Nursing Faculty Handbook
2018-2019
Welcome to College of San Mateo and the Nursing Program

We are happy you chose to share your wealth of experience and expertise with the students and faculty of our program. The nursing program at College of San Mateo was established in 1965 and has been a significant partner with the neighboring health care agencies and community. Many of our graduates continue to live and work in San Mateo County, representing our program well.

This handbook is best accessed as an electronic document as it has links throughout that are very helpful to you. Throughout the document you will see reference to the Nursing Student Handbook. This too is online http://collegeofsanmateo.edu/nursing/resources.asp and is found on our Website http://collegeofsanmateo.edu/nursing/ at College of San Mateo http://collegeofsanmateo.edu/ Just like that, you are able to get even more information about our program, the college and so much more!

We hope this handbook “explains it all” for you, but we are here to help. The best thing about our program is that we are a cohesive and supportive group of faculty and staff and we are here to help you too. Please ASK! If you find something that could be made more clear or is not found in this document (handbook), let us know and offer a suggestion for improvement!
# Table of Contents

Overview of Nursing Program Courses ................................................................. 5  
Statement of Philosophy .......................................................................................... 6-7  
Conceptual Framework ............................................................................................ 8-9  
Conceptual Model for Nursing Program Curriculum ............................................ 10  
Description of the Conceptual Framework Model .................................................. 11-12  
Program Terminal Objectives .................................................................................. 14  
Glossary Sheet for Program Terminal Objectives ................................................. 15  
Student Learning Outcomes .................................................................................... 16  
Course Manager Duties / Responsibilities .............................................................. 17-18  
SMCCD’s Curriculum .............................................................................................. 19-22  
Nursing Faculty Orientation & Responsibilities .................................................... 23-27  
Clinical Agency Contacts List .................................................................................. 30  
Nursing Skills: Level of Instructions & Competency Assessment ............................ 31-39  
Clinical Agency Planning Form .............................................................................. 40  
Clinical Agency Evaluation Form ........................................................................... 41  
Nursing Students Assignment Sheet ...................................................................... 42  
Guidelines for Clinical Evaluation ........................................................................ 43-44  
Nursing Program Core Competencies .................................................................... 45-46  
Course Progress Notification Form ........................................................................ 47-48  
Incident Reporting Procedure ................................................................................ 49  
Nursing Student Occurrence Report ....................................................................... 50-51  
Impaired Nursing Students .................................................................................... 50  
Dismissal Policy ....................................................................................................... 51  
Attendance Policy ................................................................................................... 52  
Clinical Make-Up .................................................................................................... 53  
Preclinical Preparation Policy ................................................................................ 54  
CSM Patient Care Worksheet Forms ....................................................................... 55-65  
Medication Administration Policy ......................................................................... 66-67  
Duties of CSM Nursing Open Skills Lab Instructor .............................................. 68  
Space Rules of Use .................................................................................................. 69  
Sample Study Guide ............................................................................................... 70  
Simulation Coordinator Position Description ....................................................... 71  
Summary Minutes Template .................................................................................... 72-73  
Meeting Minutes Template .................................................................................... 74  
Testing Procedures .................................................................................................. 75  
Faculty Evaluation Forms ....................................................................................... 76-87  
Course Evaluation Form ........................................................................................ 88-90  
Skills Course Evaluation Form .............................................................................. 91  
Procedure for Reporting Injuries to Student/Staff .................................................. 92-95  
Disability Resources Center Information .............................................................. 96-100  
Library Resource Page ........................................................................................... 101
# COLLEGE OF SAN MATEO

## Overview of Nursing Program Courses

### FIRST YEAR

#### FIRST SEMESTER (FALL)

<table>
<thead>
<tr>
<th>First 8 Weeks</th>
<th>Second 8 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 211</strong>-Introduction to Nursing (4.5 units):</td>
<td><strong>NURS 212</strong>-Concepts of Homeostasis (4.5 units):</td>
</tr>
<tr>
<td>Introduction to the professional aspects of nursing. Students learn principles of human needs and application of the nursing process. Basic skills are mastered through skills lab and clinical experiences in long term care settings.</td>
<td>Focus on the maintenance of homeostasis during health and illness including the effects of aging. Medication administration and assessment skills practiced in the skills lab and acute care clinical settings.</td>
</tr>
</tbody>
</table>

### SECOND SEMESTER (SPRING)

<table>
<thead>
<tr>
<th>First or Second 8 Weeks</th>
<th>First or Second 8 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 221</strong>-Pediatric Nursing (4.5 units):</td>
<td><strong>NURS 222</strong>-Maternity Nursing (4.5 units):</td>
</tr>
<tr>
<td>Study of common health needs/problems of different developmental levels. Clinical experience in a variety of settings to learn acute and chronic childhood illnesses.</td>
<td>Study of needs/problems of family during maternity cycle and women's health care issues. Clinical experience in Peri-Natal and community settings.</td>
</tr>
</tbody>
</table>

**NURS 225** - Nursing Skills Lab II (.5 unit): Skill practice and competency assessment.

### SECOND YEAR

#### THIRD SEMESTER (FALL)

<table>
<thead>
<tr>
<th>First 8 Weeks</th>
<th>Second 8 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NURS 231</strong>-Psychiatric Nursing (5 units):</td>
<td><strong>NURS 232</strong>-Medical/Surgical Nursing (5 units):</td>
</tr>
<tr>
<td>Guided learning experiences in psychiatric settings to assist students to understand effects of mental/emotional illnesses. Effective and non-effective communication patterns discussed after experiences.</td>
<td>Focus on medical/surgical illnesses with care of patients in acute care settings. Nursing care for patients during and after surgery included with observation in Surgery and Recovery areas.</td>
</tr>
</tbody>
</table>

**NURS 235** - Nursing Skills Lab III (.5 unit): Skill practice and competency assessment.

### FOURTH SEMESTER (SPRING)

<table>
<thead>
<tr>
<th>First 8 Weeks</th>
<th>Second 8 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Care of the patient in the critical care and specialty areas correlated with content of the common needs/problems of these patients. Observation in Emergency Departments, Critical Care Units.</td>
<td>Leadership/management principles and current nursing issues discussed in preparation for transition into work settings. Continued focus on needs/problems of medical/surgical patients. Clinical emphasis on organization and priority setting.</td>
</tr>
</tbody>
</table>

**NURS 245** - Nursing Skills Lab IV (.5 unit): Skill practice and competency assessment.

**NURS 816/817/818/819** (0.5 units each): Open Skills Lab
COLLEGE OF SAN MATEO
ASSOCIATE DEGREE NURSING PROGRAM

Statement of Philosophy

The San Mateo County Community College District recognizes each individual's right to education and provides the environment which enables students to develop their minds and skills, broaden their understanding of social responsibilities, increase their cultural awareness, and realize their individual potential. The nursing faculty believes:

A Person is a complete and unified human being comprised of mutually interdependent parts which include biological, developmental, psychological, social, cultural and spiritual components. A human is influenced by all aspects of its environment, e.g., family, significant other, friends, community, nation and world. The meeting of needs derived from any of these components establishes one's attempt to maintain or achieve homeostasis within the environment.

Health represents equilibrium among the biological, psychological, developmental, social, cultural, and spiritual dimensions of a human being in dynamic interaction with an ever changing environment. As an open system, a human responds to both internal and external stimuli while moving along the wellness-illness continuum. Humans adapt to these stressors in an attempt to achieve self-actualization and high-level wellness. High-level wellness is a life style which promotes the optimum level of functioning an individual is capable of achieving at any given time.

Nursing is a dynamic, interpersonal process involving the nurse, patient, family, significant others and members of the multidisciplinary health team. Nursing is built upon a theoretical foundation acquired from the natural and the behavioral sciences. The nurse provides individualized and group care within a variety of settings using the nursing process. The nursing process is a deliberate, problem-solving and decision-making approach to meeting both health care needs and nursing needs of patients along the continuum of care. The major components of the nursing process are assessment, diagnosis, planning, implementation, and evaluation. Nursing's core efforts are directed to assist humans to achieve and to maintain an optimum level of wellness as well as positive outcomes.

Learning takes place best when the individual demonstrates readiness. Learning is a dynamic life-long process through which the individual's behavior is changed. The learner brings to the process a variety of qualities such as age, education, life experiences, and diverse cultural and ethnic backgrounds. Students use a variety of learning styles to achieve their learning outcomes. Individual academic advising and a network of support system assist the student to use these unique qualities in the development and implementation of an educational plan. Learning is most effective when planned by using a logical sequence from simple to complex. Theoretical learning can best be reinforced by applying and practicing critical-thinking skills in the classroom and clinical experiences and in high fidelity simulation. Students have the right, obligation and responsibility to be involved in their own learning and to pursue completion of their career goals.
Teaching/Learning Teaching is a dynamic interactive process among the teacher, the learner and the environment to promote learning. We believe that the learner embraces and enacts all components of the professional role through the dynamics of the teaching learning relationships. Learning is the acquisition of knowledge, skills and abilities that result in a change. All participants in the learning process benefit through the exchange and acquisition of knowledge. The teacher takes into account the three domains of learning (cognitive, affective, psychomotor) during the interactive process. Based on the identification of a knowledge deficit, the teacher analyzes the learner's readiness and ability to learn. The teacher then actively collaborates with the learner to formulate a teaching plan that includes student learning outcomes. Together they implement the plan, and evaluate the learner's success in achieving the learning outcomes.

Nursing Education is a systematic process planned to orchestrate the learner to acquire an essential body of knowledge. It includes cognitive and affective nursing concepts, psychomotor skills and the integration of these in all clinical settings as well as in high-fidelity simulation. The content includes specific health issues relevant to the dynamic concerns and health needs both of the individuals, groups, and the community. It involves seeking knowledge, setting priorities, problem solving and decision making.

Graduates of our program are prepared to utilize the nursing process to provide safe, effective and competent nursing care to patients of all ages and their families in a variety of health care settings.
COLLEGE OF SAN MATEO
ASSOCIATE DEGREE NURSING PROGRAM

Conceptual Framework

The theory of homeostasis with its principles of stress and adaptation along with Maslow's theory of psychosocial development provide the encompassing conceptual framework for the College of San Mateo Associate Degree Nursing Program. The curriculum focuses on: 1) human beings as providers of health care; (specifically self care, family care and nursing care) 2) the concept of health as defined by the wellness-illness continuum; and 3) the professional practice of nursing at the associate degree level. The major unifying themes of the curriculum provide the foundation for the program objectives.

A Human Being as a Provider of Health Care:
A Human is viewed as a unified whole comprised of mutually interdependent parts which include biological, psychological, developmental, social, cultural, and spiritual components. In the environment, man becomes an open system in dynamic interaction with an ever changing environment. The professional nurse acts as an advocate, an educator, a consultant and a caregiver to consumers of health care and other members of the multidisciplinary health team. Outcomes are achieved by implementation of the following skills: nursing process, technical skills, critical thinking, communication skills, problem solving, decision making, leadership and management.

Health as Defined by the Wellness-Illness Continuum:
Health represents equilibrium among the biological, psychological, developmental, social, cultural, spiritual, and sexual dimensions of humans. Maintenance of this equilibrium is a dynamic process within an ever-changing environment. Health is achieved when needs are met in hierarchical order (i.e., physical, safety and security, love and belonging, self-esteem and self-actualization). Movement toward disequilibrium and illness on the wellness-illness continuum occurs when one's needs are not met. Each individual’s level of health is influenced by one's biological age, chronological age and developmental stage, and overall philosophical approach to life.

As an open system, humans respond to both internal and external stressors as movement occurs along the wellness-illness continuum. The ability to perceive meaning in these stressors facilitates movement toward adaptation, self-realization, self actualization and high-level wellness.

Nursing at the Associate Degree Level:
The professional nurse implements the following roles: patient advocate, direct care giver, communicator, teacher, leader/manager and member of the health care team. The nurse creatively uses a repertoire of skills including: the nursing process, problem solving, critical thinking, communication skills, technical skills, decision making, leadership and management. Specifically, the nursing process is the integrating mechanism through which nurses interact with humans in a collaborative relationship. Upon entry into the environment, nursing interacts collaboratively with others in a helping relationship to maximize wellness for the patient. Through inquiry, nurses determine other’s health beliefs and values. The nurse assesses the patient's level of wellness, actual and potential problems, and available support systems. Nursing focuses on actual and potential health needs and/or problems of patients which require interaction to achieve adaptation.

The nurse plans with the individuals, families, and aggregates to assist them in returning to homeostasis, whether to the same level of equilibrium, to a higher level than before, or to a level
which is irreversible but still functional. Finally, the nurse and other members of the multidisciplinary health team evaluate the outcomes. The discipline of nursing is based on a synthesis of knowledge and skills, established protocols of the practice setting, and application of the nursing process.

