

STANDARDS

#05148 App: 8-18-10

State of California - Department of Industrial Relations	DAS File No.: 05148
DIVISION OF APPRENTICESHIP STANDARDS	District No.: 12
EXTRACT OF NEW STANDARDS	<input checked="" type="checkbox"/> JAC Standards
	<input type="checkbox"/> Unilateral
	<input type="checkbox"/> VA

1. Name of Committee
Kaiser Permanente Joint Apprenticeship and Training Committee

2. Area Covered by Standards
Kern, Los Angeles, Orange, Riverside, San Bernardino, San Diego and Ventura counties

3. Committee Address - Street Address, City & Zip Code
393 E. Walnut Street, 4th Floor, Pasadena, CA 91188

Telephone No.
(916) 442-4854

4. Occupation(s)
Registered Nurse O* NET 29-1111.00

DOT Number(s)
075.364-010

5. Related Instruction
108 Hours Per Year

6. School
Los Angeles Harbor College - 1111 Figueroa Place, Wilmington, CA 90744

7. Present Journeyman Wage
\$30.69 Per hour

8. Effective Date of Journeyman Wage
June 1, 2009

9. Apprentice or Trainee Wage Scale (Indicate amount of time [hours, weeks or months] and percent of journeyman wage or dollar amount.)

1st Per.	12 months	\$20.30	5th Per.		9th Per.
2nd Per.	12 months	\$21.32	6th Per.		10th Per.
3rd Per.			7th Per.		
4th Per.			8th Per.		

10. Overtime Provisions
Hours worked in excess of eight (8) in a day, or forty (40) hours in a week will be considered overtime.

11. Straight Time Hours Per Day: 8	Per Week: 40		13. Work Processes Specific Work Processes listed on page 5 and 6 of the Apprenticeship Standards attached.	Approx. Hours 2,000
12. Other Compensation	Eff. Date	Eff. Date		
A. Health & Welfare	\$	\$		
B. Pension	\$	\$		
C. Vacation	\$	\$		
D. Apprentice Funds	\$	\$		
E. Other (Specify)	\$	\$		
Total	\$	\$		

14. Remarks
Benefits package: As provided by the Employer.

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CERTIFIED AS CORRECT:

Signature - Apprenticeship Consultant <i>Stephanie Foster</i>	Date 7-21-10	DAS Headquarters Use Date Processed
Signature - Committee Rep. or Chair (Cross out one) <i>[Signature]</i>	Date 7/21/10	

DEPARTMENT OF INDUSTRIAL RELATIONS
DIVISION OF APPRENTICESHIP STANDARDS

REQUEST FOR
APPRENTICEABLE OCCUPATION

PROGRAM SPONSOR NAME Kaiser Permanente Joint Apprenticeship and Training Committee		FILE NUMBER 05148	
SPONSOR'S ADDRESS 393 E. Walnut Street, 4th Floor		CITY Pasadena	STATE ZIP CA 91188
CONTACT PERSON - NAME TITLE Steve Duscha, Consultant		AREA CODE & TELEPHONE NUMBER 916-442-4854	
OCCUPATION TITLE (DOT) Registered Nurse			
DOT CODE 075.364-010 (O*NET 29-1111.00)		SVP CODE (SPECIFIC VOCATIONAL PREPARATION) 7	
PROPOSED TERM 2 years		TOTAL HOURS 2,000	
Brief description of occupation. Include what the apprentice will be doing, how the work is to be performed and what skills will be involved. Administer prescribed medications and start intravenous fluids, maintain accurate data on patient charts, observe patients, charting and reporting changes in patient's conditions, provide basic patient care and treatments, sterilize equipment and supplies, answer patients' calls and determine how to assist them, measure and record patients' vital signs, work as part of a health care team to assess patients needs, plan and modify care and implement interventions, prepare patients for examinations, tests or treatments and explain procedures, evaluate nursing intervention outcomes, confer with other health care team members as necessary. Observe Registered Nurses as they perform similar tasks.			
IS THIS OCCUPATION PART OF A RECOGNIZED APPRENTICEABLE OCCUPATION? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
IF YES, GIVE NAME OF OCCUPATION AND DOT CODE Nurse, General Duty O*NET 29-1111.00			
IF YES, JUSTIFY SEPARATE RECOGNITION OF THIS OCCUPATION Registered Nurse is the specific title used in the state of California for this occupation.			
NUMBER OF APPRENTICES TO BE TRAINED BY SPONSOR 10-15		NUMBER OF PARTICIPATION EMPLOYERS USING THIS OCCUPATION 1	
IS THIS OCCUPATION USED ON A STATEWIDE BASIS? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			
NAME OF UNION INVOLVED (IF ANY) United Healthcare Workers, West			
ADDRESS OF UNION 760 20th Street		CITY Oakland	STATE ZIP CA 94612
CONTACT PERSON - NAME TITLE Joe Simoes		AREA CODE & TELEPHONE NUMBER (510) 587-4528	
DOES THE UNION SUPPORT APPRENTICEABILITY OF THIS OCCUPATION? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO			

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NAME OF EMPLOYER ASSOCIATION (IF ANY) None			
ADDRESS OF ASSOCIATION	CITY	STATE	ZIP
CONTACT PERSON - NAME TITLE		AREA CODE & TELEPHONE NUMBER	
DOES THE ASSOCIATION SUPPORT APPRENTICEABILITY OF THIS OCCUPATION?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
NAME OF SPONSORING INDUSTRY GROUP None			
HAS THE PROGRAM SPONSOR HAD OTHER FORMALIZED TRAINING PROGRAMS?		<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
IF YES, WHAT OCCUPATION (S), WHEN, AND HOW LONG WAS THE TERM? Training at Kaiser Permanente is primarily in house employer based and not as comprehensive as the apprenticeship work processes submitted for approval.			
ADDITIONAL INFORMATION IN SUPPORT OF APPRENTICEABILITY OF THIS OCCUPATION: This proposal will expand apprenticeship in healthcare to registered nursing, a high-skilled, high-demand occupation critical to providing quality healthcare to all Californians.			

CONSULTANT'S REQUEST

I have attached an outline of the work processes for this occupation, including the approximate time to be spent in each process. I have also attached a course outline of the related instruction, including course titles, number of hours for each course, and the name of the local educational agency. I am requesting approval of this request

CONSULTANT TYPED NAME Stephanie Foster	DISTRICT OFFICE Los Angeles
CONSULTANT SIGNATURE <i>Stephanie Foster</i>	DATE 7-21-2010

PROGRAM REVIEW RECOMMENDATION

<input type="checkbox"/> APPROVAL	<input type="checkbox"/> DISAPPROVAL	DATE _____	SIGNATURE _____
COMMENTS			

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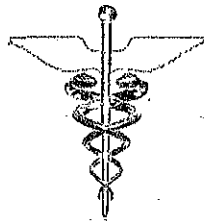
CHIEF'S ACTION

<input checked="" type="checkbox"/> APPROVAL	<input type="checkbox"/> DISAPPROVAL	DATE 8-18-10	SIGNATURE <i>[Signature]</i>
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KAISER PERMANENTE
Joint Apprenticeship and Training Committee



KAISER PERMANENTE
Labor Management Partnership
393 E. Walnut Street, 4th Floor
Pasadena, CA 91188

IN ASSOCIATION WITH:

THE DEPARTMENT OF INDUSTRIAL RELATIONS
DIVISION OF APPRENTICESHIP STANDARDS

Kaiser Permanente Joint Apprenticeship and Training Committee

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District 12
DAS File # 05148
VA:

APPRENTICESHIP STANDARDS
For
Kaiser Permanente
Joint Apprenticeship & Training Committee

ARTICLE I Purpose and Policy

The parties hereto declare it to be their purpose to establish an organized, planned system of apprenticeship, conducted as a joint labor and management industry undertaking.

The administration and operation of this apprenticeship program shall be supervised by the parties' signatory to these standards or designated authorized representatives. The apprenticeship program shall be subject to the review and approval by the Chief, Division of Apprenticeship Standards.

ARTICLE II Occupation

Registered Nurse O*NET Code: 29-1111.00

ARTICLE III Organization

There is hereby established the above named apprenticeship committee covering Kern, Los Angeles, Orange, Riverside, San Bernardino, San Diego and Ventura Counties, consisting of 4 members, 2 of whom shall be selected by and represent the employer signatory hereto, and 2 of whom shall be selected to represent the employee organizations signatory hereto, and one apprenticeship consultant representing the Division of Apprenticeship Standards. In addition thereto, there shall be one advisor from the Local Education Agency. The Apprenticeship Consultant and Local Education Agency advisors shall act without a vote.

ARTICLE IV Functions and Responsibilities

The function and responsibilities of the program sponsor and apprenticeship committee shall be as follows:

- a. Develop and supervise the administration and enforcement of these standards;*
- b. Develop an efficient program of apprenticeship through systematic on-the-job training, related and supplemental instruction (RSI) and periodic evaluation of each apprentice;*
- c. Provide the diversified work training scheduled herein a safe worksite environment, with appropriate equipment, and under competent trainers;*
- d. Provide safety and first aid training through the program either in conjunction with the apprentices related and supplemental instruction (RSI) or as otherwise appropriate;*
- e. Provide training in the recognition of illegal discrimination and sexual harassment;*
- f. Develop and implement a fair and impartial selection procedure for selecting apprentices on the basis of qualification alone applied uniformly as required under Title 29 of the Code of Federal Regulations, Part 30, by the California Plan for Equal Opportunity in Apprenticeship and by the California Code of Regulations, Title 8, Chapter 2;*
- g. Pass upon the qualifications of apprentice applicants;*
- h. Oversee the program's ability, including financial ability, and commitment to meet and carry out its responsibilities under the federal and state laws and regulations applicable to the occupation and for the welfare of the apprentice;*
- i. Use every effort to keep the apprentice employed in a reasonably continuous manner and adequately instructed;*
- j. File a signed copy of each apprentice agreement with the Secretary of California Apprenticeship Council, with copies to all parties to the agreement;*
- k. Establish and maintain a record system for on-the-job training hours and related and supplemental training (RSI);*
- l. Provide disciplinary procedures for apprentices including provision for fair hearings;*
- m. Adopt rules and regulations as are necessary to govern the program provided however, that such rules and regulations do not conflict with these standards;*
- n. Adopt changes to these standards as necessary, subject to the approval of the parties hereto and the Chief of the Division of Apprenticeship Standards;*
- o. Prepare and submit an annual Self-Assessment Review, and Program Improvement Plan.*

ARTICLE V Definition of an Apprentice

An apprentice is a person at least 18 years of age who has met the requirements for selection under the selection procedures, who is engaged in learning the designated occupation and who has entered into a written apprentice agreement under the provisions of these standards.

ARTICLE VI Duties of an Apprentice

Each apprentice shall satisfactorily perform all work and learning assignments both on-the-job and in related and supplemental instruction (RSI) and shall comply with the rules, regulations and decisions of the apprenticeship committee.

ARTICLE VII Apprentice Agreement

Each apprentice agreement shall conform to the State laws governing apprentice agreements, and shall be signed by the employer or by the apprenticeship committee and by the apprentice and must be approved by the apprenticeship committee.

Each apprentice shall be furnished a copy of or be given the opportunity to study these standards before indenture. These standards shall be considered a part of the apprentice agreement as though expressly written herein.

ARTICLE VIII Termination of Apprentice Agreement

During the probationary period, an apprentice agreement shall be terminated by the apprenticeship committee at the request, in writing of either party. After such probationary period, an apprentice agreement shall be terminated by the Administrator of Apprenticeship by mutual agreement of all parties thereto, or cancelled by the Administrator of Apprenticeship, for good and sufficient cause.

ARTICLE IX Related and Supplemental Instruction (RSI)

Apprentices shall satisfactorily complete prescribed courses of related and supplemental instruction, which will be a minimum of 108 hours per year provided by Los Angeles Harbor College.

Required school time shall not be compensated.

ARTICLE X Lay-off

If for any reasons a lay-off of an apprentice occurs, the apprentice agreement shall remain in effect unless cancelled by the Administrator of Apprenticeship. However, credit for related and supplemental instruction shall be given when the apprentice continues such instruction during the lay-off.

There shall be no liability on the part of the employer for an injury sustained by an apprentice engaged in schoolwork at a time when the apprentice is unemployed.

ARTICLE XI Controversies

All controversies or difference concerning apprentice agreements that cannot be adjusted locally or otherwise shall be submitted to the Administrator of Apprenticeship for determination.

ARTICLE XII Term of Apprenticeship

Occupation: Registered Nurse

The term of apprenticeship shall be 2,000 on the job hours (OJT) within 2 years. The probationary period shall be 1 semester of related and supplemental instruction (RSI).

ARTICLE XIII Ratio

The ratio is one apprentice to one Registered Nurse.

ARTICLE XIV Wage/ Advancement Schedule as of 6-1-2009

Minimum salary for 1st period apprentice: \$20.30

Minimum step increase after one year: \$21.32

Minimum pay as Journeyman RN: \$30.69

Benefit package: As provided by the Employer.

Overtime: On-the job hours worked in excess of eight (8) in a day or forty (40) in a week will be considered overtime.

ARTICLE XV *Work Training*

The employer shall see that all apprentices are under the supervision of a qualified journeyman or instructor and shall provide the necessary diversified experience and training in order to train and develop the apprentice into a skilled worker, proficient in all the work processes of the occupation outlined herein. Apprentices shall also be trained in the use of new equipment, materials and processes as they come into use in the occupation.

The major work processes in which apprentice will be trained (although not necessarily in the order listed) and the approximate hours (not necessarily continuous) to be spent on each area are as follows:

Work Processes	Hours
Administer prescribed medications or start intravenous fluids, and note times and amounts on patients' charts. Observe RNs as they follow record keeping protocols for similar tasks.	150
Observe patients, charting and reporting changes in patients' conditions, such as adverse reactions to medication or treatment, and taking any necessary action. Observe RNs as they perform similar tasks.	200
Provide basic patient care and treatments, such as taking temperatures or blood pressures, dressing wounds, treating bedsores, giving enemas or douches, rubbing with alcohol, massaging, or performing catheterizations. Observe RNs as they prepare patients for, and assist with, examinations and treatments.	200
Sterilize equipment and supplies, using germicides, sterilizer, or autoclave.	100
Answer patients' calls and determine how to assist them.	150
Measure and record patients' vital signs, such as height, weight, temperature, blood pressure, pulse and respiration.	150
Work as part of a health care team to assess patient needs, plan and modify care and implement interventions. Observe RNs as they participate in the health care team as they assess, plan, implement and evaluate patient care plans.	200
Collect samples such as blood, urine and sputum from patients, and perform routine laboratory tests on samples. Observe RNs as they order, interpret, and evaluate diagnostic tests.	150
Prepare patients for examinations, tests or treatments and explain procedures.	150
Assemble and use equipment such as catheters, tracheotomy tubes, and oxygen suppliers	100
Evaluate nursing intervention outcomes, conferring with other health care team members as necessary. Observe RNs as they perform similar tasks.	150

Work Processes (continued)	Hours
Record food and fluid intake and output.	100
Help patients with bathing, dressing, maintaining personal hygiene, moving in bed, or standing and walking.	100
Inventory and requisition supplies and instruments.	100
Total Work Process Hours	2,000

ARTICLE XVI *Safety & Health and Recognition of Illegal Discrimination and Sexual Harassment*

Each apprentice shall receive training and education in first aid, safe working practices and in the recognition of occupational health and safety hazards.

Each apprentice shall receive training in the recognition of illegal discrimination and sexual harassment.

ARTICLE XVII *Certificate of Completion*

Upon evidence of satisfactory completion of apprenticeship and upon the recommendation of the apprenticeship committee, each apprentice will be issued a Certificate of Completion by the authority of the California Apprenticeship Council.

In recognition of unusual ability and progress, the apprenticeship committee may decrease the term of apprenticeship for an individual apprentice not more than twelve and one-half (12 ½ %) percent.

An apprentice may be credited time for previous experience if that experience is of an approved nature, and shall have completed not less than six (6) months as an apprentice.

ARTICLE XVIII *California Plan for Equal Opportunity in Apprenticeship*

(Exemption letter attached)


Employer Organization

Kaiser Permanente
Labor Management Partnership
393 E. Walnut Street, 4th Floor
Pasadena, CA 91188

Employee Organization

United Healthcare Workers, West
760 20th Street
Oakland, CA 94612

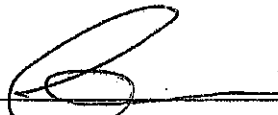
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Zeth Ajemian, Director
SCAL Workforce Development

7.21.10

Date

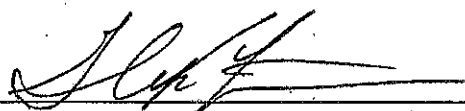


Joe Simoes
United Healthcare Workers

7/26/2010

Date

The foregoing apprenticeship standards, being in conformity with the rules and regulations of the California Apprenticeship Council, the California Code of Regulations, and applicable Federal Regulations are hereby approved 8-18-2010.



Glen Forman, Acting Chief
Division of Apprenticeship Standards

8-18-2010

Date

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District No. 12
FILE NO. 05148
V.A. _____

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ADDENDUM TO APPRENTICESHIP STANDARDS

**KAISER PERMANENTE JOINT APPRENTICESHIP AND TRAINING
COMMITTEE**

**Kaiser Permanente
Labor Management Partnership
393 E. Walnut Street, 4th Floor
Pasadena, CA 91188**

Occupation **REGISTERED NURSE**

O*NET CODE: **29-1111.00**

Recruitment Area Covered By Standards: Kern, Los Angeles, Orange, Riverside,
San Bernardino, San Diego and Ventura Counties.

Approved Statistical Area for Recruitment: Kern, Los Angeles, Orange, Riverside,
San Bernardino, San Diego and Ventura Counties.

The above-named Program Sponsor, in accordance with the California Plan for Equal Opportunity in Apprenticeship, declares the following to be its selection procedures.

- I. **Pledge:** The recruitment, selection, employment, and training of apprentices during their apprenticeship shall be without discrimination because of race, color, religion, national origin, or sex. The sponsor will take affirmative action to provide equal opportunity for both minorities and women and will operate the program as required under Title 29 of the Code of Federal Regulations, Part 30 and equal employment opportunity regulation of the State of California.
- II. **Dissemination of Information:** The Joint Apprenticeship and Training Committee shall designate Kaiser facilities or sub-regions for recruitment for each apprentice group or class. Information regarding acceptance of applications, filing dates and requirements for the occupation of registered nurse, is required to be posted in a conspicuous place for current employees, forty-five (45) days prior to the closing date at the designated facilities.

- III. **Affirmative Action Program:** *We will engage in outreach and positive recruitment activities which will increase participation of under-represented groups in our area as follows: (See attached Affirmative Action Plan)*
- IV. **Written Applications:** *Time, place or dates, addresses and/or where applications can be submitted shall be posted in each facility designated for participation in each apprentice group of class.*
- V. **Selection of Apprentice Applicant:** *Applicants will be selected by Selection Method # 3.*
- A. *Minimum age of all applicants: 18 YEARS OF AGE*
- B. *Educational Prerequisite For Entry;*
Apprentice applicants must meet all education prerequisites for entry into the program set by the educational institution providing RSI and published by the educational institution in its general catalog for RN education. Applicants shall provide evidence of completion of pre-requisites to the Committee.
- C. *Physical prerequisites;*
Applicants must be able to perform all the clinical and patient care duties of the position.
- D. *Written Test: Name and administered by whom;*
Apprentice applicants must successfully take and pass tests for entry into the program set by the educational institution providing RSI and published by the educational institution in its general catalog for RN education.
- E. *Qualified applicants;*
Qualified applicants will be ranked by seniority as defined by their union contract, and selected as apprentices in order of seniority.
- F. *A pool of applicants will be established and maintained for two years as follows:*
The committee may select apprentices from the pool of qualified applicants or create a new pool for each apprentice group or class.
- G. *Applicants will be notified by mail of acceptance or rejection.*

Applicant's prior work experience and training will be evaluated by the committee at the time of indenture, and appropriate credit will be given toward placement in the appropriate apprenticeship training.

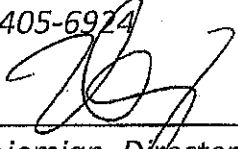
VI. **Records:** *Records will be maintained for five years and kept at:*

*Kaiser Permanente
Labor Management Partnership
393 E. Walnut Street, 4th Floor
Pasadena, CA 91188
(626) 405-6924*

VII. **Self Assessment Plan:** *Program sponsor will submit an annual compliance report to the Division of Apprenticeship Standards at such time as requested by the Division.*

Employer Organization

Kaiser Permanente
Labor Management Partnership
393 E. Walnut Street, 4th Floor
Pasadena, CA 91188
(626) 405-6974




Zeth Ajemian, Director
SCAL Workforce Development

7-21-10

Date

Employee Organization

United Healthcare Workers, West
760 20th Street
Oakland, CA 94612

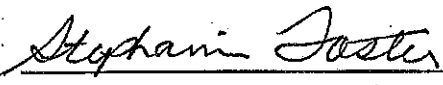


Joe Simoes,
United Healthcare Workers

7/26/2010

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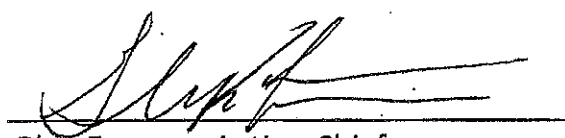


Stephanie Foster, Consultant
Division of Apprenticeship Standards

7-21-10

Date

The foregoing Addendum to the Standards, being in conformity with the rules and regulations of the California Apprenticeship Council, the California Code of Regulations, and applicable Federal Regulations are hereby approved August 18, 2010.



Glen Forman, Acting Chief
Division of Apprenticeship Standards

8-18-2010

Date

KAISER PERMANENTE JOINT APPRENTICESHIP AND TRAINING COMMITTEE ROSTER

Management

1) Zeth Ajemian, Director
SCAL Workforce Development
393 E. Walnut Street
Pasadena, CA 91188

2) To be determined

Labor

Joe Simoes
United Healthcare Workers, West
760 20th Street
Oakland, CA 94612

To be determined

Advisory

Steve Duscha, Consultant
Post Office Box 22650
Sacramento, CA 95822

Bobby R. Mc Neel, Vice-President
Economic Development & Workforce Education
Los Angeles Harbor College
1111 Figueroa Place
Wilmington, CA 90744

Stephanie Foster, Senior Apprenticeship Consultant
Division of Apprenticeship Standards
320 W. 4th Street, Suite #830
Los Angeles, CA 90013

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ARTICLE XVIII CALIFORNIA PLAN EXEMPTION LETTER

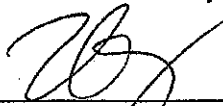
KAISER PERMANENTE JOINT APPRENTICESHIP AND TRAINING COMMITTEE

As provided by Section 17 of the State of California Plan for Equal Opportunity in Apprenticeship, the apprenticeship program sponsor, hereby requests an exemption from Title 8, Chapter 2, Part 1, Section 215, 5(d) for good cause as follows:

Kaiser Permanente's Human Resource Department has an established nationwide policy and is subject to the office of Federal Contract Compliance Programs affirmative action regulations (41CFR 60-1 and 60-2), which requires the sponsor to establish goals for minorities and women.


These goals are established to equal the percentage of qualified minorities and women who are available in the reasonable recruitment area and these goals may meet or exceed Cal Plan goals for minorities.

Therefore, this Program Sponsor therefore qualifies for the exemption from the affirmative action and selection procedure provision of the California Plan for Equal Opportunity in Apprenticeship (Cal Plan) under the authority of Cal Plan Section 4 (e).



Zeth Ajemian, Director SCAL Workforce Development

An exemption has been grant for the above Program Sponsor is effective August 18, 2010



Glen Forman, Acting Chief
Division of Apprenticeship Standards

Policy Title: Equal Employment Opportunity and Affirmative Action	Policy Number: NATL.HR.003
Owner Department: Human Resources	Effective Date: 5/21/08
Custodian: Chair, National HR Policy Roundtable	Page: 1 of 12

1.0 Policy Statement

- 1.1 Employment by Kaiser Permanente (KP) is based on merit, qualifications, and competence. Employees and applicants will not be discriminated against on the basis of race, color, religion, sex (including pregnancy), gender identity, national origin, age, physical or mental disability, veteran status, sexual orientation, genetic information or other status protected by applicable federal, state or local laws or by corporate policy. (See Protected Status by State Addenda.)
- 1.2 Additionally, KP strives to provide a work environment free of harassment and will not tolerate any kind of unlawful or otherwise prohibited harassment, including sexual harassment, of employees or applicants. (See NATL.HR.005, Commitment to a Harassment-Free Work Environment.)
- 1.3 This policy applies to all terms, conditions and privileges of employment including, but not necessarily limited to: recruitment, hiring, rates of pay and/or benefits, job assignments, promotion, training, transfer, and termination. Any violation of this policy may result in corrective/disciplinary action.
- 1.4 KP policy, as well as applicable federal and state laws, prohibit retaliation, intimidation or reprisal against applicants and employees who file complaints and/or who cooperate with or participate in any procedures or investigations related to complaints of discrimination and/or harassment. Therefore, employees should object to discrimination and harassment prohibited by this policy and report violations without fear of reprisal or retaliation. If it is determined that an employee has committed acts of retaliation in response to the actual or perceived filing of a complaint or participation in the investigation of a complaint under this policy, that person will be subject to disciplinary action up to and including termination of employment.

2.0 Purpose

n/a

3.0 Scope/Coverage

This policy applies to all employees and applicants for employment with the following entities (collectively referred to as "Kaiser Permanente"):

- 3.1 Kaiser Foundation Health Plan, Inc. and Kaiser Foundation Hospitals (together, KFHP/H);
- 3.2 KFHP/H's subsidiaries;
- 3.3 The Permanente Medical Group (TPMG) [NOTE: This policy does not apply to physicians, podiatrists, and Vice Presidents of TPMG, who are covered by separate TPMG policies]; and
- 3.4 Southern California Permanente Medical Group (SCPMG) [NOTE: This policy does not apply to physicians of SCPMG].



Policy Title: Equal Employment Opportunity and Affirmative Action	Policy Number: NATL.HR.003
Owner Department: Human Resources	Effective Date: 5/21/08
Custodian: Chair, National HR Policy Roundtable	Page: 2 of 12

4.0 Definitions

n/a

5.0 Provisions

5.1 Responsibility

5.1.1 All personnel having the authority to recruit, employ or discharge personnel or to effectively influence conditions of employment are responsible for complying with this policy in their respective areas of responsibility.

5.1.2 Each local Human Resources Department is responsible for the facilitation and administration of the Affirmative Action Program, as well as the communication to all supervisors and managers of their responsibilities under the policy.

5.2 Each supervisor or manager is responsible for being familiar with this policy and NATL.HR.004, Equal Employment Opportunity Internal Complaint Procedure. Each supervisor is also held accountable for ensuring a work environment free of discrimination prohibited by this policy and prohibited harassment in accordance with NATL.HR.005, Commitment to a Harassment-Free Work Environment.

5.3 Consistent with applicable federal and state laws, KP provides reasonable accommodation for disabled employees and applicants. Applicants and employees who need an accommodation can contact their local Human Resources representative and/or their manager.

5.4 Affirmative Action Programs are initiated and implemented to promote equal employment opportunity throughout the organization. Such programs include new and/or improved approaches to the effective recruitment, training, placement, and promotion of females, members of minority groups, disabled individuals including disabled veterans, veterans of the Vietnam era, and any other veterans who served on active duty during a war or in a campaign or expedition for which a campaign badge has been authorized. KP reaffirms its commitment to Equal Employment Opportunity and Affirmative Action on an annual basis.

