



LVN Program Handbook

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Welcome to Ventura Training Institute

Vocational Nursing Program

Ventura Training Institute (hereinafter also referred to as VTI) is a non-profit California corporation, Sumaj Foundation Inc., specializing in vocational education programs in the healthcare field.

Initial accreditation to offer a vocational nursing program in California was received in 2024. This accreditation was issued by the California Board of Vocational and Psychiatric Technician Examiners. Each successful student of the VN program will receive a Certificate of Completion and will be eligible to take the NCLEX-PN examination. Passing the examination qualifies the graduate to apply for licensure as an LVN.

Our VN program holds classes 4 days a week for a 12 month period. The student must successfully complete 1530 program hours, consisting of 576 hours of specific theory instruction and 954 hours of supervised clinical experience to qualify for graduation and to be eligible to take the National Council Licensure Examination for Practical Nurses (NCLEX-PN) exam.

From the Program Director

My name is Jannet Wharton RN, BSN and as the VN Program Director, I welcome you to our unique Vocational Nursing program. I designed our program not only to give you a chance to enter the healthcare field, but to provide you with an opportunity to enhance your abilities and aptitudes in your quest to become an exceptional nursing professional.

Forty years ago, I was a young woman who came to this country with a single bag full of dreams in search of a better life, and who, as an immigrant, had to overcome fear to face the challenges life had thrown at me. Although I am driven by passion to help those I now serve as a nurse, when I first entered nursing, it was simply because I needed a job! To this day I believe that entering the nursing field was the best thing that happened to me. Nursing not only developed many of my innate abilities but made me realize that through caring for people when they are most vulnerable, I was also becoming a better person. Caring in nursing requires creating a connection with another person. Caring implies respect for the individual's autonomy, cultural heritage, and personal dignity. It not only allows you as the nurse to touch people's lives, but it also allows the lives we touch to touch and forever change who we are. I have connected with others who have diverse backgrounds and beliefs, and realize that we share so much in common, such as a sense of love, affection, and acceptance. Nursing is powerful, encouraging constant growth in the nursing professional. I am excited to welcome you as you embark on this incredible journey!

Non-Discrimination Clause

Ventura Training Institute does not discriminate based on race, religion, sex, national origin, age, veteran status, disability, genetic information, or any other characteristic protected by law. Admissions are based upon one's qualifications and capabilities to perform the essential functions of a particular course.

Mission Statement and Philosophy

Mission Statement For VN Program

The mission of the Ventura Training Institute's VN Program is to prepare skilled nurses to deliver quality, safe care in a dynamic healthcare environment, through patient advocacy and collaboration with interdisciplinary teams. Ventura Training Institute is dedicated to the highest standards of academic excellence and moral values.

Ventura Training Institute's values are:

- To strengthen the local workforce by providing skills training
- To promote growth and contribute to a better future for our local community
- To obtain highly qualified instructors who have years of experience and are familiar with current healthcare practices
- To develop students to not only become professionals in their fields but to give them skills and tools that will prepare them for career and life challenges
- To help graduates find employment opportunities

Purpose Statement

The purpose of Ventura Training Institute is to prepare its students with the necessary skills and basic training to meet and exceed state and national requirements for Vocational Nursing Licensure. VTI provides its services to students living within California particularly in Los Angeles, Santa Barbara and Ventura Counties.

VTI Vocational Nursing Program Philosophy

Ventura Training Institute (VTI) views educating nurses as a collaborative process, with students engaging in active learning strategies and faculty challenging, guiding, and mentoring these future nurses. Learning best occurs in a safe environment that encourages active engagement, creativity, values the student's learning style, and empowers learners to use this education as a foundation and beginning point, not an ending point. The VTI Vocational Nursing (VN) faculty believe that nursing education should also provide students with learning skills that will support them in their lifelong development and help them to achieve current and future goals.

Each student is valued and respected for their worth, dignity, diversity, and unique characteristics within our multicultural society. The preparation of safe, competent, culturally sensitive, and compassionate practitioners of nursing is a chief goal of the faculty at VTI. The faculty is committed to excellence and fostering the student's continuous growth, improvement, and understanding of nursing science that is grounded in evidence-based research and best practices.

Nursing is a dynamic profession, incorporating evidence based science with creativity. This creativity, or the "art" of nursing, allows nurses to actively employ practice standards in a manner that will be innovatively applied to each individual to promote optimal health or assist them toward a dignified death. While other healthcare professionals concentrate on the disease process, nursing is concerned with the individual's and/or family's responses to illness, striving to restore and improve health in the multiple interconnected domains, including biological, psychosocial, spiritual, and environmental aspects.

Nursing is a team sport, necessitating respectful collaboration with multiple health care professionals. Promoting civility in collegial interactions helps create a safe patient care environment. As noted in the NLN Visioning Series on Civility, "respect is foundational to a civil environment (and) is defined as courteous

communication, authentic listening, and an active interest in the relationship that a person directs toward an individual, which acknowledges, appreciates, honors, and values one's person for being (*Carroll, 2018)."

Building on Florence Nightingale's philosophy which encouraged self-care, prevention, and holistic healing, the caring philosophy of Jean Watson has further enhanced and expanded nursing's commitment to the power of a compassionate connection. VTI believes the values described in Watson's 10 "Caritas Processes" are foundational in the provision of nursing care and that utilizing these concepts will enhance the power of the nurse-patient connection for promoting optimum outcomes. The "Caritas Processes" mandate that nurses:

1. Embrace altruistic values and practice loving kindness with self and others. Practice acts of kindness.
2. Instill trust and hope by being available to meet the needs of others.
3. Be sensitive to self and others by nurturing individual beliefs, personal growth, and practices.
4. Develop helping-trusting-caring relationships.
5. Promote and accept positive and negative feelings; authentically listen to another's story.
6. Use creative scientific problem solving methods for caring decision-making.
7. Perform teaching and learning that addresses individual needs and learning styles.
8. Create a healing environment for physical and spiritual needs.
9. Assist with basic physical, emotional, and spiritual human needs.
10. Be open to discovery of possibilities and miraculous life-death events.

- *adapted from [Caring Science & Theory - Watson Caring Science Institute](#)

Caring in nursing requires creating an authentic connection with another person. Caring implies respect for the individual's autonomy, cultural heritage, and personal dignity. It requires that the nurse has the requisite knowledge and skills to transform "tasks" into healing interactions which move the individual toward their desired goal. All caring actions and decisions are based on critical thinking and clinical judgment from evidence-based research.

While nurturing a commitment to relationship-centered care that demonstrates an ability to understand the needs of others and advocate on their behalf, the faculty utilizes many of the principles of Jean Watson for educating these future nurses. As nursing students are taught to be sensitive to self and their patients, faculty will embody this by acknowledging students' diverse cultures and beliefs and nurturing their personal and professional growth and practice.

By creating an educational environment that maintains high standards, while delivering compassionate student-centered practices, VTI will graduate educated, caring, and ethically sound nursing students.

Program Terminal Objectives

Upon completion of the VN program, students will:

1. Function within the scope of practice of an LVN as described by the California Board of Vocational Nursing.
2. Assimilate critical thinking principles using clinical reasoning to make sound clinical judgments necessary for providing safe patient care and contributing to quality improvement as a competent, entry-level vocational nurse.
3. Participate in collaboration and teamwork with the interprofessional team, the patient, and the patient's support persons to provide and improve patient care and communication.
4. Practice within professional and legal standards, follow ethical principles, and demonstrate cultural sensitivity for all patients, families, and fellow healthcare practitioners.
5. Provide safe, competent, compassionate, evidence-based, individualized and relationship-based care to diverse patients across the life span.

6. Integrate nursing informatics and technology to effectively communicate, enhance knowledge, manage and analyze data, prevent errors, and support decision-making as a competent, entry-level vocational nurse.
7. Commit to professional development through continuing education and lifelong learning.
8. Be prepared to take and pass the NCLEX-PN licensing examination.

Entrance Requirements

VTI VN Program Screening and Selection Criteria

Each applicant must:

1. Be at least 18 years of age
2. Have a valid government issued ID
3. Have a valid social security or individual tax identification number (ITIN)
4. *Have a high school diploma or GED or its equivalent and submit high school transcripts or GED transcripts with application
5. *For all International Transcripts, provide an official evaluation of their transcripts by an independent transcript evaluation service that is a member of either the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE). Go to [NACES](#) or [AICE](#) for member listings.
6. Complete an enrollment form and interview with a representative of Ventura Training Institute
7. Complete a CNA program and have a current CNA state certification.
8. Within the past 5 years, complete a 3 unit Anatomy course with a minimum of a C

AND

Within the past 5 years, complete a 3 unit Physiology course with a minimum of a C

OR

Within the past 5 years, complete a minimum of a 4 unit combined Anatomy and Physiology course with a minimum of a C

OR

Within the past 5 years, complete Coursera courses: Human Anatomy Specialization (University of Michigan) AND Introductory Human Physiology (Duke University) and show proof of completion

OR

Within the past 5 years, complete Coursera courses: Human Anatomy & Physiology I AND II (Rice University) and show proof of completion

9. Take the ATI TEAS exam and meet the requirements set forth in Ventura Training Institute's ATI Teas Policy (see this policy in the next section)
10. Submit Health Exam and Screening Requirements
11. Submit CPR for BLS that is current and maintain the current CPR card during the program.
12. After acceptance, purchase a malpractice insurance policy from CAE (VTI will provide information for this carrier once accepted)

13. After acceptance, enroll in and successfully complete ATI's self-paced online course *LAUNCH: Nursing Academic Readiness program. Submit Certificate of Completion at least one week prior to program start date. (*note: this is a self-paced asynchronous online course with an online educator that can take up to 6 weeks to complete)
14. After acceptance, maintain a health insurance policy for the program's duration
15. After acceptance, Pass Screening for Criminal Background required for clinical placements (VTI will provide information for the company approved for background check)

*NOTE: It is a requirement of the California Board of Vocational Nurse and Psychiatric Technicians that all persons admitted to a Licensed Vocational Nurse Program must have completed 12 years of education.

Many other countries may stop high school education after 10 years of schooling, a graduate from another country must furnish the school with one of the following:

1. Proof of having earned a Bachelor's degree from another or this country, OR
2. Proof of having earned an Associate Degree from this country OR
3. Proof of successfully passing a High School Equivalency test at a 12th grade level from this country.

In addition, all original transcripts/diplomas from a foreign country must be translated and evaluated by a member of [NACES](#) or [AICE](#) as mentioned previously.

NOTE: the above requirements related to past education and transcripts must be completed prior to entering the VN program.