**Major Curriculum Themes:**
The program objectives of Associate Degree Nursing Program include the major curriculum themes. These objectives provide the framework for theory and clinical objectives within each of the nursing courses. The major curriculum themes are: the Nursing Process, Communication, Teaching-Learning, Leadership/Management, and the Professional Role in Nursing.
Conceptual Model for Nursing Program Curriculum

CODE:
1. TRIANGLE: Represents Student, Subject and Setting
2. HORIZONTAL: Represents Basic Human Needs
3. LEFT VERTICAL LINES: Represents Curriculum Themes
4. RIGHT VERTICAL LINES: Represents Curriculum Concepts
5. DIAGONAL LINE: Represents Nursing Process as Integrated Throughout the Curriculum
Description of the Conceptual Framework Model

The purpose for depicting the conceptual framework in a visual model is to clarify and simplify the interdependence of the curriculum components for faculty and students. An equilateral triangle represents the mutual relationships of the components of student, subject and setting as described by Chater. The circle represents the integration of Maslow's basic human needs, the curriculum themes and concepts with the Nursing Process.

The elements of the Conceptual Framework are described as follows:

1) **TRIANGLE - STUDENT, SUBJECT AND SETTING:**

   **Student:**
   The nursing student population at the College of San Mateo consists of diverse adult learners of both sexes with an average age of 30 years. These mature students, often studying for a second career, are self-motivated, goal-directed, and involved in campus activities. The students represent a variety of ethnic backgrounds and fulfill a variety of roles: parent, spouse/partner, and employee.

   In summary, the student is integrally involved with the subject of nursing within the college and community setting. Ongoing changes in any component of this balanced system may provoke reciprocal changes among the other components.

   **Subject:**
   Nursing education at the College of San Mateo integrates the concepts of Maslow's hierarchy of needs, adaptation, and homeostasis using the nursing process. Professional nursing is taught as a decision making process undergoing continual reevaluation and subsequent modification.

   **Setting:**
   The setting is the College of San Mateo, a suburban community college with an open door admission policy, reflecting the diverse multicultural population of the surrounding community. The nursing department supports the cultural diversity and philosophical beliefs of the college.

2) **HORIZONTAL LINES - BASIC HUMAN NEEDS:**

   The horizontal components of the model represent Maslow's hierarchy of basic human needs. Basic human needs are shared by all people; the extent to which basic human needs are met is a major factor in determining a person's level of health on the health-wellness continuum. For the purpose of this document, the patient as a consumer of health is referred to as client, patient or member.

   The knowledge of basic human needs provides a framework for applying the nursing process in promoting wellness and in the delivery of health care. The nurse recognizes that basic human needs are influenced by sociocultural background, individual priorities and past experiences. By incorporating the hierarchy of needs into the nursing process the nurse establishes a firm foundation for determining the needs of the client and/or family and for interacting with the client and family or significant other on his/her behalf.


3) **LEFT VERTICAL LINES: CURRICULUM THEMES:**
Communication: A complex continuous process including both verbal, non-verbal and extra-verbal behavior. Communication is focused on therapeutic outcomes and involves interpersonal interactions between and among others. Through the use of the nursing process, there is an exchange of ideas and information, which is culturally appropriate, as verified through documentation.

Teaching/Learning:

Teaching: A dynamic interactive process among the teacher, the learner, and the environment to promote learning. The teacher takes into account the three domains of learning (cognitive, affective, psychomotor) during the interactive process. Based on the identification of a knowledge deficit, the nurse analyzes the learner's readiness and ability to learn. The nurse as a teacher must identify both the content to be learned as well as the motivation of the learner. The nurse then formulates a teaching plan that includes behavioral outcome criteria, implements the plan, and evaluates the learner's success in achieving the outcome criteria.

Learning: The acquisition of knowledge, skills and abilities and values that results in a change of behavior towards a predetermined outcome.

Leadership/Management:

Leadership: Is an interpersonal process that occurs between or among people. It is the ability to positively influence others to change and includes guiding or facilitating the way to assist in the completion of the identified goals/objectives.

Management: The process of planning, organizing, prioritizing and coordinating patient care to achieve identified quality outcomes.

Professional Role in Nursing: The practice of nursing skills and behaviors that includes accountability and responsibility for decision-making activities related to patient care. Involved in this role is a consideration of ethical, political and legal issues. The nurse assumes responsibility for on-going self direction and self evaluation to maintain current standards of nursing practice.

4) RIGHT VERTICAL LINES: CURRICULUM CONCEPTS:

Homeostasis/Stress/Adaptation:

Homeostasis: A process of dynamic equilibrium in which the living organism strives to maintain a relatively constant, uniform and stable environment; without homeostasis, the human organism will not be able to achieve its hierarchy of needs successfully. Homeostasis is continual and involves the ability to adapt and adjust to a constantly changing environment through a variety of feedback systems.

Stress: Physiological, psychological, sociological, cultural and environmental alterations that may temporarily disrupt equilibrium. Stress is a normal process that with coping and adaptation maintains one’s dynamic equilibrium.

Adaptation: The process of adjusting to the internal and external stimuli within the environment to maintain homeostasis/equilibrium. This adjustment results in behavioral and/or attitudinal responses to maintain an optimum level of functioning.
**Growth & Development:** Growth and Development are independent, interrelated processes that occur throughout the life cycle.

Growth: A dynamic process with measurable age related changes in all dimensions of health: physical, psychological, cultural, spiritual, social and developmental.

Development: The behavioral aspect of growth as evidenced by a progression in the developmental stages and accomplishments of developmental tasks.

**Cultural Diversity:** The aspects of life which encompass age, gender and ethnicity. It reflects a recognition, appreciation, and respect for the differences and similarities as well as the familiar and the unfamiliar found in people. It is a factor that may influence the individual's response to health maintenance and to alterations in health.

**Pharmacology:** The study of medications including origins, characteristics, properties, therapeutic actions as well as side effects, efficacy, and teaching measures.

5) **DIAGONAL LINE: NURSING PROCESS AS INTEGRATED THROUGHOUT THE MODEL**

**Nursing Process:** A dynamic problem solving approach to patient care that applies nursing knowledge and skills in an organized and goal oriented manner.

**Assessment:** The purposeful gathering of pertinent data and the interpretation of that data which helps in the identification of patient needs and problems.

**Nursing Diagnosis:** The actual or potential altered health states or interaction patterns identified by the nurse as needing nursing interventions.

**Planning:** The method of achieving a solution to the problem through setting goals. This process includes deciding on a course of action and developing a plan with measurable outcome criteria.

**Implementation:** Interventions the nurse uses to put the plan into action and to attempt to resolve the problem.

**Evaluation:** The review of the extent to which the outcome criteria have been achieved. Evaluation results in the possible modification of the nursing diagnosis and/or revisions in the plan of care.
Program Terminal Objectives

The graduate of the CSM Nursing Program will be able to:

1. Use the *Nursing Process* to care for patients by incorporating all dimensions of health, each individual’s hierarchy of needs and levels of wellness.

2. Demonstrate competency in managing care for a group of patients of all ages in diverse settings by using a variety of skills.

3. Incorporate goal-directed, therapeutic communication to assist patients of all ages in promoting health and in supporting homeostasis.

4. Establish effective working relationships with patients, families/significant others, and the health care team.

5. Evaluate goal-directed teaching plans that promote health based on the individual needs of patients, families/significant others with consideration of age, gender, and cultural diversity.

6. Develop a plan of care through collaboration with health care team members to ensure continuity and comprehensiveness of patient care within the community.

7. Assume accountability and responsibility to coordinate all aspects of patient care which includes the appropriate delegation and supervision of health care team members.

8. Practice within the ethical standards and legal framework of registered nursing practice.

9. Demonstrate accountability and responsibility for own professional practice which includes identifying own learning needs and accessing resources effectively.

10. Implement the professional role of nursing in the continuum of care which includes that of patient advocate, leader/manager of care, communicator, teacher and member of the health care team.

*See Glossary sheet for definitions of terms in italics.*
**Glossary Sheet**

**FOR PROGRAM TERMINAL OBJECTIVES**

**Nursing Process:** assess/diagnose, plan, implement and evaluate care.

**Dimensions of Health:** physical, psychological, cultural, spiritual, developmental, and social health.

**Patients of all ages:** emphasize patient care from conception to death including the infant, child, adolescent, adult, older adult and frail elder.

**Diverse care settings:** acute, sub-acute, long-term, community, schools, ambulatory, and home.

**Variety of skills:** critical-thinking skills, communication skills, decision-making skills, nursing process skills, physical assessment skills, priority setting skills, problem-solving skills, teaching skills (patient and staff), technical skills and time management skills.

**Health care team:** multidisciplinary members.

**Teaching Plans that Promote Health:** health promotion, health maintenance, health restoration.

**Resources:** experiences, individuals, groups, and multi-media resources.
**College of San Mateo Nursing Department**

**Student Learning Outcomes**

**Professional Knowledge and Skill**
Students can demonstrate a sound knowledge of nursing methods, skills and healthcare management.

*Students should be able to:*

1. Apply nursing methods, protocols and procedures to appropriate care situations.
2. Use the nursing process, which emphasizes critical thinking, independent judgment and continual evaluation as a means to determine nursing activities.
3. Utilize theory and knowledge from nursing, the physical/behavioral sciences and the humanities in providing nursing care.

Using the nursing process students engage in an ongoing evaluation of all care delivered and change the plan of care as appropriate.

*Students should be able to:*

4. Identify and assess the healthcare needs of patients/clients using the tools/framework appropriate to the clinical setting.
5. Document and evaluate the outcome of nursing and other interventions and communicate to team members.
6. Prioritize care-delivery on an ongoing basis.

Students can demonstrate effective skills in communicating information, advice and professional opinion to colleagues, patients, clients and their families.

*Students should be able to:*

7. Work in partnership with patients, clients and caregivers.
8. Engage in and disengage from therapeutic relationships through the use of effective interpersonal and counseling skills.
9. Provide compassionate, culturally sensitive care to clients in a variety of settings.

**Professional Value and Accountability**
Students follow professional ethical standards when they provide nursing care to patients.

*Students should be able to:*

10. Adhere to the ANA Code of Ethics for nurses, treating patients as unique whole individuals with specific needs, desires and abilities.
12. Practice in a manner that respects patient confidentiality and adheres to HIPAA.

Students value themselves as growing professionals by demonstrating accountability for own learning and practice that serves as the basis for continual development as a professional nurse.

14. Evaluate professional learning needs and take steps to meet them.
COURSE MANAGER DUTIES/RESPONSIBILITIES

Overview of Course Manager Role:

The Course Manager leads the multiple aspects of the course; Theory, Clinical and Skills Lab

I. Review Course Outline for Theory/Clinical – Step by step review and explanation of the course outline

a. Review the Course Description for understanding of basic course description
   i. It is also helpful to look online for the Catalog Description and/or Class schedule description (what the students see when registering)

b. Familiarize self with the Student Learning Outcomes (SLOs) for the specific course.
   i. These are expected learning outcomes comprising of theory, skills lab and clinical.
   ii. SLOs are listed in the Course Outline and are required by the college for every course.
   iii. They must have a method for assessment and evaluated in Tracdat annually.
   iv. The SLOs can be changed/modified as needed
   v. When the SLOs are updated (changed or modified) it must be reflected in Tracdat. Tracdat will populate the changes to the Committee on Instruction (COI) site *more information on COI follows*.

c. Review the Theory and Clinical objectives. Theory and clinical objectives are categorized according to the program Curriculum Themes; Communication, Teaching, Leadership/Management, Professionalism and overall Nursing Process. These objectives are what the student is expected to know/perform by the end of the course in both Theory and Clinical.
   i. Skills Lab (courses that end in 5, i.e., N235 or N225) has its own Course Outline as it is a separate course. However, the content and plan is developed by and overseen by the Course Manager. Coordinate the presentation of material and skills to practice in Skills Lab with the theory lecture.

d. Review the course content (these are concepts that are taught in theory and/or skills lab and practiced in the clinical setting).

e. Note the Representative Methods of Instruction, Assignments, Evaluation and Texts. If you desire to change any of these or your course outline, you may do so – however the COI will need to approve it.