6.0 References/Appendices

6.1 Intent of HR Policies

6.2 NATL.HR.005, Commitment to a Harassment-Free Work Environment

6.3 NATL.HR.004, EEO Internal Complaint Procedure

6.4 Protected Status--California Addendum

6.5 Protected Status--Colorado Addendum

Policy Title: Equal Employment Opportunity and Affirmative Action	Policy Number: NATL.HR.003
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- 6.6 Protected Status—District of Columbia Addendum
- 6.7 Protected Status—Hawaii Addendum
- 6.8 Protected Status—Maryland Addendum
- 6.9 Protected Status—Ohio Addendum
- 6.10 Protected Status—Oregon Addendum
- 6.11 Protected Status—Virginia Addendum
- 6.12 Protected Status—Washington Addendum

7.0 Signature Line(s)

Revision approval, 5/21/08

In accordance with the charter of the National HR Policy Roundtable, this policy revision (based solely on a legal requirement) was approved by the National HR Policy Roundtable members, as chaired by Francie Sloan

Update approvals, 8/15/07; 12/07/07

In accordance with the charter of the National HR Policy Roundtable, this policy update (with no significant changes) was approved by the National HR Policy Roundtable members, as chaired by Francie Sloan

Revision History

Original Approval Date: n/a	Revision Approved Date: 5/21/08
Original Effective Date: 8/04	Revision Effective Date: 5/05; 5/21/08
	Update Effective Date: 8/15/07; 12/7/07
Original Communicated Date: n/a	Revision Communicated Date: n/a



Policy Title: Equal Employment Opportunity and Affirmative Action	Policy Number: NATLHR.003
Owner Department: Human Resources	Effective Date: 5/21/08
Custodian: Chair, National HR Policy Roundtable	Page: 4 of 12

Protected Status State Addenda

CALIFORNIA ADDENDUM

Revised 5/21/08

Protected Status

In California, discrimination/harassment is prohibited on the basis of the following protected status:

- Race
- Color
- Religion
- Sex (including pregnancy)
- Gender Identity (and gender related appearance and behavior*)
- National origin
- Age
- Physical or mental disability
- Veteran status
- Sexual orientation
- Genetic information
- Ancestry*
- Marital status*
- Medical condition*
- Religious creed*
- Other status protected by applicable federal, state, or local laws, or by corporate policy

*Additional protected status under California state law



Policy Title: Equal Employment Opportunity and Affirmative Action	Policy Number: NATL.HR.003
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COLORADO ADDENDUM

Revised 5/21/08

Protected Status

In Colorado, discrimination/harassment is prohibited on the basis of the following protected status;

- Race
- Color
- Religion
- Sex (Including pregnancy)
- Gender identity
- National origin
- Age
- Physical or mental disability
- Veteran status
- Sexual orientation
- Genetic information
- Ancestry*
- Creed*
- Other status protected by applicable federal, state, or local laws, or by corporate policy

*Additional protected status under Colorado state law



Policy Title: Equal Employment Opportunity and Affirmative Action	Policy Number: NATL.HR.003
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DISTRICT OF COLUMBIA ADDENDUM

Revised 5/21/08

Protected Status

In the District of Columbia, discrimination/harassment is prohibited on the basis of the following protected status:

- Race
- Color
- Religion
- Sex (including pregnancy)
- Gender identity (or expression*)
- National origin
- Age
- Physical or mental disability
- Veteran status
- Sexual orientation
- Genetic information
- Personal appearance*
- Familial responsibilities*
- Family status*
- Matriculation*
- Political affiliation*
- Other status protected by applicable federal, state, or local laws, or by corporate policy

*Additional protected status under District of Columbia law



Policy Title: Equal Employment Opportunity and Affirmative Action	Policy Number: NATL.HR.003
Owner Department: Human Resources	Effective Date: 5/21/08
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HAWAII ADDENDUM

Revised 5/21/08

Protected Status

In Hawaii, discrimination/harassment is prohibited on the basis of the following protected status:

- Race
- Color
- Religion
- Sex (including pregnancy)
- Gender identity
- National origin
- Age
- Physical or mental disability
- Veteran status
- Sexual orientation
- Genetic Information
- Ancestry*
- Arrest and court record*
- Assignment of income for child support obligations*
- Marital status*
- Breastfeeding*
- Other status protected by applicable federal, state, or local laws, or by corporate policy

*Additional protected status under Hawaii state law



Policy Title: Equal Employment Opportunity and Affirmative Action	Policy Number: NATL.HR.003
Owner Department: Human Resources	Effective Date: 5/21/08
Custodian: Chair, National HR Policy Roundtable	Page: 8 of 12

MARYLAND ADDENDUM

Revised 5/21/08

Protected Status

In Maryland, discrimination/harassment is prohibited on the basis of the following protected status:

- Race
- Color
- Religion
- Sex (including pregnancy)
- Gender Identity
- National origin
- Age (18 or older*)
- Physical or mental disability
- Veteran status
- Sexual orientation
- Genetic Information
- Marital status*
- Other status protected by applicable federal, state, or local laws, or by corporate policy

*Additional protected status under Maryland state law



Policy Title: Equal Employment Opportunity and Affirmative Action	Policy Number: NATL.HR.003
Owner Department: Human Resources	Effective Date: 5/21/08
Custodian: Chair, National HR Policy Roundtable	Page: 9 of 12

OHIO ADDENDUM

Revised 5/21/08

Protected Status

In Ohio, discrimination/harassment is prohibited on the basis of the following protected status:

- Race
- Color
- Religion
- Sex (Including pregnancy)
- Gender Identity
- National origin
- Age
- Physical or mental disability
- Veteran status
- Sexual orientation
- Genetic information
- Ancestry*
- Other status protected by applicable federal, state, or local laws, or by corporate policy

*Additional protected status under Ohio state law

Policy Title: Equal Employment Opportunity and Affirmative Action	Policy Number: NATL.HR.003
Owner Department: Human Resources	Effective Date: 5/21/08
Custodian: Chair, National HR Policy Roundtable	Page: 10 of 12

OREGON ADDENDUM

Revised 5/21/08

Protected Status

In Oregon, discrimination/harassment is prohibited on the basis of the following protected status:

- Race
- Color
- Religion
- Sex (including pregnancy)
- Gender Identity
- National origin
- Age (18 or older*)
- Physical or mental disability
- Veteran status
- Sexual orientation
- Genetic information
- Juvenile record that has been expunged*
- Marital status*
- Other status protected by applicable federal, state, or local laws, or by corporate policy

*Additional protected status under Oregon state law



Policy Title: Equal Employment Opportunity and Affirmative Action	Policy Number: NATL.HR.003
Owner Department: Human Resources	Effective Date: 5/21/08
Custodian: Chair, National HR Policy Roundtable	Page: 11 of 12

VIRGINIA ADDENDUM

Revised 5/21/08

Protected Status

In Virginia, discrimination/harassment is prohibited on the basis of the following protected status:

- Race
- Color
- Religion
- Sex (including pregnancy)
- Gender identity
- National origin
- Age (18 or older*)
- Physical or mental disability
- Veteran status
- Sexual orientation
- Genetic information
- Marital status*
- Other status protected by applicable federal, state, or local laws, or by corporate policy

*Additional protected status under Virginia state law



Policy Title: Equal Employment Opportunity and Affirmative Action	Policy Number: NATL.HR.003
Owner Department: Human Resources	Effective Date: 5/21/08
Custodian: Chair, National HR Policy Roundtable	Page: 12 of 12

WASHINGTON ADDENDUM

Revised 5/21/08

Protected Status

In Washington, discrimination/harassment is prohibited on the basis of the following protected status:

- Race
- Color
- Religion
- Sex (including pregnancy)
- Gender identity
- National origin
- Age (18 or older*)
- Physical or mental disability
- Veteran status
- Sexual orientation
- Genetic information
- Creed*
- Marital status*
- Presence of any sensory, mental or physical disability*
- Use of trained dog guide or service animal by a disabled person*
- Other status protected by applicable federal, state, or local laws, or by corporate policy

*Additional protected status under Washington state law



1111 Figueroa Place
Wilmington, CA 90744
Phone: (310) 233-4041
Fax: (310) 233-4661
Email: mcneelbr@lahc.edu

**Bobby R. McNeel, Vice President of Economic Development
and Workforce Education**

April 29, 2009

Stephanie Foster, Senior Apprenticeship Consultant
State of California Department of Industrial Relations
Division of Apprenticeship Standards
320 W 4th Street #830
Los Angeles, CA 90013-1105

Dear Ms. Foster:

This letter is to advise the Department of Apprenticeship Standards that Los Angeles Harbor College is acting as the Local Educational Agency for the Kaiser Permanente Joint Apprentice & Training Committee for the following program:

Registered Nurse **O-Net Code: 29-1111.00**

Attached are the proposed course sequence, course descriptions and RSI hours for the program. If you require more information please contact me at (310) 233-4041.

Sincerely,

Bobby R. McNeel
Vice President of Economic Development and Workforce Education
Los Angeles Harbor College

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Professional Registered Nursing Program

Kaiser Permanente Joint Apprenticeship

NURSING, PROFESSIONAL (R.N.) DEGREE PROGRAM

Major Code: 123010
Plan B

ASSOCIATE OF SCIENCE DEGREE IN NURSING, PROFESSIONAL (R.N.)

Admission by Special Application

The registered nursing program requires motivated students with high capabilities and assists them in integrating the content of specialized nursing clinical and theory courses with their general education courses to earn the Associate in Science degree in Nursing.

The graduate of this program is qualified to take the National Council Licensure Examination for Registered Nurses. Successful completion of the Licensure Examination leads to licensure as a Registered Nurse in California. When licensed as a registered nurse, the graduate is qualified to seek an entry-level position in a hospital, clinic, skilled-care facility or other health care agency in the community.

The program is accredited by the California State Board of Registered Nursing and holds national accreditation from the National League for Nursing. The National League for Nursing Accreditation Commission (NLNAC) may be contacted for information regarding the Nursing Program at the following address:

National League for Nursing Accrediting Commission
61 Broadway, 33rd Floor
New York, NY 10006
Telephone: (212) 363-5555
FAX: (212) 812-0390

The program includes clinical experience in hospitals, in home health care agencies, and in other health care settings in the community. Clinical experience is correlated with theoretical instruction in the classroom, with independent study in the Nursing Learning Laboratory and with small group discussions. Capable and motivated men and women, regardless of age, race, religious orientation, or marital status, are encouraged to apply.

Applications and general information about the nursing program may be obtained from the Health Sciences Division or from the Information Desk. Information sessions given jointly by counseling and the Nursing Division are scheduled monthly. The Application deadline for the Fall semester is March 1. The Application deadline for the Spring semester is September 30.

Assessment test scores, official transcripts of high school and college work and approved petitions must be attached to the application. Students who are not U.S. high school graduates and who do not possess an Associate or higher U.S. college degree must also attach their G.E.D. or California High School Proficiency Exam scores. Application deadlines, continuation requirements, and prerequisites, as stated in the college catalog, and as updated in the Registered Nurse Program General Information handouts, apply to all applicants and nursing students.

Note: When an applicant is granted "credit" for a course from a non-U.S. ACCJC or AAHE accredited college or university, that course will be considered to have a "C" grade when determining the GPA for the purposes of admission to the nursing program. A student with a "credit" grade may wish to consult the nursing advisor or the college counselor about retaking the class prior to application to the nursing program.

Applicants who have completed their applications and have met all the educational requirements for enrollment in the program will be placed on an eligibility list. In the event that the number of eligible applicants

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exceeds the number of student positions, the applicants will be admitted in the order that their names appear on the eligibility list. (See Registered Nurse Program General Information guide for specific admission criteria.)

* Before students are accepted for the registered nursing (R.N.) program, they must meet the enrollment criteria specified at the time of application to the program. Effective Fall 2006 Los Angeles Harbor College has adopted the Alignment of Associate Degree Nursing Program Prerequisites as recommended by the California Community Colleges Chancellor's Office. These criteria are specified in the Registered Nursing Program General Information handout. Current enrollment criteria that must be met by all students accepted into the R.N. program are:

Provide evidence of graduation from an accredited U.S. high school or the equivalent, as determined by the Graduate Equivalency Diploma (G.E.D.) test or the California High School Proficiency Examination, or graduation from an accredited U.S. college or university.

Be accepted as a fully matriculated student at Los Angeles Harbor College or be eligible for the same.

Complete the required Los Angeles Harbor College assessment "tests" for reading readiness. The required minimum scores for these assessment tests are published in the Registered Nurse General Information handouts.

Attain a cumulative G.P.A. of 2.5 or higher in all college courses taken and be in good standing academically-not on academic or progress probation.

Meet the college math competency requirement for graduation. This may be accomplished by passing the L.A.H.C. Mathematics Competency Examination or by completing with a grade of "C" or better an equivalent math course. Equivalent college math courses include Math 123A and Math 123B, Math 123C, CO TECH 60, ENG TEK 49 or any higher college math course.

Complete English 101 with a grade of C or better. Complete Anatomy I, Physiology I, and Microbiology I or 20, each with a grade of C or better and an overall G.P.A. of 2.5 for these three science courses, with a maximum of one (1) repeated science course. No microbiology or physiology grade will be accepted without documentation of the appropriate chemistry prerequisite for microbiology and physiology.

Complete a series of required immunizations and meet other health standards as defined by the Los Angeles Community College District and the clinical agencies.

Submit an entrance to the program:

A Standard Red Cross First Aid and Personal Safety Certificate
(not required of LVNs or EMTs with current license/
certification.)

A Cardiopulmonary Resuscitation (C.P.R.) Certificate (BLS "C" course) good for at least one year. The certifying course must include 1 and 2 person, adult, child and infant CPR and airway management information and competencies.

Students admitted to the program will be required to have a criminal background check from a college designated agency in order to participate in placement(s) in clinical facilities. The background check is not a requirement for admission to the nursing program. It is to be completed once the student receives the acceptance for admission.

Program expenses include the administration each semester of required standardized nursing tests. Enrollment in any nursing course in the curriculum requires official admission by the Nursing department.

Nursing Student Professional Liability Insurance is MANDATORY and may be obtained at a minimal cost. Information and applications for insurance are available from the Health Sciences Division Office.

Following admission, program continuation requirements are as follow:

Maintain an overall GPA of 2.0 or higher.

Achieve a grade of "C" or better in theory AND a grade of "C" or better or a rating of "satisfactory" in the clinical component of each nursing course.

Have a grade of "C" or better in ALL G.E. requirements of the approved required Nursing curriculum including humanities, communications, P.E., and social, behavioral and biological science courses.

Continue to maintain the required grooming, uniform, and health standards along with the student professional liability insurance and CPR certification.

Progress through all nursing courses in the R.N. program in a timely manner. Students who withdraw and need to repeat a course, or who seek admission as transfer students will be considered on an individual basis by the Readmission, Retention, Transfer and Challenge Committee for placement in the program. Remediation is required if a student has not successfully passed a required nursing course or there has been a break in enrollment of two or more consecutive semesters. A student may enroll in a specific required nursing class a maximum of three times. Enrollment is defined as attending at least one class meeting. A nursing student may receive a grade in any one nursing course which has a clinical component no more than two times. A nursing student may not repeat a required nursing course which has a clinical component in which a grade of "C" or higher has been received.

Attend every meeting of all classes. Since most of the nursing classes are less than a semester in length, the student must follow the attendance policy set for each course. Whether or not the student can meet the behavioral objectives for the course, will be considered in each case of excessive absence.

The college policy will be followed regarding course repetition to improve substandard grades. Graduates of the Associate Degree Registered Nursing program offered by Los Angeles Harbor College are exempt from the college general education requirement in health (see Graduation Requirements).

Readmission is not automatic. A Request for Readmission form must be obtained from the Health Sciences Division office and be completed and submitted, in writing, to the Division prior to a meeting of the Readmission, Retention, Transfer and Challenge Committee. First consideration will be given to students who, at the time of their withdrawal from the Los Angeles Harbor College nursing program, were in good standing and who have completed both an exit interview with the appropriate course faculty and a request for readmission form in a timely manner. All students who do not pass a required nursing course are required to complete a specified remediation plan prior to readmission. During the time remediation activities are in progress, the student will not be in regular status in the program and may be ineligible to take any Nursing program classes.

A student who has been admitted to the first year of the generic program and who has received less than "C"/satisfactory grades in three or more nursing classes, or who has withdrawn from 3 or more nursing classes with less than a passing status at the time of withdrawal is ineligible to apply for readmission or transfer into the nursing program.

A student who has been admitted to the nursing program beginning in the second year or later and who has received less than "C"/satisfactory grades in two or more nursing classes, or has withdrawn from two (2) or more nursing classes with a less than passing status at the time of withdrawal is ineligible to apply for readmission or transfer into the nursing program.

A student who receives a non-passing grade in a nursing class that has a clinical component may repeat that class one time only.

Students enrolled with a major in nursing are encouraged to participate in the many social, cultural and the student government activities available on campus. Nursing students are also encouraged to participate in Nursing Division Committees.

Applicants who wish to transfer from another school of nursing, who are Licensed Vocational Nurses in California, or who are health care workers who have successfully challenged nursing courses must meet all the entrance requirements and the graduation requirements of Los Angeles Harbor College and of the nursing program curriculum. Eligibility for transfer credit, advanced placement, and/or credit by examination is determined on an individual basis. These individuals must obtain the policy for transfer and challenge from the nursing division and submit the appropriate application forms.

All transfer courses must be verified with official transcripts prior to enrollment. Persons with health care experience should refer to "Alternate Routes to Registered Nursing."

NURSING, PROFESSIONAL (R.N.)

Major Code: 123010

Plan B

ASSOCIATE IN SCIENCE DEGREE IN NURSING, PROFESSIONAL (R.N.)

Required Curriculum

Prerequisite Courses		Units
ANATOMY 1	Introduction to Human Anatomy	4
PHYSICS 1	Introduction to Human Physiology	4
ENGLISH 101	College Reading and Composition I	3
MICRO 20	General Microbiology	4
or		
MICRO 1	Introductory Microbiology	5

It is strongly recommended that Psychology 1 and Psychology 41 be taken before entry into the program or during intercessions. Psychology 1 and 41 are required courses before entry into the 2nd semester of the nursing program.

PSYCH 1	General Psychology	3
PSYCH 41	Life Span Psychology	3

FIRST SEMESTER

NURSING 311	Communication in Nursing	1
NURSING 313	Introduction to Nursing Process & Practice	4
NURSING 315	Fundamentals of Nursing Process & Practice	4
NURSING 321	Nursing Process	1
SOC 1	Introduction to Sociology	3
or		
ANTHRO 102	Human Ways of Life: Cultural Anthropology	3

Prerequisite Courses		Units
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Must be taken before entry into second semester.

PSYCH 1	General Psychology	3
PSYCH 41	Life Span Psychology	3

SECOND SEMESTER

NURSING 323	Care of the Adult Client I	5
NURSING 325	Care of the Adult Client II	5
SPEECH 121	Interpersonal Communication	3
or		
SPEECH 101	Oral Communication	3

THIRD SEMESTER

NURSING 333	Health Care of Women	3
NURSING 335	Care of Children	3
NURSING 339	Care of the Geriatric Client	2
	Humanities Requirement	3
	U.S. History or	
	Political Science Requirement	3

FOURTH SEMESTER

PHYS ED	Physical Education Requirement	1
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NURSING 343	Psychosocial Adaptation of the Client	3
NURSING 345	Care of the Adult Client III	3
NURSING 347	Leadership and Management in Nursing	3
	Total	72

It is strongly recommended that the student enroll in related Nursing 185, 285, or 318 courses to enhance learning. The preceding is the sequence of courses based in part on prerequisites for certain nursing courses. The sequence of nursing courses is the curriculum approved by the Board of Registered Nursing.

As of Fall 2000, all applicants admitted or readmitted to the first year of the Associate Degree Nursing Program must meet all current admission requirements and program prerequisites. These include, but are not limited to: A specified reading score; completion of the college graduation math competency requirement. As of Fall 2006 all applicants admitted or readmitted to the first year of the Associate Degree Nursing Program must have an overall G.P.A of 2.5 or higher for the following prerequisite courses: Anatomy 1, Physiology 1 and Microbiology 20 (or Microbiology 1) and no more than one (1) repeated science course. Note: These requirements must be met by all applicants, including those previously admitted under different criteria and standards.

To graduate from the ADN program, a student must complete ALL requirements for graduation under "Plan B," including the college competency requirements in mathematics and in reading and written expression. ALL students must file a petition to graduate and be approved for graduation by the Director of the Nursing Program and the Dean of Admissions. The school pin is awarded only to those students who complete ALL requirements for graduation, and whose petitions to graduate have been approved.

In order to take the NCLEX-RN the graduate (and non-graduate completer) must correctly complete all required application forms, submit required transcripts and documentation, and pay fees to the Board of Registered Nursing and to the testing agency. Remediation may be required, prior to program approval of the application for the NCLEX-RN, if the graduate (or non-graduate completer) has not applied for and taken the licensure exam within one year after completion of the Nursing Program and all required coursework.

In order for a student to be certified as completing the requirements of the R.N. program at Los Angeles Harbor College, he or she must be currently enrolled in the Los Angeles Harbor College nursing program and be in good academic standing (not on academic or progress probation). By law the record of any felony or misdemeanor is subject to review by the Board of Registered Nursing before an R.N. license may be granted. Anyone who wishes clarification may contact the Board of Registered Nursing, 400 R Street, Suite 4030, Sacramento, California 95814 or (916) 322-3350.

Alternate Routes to Registered Nursing: for the persons with previous health care experience.

Applicants considering alternate routes to Registered Nursing are required to meet with the Chairperson of the Nursing Division prior to enrollment.

After admission into the program, nursing students, by all routes, must complete all nursing courses in a timely manner. Students who withdraw and need to repeat a course are required to complete an assigned remediation plan. After completion of remediation students will be considered for possible readmission and placement in the program on an individual basis by the Readmission, Retention, Transfer and Challenge Committee.

Remediation may be required if there has been a break in enrollment of two or more consecutive semesters. Remediation, prior to program approval of the application for the NCLEX-RN may also be required if the graduate (or non-graduate completer) has not applied for and taken the licensure exam within one year after completion of the Nursing Program. See Nursing Division for forms and information.

Application deadlines, continuation requirements, and prerequisites as stated in the college catalog and as updated in Registered Nurse Program General Information handouts apply to all applicants and nursing students.

Route 1. The applicant may choose to enroll in the entire nursing program as outlined on the preceding pages. The program leads to the Associate Degree in Science in Nursing.

Route 2. The applicant with other verified health care experience may enter this route. The applicant must challenge nursing classes by taking written examinations and practicum's reflecting content and competencies of the courses for which he/she has verified previous education and/or experience. Program prerequisites must

be completed and classes in the first semester must be in progress to establish eligibility to take the challenge exams. The maximum number of units for which a student may petition for credit by examination at the college shall be 15 units.

Route 3. ("LVN-30 unit option") The L.V.N. with a current license in California may establish eligibility to take the state licensing examination to become a Registered Nurse in California ONLY, by completing a specific sequence of courses that are approved by the Board of Registered Nursing.

The Associate Degree in Science in Nursing is NOT awarded upon completion of Route 3, nor is the completer a graduate of the Nursing Program of Los Angeles Harbor College.

The Route 3 program includes general education courses and the advanced experience in the health care setting which correlates with classroom instruction in theory. The student must perform satisfactorily in the clinical area as well as in theory testing to receive credit in any nursing courses. A grade of "C" or better is required in all Route 3 courses.

The prerequisites include: a current California License in Vocational Nursing, high school diploma or the equivalent, a current C.P.R. certificate good for one year (this certificate must include 1 and 2 person, adult, child and infant C.P.R. and airway management information and competencies), completion of all required immunizations and health requirements, and have in force required professional liability insurance. These applicants are expected to demonstrate mathematical and clinical nursing competence equivalent to a second year generic nursing student. Prior to admission to the nursing program, the applicant must satisfactorily complete Physiology 1, Microbiology 20, and Nursing 329A and 329B, with a grade of "C" or better.

L.V.N. TO ROUTE 3

The course of study includes the following:

Required Prerequisite Courses		Units
PHYSICS 1	Introduction to Human Physiology	4
MICRO 20	General Microbiology	4
NURSING 329A	Role Transition LVN to RN (A)	1
NURSING 329B	Role Transition LVN to RN (B)	1

Recommended Prerequisite Courses		
PSYCH 41	Life Span Psychology	3
NURSING 311	Communication in Nursing	1
NURSING 321	Nursing Process	1

Required Nursing Courses (First Semester)		
NURSING 339	Care of the Geriatric Client	2

Required Nursing Courses (Second Semester)		
NURSING 343	Psychological Adaptation of the Client	3
NURSING 345	Care of the Adult Client III	3
NURSING 347	Leadership and Management in Nursing	3

For further information regarding specific requirements and recommendations for Route 3, contact the Nursing Division. Route 3 students are not graduates of the Los Angeles Harbor College Associate Degree Registered Nursing Program.

Route 4. (Advanced Placement Route) This route leads to graduation from the generic program with an Associate in Science Degree, Professional Registered Nursing. The L.V.N. with a current California license

may enter the generic program at an advanced level after completing the listed program prerequisites; the college assessment tests for reading readiness and mathematical competence; and the non-nursing courses scheduled in the first and second semesters of this program; and upon the achievement of a satisfactory score on the required standardized placement exams.

Upon admission to the registered nursing program, nursing courses that must be completed with a grade of "C" or better, prior to enrollment in any nursing course which has a clinical component are Nursing 311, 321, 329A and 329B. LVN's admitted to the 2nd year of the generic RNs program are expected to demonstrate general education, mathematical, and nursing theoretical and clinical competencies equivalent to the 2nd year generic nursing students.

The LVN who does not achieve a satisfactory score on the required standardized nursing placement exam may enter the second semester of the generic program, after completing the program and second semester prerequisites. Nursing 311, 321, 329A and 329B with grade of "C" or better must be completed prior to enrollment in any nursing course with a clinical component. These applicants are expected to demonstrate general education, mathematical and nursing theoretical and clinical competencies equivalent to the beginning second semester generic nursing student or equivalent to the generic student's competencies for the clinical course to which initially admitted.

NURSING PROFESSIONAL (R.N.)

Major Code: 123010

Plan B

ASSOCIATE OF SCIENCE DEGREE IN NURSING, PROFESSIONAL (R.N.)

L.V.N. TO R.N. ROUTE 4

See Admission criteria for pre-program general admission requirements. As part of this degree program, students must complete 18 units of General Education requirements from Graduation Plan B.

Required Prerequisite Courses		Units
ANATOMY 1	Introduction to Human Anatomy	4
PHYSICS 1	Introduction to Human Physiology	4
MICRO 20	General Microbiology	4
or		
MICRO 1	Introduction to Microbiology	5
PSYCH 41	Life Span Psychology	3
ENGLISH 101	College Reading and Comprehension	3
PSYCH 1	General Psychology	3

Transition Semester

NURSING 311	Communication in Nursing	1
NURSING 321	Nursing Process	1
NURSING 329A	Role Transition LVN to RN (A)	1
NURSING 329B	Role Transition LVN to RN (B)	1
SOC 1	Introduction to Sociology	3
or		
ANTHRO 102	Human Ways of Life	3

Required Advanced Placement Curriculum

Semester 2 (if less than satisfactory score obtained on standardized placement exams)

NURSING 323	Care of the Adult Client I	5
NURSING 325	Care of the Adult Client II	5
U.S. History or Political Science Requirement		3

Then: Third and Fourth Semester of Generic Program

Semester 3 (If satisfactory score obtained on standardized placement exams and admitted to the third semester of the Generic Program).

