



**VNSG 1323 501-CL
Basic Nursing Skills
Spring 2025 (8 weeks)
Tue. & Wed. 8am-4:15pm
STEM Skills lab**

Instructor Information: Course Facilitator: Jalayne Henderson, MSN, RN
Email: jhenderson11@com.edu
Office: 409-933-8456 STEM 225.19

Instructors: Jennifer Cowan, BSN, RN
Betty Winters, BSN, RN

Student hours and location: See Office hours on D2L

Required Textbook/Materials:

1. Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). (Included in the 360 Bundle)
2. Spring 2024 Elsevier 360 Bundle

Notice to Students Regarding Licensing Effective September 1, 2017, HB 1508 amends the Texas Occupations Code Section 53 that requires education providers to notify potential or enrolled students that a criminal history may make them ineligible for an occupational license upon program completion. The following website provides links to information about the licensing process and requirements: www.tdlr.texas.gov

Course Description: This course provides mastery of entry level nursing skills and competencies for a variety of healthcare settings. Utilization of the nursing process as the foundation for all nursing interventions. Prerequisite: BIOL 2401 with a grade of "C" or better. (Classroom engagement 1, Lab 6, Credit 3. Prerequisite or Corequisite: BIOL 2402, VNSG 1122, VNSG 1227, VNSG 1260 with grade "C" or better.

Course requirements:

1. Professionalism -
 - a. Attendance – Student is present for class/clinical the day. Students may receive other sanctions for attendance/tardiness per college/clinical guidelines.
 - b. Timeliness – student is in class and ready exactly at class/clinical start time. Students may receive other sanctions for attendance/tardiness per college/clinical guidelines.

- c. Participation and engagement – students participate in class/clinical and team activities in a meaningful and engaged way.
 - d. Preparedness – students have prepared themselves for the day’s classroom/clinical activities through reading assignments and pre-class assignments.
 - e. Professional Dress & demeanor – Student is wearing attire as prescribed in the student handbook with a visible student badge, presenting themselves in a professional manner throughout the classroom/clinical period.
 - f. Objectives Application – students will apply the objectives of this class/clinical to all classwork and assignments.
 - g. Professional communication – student communicates in a professional manner consistent with the classroom activity.
 - h. Teamwork – student participates in teams in a collaborative and professional manner.
 - i. Focus & Attention – student focuses on classroom/clinical and team activities throughout the classroom time. Students browsing internet or any phone activity will result in a loss of this point.
 - j. Courteousness & Respect – Student will be courteous and respectful of each faculty, staff, and student member throughout the classroom/clinical period.
2. Unit exams - Assesses knowledge of course content discussed in class, in reading assignments, and pharmacology modules. Exams will use next generation items, multiple choice, multiple answer, and alternative style test questions as indicated to follow NCLEX-PN testing format. If a student receives a grade below 75% on any exam, he/she should schedule a counseling appointment with the instructor and remediation is required prior to taking the next exam.
 3. Comprehensive final -
 4. Group project – Assessment of knowledge, skills, critical thinking, and professionalism of basic nursing skills acquired over the course of the semester. Group project will include a activity component to do with the class such as role-playing, a game, or a hands-on activity for the whole class to participate in. The group will write a 1-2 page summary on their topic, their
 5. Elsevier Adaptive Quizzing (EAQs) - Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned for each topic or chapter covered. The quizzes are multiple choice, multiple answer, and NGN alternative-style questions.
 6. Vital sign sheet – Assesses knowledge, skills, and critical thinking for vital signs on several clients. Assess cultural and spiritual aspects of assessment. Assess knowledge on pain assessment. There will be a required 50 sets of vital signs that must be done
 7. Lessons – Assigned lessons with due dates with content covered in class.

Determination of Course Grade/Detailed Grading Formula:

A = 90 - 100.00

B = 80 - 89.99

C = 75 - 79.99*

D = 60 - 74.99

F= <60 *A minimum final grade of “C” is required to pass this course.

Assignment	%
Unit Assessment 1*	16.7%
Unit Assessment 2*	16.7%
Unit Assessment 3*	16.7%
Comprehensive Final Assessment*	10%
75% Assessment average	60%
Lessons	10%
Vital sign sheet (50 vital signs) **	10%
EAQ Quizzes **	15%
Group Project**	5%

Late Work, Make-Up, and Extra-Credit Policy: All assignments are due at the time indicated in the course calendar. If an assignment is not turned in on the due date, a grade of zero will be given.

Attendance Policy:

An absence is defined as missing half or more of a class period. Three or more absences in nursing theory courses will result in written counseling. An instructor-initiated withdrawal may occur if a student continues to be absent after the counseling is given. See nursing student handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS)

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1.		
2.		
3.		
4.		
5.		