II. Committee On Instruction (COI)

a. This is a committee on campus that meets monthly to review and approve courses
b. Our courses are reviewed every two years
   i. This is a good time to change your SLOs, update content, or change text books etc.
ii. If you want to make changes prior to your scheduled interval, you may do so. However, you will need to send the updates to the COI via CurricUNET [http://www.curricunet.com/SMCCCD/](http://www.curricunet.com/SMCCCD/)

Directions for accessing are on the following page – refer to this when you need to
SMCCCD’s CurricUNET

Course Revision

To make a revision to a course you first need to log into the system using your username and password. Click the “Courses” link under the Build section of the main menu on the left hand side of the screen. Then click the “Revise” link under the courses menu. This will bring you to a search screen where you will enter the criteria for the course you need to make changes to and click “OK”.

You will then be taken to a results screen where you will choose the course to make changes to by clicking the (COPY) icon. This makes a copy of the existing active course for you to make changes to.
You will then see an Update Course screen where you can revise the course information. Select Modified Course Proposal type. After entering the information click “OK”. You will then be taken to the Course Construction main menu where you will use the Course Checklist to edit the remainder of the course.
GLOSSARY OF TERMS

ATI (Assessment Technology Institute): [https://www.atitesting.com/Home.aspx](https://www.atitesting.com/Home.aspx) Used in online testing at the end of specific courses (N212, N221, N222, N231 and N242) in addition to tutorials for Skills Lab and the creation and use of practice tests. Create a profile then alert the department director to transition you to faculty status.

Canvas: The online platform where you can upload your syllabus, create and administer tests, upload grades and communicate with students/faculty enrolled/teaching in your course.

Census: You will need to submit your census for the classes you teach. Go to Websmart [https://websmart.smccd.edu/](https://websmart.smccd.edu/) - log-in and locate Faculty Services. Click on Census/Enrollment Verification at the beginning of your course and complete this ASAP. Short courses (8 weeks) are usually due by the second week of classes. Semester long courses are usually due a few weeks later. Click on your course sections and review the enrollment; if okay and all students are registered, click submit and move on to the next section.

Committee On Instruction (COI): This is the committee who approves courses and course updates. Every two years nursing courses are updated. If revisions are made outside the sequenced two year period, you will need to check the COI schedule and put your course in for updates. Click on the link to get started. Your email address is usually the user name. [http://www.curricunet.com/SMCCCD/](http://www.curricunet.com/SMCCCD/)

Email: Accessed through the SMCCCD portal. This is where all college and district notifications are communicated. This would also be the preferred way for all school related communications. You may also communicate with your students and peers using email instead of Canvas. [http://smccd.edu/portal/](http://smccd.edu/portal/)

To get to your email go to the above link and click on “0365 Login.” (Right hand side of the page, scroll down to Information Technology Services

O365 Email
O365 Login | Problems Logging in?
Tutorials | Change Password

The director will help you get a work email account set up.

“G-O Number”: This is an important number to remember as it is your ID number for many district/campus entities. You will need this to access Canvas, email and Websmart.

Information Technology (IT): For ALL your technology questions and needs this is the link you need. “Submit a Ticket” and describe your problem. Someone will contact you within the day and arrange a time to help you. [http://smccd.edu/portal/](http://smccd.edu/portal/) Go to the right hand side of the page and scroll to Information Technology Services and click on the ITS Services Request Form [http://helpcenter.smccd.edu/requestform/](http://helpcenter.smccd.edu/requestform/) There are also many tutorials you can access that may help you with your questions.

List/Authorization Codes: When a student needs to enroll in your course as a late add, you will need to give the student an Authorization Code. Go to Websmart [https://websmart.smccd.edu/](https://websmart.smccd.edu/) - log-in and click on List/Authorization Code. You will see a selection of numbers. Print this page so you can keep track of the codes you have given away.
Pin#: This is usually your birthdate, i.e., 010175. If you change this, remember your pin and GO number as you will need both of these to access Canvas, email and Websmart.

Publisher Representatives: These are the contacts you need for Text books and other teaching materials used (ATI, Elsevier, Pearson etc..) Review the course texts/materials and look for the publisher. From there, contact the representative directly (name and contact information can be obtained through the nursing department office).

SLOs: Student Learning Outcomes are outcomes set by programs (as in Nursing) and courses within the programs. Each course in the Nursing Program will have SLOs linked to the Program SLOs. These are listed in the Course Outline and are to be measured/evaluated at the end of each course. SLOs are changed/updated at regular intervals. It is recommended to do this in conjunction with the COI updates. Once the SLOs are updated on TRACDAT they are populated to the COI website.

SMCCCD: San Mateo County Community College District. This is the College District that encompasses College of San Mateo (CSM), Canada College and Skyline College. The district office is located adjacent to the CSM campus. Human Resources and all other district main offices are located here.

SMCCCD Portal: The main website where you can access your email, Canvas and Websmart.
http://smccd.edu/portal/

TRACDAT: This is the site you will need to access to record and monitor the SLO process. Here you can update your SLOs and record information about measurements and evaluation. Click on the link and for your user name type in your last name and first name initial. The password is tracdat https://collegeofsanmateo.tracdat.com/tracdat/faces/login.xhtml

Websmart: This is where you can access Faculty and Employee services (you can get your W-2 here). Students can also use this to register for classes and access information they need. Click the link and log in using your GO number and password (usually your birthdate in numerical format)
https://websmart.smccd.edu/
These are some of the things you can do here that are related to your teaching:
• Send Email to your Class
• Obtain: Class List/Waitlist, List Authorization Codes, Your Faculty Schedule by Day and Time
Complete: Census / Enrollment Verification, Enter Grades & Positive Attendance Hours
NURSING DEPARTMENT

NURSING FACULTY ORIENTATION AND RESPONSIBILITIES

I. THEORY:

A. CONTENT EXPERT

1. Review content areas within designated course(s) to ensure adequate coverage of all concepts.

2. Identify if content is taught in other courses and if level is appropriate within that course.

3. Consult with other instructors who have responsibility for related content to determine extent of material taught.

B. COURSE MANAGER

1. Course Materials:
   a. Review Course Outline, Course Catalog Description, Theory Content and Learning Objectives.
   b. Review Course Syllabus for other course information.
   c. Review/revise lecture objectives and outlines that are available.
   d. Obtain materials or lecture suggestions from other team members.
   e. Update Course Syllabus with changes as needed.
   f. Post syllabus on Canvas and/or on Nursing Department website.
   g. Make a copy or send electronically of Course Description and Objectives and Student Learning Outcomes for each Clinical instructor.
   h. Review and order textbooks(s).
   i. Order desk copy of textbook for each instructor on team.
   j. Work with Director to revise nurse kit supply inventory. Consult with lab technician as needed.
   k. Meet with Simulation Coordinator to plan simulation activities. Notify Simulation Coordinator/lab technician 2-4 weeks ahead if evening or weekend hours are needed.

2. Study Guide:
   a. Review/revise previous copy of course Study Guide; updates fine line content and due dates.
   b. Submit to Nursing Office for revision if need be.
   c. Before first day of class deliver or email a copy of the Study Guide to the Reserve Desk of the Library. If students are required to access library documents.
   d. Prepare articles/materials to be put on Reserve and deliver to Library.
3. Multi-Media:
   a. Review/revise multimedia materials related to course content.
   b. Designate which media need to be moved to the public NAS folder. Students can access these in Open Skills Lab.
   c. Develop specific guidelines for use with online assignments.
   d. Arrange computer lab space for proctored exams if not conducted in the classroom.

4. Attendance/Roll Sheets:
   a. Enter dates onto the attendance portion of the Official Class Record.
   b. Obtain class list from the Nursing Office to use as a daily roll sheet.
   c. Transfer absences (indicated by the letter A) to the appropriate date on the attendance portion of the Official Class Record.
   d. Complete census via Websmart by required date. **This is approximately 2 weeks after the start of an 8 week course.
   e. Make copy of attendance/roll sheets with grades for Nursing Office.
   f. Collect attendance sheets from lab and clinical instructors or have them submit these to office directly.

5. Coordination of Teaching Team:
   a. Plan a Team Planning meeting (prior to the start of the course) to review Course, Theory, Clinical and Skills lab and the accompanied assignments plans. Review proposed changes.
      1. Planning Meeting Criteria
         • Course Calendar (review and discuss hours)
         • Syllabus
         • Theory Plan and Test dates (arrange for proctors)
         • Clinical Schedules
         • Assignments (Clinical and Theory)
         • Skills Lab
         • SLOs
      b. Develop a schedule of team meetings for the course. These are generally every 2-3 weeks. It is best that they be conducted in person and with all teaching team members present
      2. Interval Team Meeting Criteria
         • Theory
         • Assignments
         • Clinical
         • Skills Lab
         • Simulation
         • Other
c. Discuss internal rotation schedules and review for comparable clinical learning experiences.

*d. Discuss expectations related to clinical preparation and required clinical paperwork. All instructors agree to a determined method for students to prep and how they are evaluated.

e. Distribute course calendars to all team members.

f. At the completion of the course, lead a discussion summarizing the course to include all of the following:

1. Course Evaluations from students
2. Texts and reading assignments
3. Clinical agencies utilized
4. Observation experiences of course
5. Written assignments and grading criteria
6. Skills Lab/Practice Lab
7. Attrition rate = number of students starting and number completing course, including the reasons for but do not mention students by name
8. SLOs and SLO Assessment
9. QSEN attributes
10. Suggestions for next year

7. Testing:

a. Arrange classroom space for proctored exams.

b. Arrange Disability Resource Center (DRC) http://collegeofsanmateo.edu/dsp/ to have tests available for students who are approved for testing accommodations.

1. Students who have a documented disability (learning, etc.) are required to show the course manager document outlining their needs. Review the needs with the student. If there are any questions bring these up to a counselor or the program supervisor at the DRC.

c. Type test and duplicate. Refer to NCSBN website (www.ncsbn.org) for item writing course. Strive to create tests based on the NCLEX-RN Test Plan. Test items are to reflect lecture objectives (all designated lectures given in theory must have objectives).

d. Fill in scantron key

e. Copy tests (if electronically delivered, make sure to have a back-up paper / hard copy). Take scantron key to Nursing Dept Office for scanning.

f. Note the item analysis and make adjustments in scores if appropriate.

g. Submit one copy of each test to the Nursing Office for filing.

h. Record grades on CSM Official Class Record via Websmart.

i. Post scores on electronic Canvas format.

8. Final Grading:

a. Submit copies of Official Class Record and pertinent attendance forms to Nursing Department.

b. Submit final grades via Websmart by due date.
II. CLINICAL AND SKILLS LAB:

A. COURSE MANAGER

1. Skills Lab Planning/Implementation:
   a. Refer to past course information as a guide.
   b. Identify supplies needed for lab activities including nurse kits.
   c. Develop schedule of lab activities; aligned with theory content.
   d. Arrange for needed supplies and equipment to be available with lab tech.
   e. Request lab tech to set up skills lab stations with instructions and competency assessment conditions as appropriate.
   f. Create directions for students and one for faculty teaching the class (include learning objectives as well).

2. Clinical Planning:
   a. Become familiar with clinical facilities available that can provide required experiences by:
      1) discussion with other nursing faculty
      2) reviewing evaluations of units currently used
      3) visiting other agencies which could provide required clinical experiences
   b. Become familiar with sites used for Observation volunteer visits as part of clinical rotation by:
      1) discussion with other faculty who have assigned them
      2) phone discussion with agency personnel regarding previous student observation experiences or make a personal visit
   c. Write/revise learning objectives for each observation experience and provide each agency with copies.
   d. Ensure a contract is in place for both clinical and observational volunteer agencies.

B. SKILLS LAB INSTRUCTOR

1. Skills Lab Implementation:
   a. Complete nurse kit inventory with students.
   b. Distribute Part B plus and “back ordered items” like gloves.
   c. Ensure students have necessary equipment to actively participate.
   d. Notify Nursing Department if any equipment is missing
   e. Review objectives at the start of each skills lab and identify any equipment needed.
   f. Check students preparation for skills lab (certificates, online etc.,)
   g. Give feedback in team meetings and/or by phone message regarding students’ performance in skills lab.
   h. Refer to Nursing Student Handbook for additional guidelines and attendance policy for the skills lab. [http://collegeofsanmateo.edu/nursing/resources.asp]
C. **ALL CLINICAL INSTRUCTORS**

*See document for Clinical Instructor Orientation*

1. **Clinical Agency:**
   a. Evaluate Clinical facility as potential site for course experiences.
   b. Obtain names of Key persons to contact:
      1) first level-Education Director or Director of Staff Development
      2) second level-Supervisors or Unit Manager or Charge RN
      3) third level-Staff nurse(s) on unit
   c. Instructor contacts Supervisor or Unit Manager for orientation and to meet with staff to:
      1) Provide copies of Course Description with objectives to Education Contact and each Unit Manager.
      2) Discuss policies and procedures with staff-where to find written agency procedures.
      3) Discuss method of patient selection.
      4) Decide where student assignment will be posted.
   d. Review student orientation modules for completeness and accuracy
   e. Confirm student paperwork per agency requirements (i.e. background check, immunizations)
   f. Develop plan for orientation of students to include (but not limited to):
      1) unit layout and “Scavenger hunt” if applicable
      2) patient selection
      3) staff interaction
      4) agency procedure/policy manual
      5) specific routines/policies of unit
      6) overview of technological devices
      7) overview of documentation
      8) medication administration (if applicable)
   g. Make arrangements for conference rooms.
   h. Find out where students may park during experience.
   i. Develop internal rotations and distribute to units.