PHYS ED	Physical Education Requirement	1
SPEECH 121	Interpersonal Communication	3
or		
SPEECH 101	Oral Communication	3
NURSING 333	Health Care of Women	3
NURSING 335	Care of Children	3
NURSING 339	Care of the Geriatric Client	2

Then: Fourth Semester of Generic Program.

Without regard to semester admitted, Advanced Placement students are required to complete all general education and graduation requirements for the Program in order to graduate from the college with an A.S. Degree In Nursing.

The Associate Degree is awarded upon completion of all requirements for graduation from the college under graduation Plan B and ALL of the approved required curriculum of the ADN program, including nursing and non-nursing courses, with a grade of "C" or better. These requirements include: the competency requirements in mathematics and in reading and written expression for graduation; filing a petition to graduate; and being approved for graduation by the Director of the Nursing Program and Dean of Admissions. The school pin is awarded only to those who complete all requirements for graduation, and whose petition to graduate has been approved.

The above stated nursing curriculum for all routes is subject to change. Please see current Registered Nurse Program Information handouts for up-to-date information.

NURSING, ELECTIVE COURSES

These courses are designed to assist students preparing for entrance into the Nursing Program, students already in the Program, and practicing RNs

301 - A,B,C, SUCCESS STRATEGIES FOR NURSING (3) CSU - RPT 1

Lecture/Lab 3.5 hours per week.

This course is designed to assist the beginning and continuing nursing student to prepare for and to review nursing concepts and the roles and responsibilities of the registered nurse. Content includes review of basic mathematics skills, test taking skills, study skills, critical thinking and effective communication.

The course consists of three 1 unit consecutive modules. Each module may be taken separately for one unit of credit. The modules are as follows:

NURSING 301A - ORIENTATION TO NURSING (1)

NURSING 301B - CRITICAL THINKING AND NURSING STUDY SKILLS (1)

NURSING 301C - SUCCESSFUL TEST TAKING AND THE NURSING PROCESS (1)

302 - MATHEMATICS OF DRUGS AND SOLUTIONS (3) CSU

Lecture/discussion 3 hours and 20 minutes per week.

After a review of relevant basic arithmetic, the student will use concepts of higher mathematics to gain knowledge of measurement systems, including apothecary and metric, and techniques, including solving for an unknown, for computing medication dosages, I.V. flow rates, and weight related dosages for children and adults.

337 - PERIOPERATIVE NURSING (1) CSU - RPT 2

Prerequisite: Completion of first semester of Nursing Program with grade "C" or better and eligible for 2nd semester, or admitted to the program advanced placement and completed one semester of clinical course work with a grade of "C" or better and completed Microbiology 001 or 020 with grade of "C" or better.

Laboratory 54 hours, e.g., 18 hours per week for 3 weeks.

This elective course is designed to introduce the student to perioperative nursing with an emphasis on surgical sterile technique. The student learns the skills needed to perform as a first and second scrub nurse and to assist as a circulating nurse in the operating room. Students are introduced to the different areas which compose the perioperative setting.

364 - PHARMACOLOGY (3) CSU

Lecture/discussion 3 hours and 20 minutes per week.

This course provides an understanding of basic pharmacology and the standards, policies, and regulations involved in medication administration. A brief review of the math concepts involved in the calculations of dosages is included. The course focus is on drug classifications, pharmacodynamics, chemical interactions, toxicology and the use of the nursing process in medication administration.

NURSING, PROFESSIONAL R.N.

Nursing courses may have both a lecture and a clinical component. It is necessary that the student perform satisfactorily in the hospital laboratory clinical experience in order to receive credit in any nursing course. A nursing student must have in force professional liability insurance, meet and maintain the health standards established by the Los Angeles Community College District, the Immunization and CPR and OSHA certification requirements of the clinical agencies, and when in uniform, the appearance standards of the program. A grade "C" or better is required in all nursing and all general education courses that comprise the California Board of Registered Nursing approved nursing curriculum including communications, behavioral science, biological science, social science, humanities, and physical education courses.

The college policy will be followed regarding course repetition following receipt of an unsatisfactory grade. A student may enroll in a course a maximum of three times. Enrollment is defined as attending at least one class meeting.

When a student withdraws from the program, readmission is not automatic. A student who has received a less than "C" or less than satisfactory grade, in three or more nursing classes or has withdrawn from three or more nursing classes with less than passing status at the time of withdrawal, is ineligible to apply for readmission or transfer into the nursing program.

Nursing 311 through 347 constitute a modularized curriculum in registered nursing courses. Completion of the nursing courses at each level with a "C" or better is prerequisite to the next level of nursing courses.

As with any college-level courses, students should expect that several hours may be needed to prepare in advance for any class or clinical nursing assignment. It will be necessary throughout the program that preparation

be accomplished in a local hospital in advance and/or in addition to the scheduled class and clinical hours. In addition to final exams, students are required to complete standardized Nursing assessment exams at specific times in each semester of the program.

Since most nursing program classes are "short-term" classes, unexcused absences or tardies are not acceptable. Students are expected to attend all class and clinical sessions. Whether the student can meet behavioral objectives for the course will be considered in cases of excessive absence.

All nursing students are required to accomplish successfully the stated objectives for each nursing course with regard to solving drug dosage problems. Failure to pass the evaluation tool as selected by the Instructor will result in withdrawal from the course.

All program and college graduation requirements must be met in order to be awarded a degree as a graduate of the R.N. program, take the licensure exam as a graduate, and be eligible to receive a school pin.

By law, record of any felony conviction is subject to review by the Board of Registered Nursing before an R.N. license may be granted. Anyone who wishes clarification may contact the Board of Registered Nursing, 400 R Street, Suite 4030, Sacramento, CA 95814. Telephone: (916) 322-3350.

Information regarding tuition, fees, and the length of the Nursing Program may be obtained from the National League for Nursing Accreditation Commission (NLNAC) at the following address:

National League for Nursing Accreditation Commission

61 Broadway

New York, New York 10006

Telephone: (212) 363-5555

FAX: (212) 812-0390

185 - DIRECTED STUDY NURSING (1) RPT 2

285 - DIRECTED STUDY NURSING (2)

385 - DIRECTED STUDY NURSING (3)

Admission to the Nursing Program and concurrent enrollment in a required nursing course with a clinical component.

Conference 1 hour and 5 minutes per week per unit.

Students are encouraged to pursue Directed Study in Nursing under the direction of a supervising instructor. Study is coordinated with current course content and skill development needs, and responds to individual learning styles for practice and feedback.

Credit Limit: A maximum of 3 units in Directed Study may be taken for credit.

311 - COMMUNICATION IN NURSING (1) CSU RPT 1

Prerequisites: Official admission to the Nursing Program or experience in nursing permitting advanced placement in the Nursing Program.

Lecture/discussion 3 hours per week for 6 weeks.

This course provides theoretical knowledge and practical application and experience of interpersonal communication skills needed to interact therapeutically, institute a teaching learning plan, and communicate with individuals and groups.

313 - INTRODUCTION TO NURSING PROCESS AND PRACTICE (4) CSU

Prerequisites: Completion and verification of all program prerequisites and official admission to the nursing program. (For prerequisites see Nursing Program General Information handout and pages 61-65 of catalog.)

Lecture/discussion 3.5 hours and laboratory 13.5 hours per week for 9 weeks.

This course is an introduction to nursing and prepares the student to give care to the hospitalized client, with focus on the (geriatric) mature adult. It includes introduction to the hospital environment and universal standards, basic nursing procedures, and utilization of the Nursing Process. After satisfactory completion of the course, the student can function at the beginning nurse aide level.

315 - FUNDAMENTALS OF NURSING PROCESS AND PRACTICE (4) CSU

Prerequisites: Completion of Nursing 313 with a grade of "C" or better.

Lecture/discussion 3.5 hours and laboratory 13.5 hours per week for 9 weeks.

This course uses the nursing process to assess adult and older adult needs, plan and implement nursing interventions and evaluate their effectiveness. Calculation and administration of medication, flow rate determinations, asepsis and sterile technique, preoperative care, nutritional problem solving, and advanced skills are developed. Principles and practice of therapeutic communication and teaching are utilized. Documentation and legal obligations are focused. There may be a practicum included with this course. (After successful this course student eligible to complete examination for Certified Nurse Attendant.)

318 - PATIENT CARE SEMINAR I (2) CSU - RPT 3

Requires current enrollment in a required Nursing Program class.

Lecture/discussion 36 hours per semester.

An elective, but strongly recommended, instructor guided course to facilitate development of knowledge and skills needed to safely assess, plan, and implement client care. Has individual and group work.

321 - NURSING PROCESS (1) CSU - RPT 1

Prerequisite: Official admission into the nursing program or experience in nursing permitting advanced placement in the Nursing Program.

Lecture/discussion 3 hours a week for 6 weeks.

This course introduces the concepts and provides practice experiences to understand and use the nursing process and the Roy Adaptation Model for planning, implementing and evaluating client care. The course is divided into four modules: the Nursing Process, the Roy Adaptation Model, the use of the Nursing Process with the Physiological Mode, and the use of the Nursing Process with the Psycho-Social Modes.

323 - NURSING PROCESS AND PRACTICE IN THE CARE OF THE ADULT CLIENT I (5) CSU

Prerequisite: Completion of all program prerequisites and all previous courses in nursing with a grade of "C" or better.

Lecture/discussion 6 hours and laboratory 12 hours per week for 9 weeks.

Care of the medical-surgical client with problems of the cardiovascular, peripheral vascular, endocrine, immune and hematological system, and oncological problems is emphasized. Nursing process based on the Roy Adaptation Model is continued. Communication and teaching are practiced. This course may have a practicum.

325 - NURSING PROCESS AND PRACTICE IN THE CARE OF THE ADULT CLIENT II (5) CSU

Prerequisite: Completion of all program prerequisites and all previous courses in nursing with a grade of "C" or better.

Lecture/discussion 6 hours and laboratory 12 hours per week for 9 weeks.

Care of the adult medical-surgical client with problems of the gastro-intestinal, genitourinary, orthopedic, and neurological systems is emphasized. Nursing process based on the Roy Adaptation Model is continued. Communication and teaching are practiced. This course may have a practicum.

327 - PATIENT CARE MANAGEMENT I (2) CSU - RPT 1

Prerequisite: Completion of Nursing 311, 313, 315, and 321 with a grade of "C" or better and eligibility for the second semester, or admitted to the program advanced placement and completed one semester of clinical course work with a grade of "C" or better. Repeat: Eligible for 4th semester of nursing program.

Laboratory 108 hours TBA with Clinical Instructor.

This elective course will increase proficiency in the use of the nursing process and Roy Adaptation Model for the administration of client care. The clinical focus of care of clients with physiological mode problems will increase competency in client care management. Client care may include practice in specialty areas already successfully completed prior to this course. Staff preceptors may be used.

329A - ROLE TRANSITION FROM LVN TO RN (1) CSU

Prerequisites: Current LVN license or experience in nursing permitting advanced placement in nursing program. Concurrent enrollment in Nursing 321 recommended.

Lecture/discussion 3 hrs per week for 6 weeks.

This course is designed to assist the LVN and other "alternate route" students to make a successful transition to the RN nursing student role in pursuit of an RN license. Lecture content will focus on resources available, role development, change theory, learning styles, LVN and RN scope of practice and roles, and medication calculations.

329B - ROLE TRANSITION FROM LVN TO RN (1) CSU

Prerequisites: Completion of Nursing 329A with a grade of "C" or better. Current LVN license or experience in nursing permitting advanced placement in the Nursing program. Concurrent enrollment in Nursing 311 recommended.

Lecture/discussion 3 hours per week for 6 weeks.

Continues with content to assist the LVN to make a successful transition to the role of RN nursing student. Content focuses on professional communication, legal and ethical issues, nursing process, physical assessment, critical thinking, and calculation and administration of IV piggyback medications.

333 - NURSING PROCESS AND PRACTICE IN THE HEALTH CARE OF WOMEN AND OF FAMILIES DURING CHILDBEARING (3) CSU

Prerequisite: Completion of all program prerequisites and a Grade of "C" or better in all first year Nursing Program courses OR admission through the Advanced Placement LVN to RN route, and grade "C" or better in Anatomy I, Physiology 1, Microbiology 1 or 20, Psychology 41, Psychology 1 and English 101. *Lecture/discussion 4.5 hours and laboratory 13.5 hours for 6.5 weeks (including Final Exam).*

Students experience includes both theory and practice in meeting the health care needs of women, and of families during childbearing. Psycho-social as well as physiological nursing concepts, including cultural, emotional, developmental, and environmental are emphasized. Settings include hospitals, clinics, and parent education classes.

335 - NURSING PROCESS AND PRACTICE IN THE CARE OF CHILDREN (3) CSU

Prerequisites: Completion of all program prerequisites and a grade of "C" or better in first year Nursing courses, or admission through the Advanced Placement LVN to RN route, and grade "C" or better in Anatomy 1, Physiology 1, Microbiology 1 or 20, Psychology 1, Psychology 41 and English 101.

Lecture/discussion 4.5 hours and laboratory 13.5 hours per week for 6.5 weeks (including Final Exam).

Through utilization of developmental theories (primarily Erikson) and the Roy Adaptation Model, this course focuses on the assessment, analysis, planning, intervention, and evaluation of the bio-psycho-social problems of children and families. Integration of growth & development principles direct the care of the child related to position on health-illness continuum.

339 - NURSING PROCESS AND PRACTICE IN THE CARE OF THE GERIATRIC CLIENT (2) CSU

Prerequisite: Completion of all program prerequisites and completion of Nursing 333 and 335 and preceding nursing courses, all with grade of "C" or better, OR admission to Nursing Program "LVN-30 unit option route.

Lecture 4.5 hours and laboratory 13.5 hours per week for 4.5 weeks.

This course focuses on the Geriatric client, integrating content of the Roy Adaptation Model and the Nursing Process as well as the Roles of Practice. Clinical facilities include LTC facilities and Home Health Agencies. A more advanced role of the nurse is emphasized. Intravenous therapy is introduced in the course.

343 - NURSING PROCESS AND PRACTICE IN THE PSYCHO-SOCIAL ADAPTATION OF THE CLIENT (3) CSU

Prerequisite: "LVN-30 unit" option: Admission to Nursing Program and completion of Nursing 339 with a grade of "C" or better.

LVN Advanced Placement: As above AND completion of required 2nd and/or 3rd semester nursing program courses and cognates, Sociology 1 or Anthropology 102 with grades of "C" or better.

Generic: As above, AND completion of all previous semester nursing courses and cognates with grade of "C" or better.

Lecture/discussion 4.5 hours and laboratory 13.5 hours per week for 6.5 weeks (including final exam).

This modularized course provides theoretical knowledge correlated with clinical experience in planning and administering care to the psychiatric client in the acute care facility. Emphasizes the care of the patient with mental health problems, cognitive disorders, problems of daily living and substance abuse. Utilizes the Roy Adaptation Model as a framework for using the Nursing Process for client care.

345 - NURSING PROCESS AND PRACTICE IN THE CARE OF THE ADULT CLIENT III (3) CSU

Prerequisite: "LVN-30 unit" option: Admission to Nursing Program and completion Nursing 339 with a grade of "C" or better.

LVN Advanced Placement: As above AND completion of required 2nd and/or 3rd semester nursing program courses and cognates, and Sociology 1 or Anthropology 102 with grades of "C" or better.

Generic: As above, AND completion of all previous semester nursing courses and cognates with grade of "C" or better.

Lecture/discussion 4.5 hrs. and laboratory 13.5 hours per week for 6.5 weeks (including final exam).

This modularized course provides theoretical knowledge correlated with clinical experience in the care of complex adult medical-surgical clients with cardio-pulmonary and multi-system insufficiencies. The Roy Adaptation Model and Nursing Process are used to plan and implement care. Clinical experiences utilize critical care units. Theory content from previous nursing courses and required cognates are synthesized.

347 - LEADERSHIP AND MANAGEMENT (3) CSU

Prerequisite: For lecture: Grade "C" or better in all required nursing courses and cognates listed in the Nursing curriculum for the selected route.

For Lab: Completion of the Nursing 347 lecture component with a grade of "C" or better and a grade of "C" or better in Nursing 343 and 345.

Non-traditional schedule: Lecture 10 hours scheduled over 12 weeks (0.5 units), plus a final examination and laboratory 36-48 hours per week for 3½ to 4 weeks for a total of 144 passing clinical hours (2.5 units).

This course includes historical perspectives, current issues, and legal, ethical, professional, and practice factors important to nursing. Leadership, management, and communication factors pertinent to client care are discussed. A four week full-time clinical preceptorship utilizing selected R.N. preceptors is performed in acute hospital settings for a total of 136 to 144 hours.

COOPERATIVE WORK EXPERIENCE EDUCATION

Nursing is approved for Cooperative Work Experience. See Cooperative Education course for prerequisites, course descriptions and credit limits.

NURSING, CONTINUING EDUCATION

The following courses, Nursing 380 and Nursing 382 are approved for continuing education (C.E.) credit in nursing. Provider (L.A. Harbor College, Nursing Division) approved by the California Board of Registered Nursing, provides number 02152, for the stated number of contact hours for each of the courses described below. Courses outside of the Nursing Division which are also approved for continuing education credit under this provider are as follow: Philosophy 19, Sociology 21 Spanish 14, and Spanish 24 each for 54 hours of C.E. credit; and Physiology 1, for 72 hours of C.E. credit. Other registered nursing care related courses approved for continuing education credit may be offered periodically through Community Services with the consent of the nursing program.

380 - ELECTROCARDIOGRAPHIC INTERPRETATION (3) CSU

Prerequisite: Registered Nurse, Licensed Vocational Nurse, or currently enrolled nursing student.

Lecture/Discussion 3 hours per week.

This course develops a systematic approach for analysis and recognition of cardiac dysrhythmias using electrocardiographic data. Assessment of client behaviors and of possible stimuli, identification of nursing diagnoses and appropriate goals for care, and nursing responsibilities, interventions and prescribed therapies are emphasized for significant dysrhythmias. Changes related to myocardial pathology are described. Provider approved by California BRN Provider No. 02152 for 54 contact hours.

382 - CARE OF THE PATIENT WITH NEOPLASTIC DISORDERS (1) CSU

Provider approved by the California BRN, Provider No. 02152, for 18 contact hours.

Prerequisite: Registered nurse, Licensed Vocational Nurse, or currently enrolled nursing student.

Lecture/discussion 2 hrs. per week for 9 weeks.

This course emphasizes the needs of clients with neoplastic disorders. A variety of modalities will be included e.g., current use of surgery, radiotherapy chemotherapy, immune therapy, as well as pain management.

COOPERATIVE WORK EXPERIENCE EDUCATION

Nursing is approved for Cooperative Work Experience. See Cooperative Education course for prerequisites, course descriptions and credit limits.



WHY LAHC STUDENTS INTERNATIONAL STUDENTS COMMUNITY LAHC FOUNDATION FACULTY/STAFF

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RN PROGRAM

The Program is the basic curriculum for registered nursing. It satisfies the requirements for the Associate of Science degree with a major in Nursing and enables the graduate to take the State Board of Registered Nursing Examination (NCLEX-RN) to obtain licensure as a Registered Nurse.

The nursing program at Los Angeles Harbor College is approved by the California Board of Registered Nursing (BRN) and is accredited by the:

National League for Nursing Accrediting Commission
 (NLNAC),
 61 Broadway,
 New York, NY 10006,
 (212) 363-5565, extension 153.

Registered Nurse Program

Mission and Philosophy

LAHC Nursing: Student

Learning Outcomes

Registered Nurse Program:

LVN options

Professional RN Courses

CNA Program

Elective Courses

Continuing Education

Prospective Nursing

Students

Nursing Faculty and Staff

Contacts

Current Nursing Students

L. A. Harbor College Nursing Program Information and Prerequisites

APPLICATION REQUIREMENTS

1. Completion of application for admission to Los Angeles Harbor College and placement testing (if applicable).
2. Graduation from a U.S. accredited high school, GED, or completion of AA or higher degree from a U.S. accredited college or university.
3. Cumulative 2.5 or higher college GPA on all work from U.S. accredited colleges or universities.
4. **Completion of *Anatomy 1, Physiology 1, Microbiology 1 or 20***, with grade of "C" or better (**not "C-"**) and an overall **2.5 GPA in these courses**. *English 101* must also be completed with a grade of "C" or better (**not "C-"**) prior to admission. (Note: U.S. High School or U.S. college chemistry with a lab and "C" or better (**not "C-"**) is a prerequisite for Microbiology and Physiology. Harbor's Chemistry 65 has a Math 123C pre-or co-requisite.) Currently, those students with work in progress may be considered as alternates for admission. Psychology 1 and 41 with "C" or better (**not "C-"**) are prerequisites for the *second* semester of the R.N. program.
5. No more than one repeated course in science program prerequisites (*Anatomy, Physiology and Microbiology*). **Strongly recommended:** no more than 10 units of repeated coursework total.
6. Validation of reading proficiency, speed, and comprehension demonstrated by a minimum score of 76 on the nursing reading test.
7. Pass college math competency exam OR complete elementary algebra (Math 123A plus 123B or ET 49 or CT 60) or higher math course with a grade of "C" or better (**not "C-"**). **Note:** ET 49 and CT 60 do not lead to transferable math for those who plan to continue for the B.S.N.
8. Transcripts (high school and college). Students are required to attach official sealed transcript(s) to their Nursing application. LAHC transcripts may be unofficial. Official transcripts must also be mailed directly from the other colleges to Admissions (No hand carried transcripts accepted in Admissions). (Foreign students must have official sealed transcripts and sealed evaluation stating U.S. equivalency attached to application)
9. Students that meet or exceed the minimum program requirements for entrance into the nursing program will be invited to take the TEAS test prior to admission.

PROGRAM REQUIREMENTS

Must have "C" or better (**not "C-"**) in all coursework listed below. The Health Education requirement is waived for R.N. students. All foreign coursework will receive the equivalent grade of "C" for each course given such credit.

LVN students who are applying for the RN program are required to enroll in Nursing 311, 321, and 329A & B the semester prior to RN program admission.

Program Prerequisites:

One college Chemistry course with lab or one year of H.S. Chemistry ("C", not "C-" or higher for **both** semesters)

Anatomy 1

Physiology 1

Microbiology 20 or 1

English 101

Prerequisites to be completed prior to the start of the second semester in the nursing program

Psychology 1

Psychology 41

Graduation requirements:

Speech 121 or 101

Sociology 1 or Anthropology 102

U.S. History or Government (See G.E. Plan "B" Section B in catalog)

Humanities course (See G.E. Plan "B" Section C in the catalog) Spanish is recommended)

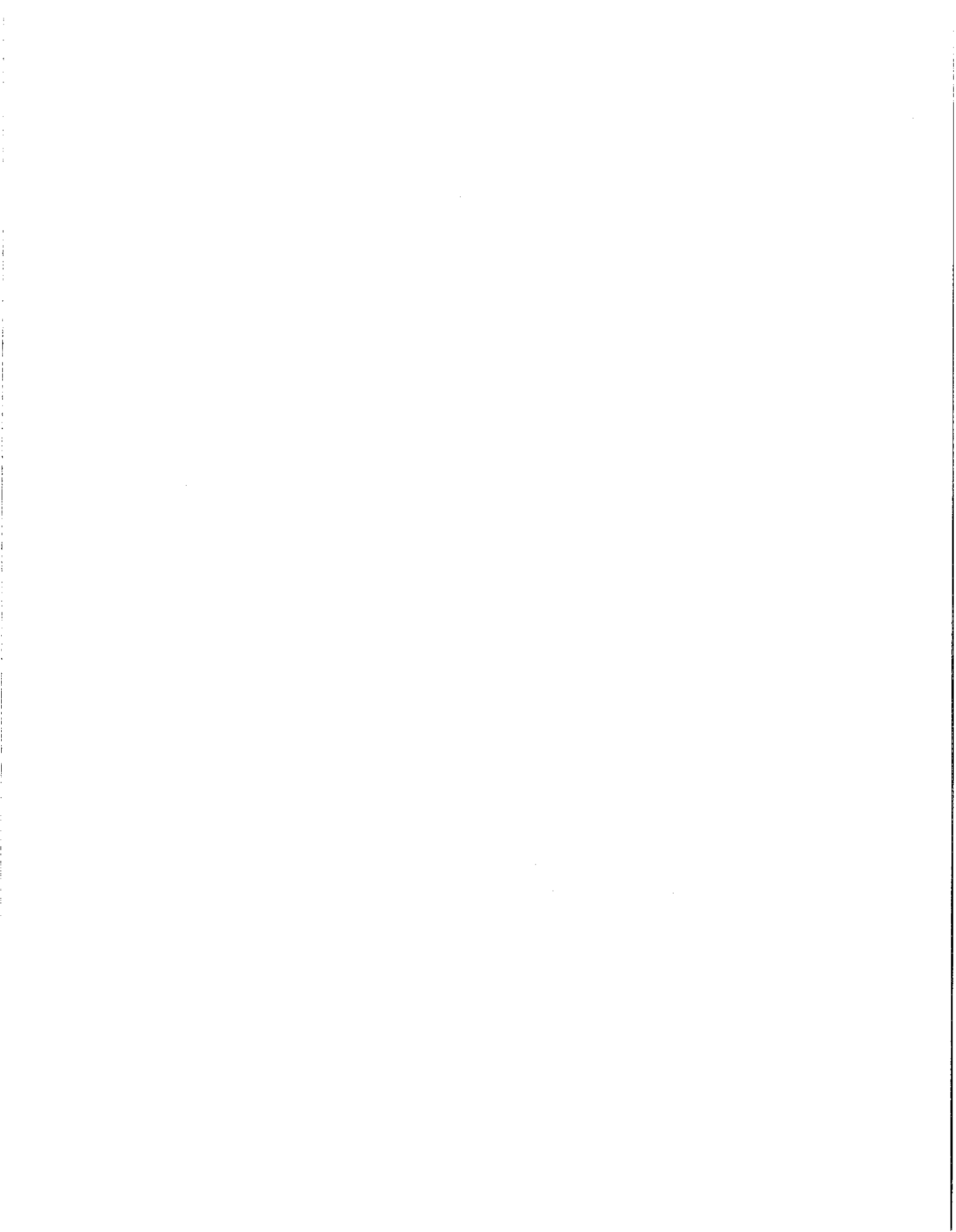
Physical Education course (Minimum one semester unit in PE 98-690. Adapted P.E. recommended)

Strongly Recommended Courses:

Nursing 301 A, B, C

Nursing 302

Nursing 364



APPRENTICESHIP STANDARDS

NAME OF EMPLOYER (PROGRAM SPONSOR)
California Correctional Health Care Services Apprenticeship Program

STREET ADDRESS CITY ZIP CODE COUNTY
9260 Laguna Springs Blvd. Building E Elk Grove 95758 Sacramento

OCCUPATION O*NET
Registered Nurse 29-1141.00

Apprentices approved in this program are all Licensed Vocational Nurses having satisfactorily met all standards and requirements established by the State of California Board of Vocational Nursing and Psychiatric Technicians. This is inclusive of having procured 1,530 hours of training in the meeting of their licensure requirements as a Licensed Vocational Nurse. As a necessary component of their admittance to this apprenticeship program, these hours were therefore, procured as part of the meeting of requirements to become a Registered Nurse as defined by the purpose of the Licensed Vocational Nurse to Registered Nurse Apprenticeship Program.

The administration and operation of this apprenticeship program shall be supervised by the program sponsor or its representative. The apprenticeship program shall be subject to the review and approval by the Administrator of Apprenticeship.

1. Term of Apprenticeship: 2618 hours, the first 1,088 hours of which shall be their probationary period.
 less 1530 hours LVN credit
1088 remaining
2. Ratio: The educational institution hereby referred to as the program provider may employ 1 clinical instructor for up to 10 apprentices.