ADMISSION SELECTION CRITERIA

Applicants will be admitted to the VN program based on their scores on the admission rubric. The top 30 applicants will be admitted. If not chosen, the applicant will be placed on a wait list. The wait list is dissolved once the term commences. Applicants who are not chosen to enter must reapply. Each applicant will receive points as follows on the following admission criteria:

ADMISSION SELECTION CRITERIA RUBRIC FOR VTI'S VN PROGRAM

Criteria	0	1	3	6	Score Awarded
CNA experience	N/A	Less than 6 months or None--just graduated and/or did not work, or experience is in homecare, not SNF	Full or part time for at least 6 months in a SNF or acute care; or has at least 2 years exp. in homecare	Full or part time for 2 or more years in a SNF or Acute care	6
3 unit Anatomy course	Achieved a C or C+ only with a course retake	Achieved a C or C+ first time or B or B+ when repeating the course	Achieved a B or B+ first time or A or above when repeating the course	Achieved an A or above the first time	6

3 Unit Physiology Course	Achieved a C or C+ only with a course retake	Achieved a C or C+ first time or B or B+ when repeating the course	Achieved a B or B+ first time or A or above when repeating the course	Achieved an A or above the first time	6
4 or 5 Unit Combined A&P course	Achieved a C or C+ only with a course retake	Achieved a C or C+ first time or B or B+ when repeating the course	Achieved a B or B+ first time or A or above when repeating the course	Achieved an A or above the first time	(6)* only if individual A/P courses not taken
TEAS	xxxxxxxxxxxx	Proficient rating AND a minimum score of 74.5% in Reading and 71.9% in Math(this is VTI's minimum req.)	Proficient rating AND a minimum score of 78.7% in Reading and 71.9% in Math	Exemplary rating and a minimum score of 83% in reading and 81% in Math	6
Optional 3 or 4 Unit Microbiology Course		Achieved a C or C+ first time or when repeating the course e or B or B+ when repeating the course	Achieved a B or B+ first time or A or above when repeating the course	Achieved an A or above the first time	6
Optional Math V04 College Algebra 4 units		Achieved a C or C+ first time or second time or B or B+ when repeating the course	Achieved a B or B+ first time or A or above when repeating the course	Achieved an A or above the first time	6
Optional College 3 unit Human Nutrition or Growth and Development Course		Achieved a C or C+ first time or second time or B or B+ when repeating the course	Achieved a B or B+ first time or A or above when repeating the course	Achieved an A or above the first time	6
Fluent in a second language	No= zero points		Yes = 5 points		5
First in Family to complete 2 or more credit courses in a Community College	No=zero points		Yes=5 points		5
Interview (points from interview rubric)					9
Admission Essay (points from essay rubric)					9

Total					76
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*(Examples of Nutrition courses accepted are these 3-Unit Nutrition Courses: HED R114 Introduction to Nutrition Science or HED V87 Nutrition or NTS M01 Introduction to Nutrition Science)

Graduation Requirements

1. Students must complete all required courses with a 75% or above
2. Final payments for the program are required
3. Applications for licensure, with fingerprinting are to be submitted

Teas Policy for VTI

1. Teas Policy for Admission
 - a. Scores:
 - i. Students are required to achieve a “Proficient” rating on the ATI TEAS assessment tool for academic readiness AND
 - ii. Students are required to achieve a minimum score of 74.5% in Reading and 71.9% in Math
 - iii. Students who achieve a “Proficient” rating but do not achieve the minimum scores in Reading and/or Math must remediate these areas and retake the test.
 - b. Remediation:
 - i. Students who do not meet the above benchmarks will need to remediate the deficient topic areas detailed in their TEAS assessment. This can be done in numerous ways, from independent study to college courses covering the identified academic skills content that needs to be strengthened. Students are responsible for their own remediation and upon completion may retake the TEAS assessment, following VTI’s retake policy (see Retakes paragraph).
 - ii. Students who do not meet the required benchmarks may choose to enroll in the ATI Launch program which provides a self-paced program (with 1:1 guidance from an ATI online educator) to learn and build critical skills necessary for success in nursing school. Successful completion of this program and presentation of the Completion Certificate will be accepted as remediation.
 - c. Retakes:
 - i. VTI will allow each student three retakes in one year to meet the established benchmarks. This policy aligns with Best Practice for ATI TEAS Retakes guidelines. In addition, VTI will limit the total number of TEAS retakes to eight (8).
 - ii. The remediation period between TEAS retakes is set at a minimum of 4 weeks, which is deemed as “an appropriate time length to remediate between attempts” per ATI’s Best Practice guidelines.

ATI Policy for VTI

Ventura Training Institute utilizes comprehensive learning materials from ATI. Students are expected to utilize the various programs throughout their nursing education. Faculty will assign readings, tutorials, skills modules, practice exams, and clinical reasoning scenarios. An ATI NCLEX review course, either online or in person, is

completed upon graduation. New products that are appropriate for the LVN nursing level are introduced as they become available.

The Content Mastery Series is “an integrated suite of testing that measures students’ mastery of core curriculum and exposes them to NCLEX-style items.” ATI Content Mastery tests are given during the VN program in the following areas: Fundamentals, Pharmacology, Mental Health, Pediatrics, Maternal/Newborn, Management, and Dosage Calculations. Courses with Content Mastery Exams will assign points to these tests which cannot exceed 25% for any course. At the end of the fourth term, students will take the Adult Medical-Surgical Content Mastery Exam prior to the Comprehensive Predictor which are both part of the VN 144 Review of Key Concepts course. Both exams are worth 10 points each with points given for satisfactory completion of remediation activities. The grading rubric is provided in the VN 144 module.

Ventura Training Institute’s policy for the Content Mastery Tests are as follows:

- BELOW LEVEL 1: A ‘below level 1’ proficiency will require remediation and a retake test the following week. Students are required to complete the ‘focused review’ and submit work requested by the course instructor.
- LEVEL 1: Remediation and retesting is required for all students who have scored a level 1. Students are required to complete the ‘focused review’ and submit work requested by the course instructor.
- LEVEL 2: Remediation is required for students who have scored a Level 2. Students are required to complete the ‘focused review’ and submit work requested by the course instructor. Retesting may be advised or offered. Since this is voluntary, 2 points will be added if the score is higher than the original score.
- RETEST remediation: students who were required to retest must at a minimum complete the “focused review” for their retest if they did not attain a Level 2 on their retest. The instructor may require additional assignments to be complete
- Comprehensive Predictor Exam: This is given at the end of the 4th term. ATI describes this as an “End-of-program exam” that “offers each student their individual probability of passing the NCLEX on the first attempt.”

VTI uses this exam to measure the student’s readiness to take the NCLEX-PN. All students are required to remediate by completing the ‘Focused Review’ and retest to help improve their score. They must spend a minimum number of hours on the ‘Focused Review’ as directed in the VN144 ATI Predictor rubric.

There is no “required score” for graduation. This is not a “high stakes” test, but a tool to guide students as they prepare for their licensing exam.

Conceptual Framework

Prioritizing patient care and safety is at the heart of Ventura Technical Institute’s Vocational Nursing program. The Vocational Nursing program combines elements from the National League of Nursing’s Education Competencies Model (2010) with the Quality and Safety Education for Nurses (QSEN) conceptual framework as the basis of its conceptual /organizational framework and design of all competencies, course outcomes and learning activities.

The competencies articulated by QSEN for Teamwork and Collaboration, Evidence-Based Practice, Quality Improvement, Safety, and Informatics are included (see below), while the Patient-Centered Care competency is expanded to reflect the NLN’s guidelines as Relationship-Centered Care. The NLN has a broader definition with

its Relationship-Centered Care, which includes relationships with patients, their families, and communities, as well as other health care providers. This broader definition does not diminish the intent of patient-centered, quality care, as defined by the IOM and other national regulatory organizations but expands the inclusiveness of this critical care component in nursing practice. Additionally, the NLN model's concept of personal/professional development is incorporated throughout the curriculum.



1. ¹QSEN defines Patient-Centered Care as the ability of the nurse to “recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values, and needs.” The NLN broadens this important concept with Relationship-Centered Care including “relationships with patients, their families, and communities, as well as other health care providers.”
2. QSEN defines Teamwork and Collaboration as the nurse’s ability to “function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.”
3. QSEN defines Evidence-Based Practice as the nurse’s ability to “integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.”

¹ *NLN Education Competency Model 2010

QSEN Competencies retrieved February 13, 2022, from <https://qsen.org/competencies/pre-licensure-ksas/>

(Orig. 11/2024; Rev. 1/2026)

4. QSEN defines Quality Improvement as the nurse's ability to "use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems."
5. QSEN defines Safety as the nurse's ability to "minimize risk of harm to patients and providers through both system effectiveness and individual performance."
6. QSEN defines Informatics as the nurse's ability to "use information and technology to communicate, manage knowledge, mitigate error, and support decision making."
7. NLN defines Personal/Professional Development as the nurse's ability to internalize core values and perspectives recognized as integral to the art and science of nursing, embracing these "fundamental values in every aspect of practice while working to improve patient outcomes and promote the ideals of the nursing profession."

Ethical Principles and Caritas Processes for Nursing Students to Follow

Nursing students, like all healthcare professionals, are expected to adhere to a set of ethical principles. These principles provide a framework for nurses to navigate ethical dilemmas and make decisions that promote the well-being of their patients. Here are the main ethical principles that nursing students should follow:(1)

1. Accountability: Nurses are responsible for their actions and must be able to justify their decisions.
2. Justice: Nurses must treat all patients fairly and equitably.
3. Nonmaleficence: Nurses should do no harm to their patients.
4. Autonomy: Nurses must respect each patient's right to self-determination and decision-making.
5. Beneficence: Nurses should act in the best interest of their patients.
6. Fidelity: Nurses must be faithful to their professional promises and responsibilities.
7. Veracity: Nurses must be truthful and honest in all interactions.

These principles are the foundation upon which nursing actions are based. They describe what is expected of nurses in terms of right and wrong, good and bad, and correct and incorrect. By adhering to these principles, nursing students can ensure they are providing the highest standard of care to their patients.(1)

<https://www.nursingprocess.org/ethical-principles-in-nursing.html>

As Nurses, we embrace Dr. Jean Watson's "10 Caritas Processes" allow us to create a richer, deeper caring relationship with each of our patients.

We will aspire to:

1. Practice loving-kindness, compassion and equanimity with others and ourself.
2. Be authentically present and honor the belief system, faith, and hope of our patients and ourself.
3. Inspire trust by being sensitive to others and to self.

These processes are based on Jean Watson's theory of Human Caring and provide a framework for nurses to navigate their practice with compassion and empathy.

<https://www.watsoncaringscience.org/jean-bio/caring-science-theory/10-caritas-processes/>

They are as follows:

1. Embrace (Loving-Kindness): Sustaining humanistic-altruistic values by practice of loving-kindness, compassion, and equanimity with self/others.

2. Inspire (Faith-Hope): Being authentically present, enabling faith/hope/belief system; honoring subjective inner, life-world of self/others.
3. Trust (Transpersonal): Being sensitive to self and others by cultivating own spiritual practices; beyond ego-self to transpersonal presence.
4. Nurture (Relationship): Developing and sustaining loving, trusting-caring relationships.
5. Forgive (All): Allowing for expression of positive and negative feelings — authentically listening to another person's story.
6. Deepen (Creative Self): Creatively problem-solving-'solution-seeking' through caring process; full use of self and artistry of caring-healing practices via use of all ways of knowing/being/doing/becoming.
7. Balance (Learning): Engaging in transpersonal teaching and learning within the context of caring relationship; staying within other's frame of reference; shift toward coaching model for expanded health/wellness.
8. Co-create (Caritas Field): Creating a healing environment at all levels; subtle environment for energetic authentic caring presence.
9. Minister (Humanity): Reverently assisting with basic needs as sacred acts, touching mindbodyspirit of spirit of other; sustaining human dignity.
10. Open (Infinity): Opening to spiritual, mystery, unknowns — allowing for miracles.

VN Program Course Descriptions

Required Courses

Upon successful completion of the Vocational Nursing Program, a Certificate of Achievement (C.A.), Nursing, Licensed Vocational Nurse will be awarded.

Adherence to Ventura Technical Institute's LVN student policies is required for progress within and graduation from the program. Graduates are then eligible to take the vocational nurse licensure examination.

All vocational nursing courses must be completed with a minimum grade of "C" to progress. Conviction of a felony or of any offense substantially related to the qualifications, functions, and duties of a LVN may constitute grounds for denial of licensure.

Prerequisites

1. CNA certification
2. *3-Unit Anatomy Course passed with a minimum grade of C AND
3. *3-Unit Physiology Course passed with a minimum grade of C
4. *OR 4-Unit Combined Anatomy and Physiology Course passed with a minimum grade of C

*Must be taken within the past 5 years to be compliant with Section 2525 of the California Code of Regulations, Title 16

VTI Quarter Schedule

First Quarter Credits

Course	Hours
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VN 110 Clinical Practicum I	224
VN 111 Fundamentals of Nursing Care	86
VN 112 Pharmacology for Nurses	63

Second Quarter Credits

Course	Hours
VN 120 Clinical Practicum II	230
VN 121 Medical Surgical Nursing 1	86
VN 122 Holistic Care of the Older Adult	24
VN 123 Introduction to Mental Health Nursing	24

Third Quarter Credits

Course	Hours
VN 130 Clinical Practicum III	270
VN 131 Medical Surgical Nursing 2	101
VN 132 Pediatric Nursing Care	47

Fourth Quarter Credits

VN 140 Clinical Practicum IV	230
141 Medical Surgical Nursing 3	50

142 Maternal Newborn Nursing Care	45
143 Leadership, Management, and Transition to Practice	39
144 Key Concepts for Safe Vocational Nursing Practice	11

Course Placement Overview

Quarter 1	Quarter 2	Quarter 3	Quarter 4
VN 110 Clinical Practicum I	VN 120 Clinical Practicum II	VN 130 Clinical Practicum III	VN 140 Clinical Practicum IV
VN 111 Fundamentals of Nursing Care	VN 121 Medical-Surgical Nursing 1	VN 131 Medical-Surgical Nursing 2	VN 141 Medical-Surgical Nursing 3
VN 112 Pharmacology for Nurses	VN 122 Holistic Care of the Older Adult	VN 132 Nursing Care of Children	VN 142 Maternal-Newborn Nursing Care
	VN 123 Introduction to Mental Health Nursing		VN 143 Leadership, Management, and Transition to Practice
			VN 144 Review of Key Concepts for Safe Vocational Nursing Practice

Course Descriptions

Course Number and Title	Course Description	Course Objectives
TERM ONE VN 110 Clinical Practicum I Total Contact Hours: 224 lab hours	The first of four lab/clinical practicum courses, this course introduces students to the role of a vocational nurse as both a team member and caregiver in the healthcare setting. With emphasis on safe, high-quality, relationship-centered care, the	<ol style="list-style-type: none"> 1. Proficiently perform course-specific skills promoting infection prevention, safety, and high-quality relationship-centered nursing care. 2. Perform a head-to-toe nursing assessment on an adult patient, identifying any abnormal findings. 3. Administer medications to adult patients following rights of medication administration.