Example Template for Clinical Rotation

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>Date</th>
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<tbody>
<tr>
<td>Last Name</td>
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<td>Frist Name</td>
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j. Complete the "Planning" section of the Clinical Planning/Evaluation form (found in this document)
2. Setting Up Assignments:
   a. Share internal rotations and guidelines/directions with students.
   b. Submit one copy of internal rotation to Nursing Office and one copy to course manager and Agency educator.
   c. Confirm patient selection methods with students.
   d. Develop a system/forms or obtain CSM form for posting assignments for students, or devise alternate method for distribution of assignments.

3. Renew Clinical Evaluation Tool
   a. Familiarize self with the objectives of the tool. (see sample in this handbook)
   b. Renew Core Competences
      1. The descriptions can be found in the Nursing Student Handbook and in this faculty handbook
      2. These competences are ** (double stared Criterion) and if students are not achieving these at any time during the clinical course they are at risk of failing the clinical/course. A notification of course progress is mandatory to inform the student of their jeopardizing progress and/to or to allow the student to correct the problem
   c. Review the clinical objectives for each course taught (themes all the same, but objectives vary from course to course)
      1. Understand now these are measured; clarify with the course manager if needed
      2. Review these with clinical students prior to mid-term evaluations

4. Evaluation of Student Progress:
   b. Develop course specific make-up assignments.
   c. Keep record types of patients assigned to each student.
   d. Write anecdotal notes on each student’s progress, daily.
   e. Correct written assignments and return as soon as possible with feedback.
   f. Give each student a midterm clinical evaluation.
   g. Counsel students regarding performance:
      1) identify strengths and help student identify weaknesses;
      2) if student is in danger of failing, provide written documentation of areas needing improvement; via notification of course progress and/or at time of mid-term evaluation (note directly on the evaluation tool).
      3) Provide student with copy of this written summary; and
      4) Submit copy of this summary to the Nursing Office
   h. Provide a summary evaluation for students who have withdrawn from the program.
      i. Include specific comments especially when student needs improvement or has a no pass
4. Insurance and Unusual Occurrence Forms:
   a. Access the District link for personal injury documents as provided in the student handbook, submit to Nursing Department within 24 hours of injury.
   b. Obtain and carry Unusual Occurrence Forms - complete for Medication Errors or Patient Injury and submit to Nursing Department for filing in students' record.
   c. Follow agency procedures for any “other” documentation.

5. Completion of Course:
   a. Complete Course Evaluation Summary for any student who withdrew during course, identifying level of performance at time of withdrawal.
   b. Complete Clinical Evaluation Tool and arrange for final conference time with each student. Add comments to objectives where appropriate. Initials only do not provide sufficient documentation, you must supply comments as part of the evaluation.
   c. Submit completed evaluation tools to the Nursing Department by the last day of the semester.
   d. Complete the "Evaluation Section" of the Clinical Planning and Evaluation form and submit to Nursing Department.
   e. Send personal notes or emails letters to clinical agency(s) to express thanks for staff assistance on units.

Date revised 02/22/17
# CLINICAL AGENCY CONTACT LIST

<table>
<thead>
<tr>
<th>Clinical</th>
<th>Contact Person</th>
<th>Email</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaiser Redwoody City</td>
<td>Terry Graham</td>
<td><a href="mailto:terry.a.graham@kp.org">terry.a.graham@kp.org</a></td>
<td>(650) 299-3562</td>
</tr>
<tr>
<td>Kaiser San Francisco</td>
<td>Lisa-Lori Lockman</td>
<td><a href="mailto:lisa-lori.lockman@kp.org">lisa-lori.lockman@kp.org</a></td>
<td>(415) 833-4801</td>
</tr>
<tr>
<td>Kaiser San Jose</td>
<td>Elijah Clayton</td>
<td><a href="mailto:Elijah.T.Clayton@kp.org">Elijah.T.Clayton@kp.org</a></td>
<td>(510) 972-6250</td>
</tr>
<tr>
<td>Kaiser Santa Clara</td>
<td>Nicole Faria</td>
<td><a href="mailto:Nicole.S.Faria@kp.org">Nicole.S.Faria@kp.org</a></td>
<td>(408) 851-3711</td>
</tr>
<tr>
<td>Sutter Health</td>
<td>Kelly Sui</td>
<td><a href="mailto:SuiK@sutterhealth.org">SuiK@sutterhealth.org</a></td>
<td>(650) 696-3556</td>
</tr>
<tr>
<td>San Mateo Medical Center</td>
<td>Dr. Akram Cader</td>
<td><a href="mailto:acader@smcgov.org">acader@smcgov.org</a></td>
<td>(650) 573-2271</td>
</tr>
<tr>
<td>Seton Medical Center</td>
<td>Jade Skifich</td>
<td><a href="mailto:jadeskifich@verity.org">jadeskifich@verity.org</a></td>
<td>(650) 991-6977 / 563-7160</td>
</tr>
<tr>
<td>Pacifica Rehab</td>
<td>Melissa</td>
<td><a href="mailto:dsd@pacificarehab.com">dsd@pacificarehab.com</a></td>
<td>(650) 733-0183</td>
</tr>
<tr>
<td>Sequoia</td>
<td>Carolyn Weddle</td>
<td><a href="mailto:carol.weddle@dignityhealth.org">carol.weddle@dignityhealth.org</a></td>
<td></td>
</tr>
</tbody>
</table>
COLLEGE OF SAN MATEO
NURSING DEPARTMENT

NURSING SKILLS: LEVEL OF INSTRUCTION AND COMPETENCY ASSESSMENT

NURS 211-Introduction to Nursing
SKILLS TAUGHT

ADL-Bath/Bed/Feeding
Vital Signs
Body Mechanics/Transfer/ROM
Universal Precautions/Isolation
Physical Assessment
Specimen Collection
Enemas
NG Tube Feedings
Feeding Pump
Catheterization
Sterile Gloving
Dressing Changes-Dry, and Damp to Dry
Closed Wound Drainage – Gravity and Suction
Wound Care / Wound Vac
Intake & Output
Communication Skills
Charting
Pulse Oximeter
Automatic BP Cuff
Aspiration Precautions
Dysphagia Evaluation

SKILLS LAB COMPETENT

Vital Signs and Pulse Oximetry
NG Tube - Insertion, Assessment and Feeding with Feeding Pump
Sterile Gloving
Dressing - Assessment and Changing
Catheterization
Physical Assessment (at Hospital)
Blood Glucose Testing
Medication Administration Test
I&O
Enema
**NURS 212 - Concepts of Homeostasis**

**SKILLS TAUGHT**

Med Administration: (Assessments & Documentation)
- Oral, PO, Sublingual, Topical, Ear, Eye, Skin Patches, Metered Doses, NG Meds, Rectal

Medication orders

JCAHO National Patient Safety Goals

Injections: (Documentation)
- Sub Q, (Insulin, Mixing, TB) IM, Z-Track, Withdrawal from Amp, Vials, Carpoject, Intradermal

IV’s:
- Changing a patient’s gown with an IV Ambulating a patient with an IV

Demo/Discussion of Long Term Central Catheter

Oxygen:
- Incentive Spirometer, Regulation of O₂ Wall, O₂ Delivery Systems (Nasopharyngeal/Oropharyngeal Suctioning), Portable Pulse Oximetry to Bedside Monitor

Post Op Assessment
- Basic Post Op Dressing Assessment Sequential Compression Boots Antiembolism Hose IV Pumps

**SKILLS LAB COMPETENT**

Application of Med Orders:
- Expiration Date, Medication Allergies, Taking Basic Medication Orders

Routes of Med Administration:
- Oral, Sub Q, Insulin, Heparin, Intradermal IM, IV Meds in Primary Bag.

TJC National Patient Safety Goals

Documentation of Meds Given
First Dose Teaching

IV’s:
- Priming Line for Primary Bag
- Labelling the tubing and Bag
- IV Assessment
- Changing Solutions
- Discontinuing IV
- Saline Lock Flush
- Adding IV Med to Bag
- Setting the Pump for a Primary Rate

IV Medication Administration Test

Video competency on po Medication Administration

Ambulating a patient with an IV pump
## NURS 221-Pediatric Nursing

### SKILLS TAUGHT

**Med Administration for Pedi:**
- PO-Liquids, IM Sub-Q, Rectal, IV

**Pediatric Physical Assessment:**
- Weighing and Measuring, Plot on Growth Chart, Pedi History Taking from Parent
- Pain Assessment Video & Discussion
- Denver II Developmental Assessment
- Pedi Vital Signs
- Pedi Math:
  - Body Weight
  - Syringe pump
  - Calculation of IV medication dosages
  - Documentation of IV needs on MARs and IV flow sheet
  - Chest PT/Postural Drainage
  - CVP Dressing Changes
  - Insertion of an NG tube in a pediatric patient
  - Gastrostomy feeding with button
  - Pulse Oximetry with bedside monitor
  - Suctioning with a bulb syringe

### SKILLS LAB COMPETENT

**Medication Administration Test**
**Vital Sign Assessment and Implications for Pediatrics**
**Physical Assessment using Children in Lab**
**Pedi IM Injection**
**Assessment of IV Skills:**
- Pain Assessment Using FACES or VAS (Visual Analysis Scale)
- CVP Dressing Changes
NURS 222-Maternity Nursing

SKILLS TAUGHT

Postpartum patient
- physical assessment
- breastfeeding ability (LATCH score)
- prioritizing care
- care for the 1st day post-op Cesarean delivery

Neonate
- physical assessment
- gestational age assessment
- prioritizing care
- circumcision care

Cesarean Delivery Pre-op Care
- verification of surgical consent(s) (may include state sterilization consent)
- pubic hair clipping
- skin preps
- urinary catheter insertion

Med Administration:
- IM injection technique review
- IM & OU meds for Neonate

Electronic Fetal Monitoring
- equipment used
- interpretation of Fetal Monitor Strips

Venipuncture with Vacutainer

IV Insertion
- IV dressing/taping
- IV dressing/taping
- saline lock

IV Pump
- priming tubing

adding medication to primary bag
- Pitocin
- IV meds with glass bottles
- using vented IV tubing
- adding secondary line (IVPB)

Patient Teaching
- breast self-exam (BSE)
- testicular self-exam (TSE)

Blood Administration

Mock Codes
- Obstetrical and Neonatal
- delegating assignments
- review meds/dosages/routes
- develop critical thinking skills
- trouble shooting the laryngoscope

Case Studies
- Obstetrical and Neonatal

SKILLS LAB COMPETENT

Hand Hygiene

IM Injection for Neonate

Medication Administration Test
- Maternity and Neonatal meds

Assessment of IV Skills:
- initiating IV pump
- interpreting MD order
- primary and secondary functions on pump
- adding secondary line (IVPB)
NURS 231-Psychiatric Nursing

**SKILLS TAUGHT**

- Therapeutic Communication with Psychiatric Patients
- Conflict Resolution
- Assaultive Behavior/ Unit Setting
- Contraband checks
- Setting Limits
- Voice Hearers
- Documentation-Process Recording Review
- Dealing with Suicide Patients
- Psychosocial Assessment
- Domestic Violence
- Disaster Nursing

**N232 Skills: Concepts Reviewed**

- IV Pumps
- IVPB

**SKILLS LAB COMPETENT**

- Communication Skills:
  - Based on Situation through Role Playing
- Scenario: Communication techniques to cover major communication areas (verbal and non-verbal)
- Situations for Conflict Resolution and Negotiating
- Voice Hearing in Simulation
- Initiation of a Therapeutic Relationship (Working and Closure)
- Psychosocial Assessment
- Suicide Assessment
- Care planning for crisis intervention surrounding disaster
- Practice IVPB
## NURS 232-Medical-Surgical Nursing

### SKILL REVIEW
- IV’s - All Areas (Including initiating)
- Meds - IM’s, Sub-Q’s (Including Insulin, Heparin)
- Dressing Change – Wrapping Limbs
- Postop Assessment
- NG Suction
- Ostomy care
- Mixing insulins
- Review nursing assessment or head to toe adult assessment