3. Work Processes to be learned: (See Attachment -A)

4. Wage Schedule: Apprentices shall be paid as follows:

See CBA (See Attached) is \$ _____ per _____
 (Straight time hours per day 8 per week 40)

Overtime Compensation: See CBA

Period	Amount	Period	Amount	Period	Amount	Period	Amount

Advancement Schedule: See CBA

Other Compensation:

Hours of related instruction 186 per year. Required school time shall be compensated.

Name of LEA: San Joaquin Delta College

16 SEP 19 AM 8

5. Responsibilities of program Sponsor: The program sponsor agrees to: (1) administer and enforce the standards as approved; (2) establish rules and regulations governing the program; (3) select apprentices on the basis of qualifications alone, through fair and impartial procedures applied uniformly to all applicants, as required under Title 29 of the Code of Federal Regulations, Part 30 and by the California Plan for Equal Opportunity in Apprenticeship and by the California Code of Regulations, Title 8, Chapter 2; (4) provide reasonably continuous employment to all apprentices in its employ; (5) provide the diversified work training scheduled herein under competent trainers, including safety training through the program and first aid training, either in conjunction with the apprentices, related instruction classes or otherwise as appropriate; (6) arrange for Related and Supplemental instruction pursuant to LC 3074; (7) maintain a record of each apprentice's work training, related instruction and progress therein; (8) file a copy of each apprentice agreement with the Secretary of the California Apprenticeship Council; (9) grant apprentices credit for previous experience; (10) develop disciplinary procedures for apprentices including fair hearings; (11) provide training in the recognition of illegal discrimination and sexual harassment; (12) ensure there is meaningful representation of the apprentice in the management of the program; (13) participate in the development or comply with training criteria where such have been adopted; (14) create an adequate mechanism to be used for the rotation of apprentices through all work processes; (15) submit an annual Self-Assessment Review and Program Improvement Plan annually to the Chief DAS.

6. **Apprentice Agreements:** Apprentices shall be at least 18 years of age. When the period of training extends beyond 18, the apprentice agreement shall likewise be binding to such a period as may be covered. An apprentice is one who has been qualified and approved by the apprenticeship committee, signed an individual apprentice agreement with the program sponsor under these standards, which agreement has been approved by the Administrator or his duly authorized representative and filed with the California Apprenticeship Council. The standards shall be a part of the apprenticeship agreement. Apprentices shall be furnished a copy of the standards or given an opportunity to read them before indenture. Apprentice agreements shall be cancelled by the Administrator during the program probationary period at the request in writing of either party (Apprentice and JATC); after the probationary period agreements may be terminated by the Administrator by mutual consent of all the parties consistent with civil service rights. An apprentice agreement shall remain in effect during a lay-off unless cancelled.
7. **Hours and Working Conditions:** The regular work day, work week and other working conditions for apprentices shall conform to all applicable laws and regulations. Overtime shall not interfere with or impair training or schooling nor be detrimental to the health and safety of the apprentice. Establish a mechanism to rotate apprentices from work processes to work processes to assure complete training.
8. **Responsibilities of Apprentices:** Each apprentice shall satisfactorily perform all work and learning assignments, and complete a course of related instruction, as determined in accordance with California Labor Code Section 3078(d). There shall be no liability on the part of the employer for an injury sustained by an apprentice engaged in school work at a time when the employment of the apprentice has been temporarily or permanently terminated.
9. **Disciplining of Apprentice:** Disciplinary proceeding for apprentices in this program shall be duly noticed in writing to such individuals. The Division of Apprenticeship Standards shall attend all such proceedings.
10. **Certificate of Completion:** A Certificate of Completion will be issued by the California Apprenticeship Council to apprentices upon receipt of competent evidence of their satisfactory completion of apprenticeship hereunder.
11. **Modification of Standards:** These Standards shall be modified to conform to any changes in prevailing practices, conditions and wages in the area and the industry if and when such changes occur. Requests of the program sponsor for modification are subject to the approval of the Administrator of Apprenticeship.
12. Where rules and regulations for governing the program are established by the program sponsors, a copy of such shall be provided to each apprentice.
13. Where applicable if the employer has a collective bargaining agreement with a labor organization applicable to this occupation, approval by the labor organization will be affixed below.
14. The foregoing standards are hereby agreed to by the employer as of _____ (date).

By Barbara Barney-Knox Title HQ, CNE 9/1/16 (date)

15. (Where applicable) The foregoing standards are hereby agreed to by:

Service Employees International Union - Unit 20

Name of Union

Name and Title

[Signature] CHAIR BU 20

Date

9/1/2016

16. Sponsors designees/Committee members authorized to administer the apprenticeship program (where applicable)

Employer Designee

Employee Designee

Barbara Barney-Knox, Chief Nurse Executive

Rionna Jones, Chair of Unit 20

NAME/TITLE

NAME/TITLE

Cindy Gonzales, Associate Director, Field Operations

Luisa Leuma, Steward, Avenal State Prison

NAME/TITLE

NAME/TITLE

Chanden Dhatt, Calif. Health Care Facility, Sup. Registered Nurse III

Karen Franklin, Steward, San Quentin State Prison

NAME/TITLE

NAME/TITLE

Lisa V. Smith, Labor Relations Specialist

Bob Mutebi, RN Steward, California Health Care Facility

NAME/TITLE

NAME/TITLE

17. The foregoing standards, being in conformity with the rules and regulations of the California Apprenticeship Council and the California Code of Regulations, and applicable Federal Regulations are hereby approved on October 20, 2016 effective 09/01/2016

By [Signature] 9/13/16
Apprenticeship Consultant Date

[Signature]
Diane Ravnik, Chief
Division of Apprenticeship Standards

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SALARY/WAGE SCHEDULE

For

California Correctional Care Services Apprenticeship Program

For

Apprentice Registered Nurse, Correctional Facility

The apprentice salary/wages scales are provided by the State of California and the Collective Bargaining Agreement (See source documents attached) for the occupation of Registered Nurse, Correctional Facility.

The apprentices registered in this program, shall receive the lowest wage on the salary range for apprentice Registered Nurses (\$7,617.00 to \$9,079.00) being \$7,617.00 per month throughout the term of the apprenticeship.

Upon successful completion of the apprenticeship the graduating apprentice shall receive a lowest wage on the salary range for Journeyperson Registered Nurses (\$8,396.00 to \$10,011.00) being \$8,396.00 per month and progress in accordance with the salary/wage requirements set forth in the Collective Bargaining Agreement.

DSPFCLUI

INQUIRY
CLASS DATA SCREEN

09/13/2016
14:10:24

COMMAND==>

NEXT CLASS CODE: EFFECTIVE DATE: 00 00 0000 ALT RNG ID: CLASS TYPE:
CLASS TYPE : CLASS CODE: 9275

EFFECTIVE DATE : 07 01 2015 PROCESS DATE : 07 07 2015 PAY LTR: 1515
TITLE: REGISTERED NURSE, CORRECTIONAL FACILITY

ABBREV TITLE : REGISTERED NURS CF	EXEMPT ENTLMNT:
CLASS TITLE GRP:	NON TESTING IND:
ESTABLISH DATE : 06 15 1993	CB ID : R17
SCHEM CODE : TI80	MCR CODE : 1
WORK WEEK GRP : 2	ALT RG CRIT : 047 231 437
REMARKS :	SPECIAL MSG :
FOOTNOTE ID : 01 91	SPEC REV DTE :

COMPENSATION TYPE:
CLASS STATUS: REALLOCATED CLASS:

ALARY (ENTER), FORWARD (PF8), BACKWARD (PF7), DIRECTORY (PF3), MENU (PF2),
IMS (CLEAR), PRINT (PF12)

CSPFS1UI

INQUIRY

09/13/2016

SALARY RANGE DATA

14:10:38

COMMAND==>

PAGE 1 OF 2

NEXT CLASS CODE: EFFECTIVE DATE: 00 00 0000. ALT RNG ID: CLASS TYPE:
CLASS TYPE: CLASS CODE: 9275 ALTERNATE RANGE ID : K

SALARY STRUCTURE CODE: 1

CBID DESIGNATION ID :

NBR OF SALARY STEPS :

SALARY RANGE NUMBER : 00 . 00

SST POINTER :

STEP DIFFERENTIAL DATA

TYPE :

VALUE :

REGULAR SALARY RATES

8396.00 10011.00

LONGEVITY SALARY RATES

FORWARD (PF8), BACKWARD (PF7), MENU (PF2), PIMS (CLEAR), CLASS DATA (PF3),
SALARY RANGE DATA PAGE 2 (ENTER), PRINT (PF12)



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Attachment A Work Processes

Apprentices approved in this program are all Licensed Vocational Nurses having satisfactorily met all standards and requirements established by the State of California Board of Vocational Nursing and Psychiatric Technicians. This is inclusive of having procured 1,530 hours of training in the meeting of their licensure requirements as a Licensed Vocational Nurse. As a necessary component of their admittance to this apprenticeship program, these hours were therefore, procured as part of the meeting of requirements to become a Registered Nurse as defined by the purpose of the Licensed Vocational Nurse to Registered Nurse Apprenticeship Program.

Registered Nurse

O*NET:
29-1141.00

Work Processes

Approximate
Hours

1. The student will utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients utilizing research and best practices that promote maximum physiological outcomes for adults with multiple medical, surgical and/or complex disorders in the clinical setting.

136

2. The student will utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients using principles of safe and accurate medication administration to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

136

3. The student will utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients incorporating monitoring and early recognition of complications plus reduction of risk in order to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

136

4. The student will utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients that provides specifically for basic care and comfort required for activities of daily living in order to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

80

5. The student will utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients using therapeutic communication techniques in each encounter to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

80



6. The student will utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients employing principles of psychosocial integrity to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting. 80
7. The student will utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients based on principles that consider developmental needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting. 80
8. The student will utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients using principles of patient advocacy and patient education to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting. 136
9. The student will utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients using principles of professional, legal and ethical nursing to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting. 112
10. The student will utilize the nursing process to formulate, organize, and evaluate nursing care that promotes a safe environment to multiple patients and meets the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting. 112

Subtotal	1088
Plus LVN credit	<u>1530</u>
Total	2618

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San Joaquin Delta College Associate Degree Program

Curriculum and Clinical Learning Outcomes

LVN to RN Apprenticeship Grant Program

SJDC ADN Prerequisites, Course Number, Course Name. Semester Units

ENG 001A	Written Communication	3.0 Units
BIOL 31	Human Anatomy	4.0 Units
BIOL 32	Human Physiology	5.0 Units
BIOL 22	Intro to Medical Microbiology	4.0 Units
	OR	
BIOL 23	General Microbiology	5.0 Units
HS 019 /FCS 19	Human Development	3.0 Units
MATH 92G	Intermediate Algebra	4.0 Units
COM ST 001A	Fundamentals of Speech	3.0 Units
Psych 001	Introduction to Psychology	3.0 Units
SOCIO 001A	Introduction to Sociology	3.0 Units
	OR	
Socio 001B	Problems of a Changing Society	3.0 Units

TOTAL GENERAL EDUCATION PREREQUISITE UNITS: 32.0

PREREQUISITE

HS 43	Nursing Synthesis	3.0 Units
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THIRD SEMESTER

NURSADN/006	Intermediate Medical-Surgical Nursing	2.0 Units
NURSADN/006L	Intermediate Medical-Surgical Nursing	2.5 Units
NURSADN/007	Neuro-Psychiatric Nursing	2.0 Units
NURSADN/007L	Neuro-Psychiatric Nursing Lab	2.5 Units
NURSADN/003C	Advanced Medication Administration for Nursing Practice	1.0 Unit
		13.0 Units

FOURTH SEMESTER:

NURSADN/008	Advanced Medical-Surgical Nursing	2.5 Units
NURSADN/008L	Advanced Medical-Surgical Nursing	2.5 Units
NURSADN/009	Transition to Practice	3.0 Units
NURSADN/009L	Transition to Practice	2.5 Units
		10.5 Units

TOTAL NURSING UNITS: 20.5 Units

Prerequisite Course Descriptions:

ENG 001A - Reading and Composition - Units 3

Prerequisites: ENG-079 Preparatory English with a grade of "C" or better or Composition Level III.

Advisories: Reading Level III, or Reading Level II and concurrent enrollment in READING-094A.

This course is a transfer-level, college freshman English composition course comparable to those courses offered by the state college and university systems. (UC, CSU, C-ID ENGL 100)

BIOL 031 - Human Anatomy - Units 4

Prerequisite Skills: 1. Reading Level II.

Advisories: BIOL 011, Humans in the Biological World, with a minimum grade of "C"; ENG-079, Preparatory English, with a minimum grade of "C" or Composition Level III; MATH 092, Intermediate Algebra (STEM), with a minimum grade of "C" or MATH 082, Intermediate Algebra, with a minimum grade of "C" or minimum level 5 on the COMPASS Math Placement Test.

This course is a study of the structural organization of the human body: gross and microscopic structure of the integumentary, skeletal, muscular, nervous, sensory, endocrine, cardiovascular, lymphatic, respiratory, digestive, excretory, and reproductive systems, from cellular to organ system levels of organization. This course is primarily intended for nursing, allied health, kinesiology, and other health related majors. This course covers structure of the human body at the cell, tissue, organ, and system level. A systems approach is taken with microscopy and gross anatomy of all systems. Emphasis is placed on structure-function relationships. This is a majors level course with designed rigor. The laboratory includes study of microscopic specimens, organ and organism dissection, and models. (UC, CSU, C-ID BIOL 110B).

BIOL 032 - Human Physiology - Units 5

Prerequisites: BIOL-031 Human Anatomy or BIOL-033 Anatomy & Physiology or BIOL-001 Core Biology or BIOL-011 Humans in the Biological World and CHEM-003A Introduction to Chemistry or CHEM-001A General Chemistry each with a grade of "C" or better.

Advisories: ENG-079 or Composition Level III.

MATH-082 each with a grade of "C" or better minimum level of 5 on the COMPASS Math Placement Test. This course is a study of the physiological principles, function, integration and homeostasis of the human body at the cellular, tissue, organ, organ system and organism level: integumentary system, bone, skeletal, smooth and cardiac muscles, nervous system, sensory organs, cardiovascular system, lymphatic and immune systems, respiratory system, urinary system, digestive system, endocrine system, and reproductive system. This course is primarily intended for Nursing, Allied Health, Kinesiology, and other health related majors. (UC, CSU, C-ID BIOL 120B)

BIOL 022 - Introduction to Medical Microbiology - Units 4

Prerequisites: CHEM-003A Introduction to Chemistry with a grade of "C" or better.

Prerequisite Skills: 1. Reading Level II.

Advisories: BIOL-001 with a grade of "C" or better.

This course is a study of microorganisms with the main emphasis on bacteria and the disease process. Laboratory work includes cultural, morphological, growth requirements and biochemical characteristics of microorganisms. Basic laboratory skills of the microbiologist are emphasized. The course is recommended for the student planning to enroll in the SJDC Nursing Program. The student who plans to transfer to a college or university, which requires a 5 unit course in bacteriology or microbiology, is advised to enroll in BIOL 023. (CSU)

BIOL 023 - General Microbiology - Units 5

Prerequisites: CHEM-003A Introduction to Chemistry with a grade of "C" or better.

Prerequisite Skills: 1. Reading level II.

Advisories: BIOL-001 with a grade of "C" or better.

This course is the study of the nature and activities of microorganisms and their relationships to human life and human interest. The laboratory activities include bacteriology and mycological techniques, demonstration of physiological activities, isolation, and identification of microorganisms, a student designed independent experiment and may include field trips to

demonstrate practical applications. This course meets introductory requirements for majors in microbiology and for other students requiring knowledge of microbiology. (UC, CSU)

HS 019/FCS 019 - Human Development - Units 3

Prerequisite Skills: 1. Reading Level II.

This course is an integration of the biological, cognitive, and psychological aspects of human development throughout the lifespan. The course is a study of the developmental tasks facing individuals at various points in the life cycle and the ways social interaction and cultural institutions shape the development of the individual. The course is designed as a foundation course for careers in educational, social service, psychological, and health fields. (UC, CSU)

MATH 092G - Intermediate Algebra - Units 4

Prerequisites: MATH-090 Beginning Algebra with a grade of "C" or better or a minimum assessment level 4 on the math COMPASS placement test.

This is a second course in algebra covering rational expressions and equations, rational exponents and radicals, an introduction to functions, linear functions, quadratic functions, exponential functions, and logarithmic functions. This course is intended for non-STEM majors.

COM ST 001A - Fundamentals of Speech - Units 3

Prerequisite Skills: 1. Reading level II.

This course is designed to emphasize current theories of communication, audience analysis, and development and organization of information for public speaking. (UC, CSU, C-ID COMM 110)

PSYCH 001 - Introduction to Psychology - Units 3

Prerequisite Skills: 1. Reading level II.

Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social

psychology, psychological disorders and therapeutic approaches, and applied psychology. (UC, CSU, C-ID PSY 110)

SOCIO 001A - Introduction to Sociology - Units 3

Prerequisite Skills: Reading level II.

Advisories: ENG-001A with a grade of "C" or better.

This course is designed to examine how social forces affect human behavior. The student classifies, discusses, and analyzes the major social forces such as socialization, culture, class inequality and differences, ethnic and racial relations, sex and gender, sexual orientation, age and aging, disabilities, economic and political institutions, education, family, religion, deviance and social change. (UC, CSU)

SOCIO 001B - Problems of a Changing Society - Units 3

Prerequisite Skills: 1. Reading Level II.

Advisories: ENG-001A with a grade of "C" or better.

This course is designed to focus attention on the social problems which grow out of rapid social and cultural change. Topics may include family disorganization, poverty, crime, health care, racial discrimination, international tensions, and education. (UC, CSU)

ADN Course Outcomes:

HS 43 – NURSING SYNTHESIS

This course is designed to prepare the licensed vocational nurse, psychiatric technician, and graduate of vocational nursing and psychiatric technician programs for entry into an associate degree nursing (ADN) program. The course includes topics not included in vocational nursing (VN) and psychiatric technician (PT) programs: nursing process, role change, research skills, teaching-learning principles and development of the teaching role. The course also includes reviews of medical-surgical nursing, maternal child nursing, pharmacology, and medication calculation to prepare the student for success in an ADN program. (CSU)

NURSADN 003C - ADVANCED MEDICATION ADMINISTRATION FOR NURSING PRACTICE

This course continues the study of pharmacology principles for nursing practice. Based on the Client Needs Model, this course addresses the major drug classifications used to treat neurological, cardiovascular and endocrine disorders as well as chemotherapeutic agents and adjuvant medications for pain. The student will apply the Nursing Process to the study of medications and their effects on clients. This course is designed to enhance the study of nursing care in association with third semester nursing courses ADN 006 and ADN 007. (CSU)

NURSADN 006 and 006L - INTERMEDIATE MEDICAL-SURGICAL NURSING

This course introduces intermediate concepts of Medical-Surgical nursing through the Client Needs model. Course content includes alterations of body systems with concentration in the maintenance of physiological integrity, such as, inflammatory process, autoimmune disorders and other disorders. Health promotion and maintenance as well as psychosocial balance are also advanced. A lifespan focus on the adult client with multiple medical disorders is offered. A community project in the area of client education and support for those with alterations of body systems will be completed. The student will apply the Nursing Process to develop safe and effective practices that meet client needs. (CSU)

NURSADN 007 and 007 L - NEURO-PSYCHIATRIC NURSING

This course presents principles and psychosocial integrity and how the nurse provides care through the Client Needs model. The neurological-and psychiatric-based disorders area presented as well as client and nursing responses to these disorders. Health promotion and maintenance is emphasized in the advancement of mental health and the prevention of neuropsychiatric disorders. Clients from childhood to older adult are addressed in the lifespan focus of this course. A community project in the area of substance abuse prevention and treatment will be completed. The student will apply the Nursing Process to develop safe and effective practices to meet client needs. (CSU)

NURSADN 008 and 008L - ADVANCED MEDICAL-SURGICAL NURSING

This course introduces advanced concepts of Medical-Surgical nursing through the Client Needs model. Course content includes the care of clients with significant alterations in body systems that are life-threatening and/or pose potential for disability or death including burns, gastrointestinal, renal, endocrine, immune, neurological, respiratory, cardiovascular and hematological disorders and injuries that threaten physiological integrity. Health promotion and maintenance concepts are addressed. A lifespan focus on the children and adults with multiple medical or complex disorders and client with multiple medical disorders is offered.

The student will apply the Nursing Process to develop safe and effective practices that meet client needs. (CSU)

NURSADN 009 and 009L - TRANSITION TO NURSING PRACTICE

This course provides experience and content that assists the graduating student in preparation for practice. Emphasis is placed on advanced geriatric study and clients with multi-system, chronic disorders including clients with cancer and AIDS. Other topics addressed include leadership, management, and supervision, job-seeking and resume skills. In addition, a community project will be completed to assess disaster and emergency planning needs of local populations. The student will apply the Nursing Process to develop safe and effective practices that meet client needs. (CSU)

San Joaquin Delta College Catalog, 2016

HS 43 Nursing Synthesis

Upon successful completion of this course the student will be able to do:

1. Demonstrate skills and behaviors which promote success in the Associate Degree Nursing Program.
2. Incorporate knowledge and skills learned from previous educational programs with principles from the sciences and the Nursing Process in the formulation of nursing care.
3. Describe the roles and responsibilities of the Registered Nurse (RN).

Course Outcomes

Upon successful completion of this course, the student will be able to:

1. Describe the roles of the professional nurse as a manager and provider of care, counselor, educator, patient advocate, and member of the profession.
2. Review mission statement, conceptual model or organizational framework, philosophy and program objectives of the San Joaquin Delta College Nursing Program.
3. Integrate the components of the nursing process, physiological experiences of the patient and the role of the RN in the proposed delivery of nursing care.
4. Demonstrate accuracy in medication dosage calculations.
5. Integrate subjective and objective physiological information in providing rationale for the administration of pharmacological agents.
6. Demonstrate the use of the teaching-learning process in the role of the RN as an educator.
7. Integrate biological, sociological and behavioral sciences in the review of nursing care of clients with selected medical-surgical problems.

8. Compile nursing care plans using principles from the biological, sociological and behavioral sciences and the concept of cultural diversity.
9. Demonstrate therapeutic communication skills appropriate to an ADN student by completion of oral presentations and written assignments.
10. Identify factors such as time management, study skills, learning modalities and test-taking strategies that facilitate successful completion of the ADN Program.
11. Describe the role of the RN in the care of pediatric and obstetrical clients.

ADN Clinical Outcomes: Clinical Hours: 2 days/week; 8hrs/day

ADN 006 CLINICAL COURSE LEARNING OUTCOMES

Assessment: The student will demonstrate 75% proficiency in all clinical requirements using the faculty agreed upon clinical evaluation rubric, oral and written assignments, and specified competencies.

Upon successful completion of this course:

CLO #1:

The student will, with intermittent guidance by faculty, utilize the nursing process to coordinate and maintain nursing care that promotes a safe environment to multiple clients and meets the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

CLO #2:

The student will, with intermittent guidance by faculty, utilize the nursing process to devise and implement a plan of care that achieves improved and optimal client outcomes utilizing the principles of professionalism, leadership, quality improvement, and inter-professional collaboration with healthcare personnel in the clinical setting.

CLO #3:

The student will, with intermittent guidance by faculty, utilize the nursing process to apply principles that promote client advocacy and education for the adult client(s), with multiple medical disorders in the clinical setting.

CLO #4:

The student will, with intermittent guidance by faculty, utilize the nursing process to formulate and implement the plan of care addressing human growth and developmental needs of the adult client(s) with multiple medical disorders in the clinical setting.

CLO #5:

The student will, with intermittent guidance by faculty, utilize the nursing process to manage care that addresses the emotional, mental, social, and cultural needs of the adult client(s), their families/significant others with multiple medical disorders in the clinical setting.

CLO #6:

The student will, with intermittent guidance by faculty, utilize the nursing process to employ the principles and techniques of therapeutic communication in order to meet the needs of the adult client(s) with multiple medical disorders in the clinical setting.

CLO #7:

The student will, with intermittent guidance by faculty, utilize the nursing process to appraise for and assist in achieving optimal outcomes by providing care that meets the basic care and comfort care needs required for daily living of the adult client(s) with multiple medical disorders in the clinical setting.

CLO #8:

The student will, with intermittent guidance by faculty, utilize the nursing process to organize and deliver care that provides safe and accurate administration of medications and parenteral therapies throughout the delivery of the care of the adult client(s) with multiple medical disorders in the clinical setting.

CLO #9:

The student will, with intermittent guidance by faculty, utilize the nursing process to formulate care utilizing screening processes, laboratory data analyses, diagnostic testing, and medical/nursing interventions when assessing for, identifying, preventing, and/or managing complications that may arise in the adult client(s) with acute, chronic, and/or life threatening physical conditions in the clinical setting.

CLO #10:

The student will, with intermittent guidance by faculty, utilize the nursing process to formulate, plan, and implement care for the adult client(s) with multiple medical disorders utilizing evidenced-based research to maximize optimal physiologic outcomes in the clinical setting.

ADN 007 CLINICAL COURSE LEARNING OUTCOMES

Consistent with online materials, text, lecture, instructional materials and standards of care within the nursing profession, the student will utilize the programmatic unifying theme of client needs and the nursing process to meet the following objectives.

The student, with intermittent guidance, utilizing the nursing process:

1. Apply neuro-psychiatric-mental health concepts in the care of clients with identified psychosocial problems and neuropsychiatric disorders.
2. Provide direct care and acquire clinical practice experience in the management of neuropsychiatric client and their families.
3. Identify psychosocial problems and provide psychosocial interventions using the principles of therapeutic communication and crisis intervention.

4. Collaborate and establish effective working relationships with physicians, nursing staff, and ancillary personnel in the care of clients with neuropsychiatric disorders.
5. Demonstrate the assessment and management of therapeutic and adverse effects of psychopharmacologic medications.
6. Demonstrate effective therapeutic communication and documentation skills in the care of clients with neuropsychiatric disorders.
7. Assess self-awareness and evaluate one's ability to use self in a therapeutic manner and seek supervision from clinical instructor concerning client care, self-awareness and self-growth issues.

ADN 008 CLINICAL COURSE LEARNING OUTCOMES

I. Course Outcome: The student will, with minimal guidance by faculty, utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients utilizing research and best practices that promote maximum physiological outcomes for adults with multiple medical, surgical and/or complex disorders in the clinical setting.

Assessment: The student will demonstrate 75% proficiency in all clinical requirements using the faculty agreed upon clinical evaluation rubric, oral and written assignments, and specified competencies. 100% of students will meet this level of proficiency.

Course Outcome addresses the following Program Learning Outcome(s):

Nursing

Through application of the nursing process, utilizing best practices across the life-span in a variety of settings, the graduate will facilitate optimum patient outcomes which are based upon decisions and care that prevent and / or manage complications or health problems related to existing conditions, treatments, or procedures by providing evidence-based care to multiple patients with acute, chronic and/or life threatening physical conditions.

II. Course Outcome: The student will, with minimal guidance by faculty, utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients incorporating monitoring and early recognition of complications plus reduction of risk in order meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

Assessment: The student will demonstrate 75% proficiency in all clinical requirements using the faculty agreed upon clinical evaluation rubric, oral and written assignments, and specified competencies. 100% of students will meet this level of proficiency.

Course Outcome Addresses the following Program Learning Outcome(s):

Nursing

Through application of the nursing process, utilizing best practices across the life-span in a variety of settings, the graduate will facilitate optimum patient outcomes which are based upon a decisions and care that prevent and / or manage complications or health problems related to existing conditions, treatments, or procedures by providing evidence-based care to multiple patients with acute, chronic and/or life threatening physical conditions.