	<p>student will apply their learning of nursing fundamental topics and skills to the adult and older adult patient population.</p>	<ol style="list-style-type: none"> Respond appropriately to emergency situations with adult patients in the healthcare setting. Adhere to legal, ethical, and professional standards while delivering care to adults and their families. Actively advocate for patient care and safety while engaging as a member of the healthcare team. Communicate verbally and non-verbally to promote professional, therapeutic relationships with the healthcare team, patients, and patient families. Prioritize the delivery of care to patients while managing time and remaining organized. Utilize the electronic health record to stay up-to-date on patient orders and to perform timely, secure documentation on patient condition. Participate in quality improvement activities, reporting any safety concerns noted to ensure safe, high-quality care is provided. Assist in the development of a plan of care for patients that is evidence-based and includes cultural, spiritual, and situationally unique interventions to promote health in the adult patient. Assist in identifying safety and educational needs while demonstrating sound clinical judgment in evaluating outcomes of adult patients.
<p>VN 111 Fundamentals of Nursing Care Total Contact Hours: 86 Theory Hours</p>	<p>This course provides foundational knowledge of basic nursing arts and sciences that is necessary for vocational nursing practice. Using evidence-based practice as a guiding principle, the role of the vocational nurse, health assessment, communication, health promotion, disease prevention, medication administration, and provision of basic safety in nursing care that is relationship-centered and culturally-spiritually sensitive will be covered.</p>	<p>Upon successful completion of this course, the vocational nursing student will be able to:</p> <ol style="list-style-type: none"> Demonstrate knowledge of safe, ethical, and legal guidelines required in the performance of nursing skills. Describe the role, responsibilities, and limitations of the Vocational Nurse as a member of the health care team. Communicate effectively in a variety of situations. Use the nursing process and appropriate medical terminology in verbal and written communication. Perform beginning assessments of adults. Identify the common nursing problems and describe assessment and interventions indicated, within the scope of the licensed vocational nurse. Develop a nursing care plan, using the nursing process. Identify and demonstrate the teaching role of the vocational nurse. Explain how critical thinking is utilized in the nursing decision making process. Discuss the importance of critical thinking to student success.

		<ol style="list-style-type: none"> 11. Relate concepts of health and homeostasis, biologic, social and personal needs, and human response to stressors to health maintenance needs across the adult lifespan. 12. Discuss adaptations required to promote optimum functioning of the adult. 13. Relate principles and safe practices of nursing to a variety of client care situations, including postoperative status, comatose condition, seizure episodes, and the dying process. 14. Summarize legal and institutional guidelines for documentation and verbal reporting of nursing observations and care provided. 15. Construct a problem oriented charting entry, following legal and institutional guidelines. 16. At a novice competency level, plan and implement basic nursing care directed at comfort and hygiene, promotion of nutrition, hydration, mobility, elimination and oxygenation, prevention of infection and maintenance of a safe, secure environment for self, staff and patients.
<p>VN 112 - Pharmacology for Nurses</p> <p>Total Contact Hours: 63 Theory Hours</p>	<p>This course provides an overview of pharmacology and its application to nursing practice. Students will learn the basic concepts of pharmacology, such as pharmacokinetics, pharmacodynamics, drug interactions, and drug metabolism. Students will also explore the characteristics, actions, indications, contraindications, and adverse effects of commonly used drugs in various therapeutic categories. In addition, students will develop the skills and knowledge necessary to perform accurate and safe dosage calculations using different methods and formulas. The course will emphasize the role of the nurse in ensuring patient safety and quality care throughout the medication administration process.</p>	<p>Upon successful completion of this course, the vocational nursing student will be able to:</p> <ol style="list-style-type: none"> 1. Apply principles of pharmacology, pharmacokinetics, and pharmacodynamics to medication therapeutics. 2. Describe the major classifications of medications, common medications within each classification, their side effects, and contraindications. 3. Discuss nursing implications and concepts of safety when preparing medications and performing medication administration. 4. Identify the ethical and legal aspects of medication administration. 5. Compute accurate dosage calculations.
Course Number and Title	Course Description	Course Objectives

<p>TERM TWO VN 120 Clinical Practicum II Total Contact Hours: 230 lab hours</p>	<p>Building on the basic principles learned during the first practicum course, the second of four lab/clinical practicum courses will introduce students to advanced nursing skills and concepts which they will deliver in a variety of healthcare settings. With continued emphasis on safe, high-quality, person-centered care, the student will apply their learning of theoretical concepts and skills to the adult patient population and those experiencing mental health disorders.</p>	<ol style="list-style-type: none"> 1. Proficiently perform course-specific skills promoting infection prevention, safety, and high-quality person-centered nursing care. 2. Perform a head-to-toe nursing assessment on an adult patient, identifying any abnormal findings. 3. Administer medications to adult patients following rights of medication administration. 4. Respond appropriately to emergency situations with patients in all healthcare settings. 5. Adhere to legal, ethical, and professional standards while delivering care to patients experiencing alterations in physical and mental health and their families. 6. Actively advocate for patient care and safety while engaging as a member of the healthcare team. 7. Communicate verbally and non-verbally to promote professional, therapeutic relationships with the healthcare team, patients, and patient families. 8. Prioritize the delivery of care to patients while managing time and remaining organized. 9. Utilize the electronic health record to stay up-to-date on patient orders and to perform timely, secure documentation on patient condition. 10. Participate in quality improvement activities, reporting any safety concerns noted to ensure safe, high-quality care is provided. 11. Assist in the development of a plan of care for patients that is evidence-based and includes cultural, spiritual, and situationally unique interventions to promote health in the adult patient. 12. Assist in identifying safety and educational needs while demonstrating sound clinical judgment in evaluating outcomes of patients. 13. Understand sterile technique and perform procedures, such as catheterization, using a sterile field on patients. 14. Perform adult glucose checks and various different injections including intramuscular, subcutaneous, and intradermal. 15. Perform wound care including assessment, cleaning, and dressing of simple wounds. 16. Provide assessment and care to orthopedic patients.
<p>VN 121 Medical Surgical Nursing 1 Total Contact Hours: 86 theory hours</p>	<p>The first medical surgical class in the LVN series will cover diseases/ conditions, patient care, and associated treatment for the endocrine system, musculoskeletal system, renal system, integumentary system, and nervous system.</p>	<ol style="list-style-type: none"> 1. Describe the role of the vocational nurse as an active member of the healthcare team. 2. Effectively communicate as a member of the healthcare team, with patients, and patient families. 3. Describe the role of the vocational nurse in caring for patients with neurologic, musculoskeletal, endocrine, renal and integumentary health conditions.

		<ol style="list-style-type: none"> 4. Outline evidence based care that is safe, ethical, legal, relationship centered, and culturally competent to all patients. 5. Explain etiology, pathophysiology, signs/symptoms, complications, safety concerns, and treatments for patients experiencing neurologic, musculoskeletal, endocrine, renal and integumentary disorders. 6. Utilize the nursing process to assist in patient assessment, diagnosis, planning, implementation of the nursing care plan, and evaluation of outcomes. 7. Describe how to effectively document findings in the electronic health record.
<p>VN 122-Holistic Care of the Older Adult Total Contact Hours: 24 Theory Hours</p>	<p>Foundation of gerontological nursing necessary for vocational nursing practice. Students are introduced to current trends (including legal and ethical issues) in gerontological nursing, developmental stages and transitions associated with aging, expected age-related physiological and psychological changes and assessment findings, recognition and management of Geriatric Syndromes and acute and chronic illnesses that commonly occur in the older adult population, end of life issues , and promotion of health for the older adult patient to ensure achievement of optimal health and quality of life.</p>	<ol style="list-style-type: none"> 1. Compare and contrast major biological and psychosocial theories of aging. 2. Identify physiological, psychological, and spiritual changes in normal aging and differentiate these from pathological processes. 3. Identify acute and chronic illnesses that commonly occur in the older adult population including neuro-cognitive disorders. 4. Utilize the nursing process and critical thinking skills to develop a plan of care for common physiologic, psychosocial, and spiritual problems of the older adult. 5. Recognize common Geriatric Syndromes and describe principles of safety when working with the older adults including falls, restraints, environmental issues, and dementia. 6. Communicate effectively and employ strategies to help decrease/de-escalate challenging behaviors. 7. Identify strategies to promote healthy aging practices including healthy sexuality. 8. Describe ethical and legal aspects involved in providing care to the older adult. 9. State principles of medication administration in the older adult to safely administer medication and proactively identify older adults at risk for adverse drug events (ADEs) and reduce the likelihood of it (including use of current tools such as the Beers List, START, and STOPP) 10. Identify nursing interventions to facilitate role transition and increase coordination of care during transitions. 11. Incorporate end-of-life concepts and issues in the care of the older adult population. 12. Increase coordination of care during transitions across health care settings amongst all members of the health care system, including the family and informal caregivers.

		13. Describe sexuality issues for the older adult and nursing interventions to promote healthy sexuality.
<p>VN 123 – Introduction to Mental Health Nursing</p> <p>Total Contact Hours: 24 theory hours</p>	<p>This course will focus on providing caring, compassionate, and professional nursing care to patients with commonly occurring mental health disorders. The course explores mental health fundamentals, legal and ethical issues, common mental health disorders, non-pharmacological therapies, psychopharmacology, and mental health emergencies. Emphasis is on patient and nurse safety, therapeutic communication displaying caring behaviors, dignity, and respect, and critical collaboration of the health care team while providing optimal care in outpatient and inpatient facilities for patients with mental health disorders.</p>	<ol style="list-style-type: none"> 1. Describe the role of the LVN as a member of the mental health care team. 2. Identify verbal and nonverbal communication techniques that promote therapeutic relationships with patients experiencing mental health issues. 3. Relate the ethical and legal principles for patients experiencing mental health issues. 4. Discuss the role of selected cognitive and behavioral therapies in the treatment of mental health alterations. 5. Identify safety considerations for patients experiencing mental health disorders. 6. Explain the etiology, pathophysiology, and psychopathology, signs and symptoms, complications, and treatment modalities for selected mental health disorders. 7. Discuss the psychopharmacological therapies and the nursing considerations associated with the various classes of medications. 8. Use information technology to access evidence-based literature in mental health nursing.
Course Number and Title	Course Description	Course Objectives
<p>TERM 3</p> <p>VN 130 Clinical Practicum III</p> <p>Total Contact Hours: 270 lab hours</p>	<p>Building on the basic principles learned during the first and second practicum courses, the third of four lab/clinical practicum courses will introduce students to advanced nursing skills and concepts which they will deliver in a variety of healthcare settings. With continued emphasis on safe, high-quality, person-centered care, the student will apply their learning of theoretical concepts and skills to the pediatric and adult patient population.</p>	<ol style="list-style-type: none"> 1. Proficiently perform course-specific skills promoting infection prevention, safety, and high-quality relationship-centered nursing care. 2. Perform a head-to-toe nursing assessment on pediatric and adult patients, identifying any abnormal findings. 3. Administer medications to pediatric and adult patients following rights of medication administration. 4. Respond appropriately to emergency situations with pediatric and adult patients in the healthcare setting. 5. Understand oxygen therapy and various oxygen delivery devices and apply oxygen to pediatric and adult patients. 6. Perform suctioning and sterile trach care effectively and safely on an adult patient. 7. Insert and remove nasogastric tubes and administer feedings through various types of feeding tubes/pumps. 8. Safely position, prepare, and administer an enema to an adult patient.