### SKILLS TAUGHT
- IVPB
- Ostomy Care – Application of Ostomy
- Surgical Scrubbing, Gowning and Gloving
- Suture / Staple Removal
- Nasogastric Suctioning – setup and assessment

### SKILLS LAB COMPETENT
- Focused Physical Assessment / Post-Op Assessment:
- Use of Simulated Situations
- Interventions for situations
- Ostomy application and Care
- Case Studies for patients with GI, Liver Failure, & Oncology Patients.
- NG placement and care
- Surgical scrubbing, gowning and gloving
### NURS 241-Advanced Med-Surg Nursing

#### SKILLS TAUGHT
- High Risk Medication Orders
- TJC National Patient Safety Goals
- Chest Tubes and Closed Drainage Systems
- Trach Suctioning and Trach Care
- IV Push Meds: Continuous and Intermittent Route
- Cardiac Arrest and Role of RN
- Rapid Response Team / Code Blue Team
- Bag Valve Device
- Blood Draws from Central Lines
- EKG
- Evaluating EKG Strips
- Lead Placement

#### SKILLS LAB COMPETENT
- Receiving High Risk Medication Orders for Content Taught in this Course
- TJC National Patient Safety Goals
- Respiratory Breathing Assistance
- Chest Tube and Pleurvac Set-up
- Trach Suctioning and Trach Care
- Blood Draws from Central Lines / PIC Lines
- Cardiac Clinic:
  - EKG - Lead Placement
  - EKG - Strip Evaluation
- IV Push Meds: Continuous and Intermittent Route
- 3-Way Stopcock

Video Competent on IV push medications
## NURS 242-Leadership/Management In Nursing

### SKILLS TAUGHT

**Leadership Skills:**
- Leadership Styles
- Root cause Analysis – Problem identification
- Conflict Resolution with Staff
- Delegation: Communication with Unlicensed Staff
- Assignment of Staff
- SBAR differences (UAP, RN, MD)

**Musculoskeletal Review**
- Patient education: Using crutches, non-weight bearing, maneuvering stairs

**Neurological Focus:**
- Neurological Assessment
- NIH Stroke Scale
- Neuro Dressings
- Care of Patient with Oral Airway
- Seizure bed set-up
- Review of past skills as needed
- Sepsis Protocol

### SKILLS LAB COMPETENT

- Conflict Resolution with Multidisciplinary Staff
- Simulation of Staff Assignment for Team

**Working with Unlicensed Assistive Personnel:** Communication with UAP, Delegation with UAP, Assessment of UAP performance

**Neuro Testing:**
- Perform a Neuro Exam (standard vs. NIHSS)
- Use of Coma Scale
- Testing Cranial Nerves
- Testing Motor – Sensory Nerves
- Dysphagia Assessment
- Post-op Neuro/surgical dressings

**Competency Validation**
- Communication; verbal & written
- Receive report
- Prioritize problems
- Delegation
- Report to MD
- Receive orders
- Order transcription
### COLLEGE OF SAN MATEO - NURSING DEPARTMENT
### CLINICAL AGENCY PLANNING SHEET

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<th>Semester:</th>
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<th>Agency Representative(s):</th>
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### SUMMARY OF PLANNING MEETING:

1. Review the course and clinical objectives.

2. Develop a plan for orientation for the instructor and for the students.

3. Discuss the planned learning activities the students will perform to achieve these objectives.

4. Discuss the times, dates, and location for pre and post conferences.

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<td>Evaluation Session Date:</td>
<td>CSM Instructor:</td>
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<tr>
<td>Agency Representative(s):</td>
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**SUMMARY OF EVALUATION MEETING:**

1. Review the extent to which the clinical objectives were achieved.

2. Identify changes needed in the orientation process.

3. Determine what best facilitated the learning experience.

4. Determine how the learning experiences could be improved.

Signature: ___________________________________________________________
<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>PATIENT ASSIGNMENT</th>
<th>ROOM # &amp; PATIENT NAME</th>
</tr>
</thead>
</table>

NURSING COURSE: _____________________
UNIT: __________________________________
DATE:___________________________
**Guidelines for Clinical Evaluation**

Students currently receive the clinical objectives and the clinical evaluation tool as part of each course syllabus. Students are to review this information at the beginning and throughout the course to become familiar with the objectives to be achieved. These objectives must be met to pass the entire course.

2. All nursing program core competencies and clinical objectives/criteria completed in previous courses must be performed satisfactorily in each successive course. e.g. competencies passed in Nurs 211 will be expected in later courses.

3. Completion of the course clinical objectives is determined as follows:

A. 100% of double starred (***) criteria must be performed satisfactorily. 96% of starred (*) criteria must be performed satisfactorily. The number required for the (*) criteria is identified on each evaluation tool. e.g. (39/41) = 39 to be passed out of 41 criteria.

B. Criteria for Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P (Pass)</td>
<td>Satisfactory performance</td>
</tr>
<tr>
<td>NP (No Pass)</td>
<td>Unsatisfactory performance Requires explanation</td>
</tr>
<tr>
<td>NI (Needs Improvement)</td>
<td>Requires description Reflected in Learning Goals Section</td>
</tr>
</tbody>
</table>

4. ’Pass’ (P) or ’No Pass’ (NP) clinical performance is discussed with the student in conference and in written form. Each criterion must receive either a “Pass” or “No Pass.” “Needs Improvement” is only to be used with a “Pass” grade.

5. Clinical performance is evaluated by:

A. Observation of clinical experience
B. Contributions in pre and post conference
C. Written assignments
D. Attendance and performance in skills lab
E. Community agency observation reports
F. Individual conferences with clinical instructors
G. Feedback from clinical staff

6. Throughout the clinical experience students are required to maintain a record of their own performance by making notations using the Clinical Evaluation Tool. Specific documentation of how objectives are met including skills should be noted on tool.

A. Instructor documentation will be added to student’s notations, or instructor will initial student’s notes if in agreement. Instructor will use different color ink than used by student.
B. The students are encouraged to meet with the clinical instructor to review their notations. Student problems will be pointed out as they occur. Please remember that the instructor can only evaluate what she/he observes you doing or saying, not what you were thinking.

7. A student who has not yet performed satisfactorily during clinical performance may receive a written summary listing the areas needed for improvement. A “Course Progress Notification Form” will be used to list the areas. This summary will serve as the basis for a discussion between the clinical instructor and the student. A copy of this summary will be given to the student and a copy will be placed on file in the Nursing Office. The student must remedy this behavior in order to pass the course. The student also has the option to withdraw by the approved date.

8. A student who has performed satisfactorily during the clinical experience and then demonstrates unsatisfactory performance during the last weeks will not pass the course.

9. Final evaluation conferences are held within the last week of the course to complete the evaluation tool and inform the students of their progress in meeting the clinical objectives. All completed evaluation forms are turned into the Nursing Office.

10. At the time of the final evaluation conference, learning goals are also reviewed with the student to update current goals and to identify new/continuing goals. Learning goals are a format for nursing students to identify their personal learning goals during each nursing course. This activity is to guide the student in their growth as a professional nurse who sets goals and evaluates them as they move through their careers.

11. A student who has a ‘No Pass’ (NP) evaluation as a final clinical grade will not be eligible to progress to the next semester. A ‘No Pass’ (NP) clinical grade will subsequently change the final theory grade to an ‘F.’ Students who receive a “No Pass” may reapply for a second admission to the program provided they have not failed in another nursing program. (See “Procedure for Re-admission to the Program.”)

02/03/2016
**NURSING PROGRAM CORE COMPETENCIES**

As you progress through the nursing program, each course builds on the knowledge, skills, and abilities of the previous course. Therefore, you are expected to perform competently in the information already learned as you satisfactorily progress from course to course.

There are five specific nursing competencies or critical elements for which you are responsible: Asepsis, Emotional Well-being, Interpersonal Relations, Physical Well-being, and Professional Behaviors. You are responsible to competently implement these specific critical elements. Any violation of the following critical elements will result in a clinical failure. The areas listed below are examples, but are not all inclusive.

A. **ASEPSIS:** The prevention of the introduction and/or transfer of organisms. Special consideration should be given to handwashing/hand hygiene.
   1. Washes or degerms hands as appropriate.
   2. Protects self from contamination.
   3. Protects patient from contamination.
   4. Disposes of contaminated material in designated containers.
   5. Confines contaminated material to contaminated area.
   6. Establishes and maintains a sterile field where required.

B. **EMOTIONAL WELL-BEING:** Any action or inaction on the part of the student which threatens the emotional well-being of the patient or significant others places that person in emotional jeopardy. This can occur through omission, imminent, or actual incorrect action by the student. Students must promote emotional well-being.
   1. Maintains or respects patient confidentiality, including HIPAA guidelines.
      a. Uses only patient initials on CSM worksheets and assignments.
      b. Does not discuss patients data with anyone except healthcare staff. Does not discuss data with patient’s family or significant other unless permission is given by patient.
      c. Does not discuss patient data in public areas such as hallways, elevators, etc.

C. **INTERPERSONAL RELATIONS:** The patient-focused verbal and nonverbal interaction between student nurse and patient or significant other.
   1. Establishes communication with patient at beginning of the implementation phase by using at least one (1) of the following actions:
      a. Introducing self.
      b. Explaining nursing actions to be taken, or
      c. Using touch with the patient who is a nonverbal adult.
   2. Interacts verbally with patient by using at least one (1) of the following methods:
      a. Asking questions at least once to determine patient’s response to nursing care.
      b. Asking questions at least once to determine patient’s comfort.
      c. Directing the focus of communication toward patient-oriented interests.
      d. Able to communicate with a nonverbal patient.
   3. Uses language consistent with patient’s level of understanding.
   4. Uses verbal expressions that are not excessively familiar, patronizing, demeaning, abusive, or otherwise unacceptable.
   5. Uses physical expressions that are not excessively familiar, patronizing, demeaning, abusive, or otherwise unacceptable.
D. **Physical Well-being:** Any action or inaction on the part of the student could threaten the patient’s physical well-being. Students are accountable for the patient’s safety. Physical well-being includes:

1. Maintaining the physical well-being of a patient such as reporting deterioration in the patient’s clinical condition or imminent or actual incorrect action by the student.
2. Appropriate use of physical restraints.
3. Appropriate use of side rails.
4. Correct use of procedures as learned in skills lab and/or identified in the Clinical Procedure Manual and/or facility policies and procedures posted online.

E. **Professional Behaviors:** Maintains professional boundaries in all physical, written, and verbal interpersonal encounters including but not limited to patients, family, significant others, staff, peers, and faculty.
NURSING DEPARTMENT  COURSE PROGRESS NOTIFICATION

<table>
<thead>
<tr>
<th>STUDENT:</th>
<th>DATE:</th>
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<table>
<thead>
<tr>
<th>COURSE:</th>
<th>INSTRUCTOR:</th>
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</table>

**Nursing Student: Please review the "Guidelines for Clinical Evaluation" in your CSM Nursing Student Handbook [http://collegeofsanmateo.edu/nursing/resources.asp](http://collegeofsanmateo.edu/nursing/resources.asp)**

<table>
<thead>
<tr>
<th>Description of Incident or Issue:</th>
<th>Specific Feedback with Goal/Plan for Improvement:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Related Clinical /Theory Objective:</th>
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<tr>
<th>Instructor Signature:</th>
<th>Student Signature:</th>
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(Signature indicated only that this form has been read)
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**Incident Reporting Procedure**

The student has the opportunity to use the established appeal procedure as outlined in the College Catalog. In the event the student does not agree with the decision or the dismissal, reference is made to the student grievance procedure as outlined in the ‘Grievance Procedure for Nursing Students’

If the health and safety of the patient is jeopardized by a student’s clinical performance, the following steps will occur:

1. The student will be relieved of patient care responsibilities and may be asked to hand write their account of the events of actions as they occurred.
2. The instructor will conduct a preliminary inquiry into the unsafe/unsatisfactory clinical performance. The inquiry may include discussion with all persons involved. The instructor will write a summary note of the findings on a Notification of Progress Form.
3. The instructor will notify the program director of the student’s performance.
4. The student will be excused from the clinical setting.
5. The teaching team will meet to discuss the student’s performance to make a recommendation for the disciplinary action to be taken.
6. The program director will notify the appropriate college administrator(s) of the recommendation.
7. The student will meet with the program director and the appropriate college administrator(s) to review the action to be taken.
8. The nursing staff should be notified if the nursing student is being removed and will no longer be providing patient care.
**College of San Mateo Nursing Program**  
**Nursing Student Occurrence Report**

| DIRECTIONS | 1. Fill out form after incident occurs, preferably within 48 hours.  
|            | 2. Brief, concise and without use of unapproved abbreviations. |
| WHAT       | From the definition below, select the type(s) of event: |
|            | **Error:** “The act of not completing a planned action as intended or achieving an aim by the means of an incorrect plan; it can occur even when the individual has the knowledge to perform a task correctly.” (QSEN, 2012) |
|            | **Near Miss:** “An incident that did not cause harm; events, situations, or incidents that could have caused adverse consequences and harmed a patient but did not.” (QSEN, 2012) |
|            | **Witnessing an error:** “A situation where a provider, family member, or other person observes an error or breakdown in practice.” (QSEN, 2012) |
|            | **Preventing an error:** “Any intervention that interrupts the occurrence of an error being made; prevention can occur in many forms.” (QSEN, 2012) |
|            | Select all that apply:  
|            | 1. Error in medication administration  
|            | 2. Breakdown in communication (oral or written)  
|            | 3. Breakdown in attention and surveillance  
|            | 4. Faulty clinical reasoning or judgment  
|            | 5. Failure to prevent  
|            | 6. Failure to intervene  
|            | 7. Misinterpretations of orders  
|            | 8. Failure to advocate or breakdown in professionalism  
|            | 9. Other |
| WHEN       | Date and time of the occurrence: |
|            | Describe the event: |
| WHO        | Who did it affect or could have affected? (Patient, Staff, Visitor) |
| WHERE      | 1. Where did it happen? (in patients room, Pyxis, hallway)  
<p>|            | 2. What facility? |</p>
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<th>3. What unit?</th>
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<tr>
<td>WHY</td>
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<tr>
<td>Factors, reasons, issues leading up to the event (busy assignment, change in patient’s VS or LOC, distracted)</td>
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<tr>
<td>Was help available? Did you ask for help?</td>
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<tr>
<td>Did you look up the policy before/and or after event occurred?</td>
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<tr>
<td>*How Serious</td>
</tr>
<tr>
<td>1. Capacity to cause harm</td>
</tr>
<tr>
<td>2. Event occurred but did not cause harm</td>
</tr>
<tr>
<td>3. Required intervention to decrease adverse effects</td>
</tr>
<tr>
<td>Describe what should be done differently next time:</td>
</tr>
<tr>
<td>Was instructor notified of occurrence? Yes or no? Please include date and time.</td>
</tr>
<tr>
<td>What was the resolution of the occurrence?</td>
</tr>
<tr>
<td>Student Submitting</td>
</tr>
<tr>
<td>Name, semester, and year</td>
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</tbody>
</table>
**Impaired Nursing Students**

A. The Nursing Program at the College of San Mateo bases its policy on Impaired Nursing Students on the Board of Registered Nursing Policy and Board Statement from August of 2010.

“The Board of Registered Nursing considers the student use of controlled substances, dangerous drugs or devices or alcoholic beverages to an extent or in a manner injurious to self or others to constitute unprofessional conduct. The conviction of a criminal offense involving the prescription, consumption or self-administration of the above substances is conclusive evidence thereof. (B&P 2672)

Nursing students showing signs of mental illness or chemical dependency should be directed to a health care provider for diagnosis and treatment of the illness. Chemical dependency and mental illness are diseases and should be treated as such. The Board has established a diversion program for impaired registered nurses as a voluntary alternative to traditional Board disciplinary actions. (B&P 2770)”

B. The policy of the Nursing Program at the College of San Mateo

Nursing courses include both academic and clinical components in order to provide concurrent learning for each nursing student. Safety of patients receiving nursing care from nursing students is a priority.

- Instructors have the authority and responsibility to take immediate corrective action with regard to the suspected impaired student’s conduct and performance in the clinical setting. The instructor has the right to remove the suspected impaired student from the clinical area. The instructor must document the incident in writing, including the behaviors and/or performance that indicate that the student is a potential threat to the health and safety of the patient by causing any physical or emotional jeopardy. A Notification of Course Progress Form will be completed in consultation with the course manager.
- The student will be referred to appropriate resources through campus health services or outside health care provider.
- The Director of Nursing Program will be notified of the above actions.

C. The Nursing Program follows the guidelines for Student Conduct as established in the College of San Mateo catalog.

Referral to the College Disciplinary Officer is made and disciplinary actions are established according to college policy.

- The student must provide proof of treatment to the college and the nursing program.
- The student must comply with all college disciplinary actions.
- All student conduct matters are handled confidentially.
- The student has the right to appeal findings based upon college policy.
**Dismissal Policy**

Students admitted into the College of San Mateo Nursing Program assume both the right and the responsibility to learn in accordance with the standards set forth in the program. A student who does not meet the standards of the College of San Mateo Nursing Program will be dismissed.

Each of the following is a deviation from the acceptable standards of the program and may constitute grounds for disciplinary procedure and dismissal. However, such action shall not be restricted to the particular cause listed:

1. A student may be removed from the clinical area without prior notice when personal behavior or physical, mental, or moral condition threatens the safety and welfare of the patient(s) or other colleagues.
2. No Pass clinical performance
3. Theory grade average below 75% after test 3 or the final course grade; less than 90% grade on any Medication Dosage Calculation test taken for the third time.
4. Use of narcotics, habit forming drugs, or alcohol.
5. Dishonesty in patient care, documentation, test-taking and written work.
7. Acts against the person or property of a patient.
8. Fraud in securing admission to the Nursing Program.
9. Disciplinary action by the Vice President of Student Services.

**Dismissal Procedure**

1. The instructor or director identifies the reason for dismissal.
2. The instructor communicates a summary of the unmet clinical objectives to the teaching team and/or course manager. The teaching team and/or instructor is/are available for consultation as necessary. The instructor or course manager meets with the director to present the team recommendation(s).
3. The instructor or course manager will meet with the student to present the decision.
4. Instructor, course manager, or director will meet with the student to present recommendation(s) results, clarify status, review options and create a remediation plan if appropriate.

Decisions regarding disciplinary actions and dismissal are the responsibility of the nursing program and the college administration. Information regarding student conduct and student disciplinary procedures can be found in the college catalog.
Attendance Policy

As stated in the CSM College Catalog:
"Regular attendance in class and laboratory sessions is an obligation assumed by every student at the time of registration. When repeated absences place a student’s success in jeopardy, the instructor may drop the student from class."

In all cases it is the instructor's prerogative to determine when absences are excessive. An instructor has the right to drop a student from class when such absences jeopardize the student's opportunity to successfully complete the class work or to benefit from the instruction. A guideline used by many instructors is that excessive absence is represented by twice the number of hours the class meets in one week for semester-long classes and one-ninth of scheduled meetings in classes which meet for less than a full semester."

(1) Lecture: More than 2 absences from lecture per 8 week course may jeopardize the student's standing in the class. The instructor may issue a warning note after 2 missed lectures.

(2) Clinical: Satisfactory completion of the clinical requirements of the nursing courses (clinical laboratory) is dependent upon meeting the course objectives. Make-up will consist of a variety of assignments depending upon the course and student need as identified by the instructor/student. (See Clinical Make-Up Policy.) If a student misses more than 2 clinical days, a No Pass grade in clinical will be given.

(3) Skills Lab Courses: Each of the Skills Lab courses are required for completion of the nursing program, and must be completed with a Pass grade. Satisfactory completion requires adherence to the lab and regulations with the purpose of developing and refining the skill focus(es) of the course. If 2 or more labs are missed, the student will receive a No Pass grade.

(4) Absence due to unforeseen health problems requires individual consultation and consideration by the faculty. Students with illness or injury that interferes with personal or patient safety may not be allowed in the clinical area until “Change of Health Status” and “Physical Requirements” forms are filed in the Nursing Department. Mature consideration of one's health status is expected.

(5) Follow the directions of the clinical instructor of your course regarding reporting absences.

Attendance Policy 030915.doc
Clinical Make-Up

When a student misses a day of clinical experience the following guidelines will be used to complete the make-up requirement. The student will:

1. Contact the clinical instructor within one week of return from absence to discuss make-up assignment.

2. Makeup assignments may include but are not limited to case presentations, peer presentations, agency visits, simulated skills lab experiences and/or other assignments that are mutually negotiated between student and instructor.

3. Complete make-up assignment within 3 weeks of last day of absence. If absence occurs during the last two weeks of the course, and make-up assignment is not completed by the last day, an Incomplete grade will be given. (See Incomplete Policy.)

4. Make-up the time equal to the time missed, which may mean visiting 2 or more agencies, meetings or several projects.

5. Complete a written report for each agency visited and turn in to the clinical instructor. A verbal report will also be given to the clinical group.

6. Include the following information at the completion of an agency report:
   a. Name of Agency
   b. Date visited
   c. Name and position of contact person
   d. Purpose and functions of agency
   e. Source of funding
   f. Type of clients the agency serves
   g. Describe the activities
   h. Attach pamphlets/outlines or other handouts received from agencies
   i. Describe how you would apply this information to your nursing care.

7. A student who misses two clinical days per course will be given a "Notification of Course Progress" form by their instructor and counseled regarding their progress in the course.
Preclinical Preparation Policy

Students are assigned to facilities for clinical laboratory experiences. These assignments are subject to change every 8 weeks. Each agency has a different set of preparatory modules and training obligations to complete prior to or at the very beginning of each course.

Whether or not the students receive any hourly credit for this clinical preparation time is decided on a clinical by clinical basis. This decision is made at the discretion of the instructors in conjunction with final approval of the course manager and program director.

Students are required to comply with all agency compliance mandates regarding background checks, drug screenings, immunizations, and laboratory tests. The lack of compliance in meeting deadlines could potentially result in a non-clearance to enter the agency for clinical laboratory experiences.
# CSM PATIENT CARE WORKSHEET

Student: ________________________________                           Date: ___________________________

Patient's Initials: ________   RM#: ______   Age: _____  Sex: _____    Religion: _________________

Code Status: ____________            HIPAA: __________

Admission Date: ___________ Family Role: ______________ Occupation: ________________

Primary Medical Diagnoses/Surgical Procedures: _____________________________________________

Secondary Medical Diagnoses: _______________ Stage/Task: _______________

Identified Teaching Needs: Is this patient at appropriate developmental level for age?

Patient Teaching Goal: Ethnic/Cultural Implications:  
http://consultgerirn.org/topics/ethnogeriatrics_and_cultural_competence_for_nursing_practice/

Discharge Goal: Safety Issues:

<table>
<thead>
<tr>
<th>BATH</th>
<th>ACTIVITY</th>
<th>DIET</th>
<th>FLUIDS</th>
<th>CHECK</th>
<th>EQUIPMENT BEING USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bed</td>
<td>Bed</td>
<td>Reg</td>
<td>Limit</td>
<td>Blood Sugar</td>
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<tr>
<td>Self</td>
<td>BRP</td>
<td>Soft</td>
<td>Sips</td>
<td>Wt: ______</td>
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<tr>
<td>Shwr</td>
<td>BRP c Asst</td>
<td>Cl Liq</td>
<td>Ice Chips</td>
<td>Foley</td>
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<tr>
<td>Tub</td>
<td>Chair</td>
<td>Full Liq</td>
<td>Push</td>
<td>Specimen: ___</td>
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<tr>
<td>Sitz</td>
<td>Amb c Asst</td>
<td>NPO</td>
<td>Intake =</td>
<td></td>
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<tr>
<td>Partial</td>
<td>Amb Ad Lib</td>
<td>Special Diet: ___</td>
<td>Output =</td>
<td></td>
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</tbody>
</table>

IV Fluids:  Type: __________   IV Balance: ________ ________   Rate of Flow: ________ ________

(Beginning)   (Ending)   (ml/hr)   (gtts/min)

IV Site Assessment: _________________ Tubing Change (date to be done): ______________

Allergies:  

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<tr>
<th>Treatments/Therapy</th>
<th>Time</th>
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<th>Date</th>
<th>Test</th>
<th>Results</th>
<th>Significance</th>
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| Significant Diagnostic Data (lab, radiology, special procedures, etc.) |

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<tr>
<th>Date</th>
<th>Test</th>
<th>Results</th>
<th>Significance</th>
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Diagnostic Tests Scheduled For Today:  

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<tr>
<th>Project Course Related:</th>
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## ASSESSMENT CRITERIA