III. Course Outcome: The student will, with minimal guidance by faculty, utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients using principles of safe and accurate medication administration to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

Assessment: The student will demonstrate 75% proficiency in all clinical requirements using the faculty agreed upon clinical evaluation rubric, oral and written assignments, and specified competencies. 100% of students will meet this level of proficiency.

Course Outcome Addresses the following Program Learning Outcome(s):

Nursing

Through application of the nursing process, utilizing best practices across the life-span in a variety of settings, the graduate will facilitate optimum patient outcomes by managing (1) the activities of daily living for patients, (2) comfort measures of patients, and (3) safe and accurate medication administration and parenteral therapies to patients.

IV. Course Outcome: The student will, with minimal guidance by faculty, utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients that provides specifically for basic care and comfort required for activities of daily living in order to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

Assessment: The student will demonstrate 75% proficiency in all clinical requirements using the faculty agreed upon clinical evaluation rubric, oral and written assignments, and specified competencies. 100% of students will meet this level of proficiency.

Course Outcome Addresses the following Program Learning Outcome(s):

Nursing

Through application of the nursing process, utilizing best practices across the life-span in a variety of settings, the graduate will facilitate optimum patient outcomes by managing (1) the activities of daily living for patients, (2) comfort measures of patients, and (3) safe and accurate medication administration and parenteral therapies to patients.

V. Course Outcome: The student will, with minimal guidance by faculty, utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients using therapeutic communication techniques in each encounter to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

Assessment: The student will demonstrate 75% proficiency in all clinical requirements using the faculty agreed upon clinical evaluation rubric, oral and written assignments, and specified competencies. 100% of students will meet this level of proficiency.

Course Outcome Addresses the following Program Learning Outcome(s):

Nursing

Through application of the nursing process, utilizing best practices across the life-span in a variety of settings, the graduate will facilitate optimum patient outcomes by providing therapeutic communication to patients, their families/significant others.

VI. Course Outcome: The student will, with minimal guidance by faculty, utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients employing principles of psychosocial integrity to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

Assessment: The student will demonstrate 75% proficiency in all clinical requirements using the faculty agreed upon clinical evaluation rubric, oral and written assignments, and specified competencies. 100% of students will meet this level of proficiency.

Course Outcome Addresses the following Program Learning Outcome(s):

Nursing

Through application of the nursing process, utilizing best practices across the life-span in a variety of settings, the graduate will facilitate optimum patient outcomes by managing care that addresses the emotional, mental, social, and cultural needs of patients, their families/significant others.

VII. Course Outcome: The student will, with minimal guidance by faculty, utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients based on principles that consider developmental needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

Course Outcome Addresses the following Program Learning Outcome(s):

Nursing

Through application of the nursing process, utilizing best practices across the life-span in a variety of settings, the graduate will facilitate optimum patient outcomes by managing care that addresses the emotional, mental, social, and cultural needs of patients, their families/significant others.

Assessment: The student will demonstrate 75% proficiency in all clinical requirements using the faculty agreed upon clinical evaluation rubric, oral and written assignments, and specified competencies.

100% of students will meet this level of proficiency.

VIII. Course Outcome: The student will, with minimal guidance by faculty, utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients using principles of patient advocacy and patient education to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

Assessment: The student will demonstrate 75% proficiency in all clinical requirements using the faculty agreed upon clinical evaluation rubric, oral and written assignments, and specified competencies. 100% of students will meet this level of proficiency.

Course Outcome Addresses the following Program Learning Outcome(s):

Nursing

Through application of the nursing process, utilizing best practices across the life-span in a variety of settings, the graduate will facilitate optimum patient outcomes by managing care that promotes health maintenance through patient advocacy and education.

IX. Course Outcome: The student will, with minimal guidance by faculty, utilize the nursing process to formulate, organize, and evaluate nursing care for multiple patients using principles of professional, legal and ethical nursing to meet the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

Assessment: The student will demonstrate 75% proficiency in all clinical requirements using the faculty agreed upon clinical evaluation rubric, oral and written assignments, and specified competencies. 100% of students will meet this level of proficiency.

Course Outcome Addresses the following Program Learning Outcome(s):

Nursing

Through application of the nursing process, utilizing best practices across the life-span in a variety of settings, the graduate will facilitate optimum patient outcomes through nursing care that incorporates professionalism, leadership, inter-professional collaboration, teamwork, and quality improvement.

X. Course Outcome: The student will, with minimal guidance by faculty, utilize the nursing process to formulate, organize, and evaluate nursing care that promotes a safe environment to multiple patients and meets the needs of adults with multiple medical, surgical and/or complex disorders in the clinical setting.

Assessment: The student will demonstrate 75% proficiency in all clinical requirements using the faculty agreed upon clinical evaluation rubric, oral and written assignments, and specified competencies.

100% of students will meet this level of proficiency.

Course Outcome Addresses the following Program Learning Outcome(s):

Nursing

Through application of the nursing process, utilizing best practices across the life-span in a variety of settings, the graduate will facilitate optimum patient outcomes by providing quality, effective nursing care in an environment that is safe for patients, their families/significant others and other health care personnel

ADN 009 CLINICAL COURSE LEARNING OUTCOMES

Specific Objectives: Upon successful completion of this course, the student will be able to:

1. The student will, with minimal guidance by faculty, utilize the nursing process to evaluate an environment that is safe for clients, family/significant others and health care personnel that is free from health and environmental hazards in the clinical setting.
2. The student will, with minimal guidance by faculty, utilize the nursing process to evaluate for optimal client outcomes by formulating nursing care based on practice methods that include professionalism, leadership, quality improvement and interdisciplinary collaboration and communication in the clinical setting.
3. The student will, with minimal guidance by faculty, utilize the nursing process to appraise and evaluate client needs by providing care that promotes and maintains client health through assessment, client education and advocacy throughout the lifespan in the clinical setting.
4. The student will, with minimal guidance by faculty, utilize the nursing process to manage and direct client needs by providing comprehensive care that incorporates human growth and development principles in the clinical setting.
5. The student will, with minimal guidance by faculty, utilize the nursing process to evaluate client needs by providing care that considers the emotional, mental, social and cultural needs of the client and family in the clinical setting.
6. The student will, with minimal guidance by faculty, utilize the nursing process to describe client needs that include therapeutic communication to clients, family members, support persons as well as members of the health care team in the clinical setting.
7. The student will, with minimal guidance by faculty, utilize the nursing process to compare and evaluate client needs through providing comfort and assistance in the performance of activities of daily living (comfort, nutrition, hydration, hygiene, mobility, elimination and sleep in the clinical setting.
8. The student will, with minimal guidance by faculty, utilize the nursing process to describe client needs by providing care related to the safe and accurate administration of medications and parenteral therapies in the clinical setting.
9. The student will, with minimal guidance by faculty, utilize the nursing process to formulate or design care that reduces the likelihood of clients that will develop complications or health problems related to existing conditions, treatments or procedures in the clinical setting.
10. The student will, with minimal guidance by faculty, utilize the nursing process to evaluating client needs through managing and providing evidence-based care for multiple clients with acute, chronic or life threatening physical health conditions in the clinical setting.

These clinical outcomes are taken from the Course Syllabi for each class.



San Joaquin Delta College
 Career Technical Education & Workforce Development

5151 Pacific Avenue | Stockton, CA 95207 | Horton Administration, Room 102 | (209) 954-5093

June 14, 2016

Division of Apprenticeship Standards
 Kelly Mackey, Apprenticeship Consultant
 160 Promenade Circle, Suite 320
 Sacramento, Ca 95834

Dear Ms. Mackey,

San Joaquin Delta College is reaffirming its commitment to serve as a Local Education Agency for the Licensed Vocational Nurse (LVN) to Registered Nurse (RN) apprenticeship program (DAS District 04) sponsored by California Correctional Health Care Services (CCHCS).

The Licensed Vocational Nurse (LVN) to Registered Nurse (RN) apprenticeship program incorporate courses that are currently offered by San Joaquin Delta College. The number of class offerings is sufficient to support the program.

The curriculum for the Licensed Vocational Nurse (LVN) to Registered Nurse (RN) apprenticeship program includes the following courses:

Course	Title
Required Courses	
BIOLOGY 32	Human Physiology
BIOLOGY 31	Human Anatomy
BIOLOGY 22 OR BIOLOGY 23	Introduction to Medical Microbiology General Microbiology
ENGLISH 1A	Reading and Comprehension
MATH 92 G	Intermediate Algebra
HS 19	Human Development
HS 43	Nursing Synthesis
FCS 6	Nutrition
PSYCH 1	Introduction to Psychology
SOCIO 1A	Introduction to Sociology
NURSING 1	Fundamentals of Nursing Practice
NURSING 2	Introduction Medical-Surgical Nursing
NURSING 4	Maternal, Newborn, and Reproductive Health Nursing
NURSING 5	Infancy through Young Adult Nursing
NURSING 6	Intermediate Medical - Surgical Nursing
NURSING 7	Neuro-Psychiatric Nursing
NURSING 8	Advanced Medical- Surgical Nursing
NURSING 9	Transition to Nursing Practice

16 SEP 19 AM 8:11

The Related and Supplemental Instruction (RSI) courses for the Licensed Vocational Nurse (LVN) to Registered Nurse (RN) apprenticeship program are listed in Attachment A.

The apprentices will be enrolled in RSI classes at Delta College according to California Correctional Health Care Services (CCHCS) and the SJDC Nursing Program recommendations.

If you have any questions, please feel free to contact our office Monday through Friday, 8:00 am - 5:00 pm at (209) 954-5093.

Sincerely,



Salvador Vargas
Dean, CTE & Workforce Development
San Joaquin Delta College
5151 Pacific Avenue
Stockton, Ca 95207

Cc: Julie Kay, Lisa Lucchesi

Attachments: (1)

Attachment A: RSI for the Licensed Vocational Nurse (LVN) to Registered Nurse (RN) apprenticeship program

Attachment A

Related & Supplemental Instruction California Correctional Health Care Services (CCHCS)

Licensed Vocational Nurse (LVN) to Registered Nurse (RN) Apprenticeship Program

Program:

DAS File Number:

Occupation:

O*NET Code:

Course	Title	Units	Hrs/ Week	Hrs/ Semester
Required Courses				
BIOLOGY 32	Human Physiology	5.0	9.0	157.5
BIOLOGY 31	Human Anatomy	4.0	7.0	122.5
BIOLOGY 22 OR BIOLOGY 23	Introduction to Medical Microbiology General Microbiology	4.0 5.0	7.0 9.0	122.5 157.5
ENGLISH 1A	Reading and Comprehension	3.0	3.0	54
MATH 92 G	Intermediate Algebra	4.0	4.0	72
HS 19	Human Development	3.0	3.0	54
HS 43	Nursing Synthesis	3.0	4.0	70
FCS 6	Nutrition	3.0	3.0	52.5
PSYCH 1	Introduction to Psychology	3.0	3.0	52.5
SOCIO 1A	Introduction to Sociology	3.0	3.0	52.5
NURSING 1	Fundamentals of Nursing Practice	5.0	11.0	192.5
NURSING 2	Introduction Medical-Surgical Nursing	5.0	11.0	192.5
NURSING 4	Maternal, Newborn, and Reproductive Health Nursing	4.0	8.0	140.0
NURSING 5	Infancy through Young Adult Nursing	4.0	8.0	140.0
NURSING 6	Intermediate Medical - Surgical Nursing	4.5	10.5	183.75
NURSING 7	Neuro-Psychiatric Nursing	4.0	8.0	140.0
NURSING 8	Advanced Medical- Surgical Nursing	5.0	11.0	192.5
NURSING 9	Transition to Nursing Practice	5.0	11.0	192.5

Required hours: Not less than 144 per year (Article XI.1 Apprenticeship Standards)

133.5
+ prerequisites =
186

16 SEP 19 AM 8:12

TO: Diane Ravnik, Chief
Division of Apprenticeship Standards
P.O. Box 420603
San Francisco, CA 94142-0603

FROM: California Correctional Health Care Services Apprenticeship Program
Name of Apprenticeship Program
California Correctional Health Care Services
Sponsor Name
Elk Grove California 95758
City State Zip Code
San Joaquin County
Approved Area of Coverage


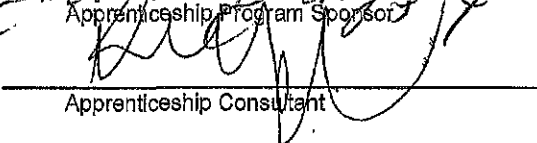
SUBJECT: Exemption Request
Title 8, Chapter 2, Article 5, Section 215
California Administrative Code

As provided by Section 17 of the State of California Plan for Equal Opportunity in Apprenticeship, the apprenticeship program sponsor hereby request an exemption from Title 8, Chapter 2, Article 5, Section 215 for good cause, as follows:

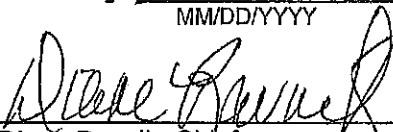
1. Has an approved Affirmative Action Plan on file.
2. The sponsor will submit selection procedures with goals and time table by

MM/DD/YYYY

3. Attached hereto is an amendment to our Standards (DAS 24) containing the Pledge as required
4. Other (Explain) Apprentices are current State of California employees and were hired
under Equal Employment Opportunity standards.

Signed: 
Apprenticeship Program Sponsor
Signed: 
Apprenticeship Consultant

An exemption has been X Granted _____ Denied effective 9-1-16
MM/DD/YYYY


Diane Ravnik, Chief
Division of Apprenticeship Standards

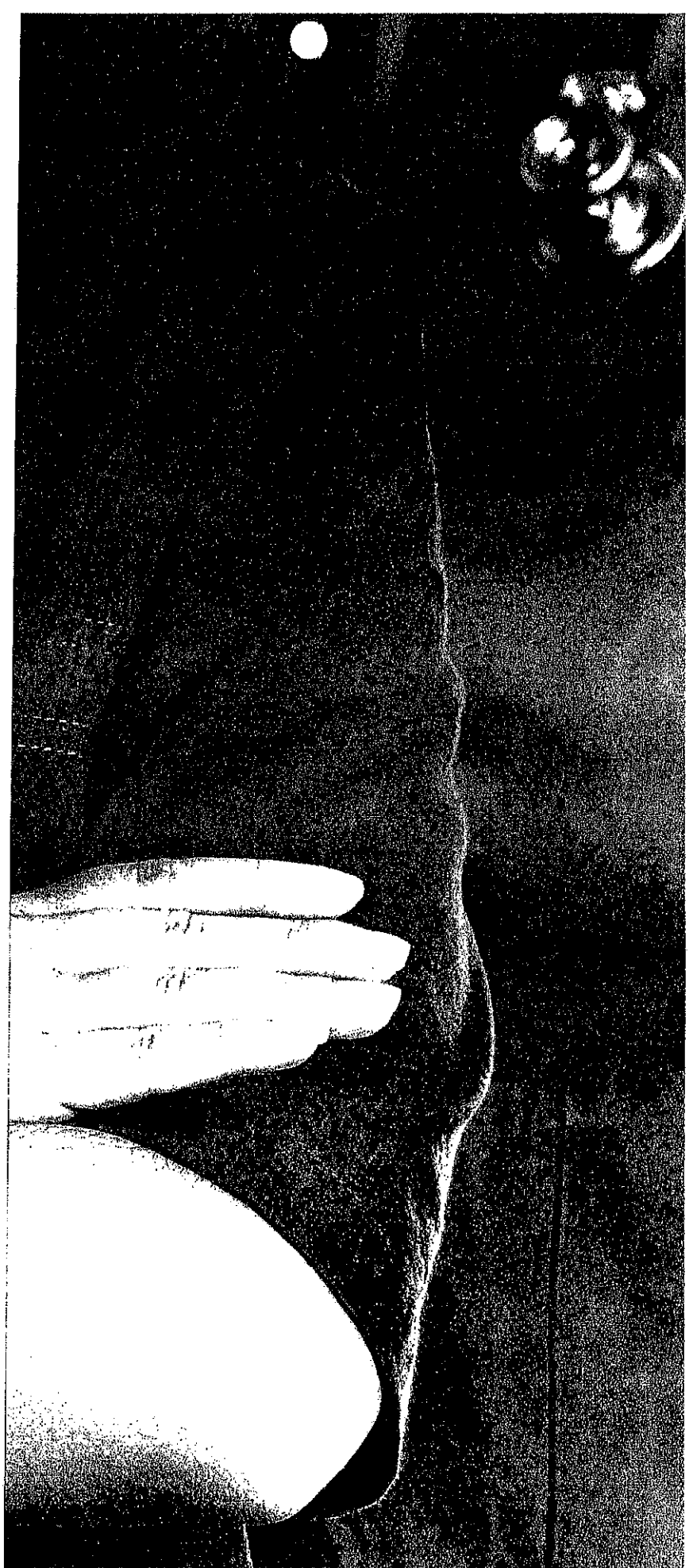
LICENSED VOCATIONAL NURSE TO REGISTERED NURSE

APPRENTICESHIP
PROGRAM GUIDELINES
and COMMITTEE RULES
AND REGULATIONS
OF THE STATE OF
CALIFORNIA,
SERVICE EMPLOYEES
INTERNATIONAL UNION,
UNIT 20 AND CALIFORNIA
CORRECTIONAL HEALTH
CARE SERVICES

August 2016



CALIFORNIA CORRECTIONAL
HEALTH CARE SERVICES



State of California
Licensed Vocational Nurse to Registered Nurse Apprenticeship Program
Service Employees International Union (SEIU Local 1000) and California
Correctional Health Care Services (CCHCS)
Joint Apprenticeship Committee

APPRENTICESHIP GUIDELINES
August 2016

The purpose of the Joint Apprenticeship Committee is to establish and maintain an organized, planned system of apprenticeship conducted as a joint labor and management undertaking. These Guidelines have, therefore, been adopted and agreed upon under the latest edition of the Shelley-Maloney Apprenticeship Labor Standards Act to govern the apprenticeship training of Licensed Vocational Nurses (LVNs) working within the department of California Correctional Health Care Services (CCHCS) for the State of California to become Registered Nurses (RNs).

1. The Joint Apprenticeship Committee is authorized to adopt such guidelines as are necessary for an effective training program providing, however, that such guidelines do not conflict with the Apprenticeship Standards registered with the State of California, Division of Apprenticeship Standards or the Memorandum of Understanding (MOU) applicable to Unit 20 Licensed Vocational Nurses.
2. The Joint Apprenticeship Committee is authorized to enforce these guidelines consistent with applicable MOU, civil service laws, and the Dills Act.
3. The Joint Apprenticeship Committee is authorized to review the progress of each apprentice at the start of each semester and determine whether he/she is making satisfactory progress in related instruction and is entitled to remain within the program.
4. Upon request, the Joint Apprenticeship Committee may grant an apprentice on-the-job credit hours in the program provided that the individual and/or the employer submit sufficient written verification of equivalent education in the defined specific subject area.
5. This program is limited to LVNs currently working at California Health Care Facility, Mule Creek State Prison, and Deuel Vocational Institution. Transfer of employment from one of the selected institutions to an institution not approved in this program will be considered a cancellation of the apprenticeship agreement by the apprentice.
6. Every apprentice shall perform diligently and faithfully the skills of an LVN during the entire period of the apprenticeship program, complying with the training program as

administered by the Joint Apprenticeship Committee. The apprentice shall satisfactorily perform the assigned work tasks and educational instruction administered by San Joaquin Delta College (SJDC) Nursing Program, and shall comply with the guidelines and decisions of the Joint Apprenticeship Committee.

7. An apprentice who is called to active military duty will be granted a leave from the apprenticeship program.
8. The Joint Apprenticeship Committee will adhere to federal and state laws, including but not limited to, laws governing pregnancy leave, family medical leave, discrimination, reasonable accommodation and workers compensation, as well as the Unit 20 collective bargaining agreement.
 - a. Apprentices will be responsible for notifying the Joint Apprenticeship Committee of the need to take a leave. A doctor's note may be required outlining the type of leave necessary and whether the apprentice can continue with the apprenticeship program. The apprentice must also notify the appropriate program management at their work location of the need to take a leave.
 - b. Apprentices may be granted a leave until he/she is able to continue.
 - c. In order to return to the apprenticeship program, apprentices who have been on leave due to workers compensation or other medical reasons, are required to provide a medical release stating they can perform the essential job functions without restrictions. If no release is provided, the Apprentice Agreement may be terminated.
 - d. Apprentices will be responsible for relating the status of their leave quarterly to the union appointed Success Coordinator.
 - e. An apprentice who decides not to return to the apprenticeship program is required to request a termination of the Apprentice Agreement from the Joint Apprenticeship Committee.

APPRENTICE RESPONSIBILITIES

1. Apprentices shall abide by the Apprenticeship Guidelines, San Joaquin Delta College Student Handbook, and CCHCS Policies and Procedures.
2. Apprentices should always be on time for all assignments, both at the clinical site and in the classroom.
3. Apprentices should be properly attired on-the-job, during clinical assignments and in the classroom.

4. Drugs or alcohol on the job or during school will not be tolerated.
5. Sexual harassment and violence in the workplace will not be tolerated.
6. Abuse, neglect, and over-familiarization of and with individuals served (patients) will not be tolerated.
7. Each apprentice must keep the Joint Apprenticeship Committee office informed of any change of residence or employment location.
8. Each apprentice shall maintain regular apprenticeship program attendance. Unnecessary and/or excessive absences from apprenticeship program participation may be cause for termination of the Apprentice Agreement.
9. Each apprentice must keep the Joint Apprenticeship Committee informed of any necessary leaves as outlined in Guidelines Section, item 7 and 8 page 2 above.
10. Apprentices must satisfactorily complete all lessons and assignments.
11. Apprentices must achieve a passing grade (equivalent to a "75%" or better) in the prescribed courses or as outlined in the SJDC Nursing Program and related school policies.
12. Apprentices understand that the program anticipates a minimum of a two-year employment commitment after successful completion of the Apprenticeship Program, of the employee to CCHCS in return for CCHCS' support of the cost of this training program.
13. Prior to the issuing of an apprenticeship certificate of completion, each apprentice must successfully complete the LVN to RN Apprenticeship Program as defined by the Local Education Agency, SJDC Nursing Program, and apply for a Registered Nursing license with the California Board of Registered Nursing.

ABSENCES FROM EDUCATIONAL INSTITUTION

Apprentices will be held to the written attendance policy of SJDC Nursing Program.

WORK ABSENCES

Absences from work are covered under Article 8 of the Unit 20 collective bargaining agreement between the Service Employees International Union – Local 1000 and the State of California.

BENEFITS

Apprentices are considered full-time state employees. All benefits afforded to full-time state employees will continue and are covered in the Unit 20 collective bargaining agreement between the Service Employees International Union – Local 1000 and the State of California.

CANCELLATION OF AN APPRENTICE AGREEMENT FOR A JUST CAUSE

The Apprentice Agreement will be cancelled after written notice or when an apprentice has voluntarily dropped out of the program. Any apprentice removed from the Apprenticeship program shall be eligible for reinstatement upon appeal and approval of the Joint Apprenticeship Committee and San Joaquin Delta College (SJDC). An apprentice who receives notice from the Joint Apprenticeship Committee of intent to cancel the agreement may appear before the Committee to request that the agreement not be terminated. If this step proves unsuccessful, they may then file a complaint with the Division of Apprenticeship Standards.

I have received a copy of the Licensed Vocational Nurse to Registered Nurse Apprenticeship Program Guidelines of the State of California, Service Employees International Union (SEIU Local 1000), Unit 20 and California Correctional Health Care Services Joint Apprenticeship Committee. I have read and I understand the above guidelines and further understand that I may be disciplined and/or terminated from the apprenticeship program for failure to comply.

Apprentice's Name (printed)

Signature of Apprentice

Date

Signature of Success Coordinator (Union appointed)

Date

Original: Success Coordinator
Copy: Apprentice
Joint Apprenticeship Committee
Local Education Authority

Apprenticeship Committee Rules and Regulations of the State of California Service
Employees International Union, Unit 20 and
California Correctional Health Care Services
Licensed Vocational Nurse to Registered Nurse Joint Apprenticeship Committee

ARTICLE I Purpose and Policy

The purpose of the Joint Apprenticeship Committee is to establish and maintain an organized, planned system of apprenticeship conducted as a joint labor and management undertaking. These Guidelines have, therefore, been adopted and agreed upon under the latest edition of the Shelley-Maloney Apprenticeship Labor Standards Act to govern the apprenticeship training of Licensed Vocational Nurses (LVNs) working within the department of California Correctional Health Care Services (CCHCS) for the State of California to become Registered Nurses (RNs).

ARTICLE II Occupation

Registered Nurse

O*Net: 29-1141.00

ARTICLE III Organization

There is hereby established the above-named Joint Apprenticeship Committee, covering LVNs working at California Health Care Facility, Deuel Vocational Institution, or Mule Creek State Prison as defined by Bargaining Unit 20 in the State of California. The committee will consist of ten (10) members and two (2) alternates. Five (5) members and one (1) alternate of whom shall be selected by and represent the employer signatory hereto, and five (5) members and one (1) alternate of whom shall be selected by and represent employee organization(s) signatory hereto; one apprenticeship consultant representing the Division of Apprenticeship Standards, and, in addition thereto, such other advisors as the committee as shall be determined. The advisors and the apprenticeship consultant shall act without a vote.

ARTICLE IV Jurisdiction

These standards shall apply to the State of California Correctional Health Care Services and Service Employees International Union, Unit 20 signatory hereto and to all apprentice agreements hereunder.

ARTICLE V Functions

The functions of the Joint Apprenticeship Committee shall be to:

1. Develop an efficient program of apprenticeship through systematic clinical experience with academic instruction and periodic evaluation of each apprentice;
2. Make periodic evaluations of the progress of each apprentice's clinical experience with academic instruction;
3. Serve in an advisory capacity with state departments and employees in matters pertaining to these standards;
4. Ensure rotation when essential in order to provide exposure and training in various work processes;
5. Aid in the adjustment of apprenticeship disputes;
6. Develop fair and impartial selection procedures in accordance with existing laws and regulations as required by the State Personnel Board and to apply them uniformly in the selection of applicants for apprenticeship; and
7. Make all decisions regarding activities and responsibilities that come before this committee by vote. Voting shall be conducted by block, with each block having one (1) vote. Committee actions may not be taken without a quorum present, at least 3 members, within each block with the quorum defined as simple majority.

ARTICLE VI Responsibilities

The responsibilities of the Joint Apprenticeship Committee shall be to:

1. Supervise the administration and enforcement of these standards;
2. Adopt such rules and regulations as are necessary to govern the program provided, however, that the rules and regulations do not conflict with these standards;
3. Screening and recommending potential qualified applicants to Delta College;

4. File a signed copy of each apprentice agreement with the Secretary of the California Apprenticeship Council, with copies to all parties to the agreement;
5. Ensure a record-keeping system for educational instruction is established and maintained;
6. Ensure disciplinary procedures comply with SJDC and CCHCS policies and procedures including provisions for fair hearings;
7. Adopt changes to these standards, as necessary, subject to the approval of the parties hereto and the Chief of the Division of Apprenticeship Standards;
8. Use every effort to keep the apprentice employed in a reasonably continuous manner and adequately instructed;
9. Oversee the program's ability, including financial ability and commitment, to meet and carry out its responsibilities under federal and state law and regulations;
10. Ensure orientations, workshops or other educational sessions are being held for management and participants to explain the apprenticeship program's standards and operations of the apprenticeship program; and
11. Conduct on-going evaluation of the interest and capacity of CCHCS and SJDC to participate in the apprenticeship program.

ARTICLE VII Definition of an Apprentice

An apprentice is a person at least 18 years of age, who works for California Correctional Health Care Services as a Licensed Vocational Nurse at one of the institutions defined in Article III and who has entered into a written apprentice agreement under the provisions of these Standards and the State Personnel Board Laws and Regulations.