		<ol style="list-style-type: none"> 9. Proficiently assess and provide care to an adult patient's ostomy and change an ostomy appliance. 10. Adhere to legal, ethical, and professional standards while delivering care to pediatric and adult patients and their families. 11. Actively advocate for patient care and safety while engaging as a member of the healthcare team. 12. Communicate verbally and non-verbally to promote professional, therapeutic relationships with the healthcare team, patients, and patient families. 13. Prioritize the delivery of care to patients while managing time and remaining organized. 14. Utilize the electronic health record to stay up-to-date on patient orders and to perform timely, secure documentation on patient condition. 15. Participate in quality improvement activities, reporting any safety concerns noted to ensure safe, high-quality care is provided. 16. Assist in the development of a plan of care for patients that is evidence-based and includes cultural, spiritual, and situationally unique interventions to promote health in the pediatric and adult patient. 17. Assist in identifying safety and educational needs while demonstrating sound clinical judgment in evaluating outcomes of pediatric and adult patients.
<p>VN 131 Medical-Surgical Nursing 2 Total Contact Hours: Theory Hours 101</p>	<p>The second medical-surgical nursing class in the LVN series will cover diseases/ conditions, patient care, and associated treatment for the respiratory, cardiovascular, hematological, and gastrointestinal systems.</p>	<p>Course Objectives: Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Describe the role of the vocational nurse as an active member of the healthcare team. 2. Effectively communicate as a member of the healthcare team, with patients, and patient families. 3. Describe the role of the vocational nurse in caring for patients with respiratory, cardiovascular, hematological, and gastrointestinal health conditions. 4. Delineate evidence-based care that is ethical, legal, and culturally competent for all patients. 5. Explain etiology, pathophysiology, signs/symptoms, complications, safety concerns, educational priorities, and treatments for patients experiencing respiratory, cardiovascular, hematological, and gastrointestinal disorders. 6. Utilize the nursing process to assist in patient assessment, diagnosis, planning, implementation of the nursing care plan, and evaluation of outcomes. 7. Effectively document findings in the electronic health record.

<p>VN 132 Nursing Care of Children</p> <p>Total Contact Hours: Theory Hours 47</p>	<p>Nursing Care of Children provides an integrative, family-centered approach to the care of children. Emphasis is placed on normal growth and development, anticipatory guidance with wellness promotion and injury prevention, hospitalization adjustments for the pediatric patient, and common childhood disorders.</p>	<ol style="list-style-type: none"> 1. Describe the stages and general sequence of growth and development from infancy through adolescence. 2. Outline the health promotion needs of infancy through adolescence. 3. Describe the theories of growth and development when adapting care to the needs of the individual child and family. 4. Recognize the uniqueness of a child as a patient and communicate effectively with children in all stages of development and their families. 5. Discuss legal and ethical issues that relate to nursing care of children. 6. Examine the role of immunization in the prevention of childhood communicable diseases. 7. Identify the influence of the family unit, cultural patterns, socioeconomic and home environment on the well and ill child. 8. Recognize the risk potential for the child in the clinical setting and the home, and discuss health teaching and interventions to minimize the risk to the child's safety. 9. Discuss medical and nursing management of selected common childhood illnesses. 10. Delineate the utilization of the nursing process in providing care to well and ill children and their families in a variety of settings.
Course Number and Title	Course Description	Course Objectives
<p>TERM 4</p> <p>VN 140 Clinical Practicum IV</p> <p>Contact Hours: 230 lab hours</p>	<p>Building on the basic principles learned during the previous three practicum courses, the fourth and final lab/clinical practicum course will introduce students to advanced nursing skills and concepts which they will deliver in a variety of healthcare settings. With continued emphasis on safe, high-quality, relationship-centered care, the student will apply their learning of theoretical concepts and skills to both the maternal-infant and adult patient population.</p>	<ol style="list-style-type: none"> 1. Proficiently perform course-specific skills promoting infection prevention, safety, and high-quality person-centered nursing care. 2. Perform a head-to-toe nursing assessment on obstetric, newborn, and adult patients, identifying any abnormal findings. 3. Administer medications to obstetric, newborn, and adult patients following rights of medication administration. 4. Respond appropriately to emergency situations with obstetric, newborn, and adult patients in the healthcare setting. 5. Adhere to legal, ethical, and professional standards while delivering care to adults and their families. 6. Actively advocate for patient care and safety while engaging as a member of the healthcare team. 7. Communicate verbally and non-verbally to promote professional, therapeutic relationships with the healthcare team, patients, and patient families.

		<ol style="list-style-type: none"> 8. Prioritize the delivery of care to patients while managing time and remaining organized. 9. Utilize the electronic health record to stay up-to-date on patient orders and to perform timely, secure documentation on patient condition. 10. Participate in quality improvement activities, reporting any safety concerns noted to ensure safe, high-quality care is provided. 11. Assist in the development of a plan of care for patients that is evidence-based and includes cultural, spiritual, and situationally unique interventions to promote health in the obstetric, newborn, and adult patient. 12. Assist in identifying safety and educational needs while demonstrating sound clinical judgment in evaluating outcomes of obstetric, newborn, and adult patients. 13. Assess and care for wound vacs in adult patients. 14. Identify and understand cardiac rhythms and associated patient care. 15. Provide care to patients with chest tubes, assessing site, drainage, and suction system. 16. Perform a maternal assessment and newborn exam. 17. Assess vital signs and administer various types of care safely to obstetric, newborn, and adult patients. 18. Develop nursing leadership skills through various lab activities and in the clinical setting.
VN 141 Medical-Surgical Nursing 3 Total Contact Hours: 50 Theory Hours	The third medical-surgical nursing class in the LVN series will cover diseases/ conditions, patient care, and associated treatment for the reproductive/genitourinary, sensory, and GI Accessory Organ systems.	<ol style="list-style-type: none"> 1. Describe the role of the vocational nurse as an active member of the healthcare team. 2. Effectively communicate as a member of the healthcare team, with patients, and patient families. 3. Describe the role of the vocational nurse in caring for patients with reproductive/genitourinary, sensory, and GI Accessory Organ Disorders. 4. Delineate evidence-based care that is ethical, legal, and culturally competent for all patients. 5. Explain etiology, pathophysiology, signs/symptoms, complications, safety concerns, and treatments for patients experiencing reproductive/genitourinary, sensory, and GI Accessory Organ Disorders 6. Utilize the nursing process to assist in patient assessment, diagnosis, planning, implementation of the nursing care plan, and evaluation of outcomes. 7. Effectively document findings in the electronic health record.
VN 142 Maternal and Infant Health	This course focuses on the care of all phases of the maternity cycle	

<p>Total Contact Hours: 45 Theory Hours</p>	<p>including care of the obstetrical patient and newborn infant. Utilization of the nursing process in data collection and management of the childbearing family is presented including the bio-psycho-socio-cultural needs of the family during the phases of pregnancy, childbirth, and the neonatal period. Selected abnormal conditions are reviewed. Concepts of relationship-centered care, informatics, safety, evidence-based practice, collaboration, and professionalism are integrated throughout the course.</p>	<ol style="list-style-type: none"> 1. Discuss the bio-psycho-social-cultural and health education needs of the childbearing family. 2. Describe how to utilize the nursing process to assist in planning safe care of the childbearing family. 3. Identify therapeutic communication skills to facilitate effective interactions with the childbearing family and healthcare team. 4. Identify normal and deviations from normal when utilizing a focused health assessment on childbearing women and newborns. 5. Apply knowledge of current evidence-based practice, pharmacology, pathophysiology, and nutrition to the care of childbearing women and newborns. 6. Discuss caring behaviors utilized to support and guide safe health outcomes of the childbearing family. 7. Describe the role of the licensed vocational nurse as a client advocate and team member while providing evidence-based, family-centered care to the childbearing family.
<p>VN 143 Leadership, Management and Transition to Practice Total Contact Hours: 39 Theory hours</p>	<p>This course provides an introduction to the principles of leadership, management, and supervision as they apply to the vocational nurse. Topics include legal and ethical considerations and understanding of California's Vocational Nursing practice act while focusing on the role of the vocational nurse as a member of the healthcare team, and supervisor of other vocational nurses and unlicensed health caregivers. It outlines the transition from student to Vocational nurse, including developing delegation, management, and supervisory skills. The employment process, career development and nursing "burnout" prevention strategies are presented.</p>	<ol style="list-style-type: none"> 1. Discuss legal issues that influence nursing practice. 2. Delineate the provisions of the vocational nurse practice act that relate to the legal responsibilities and limitations of the licensed vocational nurse. 3. Describe the level of clinical competency expected of a novice licensed vocational nurse. 4. List and define the legal requirements for continuing education and for clinical competence in the workplace and explain how the licensed vocational nurse can meet these requirements. 5. Describe the scope of practice of the licensed vocational nurse when supervising nursing assistants and other unlicensed health caregivers. 6. Describe the factors the licensed vocational nurse needs to consider before delegating a task to the nursing assistant or other unlicensed health caregiver. 7. Compare and contrast leadership and management styles utilized in healthcare settings. 8. Assess one's own leadership and management styles and explain how an understanding of these can help promote success in the workplace. 9. Identify key behaviors that support team building. 10. Discuss the importance of working collaboratively in a team, both as leader and member of a team.

		<p>11. Describe the importance of civility in the workplace and give examples of how it can affect patient safety.</p> <p>12. Explain how using effective communication skills can defuse anger and resolve conflict.</p> <p>13. Describe methods that may be effective in modifying behaviors of employees who present problematic attitudes and/or behaviors.</p> <p>14. Recognize and compare the difference between passive, aggressive, and assertive behaviors in a variety of hypothetical situations.</p> <p>15. Describe key components of the American Nurses Association Code of Ethics and Professional Standards.</p> <p>16. Discuss why a study of ethics and ethical behavior is important in nursing.</p> <p>17. Explain personal responsibility and accountability as they relate to ethical behavior.</p> <p>18. Apply guidelines for ethical decision making in nursing practice.</p> <p>19. Make informed decisions on a plan for employment.</p> <p>20. Recognize Compassion Fatigue (i.e. “Burnout”) and develop a Wellness plan with at least 4 different strategies for the nurse to prevent compassion fatigue/burnout and promote self-care.</p>
<p>VN 144 Review of Key Concepts for Safe Vocational Nursing Practice</p> <p>Total Contact Hours: 11 Theory hours</p>	<p>This course will prepare the LVN student to take their NCLEX examination by providing practice with standard NCLEX and Next Generation NCLEX (NGN) style questions and comprehensive review of rationales.</p>	<ol style="list-style-type: none"> 1. Increase student familiarity with and understanding of the NCLEX testing process including NGN content. 2. Enhance the development of critical thinking as it relates to nursing practice. 3. Integrate the use of evidence based outcomes to aid in decision making as it relates to nursing. 4. Improve knowledge of nursing concepts through practice testing and remediation. 5. Build and incorporate skills to enhance testing performance. 6. Facilitate student self-evaluation of readiness to face licensure examination.

Student Progress: Course Work

Students are provided with a written syllabus for each course which gives details about the expectations for participation, homework assignments, quizzes, and tests. All points are published online for the student to see and if points in any assignment/quiz/or test is below the 75% level of achievement required by this program, the instructor and student meet and discuss mandatory remediation for that activity (see Coursework Remediation Form).

Method of Evaluation for each course shall include:

1. ATI Content Mastery exam for all core content material (Fundamentals, Medical-Surgical Nursing, Pharmacology, Maternal/Newborn, Pediatrics, Mental Health, and Management): Must achieve

mastery for each area to progress. Mastery is measured as meeting Level 1 at a minimum and/or remediation to correct knowledge deficits.

