Thanksgiving (November)
- Christmas Holiday (December 23 - January 1)

**Individual Responsibility**

It is the responsibility of each student, faculty member, and administrator to be familiar with VSAH's rules and regulations published in this handbook.

**Housing Information**

Valley School of Allied Health does not have dormitory facilities and has no responsibility to find or assist student in finding housing.

The availability of housing located reasonably near the institution's facilities and an estimation \$900 - \$1600 for one bedroom apartment.

**FACULTY and QUALIFICATIONS:**

1. Norma J. Jones, RN, MPH – Registered Nurse; Program Director
2. Michael Omega, RN – Registered Nurse; Didactic Instructor
3. Cheryl Machart, RN – Registered Nurse; Didactic and Clinical Instructor
4. Leanne Dickeson, RN – Registered Nurse; Didactic and Clinical Instructor
5. Jennifer Hemoso, LVN – Licensed Vocational Nurse; Didactic and Clinical Instructor
6. Gale Veroy, LVN – Licensed Vocational Nurse; Didactic and Clinical Instructor
7. Geri Topacio, LVN – Licensed Vocational Nurse; Clinical Instructor

The Student Catalog is updated once a year July – June.

# Valley School of Allied Health

## Vocational Nursing Program Nursing Assistant Program Home Health Aide

### Student Handbook – Verification Notice

I have received a copy of the Valley School of Allied Health Nursing Student Handbook. I am aware that I am responsible for reviewing each policy and procedure presented in this handbook. I understand that I will be held accountable for complying with the requirements outlined in the handbook.

My signature on this verification form indicates that I have completed my review of the handbook as requested and that I understand why responsibilities as outlined in the handbook. I understand that if I am not clear about any of the policies and procedures I am to seek answers for my questions from nursing faculty prior to signing the verification form.

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Print Full Name

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Signature

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Date