ARTICLE VIII Duties of an Apprentice

1. Each apprentice must meet the entrance requirements of San Joaquin Delta College (SJDC) and be admitted into their Nursing Program.
2. Each apprentice shall maintain regular apprenticeship program attendance. Unnecessary and/or excessive absences from apprenticeship program participations may be cause for termination of the Apprentice Agreement.
3. Each apprentice must satisfactorily complete all lessons and assignments and shall comply with the Apprenticeship Program Guidelines and Committee Rules and Regulations including SJDC policies.

4. Apprentices must achieve a passing grade (equivalent to a "75%" or better) in the prescribed courses or as outlined in the SJDC Nursing Program and related school policies.
5. Each apprentice shall apply for a license with the California Board of Registered Nursing upon successful completion of the prescribed courses of theory and clinical instruction as defined by SJDC's Nursing Program.

ARTICLE IX Apprentice Agreement

1. Each apprentice agreement shall conform to the state law governing apprentice agreements, and shall be signed by the state department or by the Joint Apprenticeship Committee, by the apprentice and must be approved by a Representative of the Division of Apprenticeship Standards.
2. Each apprentice shall be furnished a copy and be given an opportunity to study these guidelines before indenture. These guidelines shall be considered a part of the apprentice agreement as expressly written therein.

ARTICLE X Termination and Transfer of Agreements

1. The apprentice agreement may be terminated by the Administrator by mutual agreement of all the parties thereto or cancelled by the Administrator for good and sufficient reason.

ARTICLE XI Related and Supplemental Instruction

1. Apprentices shall satisfactorily complete prescribed courses of Theory and Clinical instruction as required by the Board of Registered Nursing.
2. Required theory and clinical hours may be compensated as part of the apprentice's normal work week up to 20 hours per week.
3. Related instruction will be provided by San Joaquin Delta College Nursing Program as accredited and approved by the California Board of Registered Nursing.

ARTICLE XII Layoffs

1. Credit for related instruction shall be given to the apprentice if they choose to continue in the San Joaquin Delta College Nursing Program on their own.
2. There shall be no liability on the part of the State or the Joint Apprenticeship Committee for an injury sustained by an apprentice engaged in schoolwork at the time when the apprentice is unemployed.

ARTICLE XIII Controversies

All controversies or differences concerning apprentice agreements that cannot be resolved locally by vote of the apprenticeship committee, or otherwise, resolved through the procedures of the State Personnel Board Rules and Regulations and the Memorandum of Understanding (MOU), shall be submitted to the Administrator for determination.

ARTICLE XIV Term of Apprenticeship

The term of apprenticeship shall be February 2016 to February 2018.

ARTICLE XV Ratio

The educational institution hereby referred to as the program provider may employ 1 clinical instructor for up to 10 apprentices.

ARTICLE XVI Compensation and Benefits

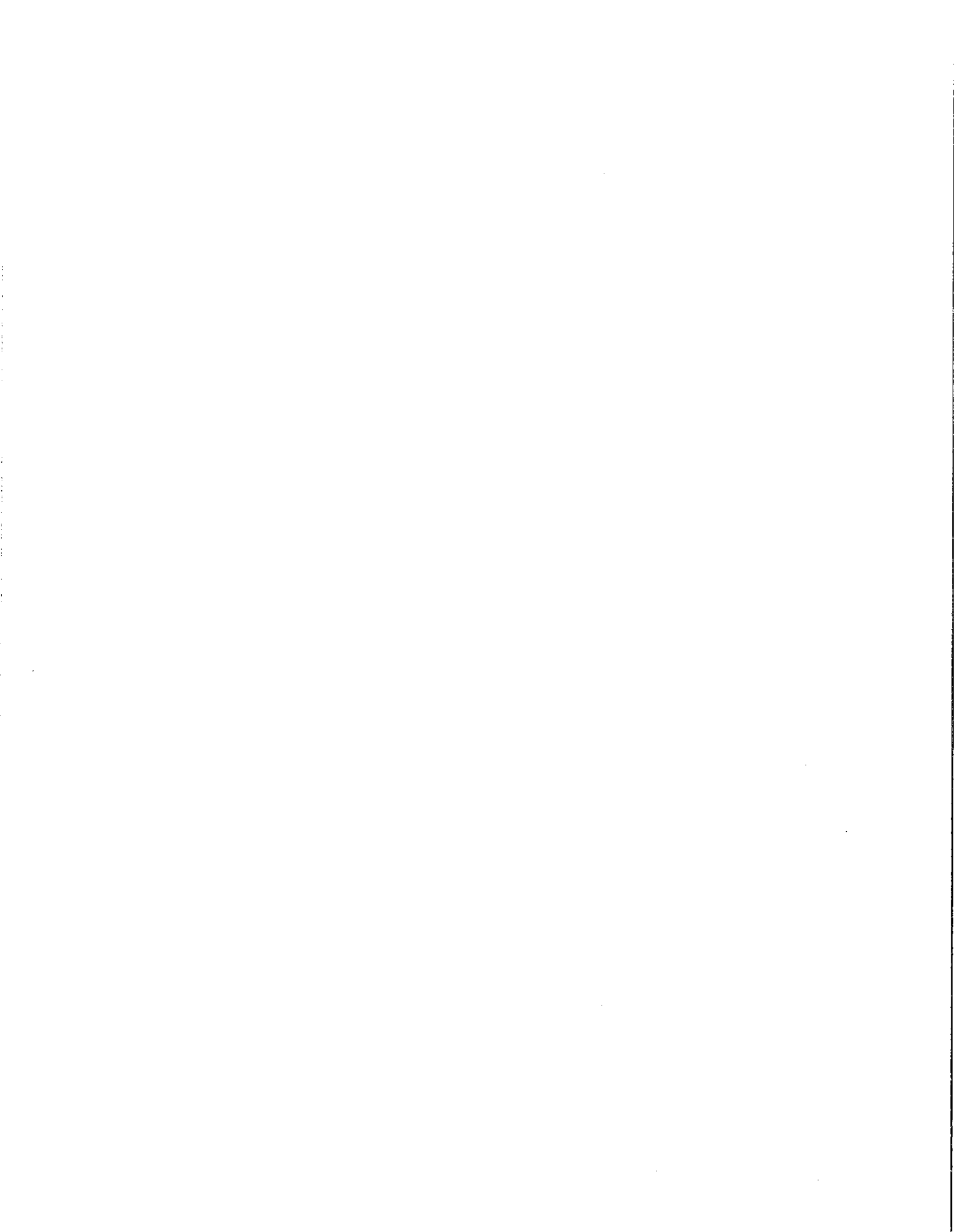
1. An apprentice shall be paid in accordance with the California State Civil Service Pay Scale of the Licensed Vocational Nurse, Correctional Facility classification. The apprentice shall be appointed to the appropriate range for which he/she qualifies. The apprentice shall then move to the appropriate step and range in accordance with Article 11 of the Unit 20 collective bargaining agreement between the Service Employees International Unit – Local 1000 and the State of California.
2. Health and Welfare, Pension, Vacation, Holidays, Sick Leave, Wages/Overtime provisions and other compensation will be governed as per the MOU between the State and SEIU, Unit 20 and the California Human Resources Department Laws and Regulations.
3. Overtime for employees in Work Week Group 2 is defined as all hours worked in excess of 40 hours in a regular workweek. (See attached MOU) Payment of authorized overtime shall be in accordance with Article 19 of the MOU.

ARTICLE XVII Work Experiences

1. Each apprentice shall receive training in the recognition of illegal discrimination and sexual harassment.
2. Each apprentice shall receive training and education in first aid, safe working practices and the recognition of occupational health and safety hazards.

ARTICLE XVII Certificate of Completion

1. Upon evidence of satisfactory completion of apprenticeship and the recommendation of the Joint Apprenticeship Committee, each apprentice will be issued a Certificate of Completion by the authority of the California Apprenticeship Council.





OCCUPATIONAL THERAPY PHYSICAL REHABILITATION RESIDENCY PROGRAM

CURRICULUM AND FACULTY

Thank you for your interest in the Occupational Therapy Physical Rehabilitation Residency Program at Casa Colina. The program begins in mid July annually and runs for 52 weeks.

Curriculum:

1200 hours of clinical practice (24 hours per week)

- 340 hours of one to one clinical mentoring
 - 17 week rotation in inpatient rehabilitation
 - 17 week rotation in transitional living center
 - 18 week rotation in outpatient neurology

300 hours of Resident Directed Learning Opportunities

May include activities in the area of research, clinical, education, or professional development.

12 hours of Didactic Education:

Provided through the Occupational Therapy Residency Consortium. Six 2-hour webinars are offered which start in the fall of the residency year.

Faculty and Mentors:

Program Directors

Debra S. Ouellette, MS, OTR/L, BCPR, SCLV
Susie Wong-Okamoto, BS, OTR/L

Faculty

Jo Ponce, MA, OTR/L
Wendy Wang, MA, OTR/L

Faculty and Mentors:

Resident will be paid for all hours of clinical practice and time being mentored. Benefits are available and negotiable upon hire.



OCCUPATIONAL THERAPY PHYSICAL REHABILITATION RESIDENCY PROGRAM FAQs

What is unique about Casa Colina's Occupational Therapy Residency Program?

Casa Colina's program offers residents the opportunity to gain clinical experience with mentorship in 3 different areas of practice (inpatient, outpatient, and transitional living) and with a variety of orthopedic and neurologic patient populations. Residents benefit from mentoring with skilled clinicians with various areas of expertise; each resident has a minimum of three mentors throughout the year-long program. Designed to model the demands and responsibilities of practicing clinicians, the program requires residents to be self directed in designing their activities for the year. This allows for a more personalized program that is tailored to the interests of each individual resident.

What are resident directed activities?

Resident directed activities are self-selected to meet the needs and achieve personal goals of the resident. These activities are the resident's responsibility to plan and execute with guidance and assistance from the program faculty as needed. Activities may include a variety of opportunities in the areas of education (teaching in local OT programs, giving lectures to students on campus, staff inservices... etc), research (participating in current or starting a new research project, journal club... etc), and professional and community development (involvement in local/state/national OT association activities, community service events... etc). These activities are not limited to what has been listed here, and are individualized between the resident and program directors.

When does the program begin? What is the length of the program?

The program runs for 52 weeks and starts in mid July annually.

When is the application deadline?

The application deadline is April 1. Selected applicants will be notified by the end of April regarding an onsite interview in May.

Are residents paid during the program?

Residents are compensated for all clinical care hours (typically 24 hrs/week); benefits are negotiable.

What is a typical schedule for a resident?

During a typical week, the resident works for 3 days in clinical practice including 6-7 hours of mentor sessions. The remainder of the week is spent completing resident directed activities as determined by the resident and program faculty, and participating in the Occupational Therapy Residency Consortium (6-webinars)

Where do residents practice during the program?

Residents rotate through 3 clinical settings at Casa Colina's Pomona campus during the year-long program.

1. *Inpatient Rehabilitation*: Residents will primarily see patients with Brain Injury and Stroke. The resident shares the role of the primary therapist with another staff member and will work closely with an interdisciplinary team. The resident will direct care for 11-



OCCUPATIONAL THERAPY PHYSICAL REHABILITATION RESIDENCY PROGRAM FAQs

13 patients with the assistance of an Occupational Therapy Assistant.

2. *Transitional Living Center*: This residential and day treatment facility provides 5 hours of therapy 6 days per week to persons with Stroke, Brain Injury and Spinal Cord Injury. Similar to inpatient rehabilitation, the resident will share the responsibilities of a case-load with another therapist. The resident will begin on the Spinal Cord Injury team and have the option to transition to one of the two Brain Injury/Stroke teams midway through this experience. The resident is part of an interdisciplinary team consisting of physical therapy, speech therapy, occupational therapy, neuropsychology and recreation therapy. Most of the care is provided in a group setting with regular community outings.
3. *Outpatient*: Residents will see patients with a variety of diagnoses. Special emphasis will be placed on patients with chronic neurologic diseases (eg. Parkinsons, Multiple Sclerosis)

What is the Occupational Therapy Residency Consortium?

Several OT residency programs across the country have joined forces to offer six webinars pertinent to residency education. Webinars are presented live; recordings are available for anyone unable to participate live. Webinars are offered once per month starting in the fall of the residency year.

Are applicants required to have their OT license?

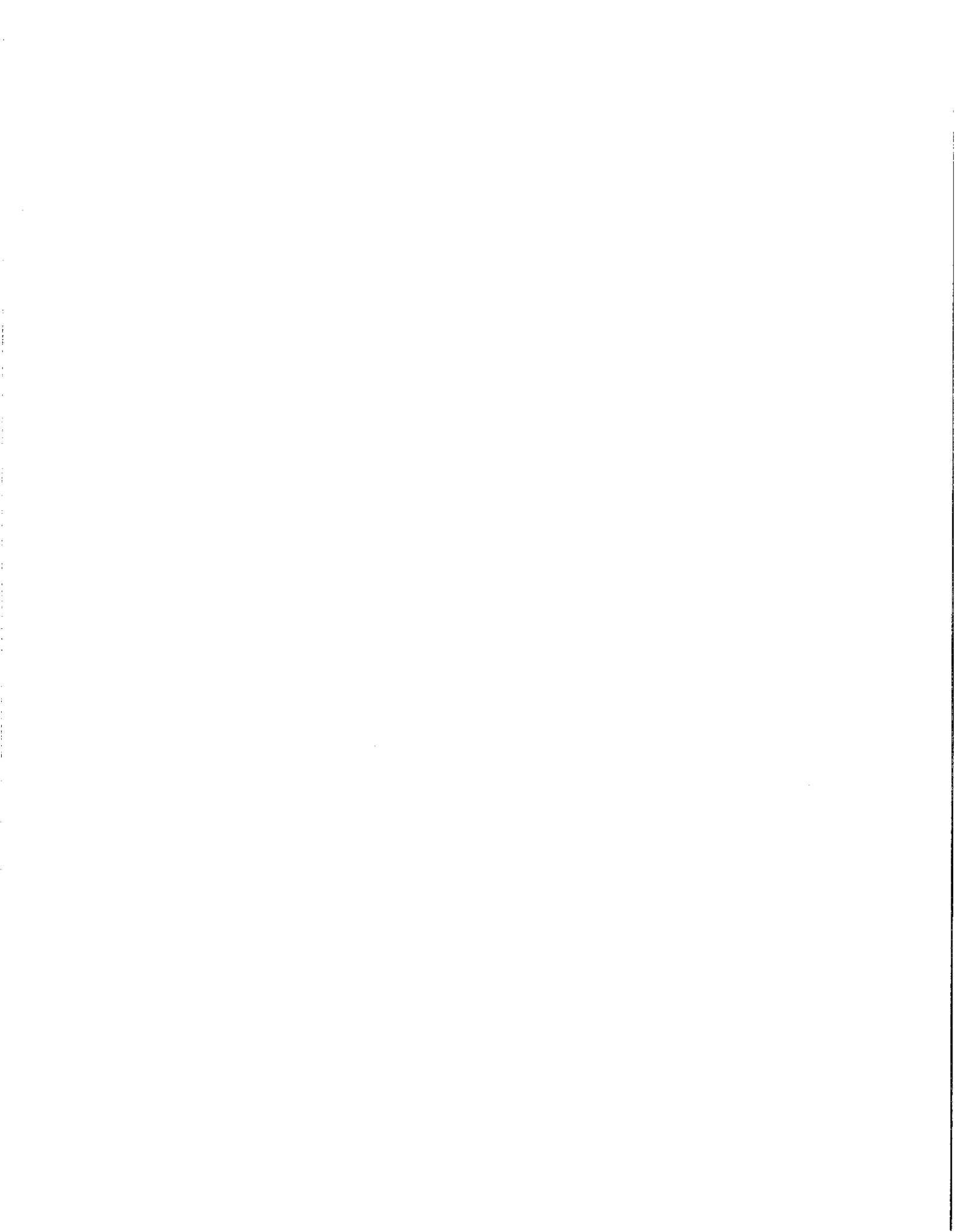
Yes. All residents must have an OT license in the state of California prior to clinical start date..

Is an interview required for applicants?

Yes. Interviews are held on site at Casa Colina in May each year. Select applicants will be invited to interview following review of all online applications. The interview will include a session with a patient, completing a documentation sample, and a panel interview.

Who can applicants contact for additional information?

Please contact OTresidency@casacolina.org



Draft III Revisions – December 2017

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	PREAMBLE			
	<p>The dynamic nature of contemporary health and human services delivery systems provides challenging opportunities for the occupational therapist to possess the necessary knowledge and skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited doctoral-degree-level occupational therapy program must</p> <ul style="list-style-type: none"> • Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity. • Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service. • Have achieved entry-level competence through a combination of didactic, <u>fieldwork</u>, and <u>capstone</u> and experiential education. • Be prepared to evaluate and choose appropriate theory to inform practice. • Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation. 	<p>The dynamic nature of contemporary health and human services delivery systems requires the occupational therapist to possess basic skills as a direct care provider, consultant, educator, manager, leader, researcher, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited master's-degree-level occupational therapy program must</p> <ul style="list-style-type: none"> • Have acquired, as a foundation for professional study, a breadth and depth of knowledge in the liberal arts and sciences and an understanding of issues related to diversity. • Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service. • Have achieved entry-level competence through a combination of didactic and <u>fieldwork</u> and experiential education. • Be prepared to choose appropriate theory to inform practice. • Be prepared to articulate and apply occupational therapy theory through evidence-based evaluations and interventions to achieve expected outcomes as related to occupation. • Be prepared to articulate and apply therapeutic use of occupations with 	<p>The dynamic nature of contemporary health and human services delivery systems requires the occupational therapy assistant to possess basic skills as a direct care provider, educator, <u>manager</u>, leader, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited baccalaureate-degree-level occupational therapy assistant program must</p> <ul style="list-style-type: none"> • Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity. • Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service. • Have achieved entry-level competence through a combination of didactic and <u>fieldwork</u> experiential education. • Define theory as it applies to practice. • Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation. • Be prepared to articulate and apply therapeutic use of occupations with <u>persons, or groups, or populations</u> for the purpose of facilitating performance and participation in 	<p>The dynamic nature of contemporary health and human services delivery systems requires the occupational therapy assistant to possess basic skills as a direct care provider, educator, <u>manager</u>, leader, and advocate for the profession and the consumer.</p> <p>A graduate from an ACOTE-accredited associate-degree-level occupational therapy assistant program must</p> <ul style="list-style-type: none"> • Have acquired an educational foundation in the liberal arts and sciences, including a focus on issues related to diversity. • Be educated as a generalist with a broad exposure to the delivery models and systems used in settings where occupational therapy is currently practiced and where it is emerging as a service. • Have achieved entry-level competence through a combination of didactic and <u>experiential fieldwork</u> education. • Define theory as it applies to practice. • Be prepared to articulate and apply occupational therapy principles and intervention tools to achieve expected outcomes as related to occupation. • Be prepared to articulate and apply therapeutic use of occupations with <u>persons, or groups, or populations</u> for the purpose of facilitating performance and participation in

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	<ul style="list-style-type: none"> • Be prepared to articulate and apply therapeutic use of occupations with persons, or groups, or populations for the purpose of facilitating performance and participation in activities, occupations, and roles and situations in home, school, workplace, community, and other settings, <u>as informed by the Occupational Therapy Practice Framework.</u> • Be able to plan and apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, <u>as informed by the Occupational Therapy Practice Framework.</u> • Be prepared to be a lifelong learner to keep current with evidence-based professional practice. • Uphold the ethical standards, values, and attitudes of the occupational therapy profession. • Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery. • Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery. • Be prepared to effectively 	<p>persons, or groups, or populations for the purpose of facilitating performance and participation in activities, occupations, and roles in home, school, workplace, community, and other settings, <u>as informed by the Occupational Therapy Practice Framework.</u></p> <ul style="list-style-type: none"> • Be able to plan and apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, <u>as informed by the Occupational Therapy Practice Framework.</u> • Be prepared to be a lifelong learner to keep current with evidence-based professional practice. • Uphold the ethical standards, values, and attitudes of the occupational therapy profession. • Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery. • Be prepared to effectively collaborate with and supervise occupational therapy assistants in service delivery. • Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for 	<p>activities, occupations, and roles and situations in home, school, workplace, community, and other settings, <u>as informed by the Occupational Therapy Practice Framework.</u></p> <ul style="list-style-type: none"> • Be able to apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, <u>as informed by the Occupational Therapy Practice Framework.</u> • Be prepared to be a lifelong learner to keep current with the best <u>evidence-based professional practice.</u> • Uphold the ethical standards, values, and attitudes of the occupational therapy profession. • Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery. • Be prepared to effectively collaborate with occupational therapists in service delivery. • Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and or populations. • Be prepared to advocate as a 	<p>activities, occupations, and roles and situations in home, school, workplace, community, and other settings, <u>as informed by the Occupational Therapy Practice Framework.</u></p> <ul style="list-style-type: none"> • Be able to apply evidence-based occupational therapy interventions to address the physical, cognitive, functional cognitive, psychosocial, sensory, and other aspects of performance in a variety of contexts and environments to support engagement in everyday life activities that affect health, well-being, and quality of life, <u>as informed by the Occupational Therapy Practice Framework.</u> • Be prepared to be a lifelong learner to keep current with <u>evidence-based professional the best practice.</u> • Uphold the ethical standards, values, and attitudes of the occupational therapy profession. • Understand the distinct roles and responsibilities of the occupational therapist and the occupational therapy assistant in the supervisory process for service delivery. • Be prepared to effectively collaborate with occupational therapists in service delivery. • Be prepared to effectively communicate and work interprofessionally with all who provide services and programs for persons, groups, and or populations.

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	<p>communicate and work interprofessionally with all who provide services and programs for persons, groups, and/or populations.</p> <ul style="list-style-type: none"> • Be prepared to advocate as a professional for the access to occupational therapy services offered and for the recipients of those services. • Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge. • Demonstrate in-depth knowledge of delivery models, policies, and systems related to practice in settings where occupational therapy is currently practiced and settings where it is emerging. • Demonstrate active involvement in professional development, leadership, and advocacy. <p>Demonstrate the ability to synthesize <u>advanced-in-depth</u> knowledge in a practice area through the development and completion of a doctoral capstone in one or more of the following areas: clinical practice skills, scholarship, administration, leadership, program and policy development, advocacy, education, and theory development.</p>	<p>persons, groups, and/or populations.</p> <ul style="list-style-type: none"> • Be prepared to advocate as a professional for the access to occupational therapy services offered and for the recipients of those services. • Be prepared to be an effective consumer of the latest research and knowledge bases that support occupational therapy practice and contribute to the growth and dissemination of research and knowledge. • Demonstrate the ability to be actively involved in professional development, leadership, and advocacy. 	<p>professional for the access to occupational therapy services offered and for the recipients of those services.</p> <ul style="list-style-type: none"> • Demonstrate active involvement in professional development, leadership, and advocacy. • Demonstrate the ability to synthesize <u>advanced-in-depth</u> knowledge in a practice area through the development and completion of a baccalaureate <u>capstone project</u> in one or more of the following areas: clinical practice skills, administration, leadership, advocacy, and education. 	<ul style="list-style-type: none"> • Be prepared to advocate as a professional for the access to occupational therapy services offered and for the recipients of those services. • Demonstrate active involvement in professional development, leadership, and advocacy.
<p>FOR ALL STANDARDS LISTED BELOW, IF ONE COMPONENT OF THE STANDARD IS NONCOMPLIANT, THE ENTIRE STANDARD WILL BE CITED. THE PROGRAM MUST DEMONSTRATE COMPLIANCE WITH ALL COMPONENTS OF THE STANDARD IN ORDER FOR THE AREA OF NONCOMPLIANCE TO BE REMOVED.</p>				

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SECTION C: FIELDWORK EDUCATION				
C.1.0: FIELDWORK EDUCATION				
<p>Fieldwork education is a crucial part of professional preparation and is best integrated as a component of the curriculum design. The fieldwork experience is designed to promote clinical reasoning and reflective practice, to transmit the values and beliefs that enable ethical practice, and to develop professionalism and competence in career responsibilities. Fieldwork experiences should be implemented and evaluated for their effectiveness by the educational institution. The experience should provide the student with the opportunity to carry out professional responsibilities under the supervision of a qualified personnel occupational therapy practitioner serving as a role model. The academic fieldwork coordinator is responsible for the program's compliance with fieldwork education requirements. The academic fieldwork coordinator will:</p>				
C.1.1.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences in traditional, non-traditional, and emerging settings strengthen the ties between didactic and fieldwork education.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences in traditional, non-traditional, and emerging settings strengthen the ties between didactic and fieldwork education.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences in traditional, non-traditional, and emerging settings strengthen the ties between didactic and fieldwork education.	Ensure that the fieldwork program reflects the sequence and scope of content in the curriculum design in collaboration with faculty so that fieldwork experiences in traditional, non-traditional, and emerging settings strengthen the ties between didactic and fieldwork education.
C.1.2.	<p>Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a mental health objective.</p>	<p>Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a mental health objective.</p>	<p>Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a mental health objective.</p>	<p>Document the criteria and process for selecting fieldwork sites, to include maintaining memoranda of understanding, complying with all site requirements, maintaining site objectives and site data, and communicating this information to students prior to the start of the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a mental health objective.</p>
C.1.3.	<p>Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a psychosocial objective.</p>	<p>Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a psychosocial objective.</p>	<p>Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a psychosocial objective.</p>	<p>Document that academic and fieldwork educators agree on established fieldwork objectives prior to the start of the fieldwork experience and communicate with the student and fieldwork educator about progress and performance throughout the fieldwork experience.</p> <p>Ensure that fieldwork objectives for all experiences include a psychosocial objective.</p>