Academic Dishonesty: : The Nursing Program follows the COM Student Handbook Standards of Student Conduct, Code of Ethics for Nurses (American Nurses Association (ANA) 2015), TBON, and affiliated clinical partner policies and procedures for impaired or disruptive behavior and discipline. The faculty reserves the right to ask a student who is disruptive and displays behavior inconsistent with professional standards to leave the classroom, lab, or clinical setting. See Nursing student handbook.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me first using the contact information previously provided. If your concerns have not been resolved *after* meeting with me, you may contact the Dean of Instruction @ rmontz@com.edu

Honesty and Integrity

See COM Student Handbook and COM policy FLB—Student Rights and Responsibilities:
Student Conduct

Students are expected to abide by the ANA Code of Ethics for Nurses and FLB Local policies and procedures.

Course outline:

Course Outline

Unit 1: Infection Prevention and Control: Protective Mechanisms and Asepsis

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Discuss the surveillance, prevention, and control of infections in hospitalized clients.
2. Demonstrate proper hand hygiene techniques.
3. Use Standard Precautions when caring for clients.
4. Use Transmission-Based Precautions when caring for clients.
5. Properly bag and remove soiled linens and trash from an isolation room.
6. Teach a client or family member how to properly dispose of soiled items at home.
7. Teach a client or family member proper hand hygiene techniques.

Learning Content

- Infection
- Immunity
- Inflammation
- Safety
- Stress
- Patient education

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

- Hand washing
- Use of Personal Protective Equipment

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 16 and Chapter 17**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 1 section 2 Preventing Infection**

Unit 2a: Safely Lifting, Moving & Positioning Clients

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Position a patient in the following positions: supine, prone, Fowler, and modified left lateral recumbent.
2. Assist patients to sit up in bed.
3. Demonstrate complete passive range-of-motion (ROM) exercises for a patient.
4. Correctly transfer a patient from a wheelchair to a bed.
5. Transfer a patient from a bed to a stretcher.
6. Demonstrate the correct techniques for ambulating a patient and for breaking a fall while ambulating.

Learning Content

- Mobility
- Safety
- Functional ability

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

- Positioning a client in a hospital bed
- Transfers
- Using a lift machine

- Restraints
- Falls

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 18.**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 1 section 3 and 4**

Unit 2b: Personal Hygiene, Skin Care, and Prevention of Injury

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Describe how to prevent and stage a pressure injury.
2. Perform a complete bed bath and back rub.
3. Provide oral care for an unconscious patient.
4. Prepare to provide personal care for a patient, including nail care, mouth care, perineal care, and shaving.
5. Assist a patient with the care of contact lenses.
6. Instruct a patient in ways to prevent build-up of cerumen in the ears.

Learning Content

- Culture
- Infection
- Inflammation
- Mobility
- Nutrition
- Pain
- Patient education
- Perfusion
- Safety
- Sensory perception
- Tissue integrity

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

- Personal hygiene
- Dental care
- Shaving

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 19**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 2**

Unit 2c: Client Environment and Safety

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Discuss how the health care facility's environment affects your patient.
2. Using correct technique, make an unoccupied and an occupied bed.
3. Explain, according to your facility's procedures, how to clean up a biohazard spill.
4. Discuss your clinical facility's response plan to a bioterrorism threat.
5. Given an emergency scenario, practice triaging the victims.
6. Correctly apply a protective device.

Learning Content

Communication

Pain

Sensory perception

Thermoregulation

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

- Bed Making
- Protective devices

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 20**

Unit 3a: Vital Signs

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Demonstrate measuring and recording the body temperature of an adult and a child at the oral, rectal, axillary, and tympanic (eardrum) sites using electronic or tympanic thermometer.
2. Demonstrate measuring and recording an apical pulse and a radial pulse.
3. Demonstrate counting and recording respirations.
4. Demonstrate measuring and recording blood pressure.
5. Demonstrate using an automatic vital signs machine to monitor pulse and blood pressure.
6. Recognize deviations from normal vital sign patterns.
7. Determine factors that might be adversely affecting the patient's temperature, pulse, respiration, or blood pressure.

Learning Content

- Acid-base balance
- Cellular regulation
- Pain
- Safety
- Thermoregulation

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Assessing temperature
2. Assessing blood pressure
3. Assessing oxygen saturation
4. Assessing respiration rates
5. Assessing pain
6. Assessing heart rate

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 21**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 3**

Unit 3b: Assessment

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Assess the patient's psychosocial and physical functioning by gathering information in an organized way.
2. Perform a basic physical examination on a patient.
3. Perform a visual acuity test on a patient.
4. Carry out focused physical assessments of the cardiovascular, respiratory, gastrointestinal, and neurologic systems.
5. Teach patients the assessment techniques for the early detection of cancer.
6. Educate patients about the recommendations for periodic diagnostic testing.
7. Assist with a medical examination by positioning and draping the patient and organizing the equipment.

Learning Content

- Culture
- Patient education
- Patient history

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Performing Physical assessment

2. Performing Neuro checks
3. Weighing a client

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 22**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 4**

Unit 3c: Admitting, Discharging, and Transferring a Client

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Orient a patient to the patient unit and the hospital.
2. Assist with the performance of an admission assessment.
3. Assist with the transfer of a patient to another unit.
4. Use correct communication techniques to ensure safe handoff of a patient to another nurse, department, or facility.
5. Interact with the social worker regarding the discharge needs of an assigned patient.
6. Demonstrate appropriate interaction with the family of a patient who has died.