2. Quizzes/Tests
3. Assignments
4. Discussions
5. Polling software during lecture

Remediation Policy

1. Students identified as “at risk” for a course failure: any student who is not meeting either theory objectives or clinical objectives will be required to participate in and complete a personalized remediation plan.
 - a. “At Risk” students are identified throughout the term
 - i. any time a test is failed or
 - ii. a student is failing a course by points or
 - iii. any time clinical objectives are not met
 - b. These students are required to complete a remediation plan
2. Faculty Accountability
 - a. Individual faculty are accountable for supporting each student during the remediation process. VTI believes that there needs to be a solid relationship between the student and their supporter. Remediation works best when there is a support structure for the student and faculty address meeting the individual’s needs, making this a priority. This individualized approach is critical for the remediation process.
3. The remediation policy is set forth as follows:
 - a. A plan is developed with the student and faculty member providing input
 - b. The written plan is agreed upon by the student and faculty member
 - i. Actions required of the student and dates to be accomplished are included in the plan.
 - ii. Activities such as tutoring, computerized tutorials, work-book assignments, extra practice in the learning lab, working with lab personnel, etc. may be included in the plan
 - iii. Consequences of not meeting the requirements for remediation by the required date are clearly stated (i.e. Academic/Clinical Probation; meeting with director, program dismissal, etc.)
 - c. Signed copies are provided to both the student and the faculty member or if an online meeting occurred, acknowledgement by email by the student is required.
4. Follow up meeting for Remediation:
 - a. Remediation is successful: documentation of successful completion is recorded, and the process ends
 - b. Remediation is unsuccessful:
 - i. The student is required to meet with the Program Director who will determine if a revised remediation plan is possible or will dismiss the student from the program.
 - ii. If a revised remediation plan is possible, document the revised plan, and re-evaluate for success
 1. If the remediation plan is successfully met, document success by the Program Director and the process is completed.
 2. If remediation plan is not met, document and dismiss the student from the VN program and counsel regarding potential for re-entry.

- iii. If the student is failing a clinical course and remediation is unsuccessful, re-entry is not permitted.

Coursework Remediation Form *(required when any assignment/quiz/exam fails to meet the established minimal competency score of 75%)*

VTI is dedicated to providing assistance to any student who is having difficulty with mastering requisite knowledge and skills. Remediating areas of concern may include additional coursework, readings, online activities, tutoring, or other activities deemed appropriate to help students gain a stronger understanding of the material. Instructors will work with students to strengthen their study skills and test preparation with the goal of improving and fostering student learning and success.

Student Name: _____

Instructor Name: _____

Course Number and Name: _____

Activity Name Requiring Remediation (specify assignment, quiz, or exam, etc.)	Score Received	Date Reviewed with Instructor	Recommended Planned Remediation	Date Due	*Outcome (Circle one)
					A. Achieved B. Not Achieved a. Referred to Director

The above remediation plan includes input from both the course instructor and student and has been discussed and approved by the involved parties.

Student Signature: _____

Instructor Signature: _____

***If an outcome has not achieved the desired minimal competency for this material, the student will need to meet with the Program Director to discuss further remediation strategies along with possible Academic Probation.**

Grading Scale

Percentage	Letter Grade	GPA Numerical Value
92%-100%	A	4
83%-91%	B	3
75%-82%	C	2
<75%	F	0

Grading Policy:

All VN classes and nurse prerequisite classes must obtain a 75% to successfully pass course content. In order to progress in the program, students are required to pass all courses/labs/clinical objectives each term.

Failure to pass any course/lab/clinical placement will result in dismissal from the program.

The grading policy is approved by the Board of Vocational Nursing and Psychiatric Technicians.

Student Progress: Clinical

Method Of Evaluation

The grade of Credit or No Credit will be based on student performance of clinical objectives in the Learning Lab and in the clinical facilities. Clinical critical elements are used to evaluate skills performance utilizing the Evaluation of Clinical Progress for each clinical course. On-going written formative evaluation is given to the student on a weekly basis, and final summative evaluation is given after each clinical rotation and at the end of the course.

Ethical Guidelines for Professional Conduct and Civility Code

Throughout the course of the LVN program, academic honesty is expected. Academic dishonesty, including but not limited to, cheating and plagiarism are strictly prohibited and will result in disciplinary action. Students are expected to conduct themselves in an honest, responsible, and ethical manner, maintaining the safety of themselves, classmates, faculty, and patients at all times.

As noted by Cindy Clark “Civility is a critical principle of professionalism in healthcare and is essential to creating a sustainable community of scholarly caring in nursing education. Civility is behavior that shows authentic respect towards others which allows persons to feel valued, and contributes to mutual respect, effective communication and team collaboration.”

All Vocational Nursing students are expected to conduct themselves, both inside and outside of the school, in a civil manner. Students are responsible for fulfilling their academic responsibilities in an honest and forthright manner and for conducting themselves with civility in interpersonal relations.

It is important to foster an open and supportive environment by caring for and collaborating with others. Striving for this shared goal will promote a positive learning environment that allows for mutual respect and freedom of expression and tolerance for differing opinions.

Expectations of student civility include student commitment, communication, and social interactions as follows:

1. Treat others with equality, respect, and genuine compassion. Treat others as you would like to be treated. Support and maintain a safe and caring environment in which all members can engage in respectful and caring dialogue. This includes social media.
2. Regularly attend class. Be consistently on time for lectures, labs and clinical experiences and stay until the conclusion of all presentations or activities. Demonstrate attentiveness in all learning settings.
3. Maintain a positive, open attitude toward peers, teachers and others during the nursing program. Function in a supportive and constructive fashion in group situations and make good use of feedback and evaluations.
4. Foster an environment of kindness, courtesy, and inclusiveness through your words, tone and demeanor.
5. Avoid gossip and spreading rumors about other students or faculty.
6. Avoid rude remarks or non-verbal actions in response to other students and faculty.
7. Keep conversation respectful in volume and tone and use respectful language free from racial, ethnic, sexual, gender, and religious based terms.
8. Avoid distraction of others through passing notes, sidebar conversations, or use of electronic devices for non-classroom activities.

“Uncivil behaviors are disrespectful and devalue the person targeted. Behaviors and language that cause emotional harm and violate the dignity of an individual or group constitutes incivility. Examples of uncivil

behavior which may form the basis for sanctions, including dismissal from the program, include but are not limited to:

1. Demeaning, belittling or harassing others.
2. Spreading rumors, gossiping about or damaging a classmate/instructor's or clinical site employee's reputation.
3. Sending emails or posting information online or via social media that is inflammatory in nature.
4. Inappropriate displays of temper, rudeness and use of inappropriate language towards instructors and/or peers.
5. Threatening others, including physical threats and intimidation, verbal/nonverbal threats, and implied threats of any kind of harm.
6. Habitually interrupting instruction. Lack of attention to instruction or school communications.
7. Sleeping in class.
8. Habitually arriving late to class.
9. Excessive absences in theory and clinical courses.
10. Not completing an equitable share of collaborative work assigned.
11. Violating HIPAA regulations"

VTI Code Of Conduct

Nurses have consistently been ranked as the most honest and ethical profession. They have been #1 in this category for the past 20 consecutive years beginning in 2002. Nursing students are entering into a profession that places high value in being trustworthy and where individuals are held to a high ethical standard. Engaging in any of the following breaches these standards and can cause immediate dismissal from the LVN program. There will be no refund of course fees for students dismissed due to a violation of any of the following:

1. Theft, damage or destruction of school, staff-member, or student property.
2. Use or possession of alcoholic beverages or illegal substances while on campus or in clinical settings.
3. Cheating on any quizzes, tests or exams or plagiarizing
4. Using any test bank questions or resources found on an unauthorized site on the internet. These resources are considered by this nursing Program to be unauthorized to sell as they are teacher resources provided by book vendors. Any student found to have and or be using or sharing these resources with other students will be immediately dropped from this nursing program for academic dishonesty.
5. Continuous academic probation, which is defined as more than three quarters during the program.
6. A student whose actions may endanger themselves, students, staff or patients
7. A student displaying inappropriate or disruptive behavior. Examples of inappropriate conduct includes but is not limited to:
 - disrespect to the faculty, staff, administration, clinical personnel, patients or other students;
 - theft or removing property without prior authorization
 - unauthorized use of equipment, materials or facilities
 - causing, creating or participating in a disruption of any kind on school property or affiliated clinical site
 - failure or refusal to follow orders or instructions in clinical settings or the classroom
 - using abusive or threatening language toward any faculty or staff member, including but not limited to verbal abuse or threats of physical harm

- violation of any safety, health (Standard Precautions), rules or procedures
- carrying any dangerous weapons on school premises or clinical sites at any time
- fighting or provoking a fight on school property or affiliated clinical site
- engaging in criminal conduct punishable as a felony, whether related to job performance
- any form of unlawful harassment

Guidelines for Professional Appearance: Clinical

1. Personal appearance: The image projected reflects not only the student but also Ventura Training Institute, and the VN profession as a whole.
2. Uniforms:
 - The standard VN uniform will be provided by VTI and includes a scrub top and pants, school patch, and photo ID badge (attached to the upper right side of the top)
 - Students will need to obtain solid colored closed toed, non-skid shoes, a watch with a second hand, bandage scissors, a stethoscope, pen light, and black ink pen
 - Long sleeve t-shirt worn under a uniform scrub top to cover arm tattoos is acceptable
 - Uniforms are to be clean, unwrinkled, and in good condition
 - Uniforms are only to be worn on campus for skills lab and for all clinical rotations
 - Uniforms are NOT to be worn for paid employment, running errands, or anything other than skills lab and clinical
 - For lecture, students are required to wear comfortable, appropriate clothing as they may be required to perform skills at any time
3. Hair:
 - Long hair needs to be pulled back and up (off of your shoulders/neck/back)
 - Beards, mustaches, and sideburns need to be clean and neatly trimmed (have to pass a mask fit test in clinical settings)
4. Tattoos:
 - Tattoos cannot be visible and thus must be covered at all times with either clothing or make-up
5. Make-up, nails, and scents:
 - Make-up should be natural looking, no false adhesive lashes
 - Cleanliness and hygiene are extremely important in the healthcare industry
 - Heavy scents will not be acceptable- that includes perfume, cologne, aftershave, lotion, etc
 - Fingernails must be short (not beyond the tip of the finger) and should be clean
 - No fake nails or polish of any type or color is permitted
6. Jewelry:
 - No earrings, necklaces, bracelets, or facial/tongue piercings are allowed to be worn in clinical
 - A wedding band may be worn

Students who are non-compliant with the above are at risk for dismissal for the day and if dismissed will have to make-up missed time.

LVN Program Physical Requirements and Essential Functional Abilities

Certain functional abilities are essential for the delivery of safe, effective nursing care. These abilities are essential, as they constitute core components of nursing practice. Programs preparing students for the practice of nursing must attend to these essential functional abilities in the education and evaluation of students. The nursing faculty at Ventura Training Institute reviewed current literature and identified those functional abilities considered essential to the practice of nursing. The Essential Functional Abilities are reflected in course objectives and in clinical evaluation tools, which are the basis for teaching and evaluating all nursing students.

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

Essential Functional Abilities

Visual:

1. Observe changes in condition of patients and the environment
2. Visualize color and changes in color
3. Read data in fine print and from different monitors, screens, and equipment
4. Read non-verbal communication

Auditory:

1. Distinguish high and low frequency sounds through a stethoscope (amplified stethoscope is allowed)
2. Ability to hear other people to engage in communication

Tactile:

1. Feel pulses, textures, temperatures, shapes, sizes, locations, and other characteristics

Olfactory (Smell):

1. Detect odors in the environment and from the patient

Communication:

1. Engage in effective, timely communication in English verbally and in writing at high school level graduate or equivalent

Interpersonal Relationships:

1. Work as an effective team member
2. Work effectively independently
3. Interpret non-verbal communication

4. Express ideas and feelings clearly
5. Function safely and effectively in uncertain and stressful situations
6. Convey empathy, respect, and compassion to others

Cognition/Thinking:

1. Read, write, and comprehend the English language at high school level graduate or equivalent
2. Effectively operate a computer to gather and enter data
3. Engage in critical thinking to make and implement decisions in healthcare

Motor Function:

1. Coordinate fine and gross motor movements to handle objects of small and large size
2. Lift and carry objects weighing 25 pounds
3. Position, lift, and transfer patients safely
4. Maintain balance
5. Hand/eye coordination
6. Stand, bend, and walk for prolonged periods of time
7. Prompt response to emergent situations
8. Handle multiple tasks at once

Electronic and Social Media Guidelines

The use of a cell phone/tablet/smart watch to make/receive calls, text, or use social media is prohibited during class. The use of a cell phone/tablet/smart watch may be prohibited at the instructor's discretion. Use of a camera or any other device that is capable of taking photos or recording is not allowed in clinical settings and students must adhere to clinical agency policies regarding cell phones and electronic devices while at the clinical site. Recording in the classroom requires pre-approval from the instructor.