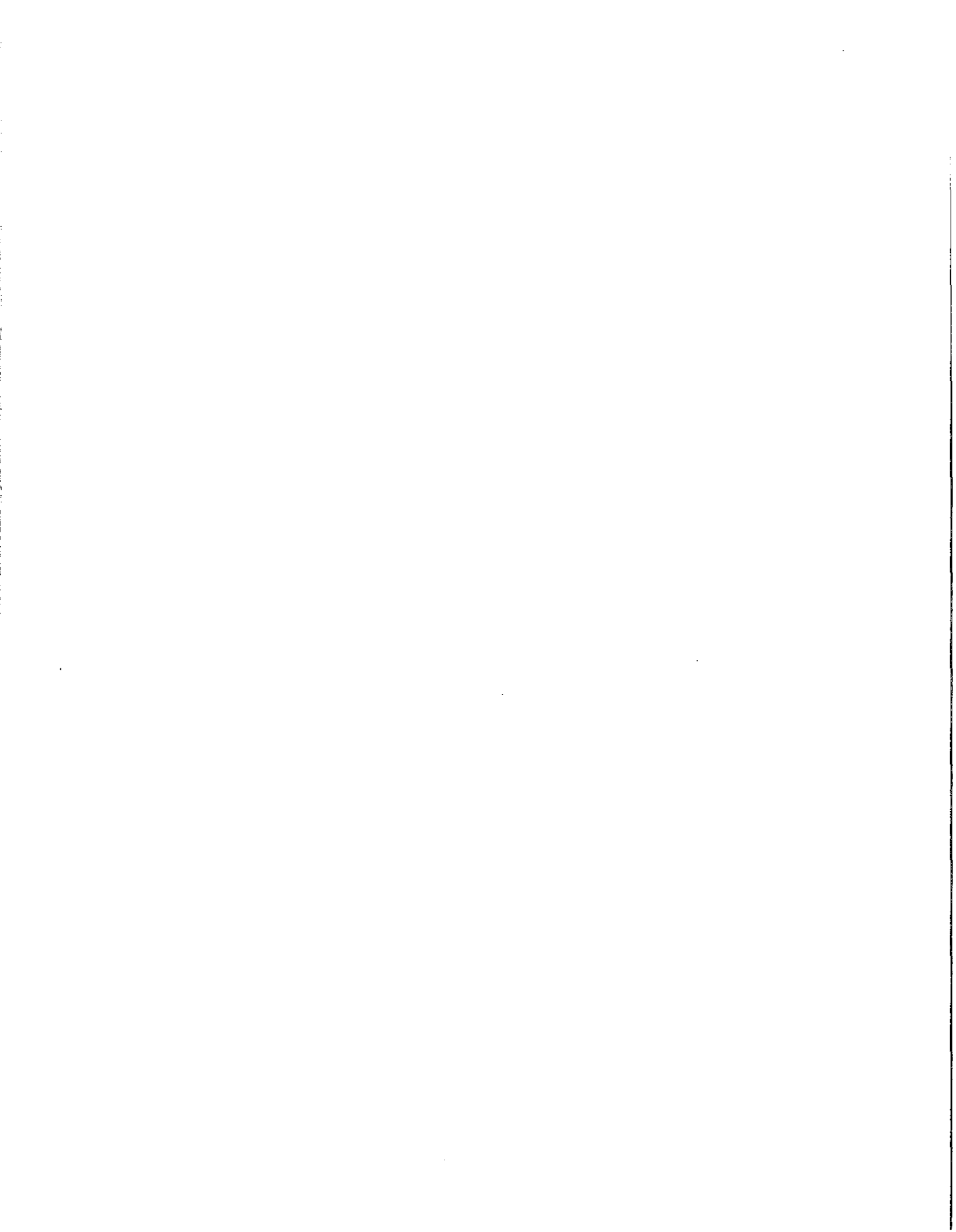
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C.1.4.	Ensure that the ratio of fieldwork educators to students enables proper supervision, provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.	Ensure that the ratio of fieldwork educators to students enables proper supervision, provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.	Ensure that the ratio of fieldwork educators to students enables proper supervision, provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.	Ensure that the ratio of fieldwork educators to students enables proper supervision, provides protection of consumers, opportunities for appropriate role modeling of occupational therapy practice, and the ability to provide frequent assessment of student progress in achieving stated fieldwork objectives.
C.1.5.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.7.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.7.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.7.	Ensure that fieldwork agreements are sufficient in scope and number to allow completion of graduation requirements in a timely manner in accordance with the policy adopted by the program as required by Standard A.4.7.
C.1.6.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from initiation <u>the onset</u> to conclusion of the <u>Level I experience</u> fieldwork experiences (if appropriate) and the Level II fieldwork experience . <u>if it involves an entity outside of the academic program</u> (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from initiation <u>the onset</u> to conclusion of the <u>Level I fieldwork experiences</u> (if appropriate) experience and the Level II fieldwork experience . <u>if it involves an entity outside of the academic program</u> (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from initiation <u>the onset</u> to conclusion of the <u>Level I experience and fieldwork experiences</u> (if appropriate) and the Level II fieldwork experience . <u>if it involves an entity outside of the academic program</u> (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.	The program must have evidence of valid memoranda of understanding in effect and signed by both parties from initiation <u>the onset</u> to conclusion of the <u>Level I experience and fieldwork experiences</u> (if appropriate) and the Level II fieldwork experience . <u>if it involves an entity outside of the academic program</u> (Electronic memoranda of understanding and signatures are acceptable.) Responsibilities of the sponsoring institution(s) and each fieldwork site must be clearly documented in the memorandum of understanding.
[Previously under C.1.7]	<p>IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS USED TO COUNT TOWARD PART OF A LEVEL I EXPERIENCE, THEN A MEMORANDUM OF UNDERSTANDING IS REQUIRED. IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS NOT USED TO COUNT TOWARD PART OF THE LEVEL I EXPERIENCE, THEN NO MEMORANDUM OF UNDERSTANDING IS REQUIRED.</p> <p>WHEN A MEMORANDUM OF UNDERSTANDING IS ESTABLISHED WITH A MULTISITE SERVICE PROVIDER (E.G., CONTRACT AGENCY, CORPORATE ENTITY), THE ACOTE STANDARDS DO NOT REQUIRE A SEPARATE MEMORANDUM OF UNDERSTANDING WITH EACH PRACTICE SITE.</p>			
C.1.7.	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, and/or practice <u>addressing psychological and social factors influencing engagement in occupation.</u>	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, and/or practice <u>addressing psychological and social factors influencing engagement in occupation.</u>	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health, and/or practice <u>addressing psychological and social factors influencing engagement in occupation.</u>	At least one fieldwork experience (either Level I or Level II) must address practice in behavioral health and/or practice <u>addressing psychological and social factors influencing engagement in occupation.</u>

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<p>OF UNDERSTANDING IS REQUIRED. IF A FIELD TRIP, OBSERVATION, OR SERVICE LEARNING ACTIVITY IS NOT USED TO COUNT TOWARD PART OF THE LEVEL I FIELDWORK EXPERIENCE, THEN NO MEMORANDUM OF UNDERSTANDING IS REQUIRED. Move this below C.1.6, as opposed to below C.1.7.</p> <p>WHEN A MEMORANDUM OF UNDERSTANDING IS ESTABLISHED WITH A MULTISITE SERVICE PROVIDER (E.G., CONTRACT AGENCY, CORPORATE ENTITY), THE ACOTE STANDARDS DO NOT REQUIRE A SEPARATE MEMORANDUM OF UNDERSTANDING WITH EACH PRACTICE SITE.</p>				
<p>The goal of the Level I <u>fieldwork</u> experience is to introduce students to fieldwork, to apply knowledge to practice, and to develop understanding of the needs of clients. The program will:</p>				
C.1.87.	<p>Ensure that personnel that supervise Level I <u>fieldwork</u> experiences are informed of the curriculum and fieldwork program design and affirm the ability to support the fieldwork experience. This must occur prior to the <u>initiation-onset</u> of the Level I <u>fieldwork</u> experience. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.</p>	<p>Ensure that personnel that supervise Level I <u>fieldwork</u> experiences are informed of the curriculum and fieldwork program design and affirm the ability to support the fieldwork experience. This must occur prior to the <u>initiation-onset</u> of the Level I <u>fieldwork</u> experience. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.</p>	<p>Ensure that personnel that supervise Level I <u>fieldwork</u> experiences are informed of the curriculum and fieldwork program design and affirm the ability to support the fieldwork experience. This must occur prior to the <u>initiation-onset</u> of the Level I <u>fieldwork</u> experience. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.</p>	<p>Ensure that personnel that supervise Level I <u>fieldwork</u> experiences are informed of the curriculum and fieldwork program design and affirm the ability to support the fieldwork experience. This must occur prior to the <u>initiation-onset</u> of the Level I <u>fieldwork</u> experience. Examples may include, but are not limited to, currently licensed or otherwise regulated occupational therapists and occupational therapy assistants, psychologists, physician assistants, teachers, social workers, physicians, speech language pathologists, nurses, and physical therapists.</p>
C.1.98.	<p>Document that a <u>maximum of 80 hours of Level I <u>fieldwork</u> experiences</u> are provided to students, and are not substituted for any part of the Level II fieldwork experience. Ensure that Level I <u>fieldwork</u> experiences enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and include mechanisms for formal evaluation of student performance.</p> <p><u>The program must have clearly documented student learning competencies expected of the Level I <u>fieldwork</u> experiences.</u></p> <p>The Level I experience <u>fieldwork</u> experiences may be met through a <u>combination one or more</u> of the following instructional methods:</p>	<p>Document that a <u>maximum of 80 hours of Level I <u>fieldwork</u> experiences</u> are provided to students, and are not substituted for any part of the Level II fieldwork experience. Ensure that Level I <u>fieldwork</u> experiences enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and include mechanisms for formal evaluation of student performance.</p> <p><u>The program must have clearly documented student learning competencies expected of the Level I <u>fieldwork</u> experiences.</u></p> <p>The Level I experience must <u>fieldwork</u> experiences may be met through a <u>combination one or more</u> of the following instructional methods:</p>	<p>Document that a <u>maximum of 40 hours of Level I <u>fieldwork</u> experiences</u> is provided to students, and are not substituted for any part of the Level II fieldwork experience. Ensure that Level I <u>fieldwork</u> experiences enrich didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and include mechanisms for formal evaluation of student performance.</p> <p><u>The program must have clearly documented student learning competencies expected of the Level I <u>fieldwork</u> experiences.</u></p> <p>The Level I experience must <u>fieldwork</u> experiences may be met through a <u>combination one or more</u> of the following instructional methods:</p>	<p>Document that a <u>maximum of 40 hours of Level I <u>fieldwork</u> experiences</u> are provided to students, and are not substituted for any part of the Level II fieldwork experience. Ensure that Level I <u>fieldwork</u> experiences enriches didactic coursework through directed observation and participation in selected aspects of the occupational therapy process, and includes mechanisms for formal evaluation of student performance.</p> <p><u>The program must have clearly documented student learning competencies expected of the Level I <u>fieldwork</u> experiences.</u></p> <p>The Level I experience must <u>fieldwork</u> experiences may be met through a <u>combination one or more</u> of the following instructional methods:</p>

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	<ul style="list-style-type: none"> • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Consumer instruction • Supervision by a fieldwork educator in a practice environment 	<ul style="list-style-type: none"> • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Consumer instruction • Supervision by a fieldwork educator in a practice environment 	<ul style="list-style-type: none"> • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Consumer instruction • Supervision by a fieldwork educator in a practice environment 	<ul style="list-style-type: none"> • Simulated environments • Standardized patients • Faculty practice • Faculty-led site visits • Consumer instruction • Supervision by a fieldwork educator in a practice environment
<p>The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapists. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation and research, administration, and management of occupational therapy services. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:</p>			<p>The goal of Level II fieldwork is to develop competent, entry-level, generalist occupational therapy assistants. Level II fieldwork must be integral to the program's curriculum design and must include an in-depth experience in delivering occupational therapy services to clients, focusing on the application of purposeful and meaningful occupation. It is recommended that the student be exposed to a variety of clients across the lifespan and to a variety of settings. The program will:</p>	
C.1.910.	<p>Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</p> <p>The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.</p>	<p>Require a minimum of 24 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</p> <p>The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of four different settings.</p>	<p>Require a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</p> <p>The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.</p>	<p>Require a minimum of 16 weeks' full-time Level II fieldwork. This may be completed on a part-time basis, as defined by the fieldwork placement in accordance with the fieldwork placement's usual and customary personnel policies, as long as it is at least 50% of an FTE at that site.</p> <p>The student can complete Level II fieldwork in a minimum of one setting if it is reflective of more than one practice area, or in a maximum of three different settings.</p>
C.1.119.	<p>Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the initiation onset of the Level II fieldwork experience.</p> <p>Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork experience. The supervising therapist may be engaged by the</p>	<p>Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist prior to the initiation onset of the Level II fieldwork experience.</p> <p>Ensure that the student supervisor is adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork experience. The supervising therapist may be engaged by the</p>	<p>Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the onset/initiation of the Level II fieldwork experience.</p> <p>Ensure that the student supervisor is</p>	<p>Document and verify that the student is supervised by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the supervision of an occupational therapist) who has a minimum of 1 year full-time (or its equivalent) of practice experience as a licensed or otherwise regulated occupational therapist or occupational therapy assistant prior to the initiation onset of the Level II fieldwork experience.</p> <p>Ensure that the student supervisor is</p>

STANDARD NUMBER	ACCREDITATION STANDARDS FOR A DOCTORAL-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A MASTER'S-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPIST	ACCREDITATION STANDARDS FOR A BACCALAUREATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT	ACCREDITATION STANDARDS FOR AN ASSOCIATE-DEGREE-LEVEL EDUCATIONAL PROGRAM FOR THE OCCUPATIONAL THERAPY ASSISTANT
	fieldwork site or by the educational program.	fieldwork site or by the educational program.	adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork experience. The supervising therapist may be engaged by the fieldwork site or by the educational program.	adequately prepared to serve as a fieldwork educator prior to the Level II fieldwork experience. The supervising therapist may be engaged by the fieldwork site or by the educational program.
C.1.121.	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).	Document a mechanism for evaluating the effectiveness of supervision (e.g., student evaluation of fieldwork) and for providing resources for enhancing supervision (e.g., materials on supervisory skills, continuing education opportunities, articles on theory and practice).
C.1.132.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression towards entry-level competence.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression towards entry-level competence.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression towards entry-level competence.	Ensure that Level II fieldwork supervision is direct and then decreases to less direct supervision as appropriate for the setting, the severity of the client's condition, and the ability of the student to support progression towards entry-level competence.
C.1.143.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy services and supervision by a currently licensed or otherwise regulated occupational therapist with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy supervisor is off site.	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy	Document and verify that supervision provided in a setting where no occupational therapy services exist includes a documented plan for provision of occupational therapy assistant services and supervision by a currently licensed or otherwise regulated occupational therapist or occupational therapy assistant (under the direction of an occupational therapist) with at least 3 years' full-time or its equivalent of professional experience prior to the Level II fieldwork experience. Supervision must include a minimum of 8 hours of direct supervision each week of the fieldwork experience. An occupational therapy supervisor must be available, via a variety of contact measures, to the student during all working hours. An on-site supervisor designee of another profession must be assigned while the occupational therapy

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			supervisor is off site.	supervisor is off site.
C.1.154.	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student</i> or equivalent).	Document mechanisms for requiring formal evaluation of student performance on Level II fieldwork (e.g., the AOTA <i>Fieldwork Performance Evaluation for the Occupational Therapy Assistant Student</i> or equivalent).
C.1.165.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice prior to the onset of Level II fieldwork experience.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice prior to the onset of Level II fieldwork experience.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice prior to the onset of Level II fieldwork experience.	Document and verify that students attending Level II fieldwork outside the United States are supervised by an occupational therapist who graduated from a program approved by the World Federation of Occupational Therapists and has 1 year of experience in practice prior to the onset of Level II fieldwork experience.
<p><u>D.1.0. DOCTORAL CAPSTONE</u></p> <p><u>The doctoral capstone shall be an integral part of the program's curriculum design. The goal of the doctoral capstone is to provide an in-depth exposure to one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, or theory development.</u></p> <p><u>The doctoral capstone consists of two parts:</u></p> <ul style="list-style-type: none"> • <u>Capstone project</u> • <u>Capstone experience</u> <p><u>The individual capstone project allows the student to demonstrate synthesis and application of knowledge gained.</u></p> <p><u>The individual 14-week capstone experience must be started on completion of all coursework and Level II fieldwork and completion of preparatory activities.</u></p> <p><u>The doctoral capstone coordinator will:</u></p> <p>D.1.0. DOCTORAL CAPSTONE</p>			<p><u>D.1.0. BACCALAUREATE PROJECT CAPSTONE</u></p> <p><u>The baccalaureate capstone consists of two parts:</u></p> <p><u>Capstone experience</u></p> <p><u>1) Capstone project</u></p> <p><u>The goal of the baccalaureate project capstone is to provide an in-depth experience in one or more of the following: clinical practice skills, administration, leadership, advocacy, or education.</u></p> <p><u>The individual or group capstone project allows the student(s) to demonstrate application of knowledge gained. The baccalaureate project capstone shall be an integral part of the program's curriculum design.</u></p> <p><u>The baccalaureate capstone coordinator will</u></p>	



OT/OTA Student Supervision & Medicare Requirements

Historically, OT and OTA students have participated in the delivery of occupational therapy services under the supervision of occupational therapy personnel in a variety of fieldwork sites. The following provides information about the way in which the Centers for Medicare & Medicaid Services (CMS) interprets how and whether the Medicare program should provide payment for services provided by students.

In the article "[Strategies for Creative Fieldwork Opportunities](#)," AOTA's Academic Affairs, Federal Affairs, Practice, and Reimbursement and Regulatory Policy staff provide guidance for occupational therapy programs, fieldwork sites, and facilities.

For those settings that serve Medicare patients, it is important to be aware of both new and existing Medicare payment policies. CMS has published specific criteria relating to how and when the program will pay for services when the student participates in service delivery. When developing fieldwork plans for sites that serve Medicare patients, two issues must be considered:

1. Whether Medicare payment rules specifically allow students to participate in the delivery of services to Medicare beneficiaries, and
2. What type and level of supervision are required by the Medicare program.

All relevant Medicare coverage criteria must be reviewed if reimbursement is sought for services when the student participates in service delivery. In addition, many state practice acts and regulations address occupational therapy services provided by students. You can find the regulatory board contact information on the State-by-State OT Law Database located in the [Licensure](#) section of this Web site. For details regarding AOTA's position on level II fieldwork, please see the document [Practice Advisory: Services Provided by Students in Fieldwork Level II Settings](#).

The following chart sets out for each Medicare setting whether Medicare payment rules specifically allow or restrict coverage of services provided by students and what type and level of supervision Medicare requires to raise the services provided by students to the level of covered "skilled" occupational therapy. Practitioners should take care to ensure an appropriate level of supervision, whether or not a specific CMS rule regarding students has been issued.

Medicare Coverage of Services When a Student Participates in Service Delivery

- **Medicare Part A—Hospital and Inpatient Rehabilitation**

Type and Level of Supervision of Student Required:

CMS has not issued specific rules, but in the excerpt here referencing skilled nursing facilities (SNFs), CMS mentions other inpatient settings. In the Final SNF PPS Rule for FY 2012 (76 Fed. Reg. 48510-48511), CMS stated: "*We are hereby discontinuing the policy announced in the FY 2000 final rule's preamble requiring line-of-sight supervision of therapy students in SNFs, as set forth in the FY 2012 proposed rule. Instead, effective October 1, 2011, as with other inpatient settings, each SNF/provider will determine for itself the appropriate manner of supervision of therapy students consistent with state and local laws and practice standards.*" See relevant state law for further guidance on supervision for the services to be considered occupational therapy.

- **Medicare Part A—SNF**

Type and Level of Supervision of Student Required:

The minutes of therapy services provided by OT and OTA students may be recorded on the MDS as minutes of therapy received by the beneficiary. Before October 1, 2011, services of OT and OTA students had to be provided in the "line of sight" of the OT. OTAs could provide clinical

supervision to OTA students; however, if the services were to be recorded for payment purposes, they had to be performed in "line of sight" of an OT.

CURRENT POLICY: Effective October 1, 2011, line-of-sight supervision is no longer required in the SNF setting (76 Fed. Reg. 48510-48511). The time the student spends with a patient will continue to be billed as if it were the supervising therapist alone providing the therapy, meaning that a therapy student's time is not separately reimbursable. See the RAI Manual for the Minimum Data Set, Version 3.0 (MDS 3.0 RAI Manual), Chapter 3, Section O Therapies for more details and examples (<http://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/NursingHomeQualityInits/MDS30RAIManual.html>). According to the MDS 3.0 RAI Manual, supervising therapists and therapy assistants within individual facilities must determine whether or not a student is ready to treat patients without line-of-sight supervision. The supervising therapist/assistant may not be engaged in any other activity or treatment, with the exception of documenting. It is AOTA's policy that OTAs may supervise OTA students, not OT students.

- **Because of advocacy by AOTA, CMS has posted Recommended Guidelines by AOTA, APTA, and ASHA on its SNF PPS Web site:**
<https://www.cms.gov/Medicare/Medicare-Fee-for-Service-Payment/SNFPPS/Spotlight.html> (see Student Supervision Guidelines under "Downloads"). AOTA, APTA, and ASHA worked together to develop suggested guidelines for CMS to incorporate into its guidance on student supervision. CMS recognized the guidelines and posted them on its Web site. In the final rule, CMS stated, "we appreciate the detailed supervision guidelines that several of the trade associations have developed, which we recognize as playing a significant role in helping to define the applicable standards of practice on which providers rely in this context."

Recommended Skilled Nursing Facility Therapy Student Supervision Guidelines
Submitted to CMS by the American Occupational Therapy Association (AOTA)
during the comment period for the FY 2012 SNF PPS Final Rule

Please note, these suggested guidelines would be in addition to the student supervision guidelines outlined in the RAI MDS 3.0 Manual and all relevant Federal Regulations

- The amount and type of supervision as determined by the supervising therapist/assistant must be appropriate to the student's documented level of knowledge, experience, and competence.
- Students who have been approved by the supervising therapist or assistant to practice independently in selected patient/client situations can perform those selected patient/client services without line-of-sight supervision by the supervising therapist/assistant.
- The supervising therapist/assistant must be physically present in the facility and immediately available to provide observation, guidance, and feedback as needed when the student is providing services at all levels of supervision.
- When the supervising therapist/assistant has approved the student to perform medically necessary patient/client services and the student provides the appropriate services, the services will be counted on the MDS as skilled therapy minutes.
- The supervising therapist/assistant is required to review and sign all students' patient/client documentation for all levels of clinical experience and retains full responsibility for the care of the patient/client.
- The supervising therapist/assistant is required to have one year of practice experience prior to supervising any students.
- Students who have not been approved by the supervising therapist/assistant to practice independently require line-of-sight supervision by the qualified therapist/assistant during all services. In addition, under these circumstances the supervising therapist/assistant will have direct contact with the patient/client during each visit.

- **Medicare Part A—Hospice**
Type and Level of Supervision of Student Required:
CMS has not issued specific rules. AOTA is recommending that the approach for Part A inpatient settings be followed for hospice providers. See relevant state law for further guidance on supervision for the services to be considered occupational therapy.

- **Medicare Part A—Home health**
Type and Level of Supervision of Student Required:
Regulations (§484.115) specifically cite definitions for "qualified personnel", which do not include students. However, CMS has not issued specific restrictions regarding students providing services in conjunction with a qualified OT or OTA. Services by students can be provided (as allowed by state law) as part of a home health visit, when the student is supervised by an OT or OTA in the home. AOTA is recommending that the approach for Part A inpatient settings be

followed for home health agencies. See relevant state law for further guidance on supervision for the services to be considered occupational therapy.

- **Medicare Part B—Private Practice, Hospital Outpatient, SNF, CORF, ORF, Rehabilitation agency, and other Part B providers including home health agencies when providing Part B services**

Type and Level of Supervision of Student Required:

Under the Medicare Part B outpatient benefit, the services of students directly assisting a qualified practitioner (OT) are covered when the type and level of supervision requirements are met as follows: Students can participate in the delivery of services when the qualified practitioner (OT) is directing the service, making the skilled judgment, responsible for the assessment and treatment in the same room as the student, and not simultaneously treating another patient. The qualified practitioner is solely responsible and must sign all documentation.

For details about current student supervision guidelines that affect Part B in SNFs in particular, see <http://aota.org/News/AdvocacyNews/SNF-Students.aspx?FT#.pdf>.

Following is guidance to the entities that pay for Medicare benefits contained in the Medicare Benefit Policy Manual, Chapter 15 – see Section 230B:

1. General

Only the services of the therapist can be billed and paid under Medicare Part B. The services performed by a student are not reimbursed even if provided under “line of sight” supervision of the therapist; however, the presence of the student “in the room” does not make the service unbillable. Pay for the direct (one-to-one) patient contact services of the physician or therapist provided to Medicare Part B patients. Group therapy services performed by a therapist or physician may be billed when a student is also present “in the room”.

EXAMPLES:

Therapists may bill and be paid for the provision of services in the following scenarios:

- The qualified practitioner is present and in the room for the entire session. The student participates in the delivery of services when the qualified practitioner is directing the service, making the skilled judgment, and is responsible for the assessment and treatment.
- The qualified practitioner is present in the room guiding the student in service delivery when the therapy student and the therapy assistant student are participating in the provision of services, and the practitioner is not engaged in treating another patient or doing other tasks at the same time.
- The qualified practitioner is responsible for the services and as such, signs all documentation. (A student may, of course, also sign but it is not necessary since the Part B payment is for the clinician’s service, not for the student’s services).

AOTA continues to work with a coalition of practitioner organizations to advocate for additional government support for education of allied health providers and to develop long-term solutions to the problems caused by Medicare’s limitations on reimbursement when students participate in service delivery.

Practice Advisory: Services Provided by Students in Fieldwork Level II Settings

Level II fieldwork students may provide occupational therapy services under the supervision of a qualified occupational therapist or occupational therapy assistant in compliance with state and federal regulations. When adhering to the principles stated below, along with other regulatory and payer requirements, AOTA considers that students at this level of education are providing skilled occupational therapy intervention.

General Principles:

- a. Supervision of occupational therapy and occupational therapy assistant students in Fieldwork Level II settings should ensure protection of consumers and provide opportunities for appropriate role modeling of occupational therapy practice.
- b. To ensure safe and effective occupational therapy services, it is the responsibility of the supervising occupational therapist and occupational therapy assistant to recognize when supervision is needed and ensure that supervision supports the student's current and developing levels of competence with the occupational therapy process.
- c. In all cases the occupational therapist is ultimately responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process. This would include provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant (see Addendum 1).
- d. Initially, supervision should be in line of sight and gradually decrease to less direct supervision as is appropriate depending on the (ACOTE, 2007a.; b.& c.):
 - Competence and confidence of the student,
 - Complexity of client needs,
 - Number and diversity of clients,
 - Role of occupational therapy and related services,
 - Type of practice setting,
 - Requirements of the practice setting, and
 - Other regulatory requirements.

In settings where occupational therapy practitioners¹ are employed:

- Occupational therapy students should be supervised by an occupational therapist.
- Occupational therapy assistant students should be supervised by an occupational therapist or occupational therapy assistant in partnership with an occupational therapist.

In settings where occupational therapy practitioners are not employed:

- Students should be supervised by another professional familiar with the role of occupational therapy in collaboration with an occupational therapy practitioner.

¹ When the term *occupational therapy practitioner* is used in this document, it refers to both occupational therapists and occupational therapy assistants (AOTA, 2006).

References:

- Accreditation Council for Occupational Therapy Education. (2007a). Accreditation standards for a doctoral-degree-level educational program for the occupational therapist. *American Journal of Occupational Therapy, 61*, 641–651.
- Accreditation Council for Occupational Therapy Education. (2007b). Accreditation standards for a master's-degree-level educational program for the occupational therapist. *American Journal of Occupational Therapy, 61*, 652–661.
- Accreditation Council for Occupational Therapy Education. (2007c). Accreditation standards for an educational program for the occupational therapy assistant. *American Journal of Occupational Therapy, 61*, 662–671.
- American Occupational Therapy Association. (2006). Policy 1.44: Categories of occupational therapy personnel. In *Policy manual* (2009 ed., pp. 33–34). Bethesda, MD: Author
- American Occupational Therapy Association (2009). *Guidelines for Supervision, Roles, and Responsibilities During the Delivery of Occupational Therapy Services. American Journal of Occupational Therapy, 63*(November/December).

Prepared by:

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September, 2010.

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Addendum 1:

Supervision Requirements and Responsibilities for Occupational Therapy Assistant Students During the Delivery of Occupational Therapy Services.