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<thead>
<tr>
<th>System</th>
<th>ASSESSMENTS/OBSERVATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTEG:</strong></td>
<td>color, temp, moisture, turgor, integrity, scars, incisions, lesions (measure)</td>
</tr>
<tr>
<td><strong>NEURO:</strong></td>
<td>A&amp;O x 4, PERRLA, symmetry, facial expressions, EOMs, fine/gross motor fxn, MAE, grips, sensation, speech, strength</td>
</tr>
<tr>
<td><strong>RESP:</strong></td>
<td>rate, rhythm, depth, effort, breath sounds, O₂ sat, incentive spirometry, m. membranes</td>
</tr>
<tr>
<td><strong>CV:</strong></td>
<td>pulses, capillary refill, edema, CSM</td>
</tr>
<tr>
<td><strong>GU:</strong></td>
<td>amount, urine characteristics, bladder distention, ext. genitalia</td>
</tr>
<tr>
<td><strong>GI:</strong></td>
<td>intake, appetite, BM, bowel sounds, distention</td>
</tr>
<tr>
<td><strong>MS:</strong></td>
<td>ROM, spine, MAE, strength</td>
</tr>
<tr>
<td><strong>EENT:</strong></td>
<td>vision, glasses, ENT discharge, hearing, hearing aid, dentures, nares, lymphadenopathy</td>
</tr>
<tr>
<td><strong>EMOT/PSYCH:</strong></td>
<td>affect, mood, cooperation, family support systems</td>
</tr>
<tr>
<td><strong>PAIN:</strong></td>
<td>location, intensity, characteristics, pharmacological and nonpharmacological interventions</td>
</tr>
<tr>
<td><strong>SLEEP/REST:</strong></td>
<td><a href="http://consultgerirn.org/topics/sleep/want_to_know_more/">http://consultgerirn.org/topics/sleep/want_to_know_more/</a></td>
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</table>

*Include any accessory equipment used on patient (monitor, O₂, foley)
<table>
<thead>
<tr>
<th>DATA [Indicate subjective (s) &amp; objective (o)]</th>
<th>NURSING DIAGNOSIS</th>
<th>O. CRITERIA (with deadline)</th>
<th>Goals (short and long term)</th>
<th>N. INTERVENTIONS (Rationale with references)</th>
<th>EVALUATIONS</th>
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<tbody>
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<td>#1</td>
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<td>#2</td>
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<tr>
<td>Time</td>
<td>Medication Dosage/Frequency/Route</td>
<td>Reason/Parameters</td>
<td>Side Effects/Nursing Implications</td>
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COLLEGE OF SAN MATEO NURSING
CLINICAL QUICK PREP **SECOND YEAR NURSING STUDENTS

<table>
<thead>
<tr>
<th>STUDENT:</th>
<th>DATE: / /</th>
<th>Sim Chart Patient</th>
<th>Sim Chart Patient</th>
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</thead>
<tbody>
<tr>
<td>PATIENT:</td>
<td>RM#:</td>
<td>AGE:</td>
<td>GENDER:</td>
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<td>Admit/Surgical DATE:</td>
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<td>Allergies:</td>
<td>CODE STAT:</td>
<td>RELIGION/CULTURE/SPECIAL NEEDS:</td>
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<td>ADMITTING DX:</td>
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<td>Chronic Conditions:</td>
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<td>FALL RISK:</td>
<td>SKIN INTEG:</td>
<td>OTHER SAFETY ISSUES:</td>
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<td>BATHING:</td>
<td>ACTIVITY:</td>
<td>DIET:</td>
<td>INTAKE/OUTPUT:</td>
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<td>DAILY WEIGHT:</td>
<td>Blood Gluc. yrs:</td>
<td>FOLEY:</td>
<td>OTHER:</td>
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<td>DRAINS/TUBES:</td>
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<tr>
<td>O2 (order type):</td>
<td>Treatments and Therapies (times):</td>
<td></td>
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<tr>
<td>Scheduled Diagnostics: list Indication and time:</td>
<td>Labs out of range to monitor:</td>
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<tr>
<td>IV FLUID: RATE or Intermittent</td>
<td>IV Site location and Assessment</td>
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</table>

**IDENTIFY the TOP 3 PRIORITY ASSESSMENTS and Why you selected this.**

| 1. | What do you expect to find? | What will you do to gather more information? |
| 2. | | |
| 3. | | |

**IDENTIFY THE PRIORITY NURSING PROBLEM AND GOAL(S) FOR THE DAY(S)**

Priority Nursing Dx.

STG: Goal for the day(s): LTG: Goal for Discharge

Interventions:

Identify a Teaching Need (align with care plan): Teaching Goal:

Patient residence prior to hospitalization? Patient disposition (will be discharged to):

Anticipated DC needs:

Any additional information:
You will need to create a **Medication List** from the ENTIRE MAR (not just “your shift, ALL) that includes:

- **Medication Name** (focus on the generic)
- **Dose, route, time** (for routine) and intervals (PRN)
- **Indication** – Why is the patient receiving the med? You MUST relate it to the patient’s medical issue (e.g., Gabapentin – for peripheral neuropathy)
- List important **nursing considerations** – these include
  - Parameters are a MUST (e.g., hold for BP<; Call MD if…)
  - Know what lab values might need to be checked prior to giving med
  - What do you need to teach the patient about this drug?
  - What adverse side effects are to be observed?
  - What precautions are important to reinforce with the patient?
  - If it is an IVP or IVPB INDICATE THE RATE OF INFUSION (i.e., mL/hr or minutes to push). Note incompatible fluids
  - If you are familiar with a medication you can just list the name, dose, route and time. However, be prepared to discuss the indication and necessary nursing considerations with your clinical instructor and or RN

Copy and paste this to your own word document – add more rows if necessary

<table>
<thead>
<tr>
<th>MED Generic and Trade</th>
<th>DOSE, ROUTE, TIME</th>
<th>INDICATION Be specific and relate it to the patient’s medical profile</th>
<th>NURSING CONSIDERATIONS</th>
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<thead>
<tr>
<th>LAB TEST</th>
<th>NORMAL RANGE (male/female and elderly considerations)</th>
<th>WHY IS IT ABNORMAL (relate this to the patient’s current/past health history and/or medication history)</th>
<th>NURSING CONSIDERATIONS (What is the nurse most concerned with? What needs to be assessed/evaluated?)</th>
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<tr>
<th>DIAGNOSTIC TEST (provide a definition)</th>
<th>INDICATION</th>
<th>PRE-TEST PREPARATION</th>
<th>POST-TEST NURSING CARE</th>
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- 64 -
I. PURPOSE.
To provide guidelines for safe medication administration to patients in the clinical setting.

II. IMPLEMENTATION.

- Students must take a timed medication administration test given in each nursing course (except Nursing 242) and achieve a score of 90%. Refer to the “math policy for nursing program” section in the student handbook and each individual syllabus.

- Faculty and students must receive appropriate orientation to the assigned clinical setting policies and procedures of their medications use process before their clinical rotation.

- Facility policies and procedures take priority regarding the administration of medications.

BEFORE THE CLINICAL DAY

A. Research must be completed by nursing students regarding patient(s) medications prior to administering medications.

B. Students must list information on all the medications listed in the medical administration record (MAR) including routine and PRN over a 24 hour period. Patient(s) allergies should be included. Provide information on the recommended dose, route, and process of administration; action, major side effects/ or adverse reactions, expiration dates, and describe “why” they were ordered for each patient. (Exception in Nursing 222.)

C. All students must be checked off by their clinical instructor at a minimum of one medication pass in the clinical area.

D. Students must only administer medications to his / her assigned patient(s).

DURING THE CLINICAL DAY

A. Student and instructor / registered nurse must avoid any distractions during preparation and administration of medications.

B. Students must practice the traditional seven rights of medication administration - right patient, right medication, right dose, right route, right time, right documentation, and right reason.

C. Students must consult the pharmacist, medical provider, reference material (e.g., Lexi-Comp, Micromedex) or online database if there is any uncertainty regarding medication characteristics. Students must research any new ordered medications.
D. Faculty and students may have access to portable electronic devices, such as PDAs, that contain pharmacological, drug calculation, and nursing software that could improve nursing care delivery if agency policy permits.

E. Registered nurse and student must review MAR frequently to ensure that medications are administered as ordered.

F. Supervision by the instructor of each medication pass by the student will be guided by the level of the student in the program, clinical agency policy, and the unit guidelines. First year students must administer medications only with the instructor.

III. IV PUSH FOR SECOND YEAR STUDENTS

A. The students will be taught using the guidelines for intravenous medication administration by IV push. Students will be advised that when administering medications via IV push in different facilities, they will need to adhere to the policy and procedure guidelines of that facility.

B. Student administration of IV push requires supervision at all times by a faculty member.

(Refer to N241 – Advanced Medical/Surgical Nursing syllabus to review the complete IV push policy and see the list of approved IV push medications.)

IV. SIMULATION LABORATORY

A. Students are required to complete medication administration competencies every quarter/semester. The scenarios will be appropriate to their nursing course level.

Students are required to practice in computerized medication administration records.

B. Students must complete designated trainings regarding computerized MARs.

V. MEDICATION ERROR/ INCIDENT REPORTS/ROOT CAUSE ANALYSIS

A. Faculty and students are required to complete the CSM medication error or incident report; these need to be reported within 48 hours for quality assurance and learning purposes.

B. Faculty will interview the students who made a medication error in order to explore their perceptions of the incident and determine the factors that contributed to the error. The purpose of these interviews is to help students be part of a non-punitive reporting environment without the fear of being reprimanded or even expelled from the nursing program.

C. A root cause analysis of the incident will be completed.
DUTIES OF THE CSM NURSING OPEN SKILLS LAB INSTRUCTOR

1. SETTING UP
   • Unlock the lab doors of 5-360 and 5-380
   • Check storeroom communication book for any notes from faculty
   • Check for any supplies/materials needed for skills testing
   • Be visibly available for answering any student questions/concerns

2. ONGOING
   • Remind students, as needed, to swipe their ID card to sign in
   • Remind students to log back out for the correct hours to be captured as they leave
     the lab
   • Support student skill lab goals/learning needs by: assisting with obtaining equipment,
     such as DVD's; asking students to bring their own equipment and skills checklists, as
     needed.
   • Ensure students "sign out" borrowed equipment and "sign in" returning
     equipment
   • If a student needs to access the simulation manikins, unlock the door
   • Support students learning needs by offering to demonstrate skills, as requested (on any
     downtime without skills testing)
   • Observe students for signs, or inquire if any questionable symptoms exhibited, related
     to maladaptive stress and emotional (or physical) distress
   • Offer support, and refer students to CSM School Nurse, Nursing Counselor, or any
     other appropriate resources
   • Report any questions or concerns to the Director or Office Assistant
     immediately

3. PROCEDURE FOR TESTING A SKILL
   1) If the students plan to digitally record a skill, they must have signed up and been
      checked off by a peer
   2) Set students for recording a skill in either 5-360E or 5-380C and follow the
      directions posted for the Blue Iris Software
   3) Review the recording afterwards with the student to check off the skill.
   4) If the student is competent, give them a certificate and check them off the posted
      list
   5) If the student is not competent, have the student sign up for another time and ensure
      that they clearly understand which steps were incorrect or missing in order to be
      competent

4. CLOSING THE LAB
   • Return the chairs, tables to original positions
   • Ask students to help clean up patients rooms
   • Put away supplies
   • Return laptops computers to computer cart
   • Power down computer in supply room
   • Make sure all interior doors are locked, especially the simulation suites
   • Lock both 5-360 and 5-380 doors by pressing *2 and presenting your FOB
Building 5 – Nursing Space – Rules of Use

The nursing program is now occupying space in the new Health and Wellness building, Building 5. The privilege of occupying this space includes a respectful use of the facilities.

The following rules are now effective. We appreciate your cooperation.