To protect patient confidentiality and comply with HIPAA, students cannot use any personal electronic device to copy, photograph, transmit, or download any information regarding patients. Posting patient information on any social media base is prohibited and violation will result in failing the course and potential for dismissal from the LVN program without the option of re-entry. When using social media inappropriately, nurses face risks including disciplinary action by the state board of nursing, loss of employment, as well as legal action.

²ANA's Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.

² American Nurses Association (2011, September) Principles for social networking and the nurse.

Silver Spring, MD: Author. National Council of State Boards of Nursing (2011, August). White Paper: A nurse's guide to the use of social media. Chicago, IL: Author.www.NursingWorld.org

5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

6 Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones. Promptly report a breach of confidentiality or privacy.

Attendance Policy

Preface

Attendance is expected at all classes and related experiences as assigned by faculty. Attendance at scheduled classes, examinations, conferences, assigned experiences, and NCLEX review is essential in meeting course and program objectives.

The schedule and hours in the LVN program reflect the current requirements established by the California Board of Vocational Nursing and Psychiatric Technicians (BVNPT) to meet licensure requirements. The required hours for all VN programs in California is 1530, with 576 required theory hours and 954 clinical hours. Students who have not completed the board's required hours will not be meeting the minimum standards. Please refer to the course syllabus for the exact hours required for each course.

The main premise of the Vocational Nursing Program is that students must meet all objectives of the program in order to reach satisfactory completion of each term and follow BVNT required hours. Objectives are given to all students so that expectations are always clear and therefore should serve as planning guides while proceeding through the program.

The Vocational Nursing faculty has formulated the following policies regarding attendance:

Attendance in Clinical Settings

Students who are unable to attend Clinical Lab must:

1. Notify the appropriate instructor by telephone/text before the start of the clinical day. This must be done at least one hour prior to the start of clinical. If unable to reach the clinical instructor (CI) on their cell phone, the student must contact them at the facility. Students may not leave a message on the unit or expect another student to notify their CI. If the student is ill the prior evening, they must call the clinical instructor on the designated phone before 8:00 p.m. or email the CI.
2. If absence is in a satellite experience, call the facility and email the director at least one hour prior to the scheduled arrival time.
3. Each clinical absence must be reported to the CI and the Nursing Director.

4. Clinical MAKE-UP: All absences must be made up and will be rescheduled within two weeks if possible (per BVNPT regulations, a school week cannot exceed 40 hours), and no later than the end of the term. A grade can only be assigned after all clinical hours are completed. Up to 3 clinical absences can be rescheduled in the clinical facility or clinical performance evaluations in the skills lab can be substituted. If a student requires more than three (3) rescheduled clinical days and clinical objectives/skills are not being met/mastered, they will not be able to continue in the program.
5. Students who are absent MUST MEET with the faculty member in charge of rescheduling clinical days the day they return from their absence. Failure to comply with this will result in an attendance probation.
6. A “No-Call/No Show” for clinical is a serious breach of professional responsibility and may be grounds for immediate dismissal from the program. During ANY time in the program a “No-Call/No show” will result in a clinical probation and/or program dismissal. If not dismissed for the first no show, a second one will result in immediate dismissal.
7. A health care provider's written release is required for any absence due to illness that has lasted for three (3) consecutive days. It must indicate the student's present status of health and ability to resume with unrestricted clinical activities.

Attendance in Theory

1. For classroom teaching: Students sign in for each session and at the end of the session, students are required to sign out.
2. For Online teaching: Faculty take attendance at the start of each teaching session and at the end of each teaching session. Students need to keep their video cameras engaged showing their face during each session.

Students who are unable to attend didactic instruction must:

1. Notify the instructor prior to lecture and provide the reason for the absence. This can be done via email. The director should be cc'd as well. A student must also notify the instructor if they need to leave during the lecture. Failure to do this will result in attendance probation.
2. Anticipated absences must be previously discussed with the director and appropriate faculty member. The instructor will counsel the student regarding the student's current standing in theory and clinical lab; materials to study, if possible, while absent; and any make-up work that will be necessary upon return.
3. When classes are online, all instruction is recorded in compliance with FERPA. Faculty always gain the student's consent prior to sharing a screen capture or recording of the student. Students who are absent must watch the recording of the specific class missed, and complete any make-up work that is deemed necessary by the instructor.
4. When make-up work is deemed necessary by the instructor, these assignments will be based on the best method(s) for achieving unmet objectives. Therefore, an assignment or assignments may involve any of the following:

- case studies
- completion of computer assisted learning programs
 - observation of selected media
 - assigned readings
 - written examination(s)
 - selected independent study
 - written papers or reports
 - online learning activities

5. All make up work must show competence in meeting course objectives.
6. A student who is absent due to health issues for three (3) consecutive days will be required to present a health care provider's written note releasing the student to return to school and/or clinical without restrictions.
7. A student's inability to satisfactorily meet objectives due to frequent absenteeism will result in counseling by nursing faculty in order to plan a course of action for the future. A written plan with expectations will be given to the student. If the student is unable to meet these objectives in a designated time period, the student will not be able to continue in the program.
8. Absences may be excused only for the following reasons: student illness or illness of custodial child, accident, hospitalization, or death of an immediate family member. A student who has 3 unexcused absences in theory per quarter will be dismissed from the program.
9. Students accumulating classroom or clinical absences that prevent them from meeting course objectives will necessarily be dismissed from the program, but may be eligible to re-enter following the LVN program re-entry policy.

TARDY POLICY:

On class days, all students are expected to be in their seats and ready to start class by the official start time of the course.

During clinical rotation days, students are expected to arrive early to check the status of their patients to be prepared and ready to begin on-time for pre-conference/clinical.

1. If you anticipate being tardy, notify the instructor prior to a clinical, classroom or scheduled lab by phone call, email or text as directed by the program or instructor's policy. By following this notification requirement, the Tardy will be marked as excused.
2. Tardies without notifying the instructor prior to class, lab, or clinical are considered unexcused.
3. Three times late to class and/or clinical will constitute an absence and will result in either an academic (for classroom) or clinical probation. The student must meet with the faculty member and/or director and additional coursework or clinical time will be assigned for the absence.
4. Students accumulating classroom or clinical tardies that prevent them from meeting course objectives will necessarily be dismissed from the program but may be eligible to re-enter following the LVN program reentry policy.

Illness, Injury, and Pregnancy

ILLNESS OR INJURY

If a student is injured, undergoes surgery, is hospitalized or ill at any time during the program, the student may be required to provide a medical release from their healthcare provider before returning to school.

Instructors may ask a student to go to a physician for a physical checkup or re-evaluation of health status. If a health problem/condition (physical or mental) interferes with a student's ability to function effectively, he/she may be asked to leave the program until the problem is resolved.

More than two weeks absence from theory classes must be discussed with the program director and requires documented extenuating circumstances. Upon return from approved absence, the student must submit all due assignments and take missed tests/exams per policy. If the absence prevents the student from achieving course objectives, the student will be counseled to withdraw from the program and provided with information about reentry.

PREGNANCY

Although pregnancy is not considered an illness, it is evident that certain physiological changes take place that place additional stress on the body. To help ensure the safety of the student who is pregnant, these procedures are to be followed:

A. Antepartum:

- A written clearance from the primary Health Care Provider(HCP) permitting "unrestricted nursing activities" must be submitted to the nursing program director by the end of the first trimester of pregnancy.

- The student with a written clearance may remain active in the nursing program with physician/HCP clearance until she delivers, provided that she is able to meet all the weekly clinical laboratory objectives and her attendance record ensures all objectives can be met for that term.
- The student should notify the clinical instructor as soon as pregnancy is suspected as some clinical experiences may need to be adjusted for safety (i.e. staying away from chemotherapeutic agents that are teratogenic; avoiding active shingles cases).

B. Postpartum:

- The student must present a written permission for unrestricted nursing activities from her physician/HCP before returning to the clinical practice. This must be submitted to the nursing program director.
- Attendance requirements must be met to satisfy mandated hours and meet all clinical objectives for that term.

BACKGROUND and DRUG SCREENING POLICY FOR CLINICAL ATTENDANCE

In accordance with the contracts VTI holds with its facility partners, all students enrolled in Ventura Training Institute Vocational Nursing program are required to clear a background check and drug screen in order to participate in clinical rotations.

All students will be required to provide the clinical training facility sites permission to view the results of their background check and drug screen. Facilities may accept or decline the student based on these results. The inability to place a student at a clinical site may jeopardize the student's placement in the nursing program.

Student Medication Administration and Sharps

Safe, accurate medication administration is critical in the clinical setting. Students are to perform this skill only under the direction of clinical faculty. Administration of medication is to be directly observed by the faculty

unless specific instructions are given by the faculty to proceed otherwise. In the event of a medication error, clinical faculty must be notified immediately.

Sharps, including but not limited to, needles are available for use in the lab to practice skills. These are not to be removed from the lab in any instance, including to take home and practice. Violation of this policy will result in disciplinary action. This is for safety reasons.

Please read and sign the Bloodborne Pathogen Acknowledgement included in the student forms at the end of this handbook.

Skills Lab Policies

1. Food is not allowed in the lab.
2. Beverages are okay as long as they are in a container with a secured lid.
3. Use of the lab is restricted to current LVN students at Ventura Training Institute. Children are not allowed in the lab at any time.
4. Faculty may use audio and video recording for educational purposes.
5. Students are expected to sign-in and sign-out.
6. All equipment and manikins are to be respected and treated with care.
7. Safety is a priority in the lab. Sharps must be used and disposed of according to safe handling procedures per OSHA standards.
8. Professional behavior is required in the lab.
9. Students are expected to clean up after themselves and assist with keeping the lab area orderly.
10. Cell phones are not to be used for personal calls, texts, or social media in the lab. Please notify your instructor and step out of the lab if it is necessary to use your phone.

Clinical Simulation Lab Policies

The primary objective of the VTI Clinical Simulation Learning Center is to promote a superior level of high fidelity learning/teaching for students and faculty by providing a state-of-the-art environment to evaluate basic and advanced skills/behaviors.

1. Students are never to discuss events or scenarios occurring in the simulation lab except in debriefing sessions. "What happens in the sim lab stays in the sim lab...". There is zero tolerance for academic dishonesty.
2. Students are to dress for the simulation lab as if attending clinical. Scrubs, name badges and uniform policies are enforced.
3. Faculty are responsible for supervising all students brought to the lab for training.
4. Standard Precautions are to be followed at all times as are all safety guidelines used in the clinical setting. Sharps and syringes are to be disposed of in appropriate containers. Anyone sustaining an injury must report to the VTI administrator and director
5. Equipment may not be removed from the simulation lab for practice nor are the simulation labs to be used for practicing clinical skills unless supervised by faculty or staff.
6. Students may be digitally recorded during scenarios. Viewing of videos recorded during training are only permitted with faculty members. The videos are the property of the nursing program and students may not possess simulation lab videos or recordings.
7. Coats, backpacks and other personal belongings are not to be brought to simulation lab and should be secured before entering the simulation area

8. All electronic devices are forbidden in the simulation lab. (Cell phones, tablets, any type of recording device, etc.).
9. After a simulation, take your personal belongings with you (i.e. papers, pens, stethoscopes, pen lights etc.).
10. Food and drink are not permitted in the labs.
11. If you have a latex allergy, inform your instructor before beginning simulation.
12. Students absent the day of simulation training must be excused by the Director of Nursing, who will determine if/how the training can be rescheduled.

Termination Policy

Students may be terminated from the VN program due to:

- Failure to meet theory, lab, or clinical objectives
- Failure to comply with the student handbook
- Unsafe clinical practice or patient endangerment
- Falsified documentation
- Act of dishonesty

Termination from the VN program is handled on an individual basis. Students who are terminated for unsafe clinical practice or patient endangerment, falsified documentation or an act of dishonesty are not eligible for re-entry into the program.

Re-Entry Policy

If a student receives a failing grade in an academic course, they may re-enter the Program pending the approval of the Nursing Director only once. If a student fails a second time, the student will not be readmitted to the program. Students who receive a failing grade in clinical are not eligible for re-entry.