The American Occupational Therapy Association (AOTA) asserts that occupational therapy assistants can provide supervision to occupational therapy assistant students completing level II fieldwork experiences. The following recommendations have been developed to ensure the delivery of safe and effective occupational therapy services and appropriate supervisory requirements:

- *ACOTE Standards (ACOTE, 2007,c) indicate that an occupational therapy assistant with a minimum of 1-year professional experience is qualified to be the fieldwork educator in order to teach and assess the skills of the occupational therapy assistant student.*

And,

- *The purpose of the level II fieldwork experience is to provide the student with the opportunity to enact the occupational therapy skills that they have been taught during the didactic portion of their occupational therapy assistant training program.*

And,

- *The occupational therapy assistant is equipped to role model the skills and behaviors of their level of practice while interacting with the occupational therapy assistant student in the clinic setting.*

And,

- *The occupational therapy assistant possesses skills and knowledge of practice fundamentals that include: professional behaviors, interpersonal skills, safety, ethics, documentation, occupational therapist/occupational therapy assistant collaborative relationship, implementing a treatment plan, and delegated assessments*

And,

- *The licensure laws governing the practice of occupational therapy of many states allow the occupational therapy assistant to supervise the occupational therapy assistant student as a fieldwork educator.*

And,

- *In all cases the occupational therapist is ultimately responsible for all aspects of occupational therapy service delivery and is accountable for the safety and effectiveness of the occupational therapy service delivery process. This would include provision of services provided by an occupational therapy assistant student under the supervision of an occupational therapy assistant*

And,

- *The level of supervision including the need for "line of sight" should be at the discretion of the occupational therapist and occupational therapy assistant consulting together to determine the student's competence, needs of the client, setting, and other variables delineated above.*

And,

- *Co-signatures of the supervising occupational therapy assistant and/or occupational therapist on documentation indicates that the occupational therapy assistant student is provided with the appropriate level of supervision and is deemed competent to perform documented therapeutic intervention*

And,

- *When a student provides skilled occupational therapy services under the supervision of a qualified practitioner those services are billed as services provided by the supervising licensed occupational therapy practitioner.*

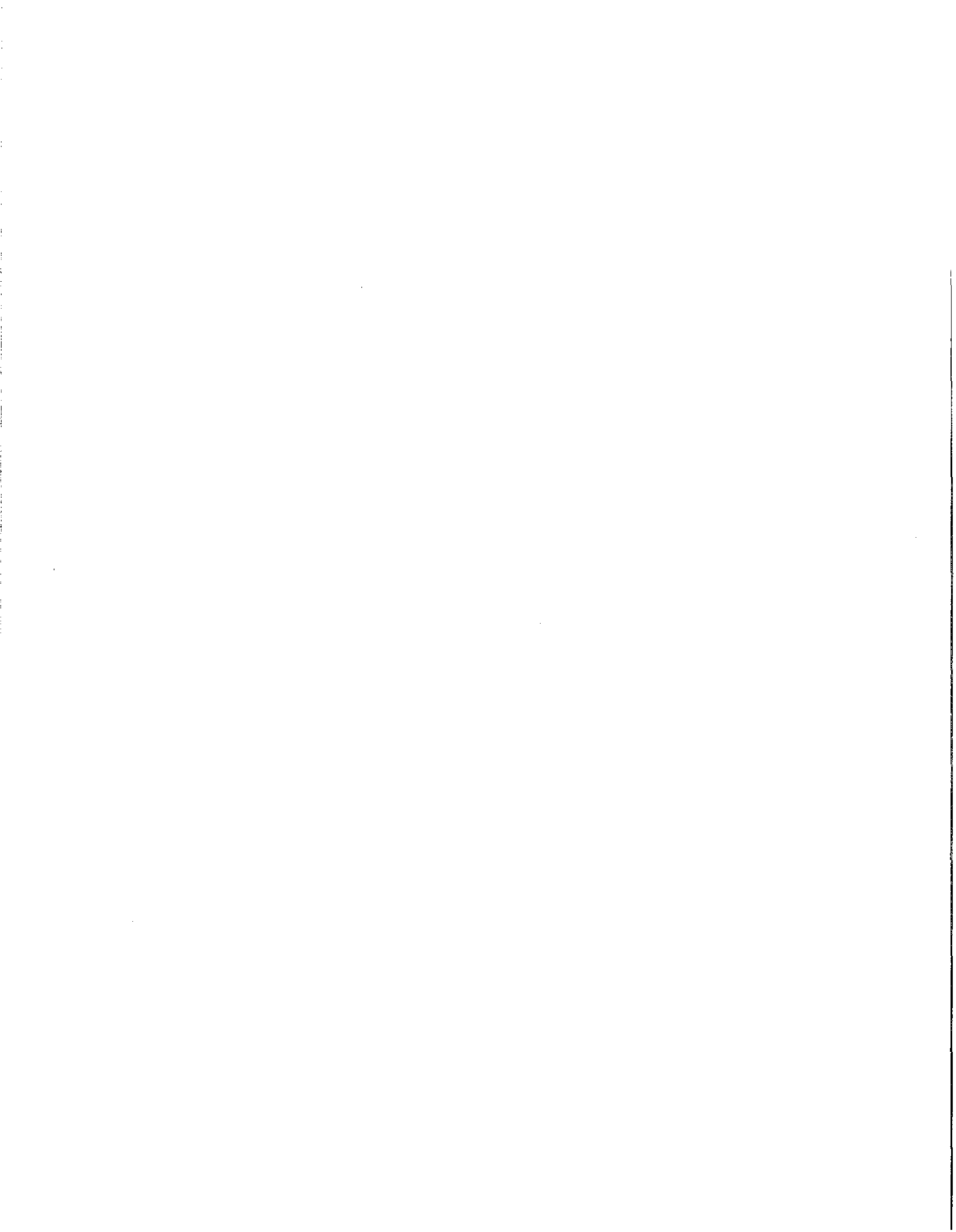
And,

- *An occupational therapist would offer the occupational therapy assistant student the opportunity to observe the process of client evaluation, development and modification of a treatment plan, and specific interventions that are within the scope of practice for an occupational therapist, or in which an occupational therapist has specialty training. These additional learning opportunities are beneficial but may not be representative of entry level occupational therapy assistant practice.*

Therefore,

- *An occupational therapy assistant, under the appropriate supervision of an occupational therapist, and in accordance with applicable state and federal regulations, who has a minimum of 1-year clinical experience and who has demonstrated competence as a practitioner and a fieldwork educator should be allowed to supervise an occupational therapy assistant student during level II fieldwork.*

Accreditation Council for Occupational Therapy Education. (2007c). Accreditation standards for an educational program for the occupational therapy assistant. *American Journal of Occupational Therapy*, 61, 662–671.





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Residency Program Benefits New Practitioners and the Profession

Graduate programs and fieldwork provide a critical foundation for new practitioners, but additional post-grad experience is helpful for those who want to jump-start their career. AOTA's Fellowship Program aims to provide these new practitioners with an opportunity to refine their skills and advance their expertise in a rich, hands-on learning environment.

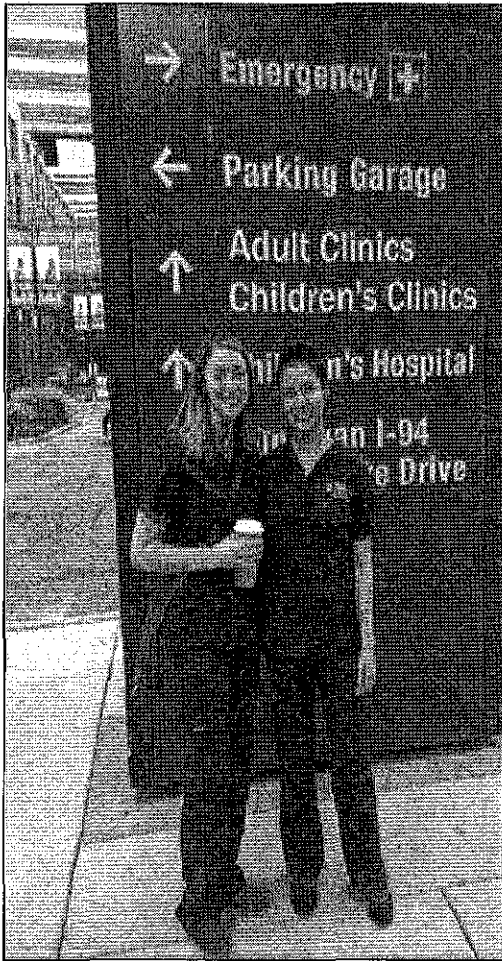
Recent graduates and new practitioners recognize the importance of advanced training and preparation in order to excel in specialized careers. Graduated fellows, Amy Ma and Carrie Jennerjohn (University of Chicago Medical Center), and current fellows, Kristin Walden (Cincinnati Children's Hospital) and Kimberly Bayston (University of Chicago), offer their voice to explain how the Fellowship Program has helped them advance in their occupational therapy careers.

Taking the First Steps

When deciding whether to participate in the Fellowship Program, all fellows agreed that finding passion for a specific area of practice is a critical first step. While completing her Level II Fieldwork, Kristin Walden found a passion for pediatric occupational therapy. In thinking about her career plans, she realized that she lacked clinical experience necessary for her to make significant contributions in the pediatrics area of practice. "I decided that completing a fellowship in pediatrics would allow me to advance my skills in an environment of mentorship, leadership, and best practice," she explains.

Carrie Jennerjohn worked in the field for 3 years before realizing that her interest was in acute care. She explains that "there are so many areas of practice and specialties. It can be overwhelming as a new grad. After several years in the field, I knew acute care was for me. It was a great time for me to participate in the fellowship."

After identifying a specific area of practice to pursue, the next step is choosing which fellowship site(s) to apply for. Prospective fellows should apply to fellowships that will help them meet their educational and professional goals. A list of AOTA-approved Fellowship sites can be found on [AOTA's fellowship webpage](#). Seeking out an AOTA-approved site ensures that the fellowship curriculum meets AOTA's highest standards. "I think the input and approval from AOTA is important so that [fellowship] program objectives and missions are aligned with that of the profession," says Walden.



Carrie Jennerjohn, MS, OTR/L, and Amy Ma, MS, OTR/L, recent graduates from the University of Chicago's Fellowship Program.

A Step Ahead

The Fellowship Program is designed to benefit both the fellowship site and the resident. Developing and running a Fellowship Program is a prestigious goal for Fellowship sites. It ensures that staff stays on top of their game, as they must be current on the latest developments in the field. It also allows the site a unique opportunity to recruit top new OTs after they have completed the Fellowship Program.

Fellowship Programs provide recent graduates and new professionals with the opportunity to pursue board and specialty certifications, as they are trained in specialized areas in the field. Amy Ma decided she wanted to dedicate a year to gaining specialized training. Her fellowship gave her a great jump-start on her career. "I am more confident in my skills as a professional. My experience has inspired me to facilitate the training of future students and future OT fellows," Ma says, "My hope is to become a faculty member for a Fellowship Program, as more begin to develop."

Kimberly Bayston has only been at her fellowship site for a few weeks, yet she is already seeing how this experience is helping carve out her career path. She is confident that the Fellowship Program gives her a step ahead of those in standard entry-level positions: "I [am gaining] more medical knowledge with patients that are critically ill. I would have never seen these types of patients in the community hospital I was working in." She is excited about the rich learning opportunities integrated throughout the Fellowship.

Stepping Stones to the Future

Fellowship Programs train and prepare new practitioners for a fulfilling career in occupational therapy. Each Fellowship Program is designed to help fellows achieve their own unique goals. "I hope that my fellowship experience serves as a stepping stone into future leadership and research opportunities," Walden says. Because of

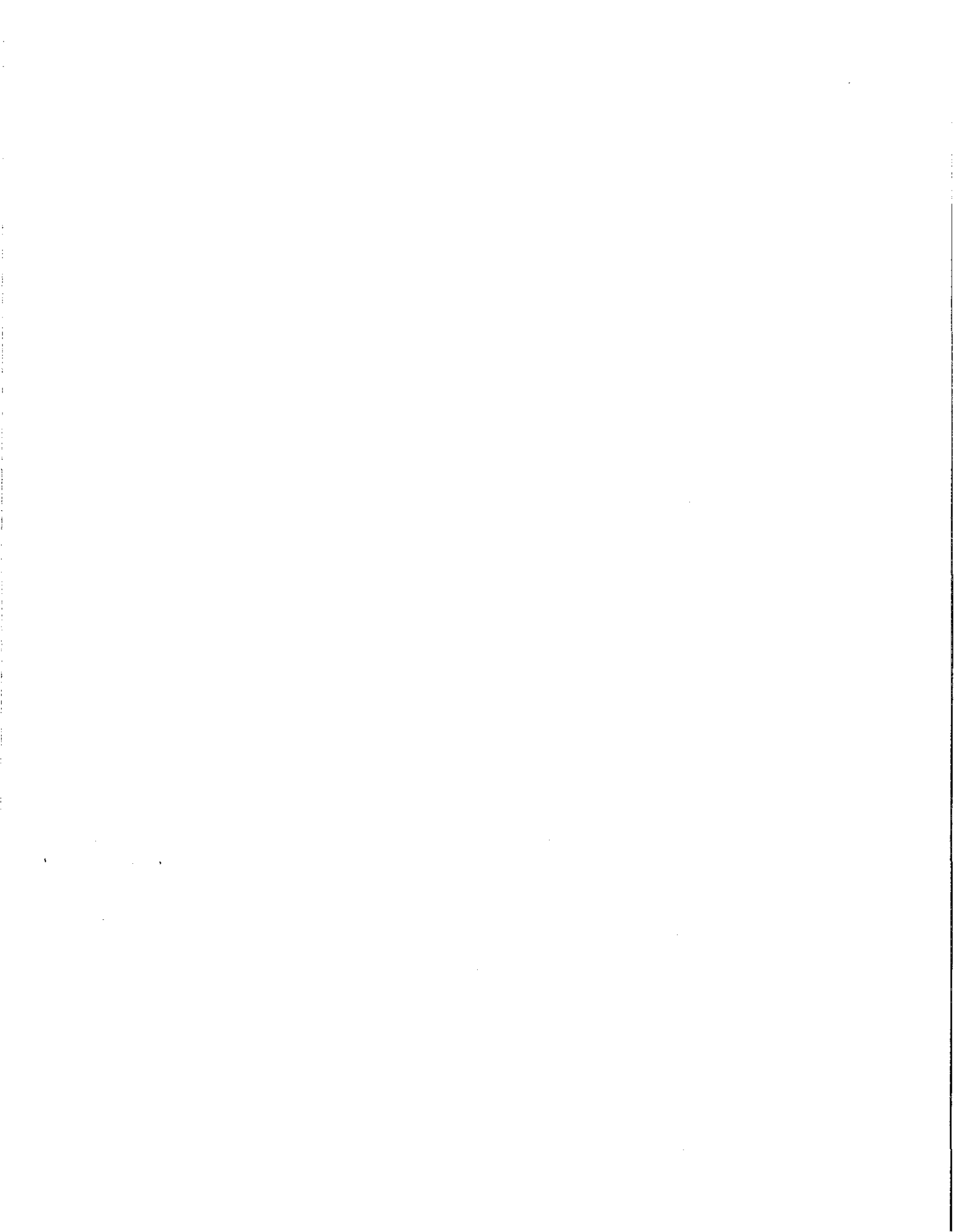
their positive experience as fellows, both Ma and Jennerjohn have decided to pursue careers that will allow them to help develop and run Fellowship Programs. The growth of the Fellowship Program is capturing the interest of students and new practitioners around the nation as a way to further their experience and education.

Only in its second year, the Fellowship Program is proving to be a critical area of growth for the profession of occupational therapy. The future of AOTA-approved Fellowship Programs is promising. There are currently 4 fully approved Fellowship sites and 18 in the approval process. Fellowship sites currently offer programs in acute care, hand therapy, pediatrics, physical rehabilitation, and other practice areas. The fellowship Program is projected to expand significantly in the coming years to continue to help new practitioners and healthcare facilities stay on the cutting edge of the profession.

Learn more about the **AOTA Fellowship Program**. Contact us at fellowship@aota.org.

Is your organization interested in becoming an AOTA-Approved OT Fellowship Site? Read about the **application process**.

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AMENDMENT TO STUDENT AFFILIATION AGREEMENT

This AMENDMENT TO STUDENT AFFILIATION AGREEMENT ("Amendment") is made and entered into amending that certain Student Affiliation Agreement entered into and dated effective March 4, 2014 (the "Agreement")

WHEREAS, the Rehab Provider may provide Occupational Therapy services to Medicare Part B patients; and

WHEREAS, the Rehab Provider desires to use Occupational Therapy and Occupational Therapy Assistant Students ("Students") to provide Occupational Therapy Services; and

WHEREAS, the College and Rehab Provider desire to ensure that Student Supervision when providing treatment to these patients meets CMS; and

WHEREAS, the College desires to ensure that patients are billed for services provided by "Students" only when students are receiving adequate supervision, and

WHEREAS, the College and the Rehab Provider desire to document provision for these requirements, the College and the Rehab Provider enter into this "Amendment".

AMENDMENT

THEREFORE, the Parties hereby amend Section B Rehab Provider Rights and Responsibilities of the "Agreement" to add the following:

1. "to ensure that Students participate in the delivery of services to Medicare patients only when the qualified practitioner (OT) directing the service is in the same room as the student, and not simultaneously treating another patient. The qualified practitioner is solely responsible and must sign all documentation.
2. "to ensure that patients are only billed for services that have met this requirement.

All other terms and conditions of the Agreement shall remain unchanged, and except as expressly modified by this Amendment, the Agreement shall remain in full force and effect.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, this Agreement will be effective when executed by all parties.



STUDENT AFFILIATION AGREEMENT

This STUDENT AFFILIATION AGREEMENT (hereinafter called the "Agreement") is entered into on the _____ day of _____, 19____, by and between _____, whose principal place of business is _____, called "College") and _____, whose principal place of business is _____, (company name) _____, whose principal place of business is _____ (hereinafter called the "Rehab Provider")

WHEREAS, the College has a curriculum in Occupational Therapy and field experience is a required and integral component of the curriculum; and

WHEREAS, the College desires the cooperation of Rehab Provider in implementing a field education programs in Occupational Therapy ("Program") for Occupational Therapy students of the College ("Students");

WHEREAS, Rehab Provider employs or otherwise contracts with Occupational Therapists/Assistants who are qualified to provide teaching and clinical supervision ("Therapists") to the Students at the Program;

WHEREAS, Rehab Provider provides therapy at licensed facility(s) and desires to implement the Program at facility so that Students may obtain appropriate clinical training under the direction and supervision of the Therapists.

WHEREAS, College and Rehab Provider wish to work together in implementing the Program;

NOW, THEREFORE, in consideration of the mutual agreements set forth herein, the College and Rehab Provider enter into this Agreement on the terms and conditions set forth below.

A. College Rights and Responsibilities

1. To establish the educational objectives for the Program and to implement the Program pursuant to these objectives.
2. To assign Students to Facility who meet the College's requirements and qualifications to participate in the Program.
3. To appoint a Fieldwork Coordinator to administer the College's responsibilities related to the Program and to oversee the Students' field experience at Facility.

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4. To establish and maintain ongoing communication with the Fieldwork Educator, as defined below, regarding the Program.
5. To confirm that Students obtain and maintain adequate health insurance coverage during the time that Students participate in the Program and to provide evidence of such coverage to Rehab Provider upon request.
6. To provide to Students orientation regarding universal precautions, Bloodborne Pathogens and HIV/AIDS.
7. To direct the assigned Students to comply with the existing pertinent rules and regulations of the Facility and all reasonable directions given by Therapists and qualified Facility personnel.
8. To assume responsibility for providing grades to the Students in connection with the Program.
9. To ensure that all Students have: (I) annual tuberculin clearances of either a negative PPD reading or, if there has been a positive PPD in the past, a chest x-ray within normal limits; (II) a Hepatitis B Series or a signed waiver declining immunization; and (III) current CPR certification.

B. Rehab Provider Rights and Responsibilities

1. To cooperate with College in establishing and implementing the Program at appropriate facility.
2. To provide a qualified Therapist to act as the Facility supervisor (Fieldwork Educator) for each Student participating in the Program. Selection of Fieldwork Educator will be mutually agreed upon by the College and Rehab Provider prior to the commencement of each internship. Fieldwork Educator will be responsible for the supervision of Students at all times while Students are at the Facility. Fieldwork Educator's responsibilities include the following:
 - Orient the Student to the Facility;
 - Monitor Student's attendance and meet with Student at regular intervals;
 - Submit a final evaluation report of the Student's activities; and
 - Any other responsibilities mutually agreed upon by the parties.
3. No person shall act as Fieldwork Educator without the prior written approval of College. In the event the Fieldwork Educator subsequently becomes unacceptable and College so notifies Rehab Provider in writing, Rehab Provider will replace such individual with another Fieldwork Educator mutually agreed upon by College and Rehab Provider.
4. To provide Therapists who will arrange for field experiences in accordance with the mutually agreed upon goals and objectives of the Program. On-site visits will be arranged when feasible.

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and/or upon request by the College. Rehab Provider shall advise the College of any changes in its Therapists, operation or policies that may materially affect the Students' field experiences or the Program.

5. To ensure that all Therapists who provide services at the Program under the terms of this Agreement are Occupational Therapists/Assistants licensed to practice Occupational Therapy in the State in which they work, and who otherwise are competent and duly qualified to provide teaching and clinical supervision services to the Students at the Program. The names and qualifications of all Therapists who will be providing services at the Program under this Agreement shall be provided to College prior to the clinical participation of the Student. Any changes to that list must be approved in advance and in writing by College.
6. To ensure that Therapists provide Students with duties commensurate with the Students' skills and experience.
7. To comply with all federal, state, and local laws and ordinances concerning human subject research if Students participate in a research program as part of a research team.
8. To provide the Occupational facilities, resources, equipment, and all other items necessary to operate the Program at facility.
9. To provide the assigned Students with copies of the Facility's existing pertinent rules and regulations with which the Students are expected to comply.
10. To request the College to withdraw a Student from the Program at facility when Student's performance is unsatisfactory to Rehab Provider or Student's behavior is disruptive to Rehab Provider or its patients. Rehab Provider shall state its reasons for requesting a Student withdrawal in writing to the Program Director. It is understood that except as set forth in paragraph B.11 below, only the College can withdraw a Student from the Program.
11. To immediately remove any Student who poses an immediate threat or danger to personnel or the quality of services provided by Rehab Provider. Fieldwork Educator shall notify College prior to removing the Student.

C: General Provisions

1. Non-discrimination. The parties shall make no distinction or discriminate in any way among Students covered by this Agreement on the basis of race, color, sex, creed, age, handicap or national origin.
2. Coordination of Program. The parties shall use best efforts to establish the educational objectives for the Program, devise methods for its implementation and continually evaluate to determine the effectiveness of the field experience.
3. Student Not Employees. The parties hereto agree that the Students are fulfilling specific requirements for field experience as part of the degree requirement and, therefore, the Students are not to be considered employees or agents of the College, Rehab Provider or related facilities for any purpose, including Workers' Compensation or employee benefit programs.

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4. Insurance. Each party to this Agreement shall provide and maintain, at its own expense, a program of insurance covering its activities and operations hereunder. Such program of insurance shall include, but not be limited to, comprehensive general liability insurance for Facility and, for Contractor and College, professional liability insurance and comprehensive general liability insurance. The comprehensive general liability insurance shall have a minimum coverage of two million dollars (\$2,000,000) per occurrence and four million dollars (\$4,000,000) aggregate. The professional liability insurance shall carry a single limit coverage of not less than one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate. Upon written request, any party hereto shall provide another party with a certificate evidencing such coverage.
5. Indemnification. Each party agrees to indemnify and hold harmless the others from and against any and all claims, costs, actions, suits, judgments, damages, liabilities, losses, or expenses ("Costs"), which arise or are asserted against or imposed upon or incurred by the party seeking indemnification ("Indemnitee") as a consequence of any negligent or wrongful act or omission by the party from whom indemnification is sought ("Indemnitor") or any employees, agents, or contractors of the Indemnitor. This provision will survive termination of this Agreement. Nothing in this Agreement will be construed to limit the indemnity or contribution rights that the parties may have under law.
6. Term. This Agreement shall be effective for a period of one (1) year when executed by all parties. This Agreement will be automatically renewed annually unless otherwise indicated in writing by one of the parties at least thirty (30) days prior to the end of the term, or unless terminated in accordance with paragraph 7 below. In accordance with accreditation standards of the Accreditation Council for Occupational Therapy Education (ACOTE) this "memorandum of understanding between institutions and active fieldwork sites is reviewed at least every 5 years by both parties. Programs must provide documentation that both parties have reviewed the contract" (ACOTE; 2008).
7. Termination. This Agreement may be terminated by any of the two (2) parties with or without cause upon thirty (30) days written notice, provided that all Students currently enrolled in the Program with Rehab Provider at the time of notice of termination shall be given the opportunity to complete the Program with Rehab Provider with the cooperation of all parties hereto.
8. Arbitration. All controversies, claims and disputes arising in connection with this Agreement shall be settled by mutual consultation between the parties in good faith as promptly as possible, but failing an amicable settlement shall be settled finally by arbitration in accordance with the provisions of this paragraph. Such arbitration shall be conducted in accordance with the Commercial Arbitration Rules of the American Arbitration Association (AAA) or if the AAA is not available, any nationally recognized arbitration service. The parties hereto hereby agree that the arbitration procedure provided for herein shall be the sole and exclusive method of resolving any and all of the aforesaid controversies, claims or disputes. The costs and expenses of the arbitration shall be borne by the parties in the manner determined by the arbitrator. Legal action for (i) entry of judgment upon any arbitration award or (ii) adjudication of any controversy, claim or dispute to contest any arbitration award may be heard or tried only in the courts of the State of California and the County in which the Facility is located or the appropriate Federal District Court. Each of the parties hereby waives any defense of lack of in personam jurisdiction of said courts and agrees that service of process in such action may be made upon each of them by mailing it certified or registered mail to the other party at the address provided for in this Agreement. All parties agree that the prevailing party shall be entitled to recover from the non-prevailing party reasonable expenses.

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9. No Agency. All parties acknowledge that each is an independent contractor to the other, and nothing contained herein shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties, and no party shall so hold itself out. No party hereto shall have the right to obligate or bind any other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.
10. Assignment. No party hereto shall have the right, directly or indirectly, to assign, transfer, convey or encumber any of its rights under this Agreement without the prior written consent of the other parties hereto. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the respective successors and assigns of the College, Contractor and Facility.
11. Governing Law. This Agreement shall be construed in accordance with and all disputes hereunder shall be governed by the laws of the State of California.
12. Severability. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.
13. Notice. All notices to be given under this Agreement (which shall be in writing) shall be given at the respective addresses of the parties as set forth in the preamble to this Agreement, unless notification of a change of address is given in writing. Any notice required by this Agreement shall be deemed to have been properly received when delivered in person or when mailed by registered or certified first class mail, return receipt requested, or by Federal Express (or other nationally recognized overnight courier) to the address as given herein, or such addresses as may be designated from time to time during the term of this Agreement.
14. Authority to Sign. The parties signing below are authorized and empowered to execute this Agreement and bind the parties to the terms and conditions contained herein.
15. No Third Party Beneficiaries. This Agreement shall not create any rights, including without limitation third party beneficiary rights, in any person or entity not a party to this Agreement.
16. No Waiver. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
17. Entire Agreement. This Agreement fully supersedes any and all prior agreements or understandings between the parties hereto or any of their respective affiliates with respect to the subject matter hereof, and no change in, modification of or addition, amendment or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by all parties hereto subsequent to the execution of this Agreement.
18. Patient Privacy. The parties hereto affirm their commitment to comply with federal and state law regarding the use and disclosure of protected health information. Each party agrees to comply with the applicable provisions of the Administrative Simplification section of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 U.S.C. § 1320d through d-8 ("HIPAA"), and the requirements of any regulations promulgated thereunder including without

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limitation the federal privacy regulations as contained in 45 CFR Part 164 (the "Federal Privacy Regulations") and the federal security standards as contained in 46 CFR Part 164 (the "Federal Security Regulations"). Each party will promptly report to the other any use or disclosure in violation of HIPAA, the Federal Privacy Regulations, or the Federal Security Regulations of a patient's Protected Health Information which was previously disclosed to that party under this Agreement. Nothing in this Section shall require any party to waive the attorney-client, accountant-client, or any other applicable legal privilege.

[SIGNATURE PAGE FOLLOWS]