Learning Content

- Anxiety
- Collaboration
- Communication
- Mobility
- Patient education

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 23**

Unit 4a: Diagnostic Testing and Specimen Collection

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Provide pretest and posttest nursing care, including appropriate education, for patients undergoing diagnostic tests and procedures.
2. Attend to psychosocial concerns of patients undergoing various diagnostic tests.
3. Perform a random blood glucose test using capillary blood and a glucometer.
4. Perform patient education for magnetic resonance imaging (MRI).
5. Describe how to prepare a patient for and assist with aspiration procedures such as lumbar puncture, thoracentesis, paracentesis, bone marrow aspiration, and liver biopsy.
6. Correctly use Standard Precautions whenever obtaining or handling specimens for diagnostic tests.
7. List the steps for assisting with a pelvic examination and Pap test.
8. Correctly fill out laboratory and test requisition forms.

Learning Content

- Anxiety
- Fluid and electrolyte balance
- Glucose regulation
- Infection
- Inflammation
- Patient education
- Perfusion
- Safety

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Phlebotomy
2. Glucose Testing

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 24**

Unit 4b: Fluid, Electrolyte, and Acid-Base Imbalances

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Assess an assigned patient for signs of fluid and electrolyte imbalance.
2. From patient laboratory results, identify electrolyte values that are abnormal.
3. Discuss the various functions water performs in the body.
4. List the major electrolytes and the function of each.
5. Describe three ways in which body fluids are continuously being distributed among the fluid compartments.

Learning Content

- Acid-base balance
- Elimination
- Fluid and electrolyte balance

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Measuring Input and output

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 24**

Unit 5a: Concepts of Basic Nutrition

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Identify patients at risk for nutritional deficits.
2. Complete a nutritional assessment on an assigned patient.
3. Use therapeutic communication with a patient while discussing needed nutritional modification.
4. Develop a patient education plan for a prescribed therapeutic diet.

Learning Content

- Nutrition
- Culture
- Glucose regulation
- Patient education

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 26**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 5**

Unit 5b: Nutritional Therapy

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Using therapeutic communication, assist a patient who requires a special diet.
2. Develop a patient education plan for nutritional therapy.
3. Demonstrate insertion, irrigation, and removal of a nasogastric tube.
4. Demonstrate feeding a patient through a nasogastric tube or percutaneous endoscopic gastrostomy (PEG) tube.
5. Know your facility's policies, procedures, and protocols for nutrition-related problems and complications with tube feedings.

Learning Content

- Health promotion
- Safety
- Nutrition
- Collaboration
- Communication

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Assist client with feeding.
2. Insertion and discontinuation of a nasogastric tube.

3. Administer of tube feeding via feeding pump

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 27**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 5**

Unit 6a: Pharmacology and Drug Administration

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Locate information about a drug, including action, use, usual dosage, side effects, interactions, recommended routes of administration, and nursing implications.
2. Identify information the patient must be taught to use a drug safely.
3. Accurately calculate various drug dosages.
4. Demonstrate safe practices in the administration of medications.
5. Correctly document medications that you administer.

Learning Content

- Rights of Medication
- Adherence
- Safety
- Patient education

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Non-parenteral medication administration

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 33**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 11**

Unit 6b: Non-parenteral Medication Administration

Unit Student Learning Outcomes

Upon completion of this unit the student will:

1. Recognize the different types of medication orders (e.g., scheduled or routine, PRN, stat, one-time).
2. According to the facilities policy, identify the times used for scheduled medications (i.e., daily, bid, tid, and qid).
3. Demonstrate the accounting for doses of controlled medications that must be withdrawn from the locked narcotics cabinet or dispensed from an automatic dispensing unit.
4. Prepare and apply topical medications such as eye ointments, ear drops, nasal medications, transdermal patches, and topical ointments.
5. Write a care plan for a patient who is receiving medication that includes patient-specific data, an identified problem statement, and interventions that you would use.
6. Give oral and topical medications using the Six Rights of medication administration.
7. Teach a patient to use a metered-dose inhaler.
8. Instill a vaginal and a rectal suppository safely and effectively.
9. Document medication administration and your patient's response to the therapy.

Learning Content

- Adherence
- Communication
- Pain
- Patient education
- Safety

Learning Activities

Pre-engagement, engagement, and re-engagement activities

Skills practice and demonstration

Think, pair, share

Group/partner engagement

NCLEX style-questions

Role-playing

Skills

1. Non-parenteral medication administration

Recommended reading and activities:

Williams, P. (2022) *deWitt's Fundamental Concepts and Skills for Nursing* (6th ed.). Elsevier Health Sciences (US). **Chapter 19**

Stein, L., & Hollen, C. ([Insert Year of Publication]). *Concept-Based Clinical Nursing Skills* (2nd ed.). Elsevier Health Sciences (US). (Included in the 360 bundle) **Chapter 11 sections 1-4.**

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook [https://www.com.edu/student-services/docs/Student Handbook 2024-2025 v2.pdf](https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v2.pdf). *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a “W” grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2nd 8-week session is April 30.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis

prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.