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

1. Re-entry is on a space available basis only and is approved by the director of nursing and faculty.
2. Re-entry will be granted only once.
3. Theory and clinical courses must be taken concurrently. Students readmitted into a semester must take all required classes in that semester that have not been successfully completed.
4. Entry/Re-entry/Re-enrollment students are required to meet with the skills lab faculty to develop a plan for refreshing skills from prior semesters.
5. Re-entry requires a current and clear physical examination, background check and drug screen, and meeting all program requirements at the time of re-entry.
6. Re-entry will use the ranking guidelines defined below.
 - Space availability
 - Number of times in a program
 - Grades/Overall grade point average/Clinical performance
 - Previous attendance record
 - Any other contributing factors

Academic standing upon departure and potential success upon re-entry as determined by the director and faculty will be the final determination in situations when more students are on the list than available seats.

The Student Who Voluntarily Withdraws

The decision to readmit a student who voluntarily withdraws will be made by Nursing Administration and will be based on:

1. Space availability
2. Circumstances under which the student left
3. Overall previous student performance

Re-Entry Application

The student who wishes to be readmitted will be required to complete a letter requesting that the Director of Nursing allow the student to return. This letter must address the following important questions:

1. Briefly describe the circumstances under which you left.
2. What changes have occurred that would ensure your academic and clinical success?
3. If you withdrew from a class for a medical reason, can you provide a doctor's release? The release must specifically describe any limitations or disabilities that would limit the student from performing as a LVN student. Additionally, it must include a statement that the student does not have a health condition that would create a hazard to themselves, fellow students, hospital employees or patients.
4. For those who received a failing grade(s) and were dropped from the program, have all remediation requirements been met?

Once the readmittance application has been submitted and the student has met with the Nursing Director, the student will be notified if they qualify for re-entry into the VTI Vocational Nursing Program. Re-entry is done on space availability and may require a student to be placed on a waiting list until a space becomes available.

Student Services List

Tutoring Service

Tutoring is provided to any student who requests this and is also incorporated into remediation plans for students who have academic challenges and/or are on academic probation.

Students can access tutors by contacting their instructor or VTI's administrator, Denice Wharton, MBA (email contact: Denice@venturatraininginstitute.com). VTI utilizes both peer tutoring and tutors hired for special LVN program assistance.

Counseling Services

VTI has contracts with many community organizations to provide vocational training and education for the Ventura community. These organizations have counseling resources for the students they sponsor. When a student is in need of counseling, they are directed to the school administrator, Denice Wharton, MBA (email contact: Denice@venturatraininginstitute.com) or the program director, Jannet Wharton, RN, BSN (jwharton@venturatraininginstitute.com). Students meet with Denice Wharton or Jannet Wharton who will listen to the student and then make the appropriate referral for counseling to one of the following service providers:

1. Goodwill Enterprises: Office: (805) 981-0130 Ext. 166 / Fax: (805) 485-2867; 1401 N. Rice Ave, Oxnard, CA 93030
2. Ventura Department of Rehabilitation; Primary Contact Name: Valerie Larson; Main Phone Number: (805) 385-2400; Email: Valerie.larson@dor.ca.gov; Ventura/ Oxnard Office Address: 1701 Pacific, Oxnard, CA 93033

Disabled Student Services

For students who may have unidentified learning disabilities, VTI is able to make a referral for intake and testing with the Ventura Department of Rehabilitation. Students are encouraged to contact Valerie Larson via email at Valerie.larson@dor.ca.gov. VTI endeavors to provide reasonable accommodations to assist students meet program goals.

Additional Referral Information

In addition to the above service providers, VTI has a list of services provided by Ventura County Health Care Agency for mental health services. The following contact information is included in VTI's VN Program Handbook:

- Ventura County Crisis and Referral Line: 1-866-998-2243
- Suicide and Crisis Lifeline: 988
- Substance Use Treatment: 1-844-385-9200

Faculty in the VN Program

Name	Position	Email	Teaching Responsibilities
Jannet Wharton, BSN	Director, Instructor	jannet@venturatraininginstitute.com	Theory, Clinical, Lab
Jessica Sandison, MSN	Assistant Director, Instructor, Curriculum Development Lead	jessicas@venturatraininginstitute.com	Theory
Anne Stark, MSN	Instructor	anne@venturatraininginstitute.com	Theory, Clinical, Lab
Gina Young, ADN	Instructor	gina@venturatraininginstitute.com	Theory, Clinical, Lab
Isabel Jimenez, BSN	Instructor	isabel@venturatraininginstitute.com	Theory, Clinical, Lab
Oscar Gutierrez	Instructor		Clinical, Lab
Abe Quinteros, LVN	Teaching Assistant	abe@venturatraininginstitute.com	Theory, Clinical, Lab

BOARD OF VOCATIONAL NURSE and PSYCHIATRIC TECHNICIANS SCREENING PROCESS FOR PAST ARREST AND CONVICTION RECORD

The following policy for persons with a criminal conviction can be found on the BVNPT website at this URL location: [Applicant With a Criminal History](#)

** “Can someone with a criminal conviction apply for licensure?”

Yes, an applicant with a criminal conviction is permitted to apply for licensure, and to take the licensure examination if they meet all of the education and experience requirements. The final determination on the application with a criminal conviction is made only after the applicant takes and passes the licensure examination. By permitting an applicant to take the licensing examination, the Board does not waive its right to deny licensure based on convictions once an applicant passes the exam.

The Board evaluates the official criminal records and supporting information to determine whether a license application should be granted or denied. If the Board denies licensure, a Statement of Reasons (Denial Notice) is mailed to the applicant informing them of the right to request a hearing within 60 days from the date of the Denial Notice.

If a hearing is requested by the applicant, the application and supporting documentation are transmitted to the Attorney General's Office and a Statement of Issues document is prepared. The Statement of Issues is mailed to the applicant at their address of record, and a formal administrative hearing is then scheduled before an Administrative Law Judge.

After the administrative hearing, the Administrative Law Judge who presided at the hearing will prepare and submit a proposed decision to the Board for consideration. The Board may accept or reject the proposed decision of the Administrative Law Judge. The final decision on the application rests with the Board and not with the Administrative Law Judge.”

** “Applicants may review the following legal provisions to see if the facts and circumstances of the criminal conviction may warrant denial of the application:

- [16 California Code of Regulations § 2521. Substantial Relationship Criteria](#) (VN)
- [16 California Code of Regulations § 2522. Rehabilitation Criteria](#) (VN)
- [16 California Code of Regulations § 2578. Substantial Relationship Criteria](#) (PT)
- [16 California Code of Regulations § 2579. Rehabilitation Criteria](#) (PT)
- [Assembly Bill No. 2138](#) (Chiu 2018). Licensing boards: denial of application: revocation or suspension of licensure: criminal conviction
 - Serious Felonies: [Penal Code §1192.7, subd. \(c\)](#)
- [Vocational Nursing – Title 16, California Code of Regulations](#)”

**Found on: https://www.bvnpt.ca.gov/enforcement/criminal_history.shtml

VTI wants to emphasize that, per BVNPT policy, the Board will not provide any information about an applicant's licensing status until after the NCLEX-PN is passed. Only after an applicant has passed the NCLEX-PN will the Board review prior convictions and make a determination. The Board is primarily concerned with offenses

which have occurred within the past five years and are substantially related to the practice of the profession. These include, but are not limited to:

1. Numerous convictions of drunk driving or being under the influence of alcohol in public (only when there appears to be several convictions within the last 5 years and a pattern of alcoholism is evident)
2. Drug abuse (use of narcotics, excluding one-time marijuana conviction)
3. Conviction of physical violence
 - a. Assault with a deadly weapon
 - b. Assault with intent to kill
 - c. Rape and other sexual offenses
 - d. Kidnapping
 - e. Child abuse
4. Arson
5. Numerous convictions of burglary or petty theft

All applicants are required to complete the Live Scan for fingerprinting. All requests from this Board for background checks of applicants must be submitted to the Department of Justice and the Federal Bureau of Investigation on a Live Scan. Previously processed fingerprint cards, Xerox copies, or photocopies of fingerprint impressions are not acceptable.

A license will not be issued until the Board receives the background information from the Department of Justice. However, the Board will not delay licensure while awaiting the FBI reports. If a conviction is subsequently reported by the FBI, the Board will take disciplinary action against the license if the conviction is substantially related to the practice of nursing.

Please contact the State Board of Vocational Nurse and Psychiatric Technician at (916) 263-7866 if further clarification is needed.”

Background Check and Drug Screen Clearance

In accordance with the contracts VTI holds with its facility partners, all students enrolled in Ventura Training Institute Vocational Nursing program are required to clear a background check and drug screen in order to participate in clinical rotations.

As part of the background check policy, students are required to self-report arrests, citations, and violations (including traffic violations over \$1,000.00), incurred while enrolled within one week of the occurrence. Reports are to be made to the Director of Nursing.

In addition, students who have been convicted of a felony prior to enrollment must make an appointment with the Director prior to program enrollment. Students who fail to follow the background check policy guidelines will become ineligible to attend clinical/field training and may be dismissed from the program/course.

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

All students will be required to provide the clinical training facility sites permission to view the results of their background check and drug screen. Facilities may accept or decline the student based on these results. The inability to place a student at a clinical site may jeopardize the student's placement in the nursing program.

Grievance Policy

If the student feels that they need to notify the institution of a problem or file a complaint, they should submit a letter to the VN Program Director as soon as possible. Complaints will be resolved per the California Code of Regulations as follows:

1. Investigating the complaint for its validity.
2. Rejecting the complaint, if deemed to be unfounded, or resolving the complaint in any reasonable manner, including a refund if appropriate.
3. Recording a summary of the complaint, its disposition, and the result of the action taken and placing it within the student's file, as well as making appropriate entry in the log of student complaint.
4. If the complaint is valid, determine whether any other students were affected and provide appropriate remedy as well as adjust policies or procedures to avoid similar complaints in the future.
5. Written complaints must be responded to in writing within 10 days.
6. The written response must include a summary of the investigation and the disposition.

It is to be hoped that communication between faculty and students will remain sufficiently open so that any pressing concerns of students would be first discussed with faculty and/or the Program Director.

It is the right of any student to confer with the Executive Director, Denise Wharton, regarding concerns which the student feels are inadequately being addressed by the Vocational Nursing Program Director or faculty.

It is the right of any student in the Vocational Nursing Program at Ventura Training Institute to communicate any concerns regarding the Program directly to the BVNPT:

Board of Vocational Nursing and Psychiatric Technicians

2535 Capitol Oaks Drive

Suite 205

Sacramento, CA 95833

Phone: (916) 263-7800

bvnpt@dca.ca.gov <bvnpt@dca.ca.gov>;

or

<https://www.bvnpt.ca.gov/contact.shtml>

Required Notices by BVNPT for all VN Students

The following notices about the student's right to contact the Board of Vocational Nursing about program concerns, VTI's process for credit granting for previous education and experience, and VTI's Board-approved clinical facilities are found below:

Right to Contact the Board of Vocational Nursing about Program Concerns

(Section 2530)

Students have the right to contact the Board of Vocational Nursing (BVNPT) if there is a concern about the educational program they are attending. Students may contact the BVNPT at the following address and website:

Board of Vocational Nursing and Psychiatric Technicians
2535 Capitol Oaks Drive
Suite 205
Sacramento, CA 95833
Phone: (916) 263-7800

bvnpt@dca.ca.gov <bvnpt@dca.ca.gov>;

or <https://www.bvnpt.ca.gov/contact.shtml>

Ventura Training Institute's Credit Granting Policy

In compliance with Section 2535, transfer credit will be granted for education completed within the last five (5) years that is equivalent to content in the VN program. This includes credit for classes completed in any of the following:

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

The following must accompany requests for transfer of credit:

- Copies of course descriptions and objectives from any previous accredited educational program for those courses for which the applicant is requesting credit.
- Official transcripts from previous accredited educational program(s) indicating the receipt of a "C" grade or better in those courses or modules for which the applicant is requesting credit.

Note: Upon satisfactory receipt and evaluation of the above information, credit will be granted and noted on the student's "Credit for Previous Education and Experience" form.

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

All students must have a signed "Credit for Previous Education and Experience" form completed and submitted for faculty evaluation. This form is located at the end of this document.

VENTURA TRAINING INSTITUTE LICENSED VOCATIONAL NURSING PROGRAM

CREDIT FOR PREVIOUS EDUCATION AND EXPERIENCE FORM

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

Previous education and experience:

Dates:

a) Accredited vocational or practical nursing course

b) Accredited registered nursing courses

c) Accredited psychiatric technician courses

d) Armed services nursing courses

e) Other courses the college determines are equivalent

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

I have chosen to:

A. Receive Credit

Print student name

Student signature

Date

ATTACH ANY COMPLETION CERTIFICATES OR LICENSES THAT VERIFY COURSEWORK

B. Wave Credit (I plan to waive any credit and attend any and all portions of the course for which credit was earned

Print student name

Student signature

Date

(To be filled out by the Director of Ventura Training Institute Vocational Nursing Program)

1. Clinical hours credit awarded: _____ and where applied: _____ based on student record as follows:

a.

2. Theory hours/units credit awarded and content area credits are applied: _____
based on the following student courses:
- a.

Director Signature: _____ Date Reviewed: _____

Board-Approved Clinical Facilities

The following is a list of current facilities that are approved for clinical credit by the BVNPT:

Facility Name	Clinical Facility Address	Facility Phone Number
Los Robles Regional Medical Center	215 W Janss Rd, Thousand Oaks, CA 91360	(805) 497-2727
St John's Regional Medical Center	1600 N. Rose Ave, Oxnard, CA 93030	(805) 988-2500
Maywood Acres Healthcare Nursing Home	2641 South C St. Oxnard, CA 93033	(805) 487-7840
Santa Paula Post Acute Nursing Home (Vista Cove)	250 March St. Santa Paula, CA 93060	(805) 525-7134
Camarillo Progressive Montessori School	4646 Adolfo Road, Camarillo, CA 93012	(805) 484-1460

Indicators of Unsafe Clinical Performance

"Because nursing students are legally responsible for their own committed or omitted acts and nursing instructors are responsible for their students in the clinical area, it is therefore necessary for the student and the nursing faculty to conscientiously identify any behavior that is unsafe. The following provides examples of unsafe clinical behavior but does not list all possible examples.

Unsafe clinical behavior is demonstrated when the student:

• Violates or threatens the physical safety of the patient	e.g. neglects use of side rails, restraints, inadequate supervision of patients at risk.
• Violates or threatens the psychological safety of the patient	e.g. uses clichés repeatedly. Speaks inappropriately in front of patients and significant others. Unable to communicate therapeutically.
• Violates or threatens the microbiological safety of the patient	e.g. unrecognized violation of aseptic technique; comes sick to clinical. Failure to follow hand washing techniques.
• Violates or threatens chemical safety of the patient	e.g. violates the "6 Rights in Administering Medications"; fails to monitor IV infusions safely. Gives medications without consideration of drug side effects and/or patient lab values. Fails to check the patient's armband.
• Violates or threatens the thermal safety of the patient	e.g. burns patients with a heating pad; leaves unreliable patients alone while smoking.

<ul style="list-style-type: none"> • Inadequately and/or inappropriately use the nursing process 	e.g. skills assessment not completed before doing patient care. Daily clinical plan not completed. Fails to observe and/or report critical assessment regarding patients. Makes repeated faulty nursing judgments. Fails to follow orders.
<ul style="list-style-type: none"> • Violates the medical plan of the patient 	e.g. 3rd term students unable to give IM medications, unable to calculate dosages. Skills not checked off in the skills lab.
<ul style="list-style-type: none"> • Violates previously learned principles in carrying out nursing care skills or therapeutic measures 	e.g. fails to seek help when a situation is out of control or in an emergency. Unable to make independent decisions or make inappropriate decisions. Unable to provide safe nursing care.
<ul style="list-style-type: none"> • Assumes inappropriate independence/dependence in actions or decisions 	

Unsafe clinical performance will result in initiation of a clinical warning or clinical probation depending on the severity of behavior.”

Substance Abuse Policy

Purpose

The purpose of this policy is to ensure a safe, healthy, and productive educational environment for all students, faculty, and staff at VTI. This policy is designed to comply with federal and state laws and regulations, as well as professional standards of nursing practice.

Policy

1. Education and Prevention: The School will provide education about the dangers of drug and alcohol abuse, as well as resources for prevention and treatment. This includes seminars and distribution of educational materials.
2. Prohibition of Substance Abuse: The use, possession, distribution, or sale of alcohol, illegal drugs, or controlled substances on School property or during any School activity is strictly prohibited.
3. Identification and Reporting: Any student, faculty, or staff member who suspects that a student is under the influence of drugs or alcohol is required to report the incident to the School administration.

Procedures

1. Investigation: Upon receiving a report, VTI will conduct a thorough investigation. This may include interviews, observation, and, when necessary, drug and alcohol testing.
2. Intervention and Referral: Students who are found to be abusing substances will be referred to appropriate treatment and counseling services. VTI will work with the student who is undergoing treatment to develop a personalized recovery plan with plans for re-entry if possible.
3. Disciplinary Action: Students who violate this policy may face disciplinary action, up to and including dismissal from the School. The specific action will depend on the nature and severity of the violation.
4. Confidentiality: All information related to substance abuse reports, investigations, and interventions will be kept confidential in accordance with applicable laws and regulations.

Re-entry

Students who have successfully completed a rehabilitation program may apply for re-entry to the School. The decision will be made on a case-by-case basis, considering the student's recovery progress, academic standing, and the safety of the School community.

Review

This policy will be reviewed annually to ensure its effectiveness and compliance with current laws and regulations.

Provisions Subject to Change

Change at Ventura Training Institute is inevitable. Therefore, we expressly reserve the right to interpret, modify, suspend, cancel, or dispute, with or without notice, all or any part of our policies, procedures, and benefits at any time with or without prior notice. Changes will be effective on the dates determined by Ventura Training Institute and after those dates all superseded policies will be null and void. No individual supervisor or manager has the authority to alter the foregoing. Any employee who is unclear on any policy or procedure should consult a supervisor or the Program Director.

VTI must report any change to the information to the Board of Vocational Nursing and Psychiatric Technicians.

Forms For Student File

Student Handbook Agreement

I have read and understand and agree to comply with Ventura Training Institute's Vocational Nursing Program 2025-2026 Handbook.

Student Full Name

Student Signature

Date

Model Release

I hereby give my permission for VTI to use a photographic or digital image of me taken during the program July 2025 through June 2026

I agree that VTI may use my name and photographic or digital image in all forms and in all media for advertising, trade, promotion, exhibition, or any other lawful purposes. I understand that I will not receive any

compensation as a result of use of my name or likeness as described in this release. I further agree that VTI may archive the photographic image for future use.

Student Full Name

Student Signature

Date

Release of Information

I give VTI Vocational Nursing Program faculty permission to release my name, VTI email address and academic performance (if applicable) to the following:

- A scholarship organization/institution
- The Board of Vocational Nursing and Psychiatric Technicians (BVNPT) for licensing.
- To program tutors
- To clinical facilities

Student Full Name

Student Signature

Date

Class List Distribution

I authorize the Vocational Nursing Program to include my name, address, email and telephone number on a class address list and to disseminate the list to current members of the class for class use only.

Student Full Name

Student Signature

Date

Bloodborne Pathogen Acknowledgement of Risks

As a student in the VTI vocational nursing program, I understand that there is risk for exposure to bloodborne pathogens in healthcare settings including on campus and in clinical facilities. Bloodborne pathogens are defined as infectious microorganisms in the human blood that can cause disease such as hepatitis B (HBV), hepatitis C (HCV), human immunodeficiency virus (HIV), among other hazards. Sharp objects such as needles may expose healthcare personnel to these bloodborne pathogens. Other potentially infectious materials (OPIM) also put healthcare personnel at risk for infection with bloodborne pathogens. OPIM includes all bodily fluids with the exception of sweat.

Student Full Name

Student Signature

Date

Attendance Policy Agreement

I have read and agree to abide by the VTI Vocational Nursing Program Attendance Policy. I understand that my attendance in class is critical in order to meet course and clinical objectives of the Vocational Nursing Program. Since each day's learning builds upon those of the previous class day, valuable learning experiences are lost when absences occur. If I am absent on a theory day, I understand that I must check with my theory instructor to complete the unmet course objectives. If I am absent on a Clinical day, I must meet as soon as possible with the faculty member who is in charge of rescheduling clinical days. Failure to comply with this will result in an attendance probation. I understand that meeting the required clinical hours is necessary for graduation.

Student Full Name

Student Signature

Date

Education Contractual Agreement

All hospitals that have entered into agreement with Ventura Training Institute Vocational Nurse Program to furnish clinical training sites for VN students require students to comply with the following:

Each student will:

1. Not seek, use, or purchase any test bank study guide questions or resources found on an unauthorized site on the internet. These resources are considered by this nursing Program to be unauthorized to sell as they are teacher resources provided by book vendors. Any student found to have and or be using or sharing these resources with other students will be immediately dropped from this nursing program for academic dishonesty.
2. Maintain confidentiality regarding information learned during the provision of nursing care.
3. Wear the student uniform only when on campus for Simulation lab and for clinical training.
4. Observe elements of professional conduct as outlined in the Vocational Nurse student policy manual.
5. Neither consume alcohol or drugs during, or immediately prior to coming to class or the clinical environment.
6. Not visit their hospitalized patient or any other patient without the instructor's presence.
7. Notify the instructor, or nursing office when it is necessary to be absent. A "No-Call, No-Show" absence may result in immediate dismissal; a second offense will result in immediate dismissal.
8. Comply with the following "Cheating Policy". On all tests and written work:
 - a. First offense of cheating will result in failure of the test or written assignment. Instructor will complete a Record of Infraction.
 - b. Any repetition of cheating will result in immediate referral to the faculty committee for disciplinary action, which could result in dismissal from the nursing program.
 - c. Working together on assignments is acceptable as long as the work turned in is the student's own and bears no resemblance to another student's work. If the assignment bears resemblance, then both students will receive a zero on their work.
 - d. Students who give their work to other students, or who give answers to others during a test, or engage in talking are also considered to be "Cheating". Action will take place and students involved will receive a zero.
 - e. Follow all aspects of the attendance policy in the student handbook. Complete required clinical make-up with-in one month of a missed clinical experience.

All exceptions will be dealt with on an individual basis.

I have read and agree with the above, and I understand that any violation of the above in any area will be cause for my potential immediate dismissal from the Ventura Training Institute Vocational Nurse Program.

Student Full Name

Student Signature

Date

Background Check and Drug Screen Clearance Agreement

I understand that each clinical facility will require a background check and/or drug screening clearance throughout my participation in the Vocational Nursing Program as a requirement to have access to their clinical sites. I agree to provide the clinical training facility sites permission to view the results of my background check and drug screen.

I also understand that facilities may accept or decline admittance to their facility based on these results. I also understand that the inability to access a clinical site may jeopardize my placement and participation in the nursing program.

Student Full Name

Student Signature

Date

VENTURA TRAINING INSTITUTE LICENSED VOCATIONAL NURSING PROGRAM

CREDIT FOR PREVIOUS EDUCATION AND EXPERIENCE FORM

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

Previous education and experience:

Dates:

a) Accredited vocational or practical nursing course

b) Accredited registered nursing courses

c) Accredited psychiatric technician courses

d) Armed services nursing courses

e) Other courses the college determines are equivalent

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

I have chosen to:

C. **Receive Credit**

Print student name

Student signature

Date

ATTACH ANY COMPLETION CERTIFICATES OR LICENSES THAT VERIFY COURSEWORK

- D. **Wave Credit** (I plan to waive any credit and attend any and all portions of the course for which credit was earned

Print student name

Student signature

Date

(To be filled out by the Director of Ventura Training Institute Vocational Nursing Program)

3. Clinical hours credit awarded:_____ and where applied:_____ based on student record as follows:
a.

4. Theory hours/units credit awarded and content area credits are applied:_____ based on the following student courses:
a.

Director Signature:_____ Date Reviewed:_____

LVN PROGRAM STUDENT HONOR PLEDGE

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

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

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

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

I do solemnly take the Ventura Training Institute LVN Program's Honor Pledge for all work required in this program: On my honor, as an LVN student in the Ventura Training Institute's Vocational Nursing Program, I will neither give nor receive aid on any exam or homework (unless exams or assignments are scheduled as cooperative learning activities) for the duration of this program.

Student Full Name

Student Signature

Date