1. No eating, drinking or gum chewing is permitted in the nursing skills lab space or the classrooms. Water is allowed except in simulation labs.
2. The campus smoking policy permits smoking only in designated areas.
3. There is a student lounge on the third floor for gatherings and breaks. Also, there are tables and chairs on the second floor by the food kiosk.
4. At the conclusion of each lab, please clean your workspace by returning any equipment/media to its designated location. Be sure to remove your own personal supplies. The department cannot be responsible for lost items.
5. All patient rooms are stocked with linen and patient equipment. Please notify the faculty if an item is missing or the amount of linen items is low.
**January 19, Thursday**

I. Introduction to Maternity Nursing
   - **Legal Aspects**
   - Ethical Aspects
   - Roles in Perinatal
   - Nursing
   - Conception and Early Fetal Development

Review Math Sample Test
Review the N222 Syllabus

<table>
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<tr>
<th>LECTURE</th>
<th>READINGS</th>
<th>CLINICAL AND SKILLS LABORATORY</th>
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Clinical Focus
- Orientation to Clinical Facilities
- Skills Lab
- Postpartum Assessment
- Postpartum Skills: Interventions for episiotomies, lacerations and hemorrhoids
- Breast feeding: Supplies
- Review of IVs: Primary and secondary lines, regulation and maintenance.
- Review urinary catheter insertion
- Video: Postpartum Physical Assessment
- Video: Newborn Physical Assessment
- Video: Neonatal Gestational Assessment

**Nursing 225/Lab #1:**
- Newborn medications
- Newborn IM injection
COLLEGE OF SAN MATEO

NURSING DEPARTMENT

SIMULATION COORDINATOR POSITION DESCRIPTION

1. Implement skill building in the nursing lab setting
2. Assume responsibility for the use of high-fidelity simulation in the curriculum
3. Develop scenario-based instruction
4. Provide skills lab instruction
5. Assume responsibility for the daily operations of the nursing skills lab in collaboration with the laboratory technician
6. Report to the director as needed
7. Consult with students during regularly scheduled office hours
8. Participate in the faculty teaching team, department, and division meetings
9. Assist in curriculum development and revision
10. Perform other duties as required by contract
## MINUTES

**PRESENT:**

**MEETING TIME/LOCATION:**

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**Submitted by:**
## COLLEGE OF SAN MATEO
### NURSING DEPARTMENT

**MEETING:**

**Date:**

### MINUTES

**PRESENT:**

**MEETING TIME/LOCATION:**

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*Submitted by:*
TESTING PROCEDURES

1. Arrange a second classroom at the beginning of the course for each test dates with the nursing department staff assistant.
2. Request a faculty member to proctor, preferably a full time faculty member.
3. Copy the exam and give one exam copy to the staff assistant in the nursing department.
4. Obtain a scantron from the nursing department for the exam key.
5. Give the key scantron and the student scantrons to the nursing department staff assistant for completing the test report.
6. Arrange for any make-up exams for any students who are absent with a 5% penalty.
7. Once all students have completed the exam, post the grades on Webaccess/Canvas and then offer a test review for all the students.
8. Students taking the exam with accommodations need to present the faculty member with the approved form from Disability Resource Center.
9. Assure that all students taking the exam at Disability Resource Center have appointments.
10. Arrange for the exam to be distributed to the DRC staff either by paper or electronically.
   a. Students make their own appointments with DRC to take the exams.

FOR ATI PROCTORED EXAMS

1. Assure that all students have access to the exam. Check on ATI website (proctored exams) to see that all 50 students are currently taken/purchased by payment.
2. Check the number of students eligible to take the exam by purchase (ie. 50) is the same number as students currently enrolled in the class.
   a. If there is a discrepancy contact ATI directly to verify prior to the start of the exam.
3. Arrange for a computer lab room by requesting the lab in another Building, such as Building 10, or have all students bring laptops to the classroom.
4. Assure that all students have Silverlight (the correct software necessary to access ATI) installed on their laptops and / or installed on the computers in the lab.
5. DRC students:
   a. Contact ATI representative to specify which students are given extra time.
   b. Ensure a proctor is established at the DRC.
   c. Students will make their own appointments with the DRC to take the proctored tests.
6. Click on the proctor assessment icon to get started. Follow directions from there.
OBSERVATION FORM

CLASSROOM FACULTY

NOTE TO OBSERVER: Review the instructor's syllabus, the catalog description, and the course outline of record, which can be found on the Curriculum Committee website or in the Division Office, PRIOR to your observation. Evaluate the instructor's performance and contact with students using specific, detailed examples.

OVERALL OBJECTIVE: To determine whether the instructor demonstrates mastery of subject matter and proficiency in teaching.

RATING KEY:
A. Exceeds Expectations B. Meets Expectations C. Needs Improvement D. Unsatisfactory E. Not Enough Information/Not Applicable

Instructor: ___________________ Evaluator: ____________________

Class/Section: ___ Date ___ Scheduled Time: _________

Number of Students Attending: ___ Time Class Began: ____________

Type of Class Observed (e.g., lecture, lab, demonstration, performance): ______________________

Subject Matter Covered (e.g., the primary subject matter focused upon during the session):

____________________________________________________________________________________
<table>
<thead>
<tr>
<th>Rated section</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>Comments or examples of behavior</th>
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<tbody>
<tr>
<td><strong>1. Methods of Instruction</strong></td>
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<td>a. Please identify the methods of instruction used during the session in the Comments section (e.g., lecture, discussion, tutorial, group work, demonstration, laboratory exercise, or a combination of methods).</td>
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<td>b. The instructor uses the instructional method(s) effectively (e.g., the method employed was interesting, used creatively, and enabled students to engage with the material).</td>
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<td><strong>2. Instructional Aids and Classroom Technology</strong></td>
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<tr>
<td>a. The instructor makes use of educational equipment and facilities, such as the white board or seating arrangements, visual or audio aids, or other forms of technology.</td>
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<td>b. Instructional aids are current.</td>
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<td>c. Instructional aids support the lesson.</td>
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<td><strong>3. Instructional Materials</strong></td>
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<td>The instructor provides the materials necessary for the lesson to be completed.</td>
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<td><strong>4. Instructional Delivery</strong></td>
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<td>a. The instructor speaks clearly and modulates the pace of his or her speech, showing enthusiasm for the subject matter and the students.</td>
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<td>b. The instructor’s handwriting on the white/chalk board is legible, grammatically correct, and organized.</td>
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<td>Rated section</td>
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<td>5. Knowledge of Subject Matter</td>
<td>a. The instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret that information, and an ability to answer questions and reformulate explanations.</td>
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<td>b. The instructor shows awareness of recent/current developments, methods, and research in the field. Provide an example.</td>
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<td>c. The instructor shows a sufficient understanding of the technical aspects of the field. Provide an example.</td>
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<td>6. Subject Matter</td>
<td>The subject matter presented contributes to the course objectives in the course outline of record (COR) and the instructor's syllabus and relates to the description in the college catalog and schedule of classes.</td>
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<td><strong>7. Student Centeredness</strong></td>
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<tr>
<td>a. The activities completed during the observed class period were commensurate with students’ varying abilities and the objectives of the course. That is, the activities (which may include lecture) seem to meet the majority of the students where they are and guide them to the next level.</td>
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<tr>
<td>b. The instructor presents the subject matter in a way that allows for student engagement. Give an example.</td>
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<td>c. Students are given the opportunity to provide feedback during the lesson to help them determine what they do and do not understand.</td>
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<td>d. The instructor assesses whether students are assimilating the information and offers help when needed.</td>
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<td>e. The instructor gives safety reminders/suggestions, if relevant.</td>
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<td>f. (For Kinesiology classes) The instructor demonstrates progression/regression of movement.</td>
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<td>g. (For Kinesiology classes) If a new movement is presented, the instructor demonstrates and explains the movement.</td>
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<td><strong>8. Content Logic</strong></td>
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<tr>
<td>a. Describe how the class period is organized.</td>
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<td>b. The class follows an observable logic and leads to clear objectives.</td>
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<tr>
<td>c. (For Kinesiology classes) Class format is appropriate for activity.</td>
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<tr>
<td>Rated section</td>
<td>A B C D E</td>
<td>Comments or examples of behavior</td>
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<tr>
<td>9. Communication with Students. Regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, the instructor:</td>
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<tr>
<td>a. Listens to the students.</td>
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<td>b. Answers questions clearly.</td>
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<td>c. Pursues discussion to ensure students' understanding.</td>
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<tr>
<td>d. Encourages all students to participate in discussion or activity.</td>
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<td>e. Allows students to express divergent viewpoints.</td>
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<td>f. Treats all students respectfully.</td>
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<td>g. Fosters a climate of respect.</td>
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</tbody>
</table>
10. Critical Thinking Skills
The instructor stimulates critical thinking. Ways to promote critical thinking include but are not limited to:

* Presenting material inductively
* Asking open-ended questions
* Encouraging metacognition
* Inviting inference and interpretation
* Promoting independent thinking and the evaluation of ideas or principles

Give examples.

OVERALL PERFORMANCE RATING

☐ A. Exceeds expectations.
☐ B. Meets expectations.
☐ C. Needs improvement. (Improvement plan required. See Improvement Plan form.)
☐ D. Is unsatisfactory. (Improvement plan required. See Improvement Plan form.)

EVALUATOR COMMENTS:

I have met with the evaluatee and discussed the evaluatee's classroom observation.

Signed: ___________________________  Date: ___________________________

Evaluator

EVALUTEE COMMENTS:

I have met with the evaluator and discussed my classroom observation.

Signed: ___________________________  Date: ___________________________

Evaluee
EVALUATION
SUMMARY ADJUNCT
FACULTY

College: ___________________________ Division: ___________________________

Academic year of evaluation Semester: ___________________________

Name of evaluee: ___________________________

PART I: (to be completed by the Evaluator(s))

Overall performance rating

☐ A. Exceeds expectations.
☐ B. Meets expectations.
☐ C. Needs improvement. (Improvement plan required. See Improvement Plan form.)
☐ D. Is unsatisfactory.

EVALUATOR COMMENTS:

I have met with the evaluee and discussed the contents of the evaluee's classroom observation, student evaluations, portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-teaching responsibilities reports.

Signed: ___________________________ Date: ______________

Evaluator

PART II: (to be completed by the evaluee):

EVALUEE COMMENTS:

I have met with the evaluator and discussed the contents of my classroom observation, student evaluations, portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-teaching responsibilities reports.

Signed: ___________________________ Date: ______________

Evaluee
ADDITIONAL COMMENTS:
DEAN/RESPONSIBLE ADMINISTRATOR’S ASSESSMENT OF NON-TEACHING RESPONSIBILITIES FORM

CLASSROOM/ONLINE FACULTY

College: ___________________________ Division: ________________________________
Academic year of evaluation_____________ Semester: ______________________________
Name of evaluatee: ____________________________________________________________
Name of evaluator: _____________________________________________________________

1. Evaluatee participates constructively in Division and Department meetings and other activities related to area of responsibility. (Optional for adjunct faculty.)

2. Evaluatee participates constructively on College-wide committees. (Optional for adjunct faculty.)

3. Evaluatee submits grades and other information in a complete, accurate, and timely manner.

4. Evaluatee collaborates well with and is respected by faculty, staff, and students.

5. Evaluatee fulfills professional responsibilities.

6. Evaluatee participates in professional growth activities.

DEAN/RESPONSIBLE ADMINISTRATOR’S COMMENTS:

I have met with the evaluatee and discussed my assessment.

Signed: ___________________________ Date: ___________________________

Dean/Responsible Administrator
EVALUEE COMMENTS:

I have met with the Dean/Administrator and discussed the Assessment.

Signed: _______________________________ Date: ________________

Evallee
PORTFOLIO REVIEW FORM

CLASSROOM/ONLINE FACULTY

College: ___________________________ Division:____________________________________
Academic Year and Semester of Evaluation:_________________________________________
Name of Evaluatee: _____________________________________________________________
Name of Evaluator: ______________________________________________________________

Please note that portfolios may be submitted in hard copy or as a PDF in a well-organized, comprehensible, and succinct manner and should include materials from both onsite and online classes.

The portfolio contains the following items:

☐ course syllabi, including description of grading policy, texts (title, author, publisher, and date), student learning outcomes, and supplemental materials, such as computer software used in lab or student guides.
☐ sample quizzes, midterm(s), and examinations.
☐ key information handouts.
☐ representative assignments and key projects.
☐ evidence of professional development activities.
☐ statement of teaching philosophy. (Optional)
☐ other information the evaluatee feels should be included to adequately describe the instructional strategies employed in his or her concerns. (Optional)

OVERALL PORTFOLIO RATING

☐ A. Exceeds Expectations
☐ B. Meets Expectations
☐ C. Needs Improvement (Improvement Plan Required, See Improvement Plan Form.)
☐ D. Unsatisfactory (Improvement Plan Required, See Improvement Plan Form)

COMMITTEE COMMENTS:

The Committee has met with the evaluatee and discussed the evaluatee's portfolio

______________________________________________________________________________
Committee Chair

_________________________                  Date: __________________________

EVALUERE COMMENTS:

I have met with the committee and discussed my portfolio.

Signed: ___________________________  Date: ___________________________

Evaluatee
COLLEGE OF SAN MATEO  
NURSING DEPARTMENT  
COURSE EVALUATION

NURSING COURSE

In an effort to get student input for improving this course, we would appreciate your comments. This is a course evaluation, not a teacher evaluation.

Directions: Do not enter your name or social security number on your scantron sheet. Rate each item using the following scale:

Total Students Surveyed =

I. Theory Content:  
1) Objectives for the course were clearly stated
2) Objectives were met from assigned readings and classroom material
3) Testing was directly relevant to the objectives
4) Classroom material expanded knowledge and understanding beyond expected textbook readings
5) Classroom material was presented so as to incorporate nursing process
6) Classroom material provided a theoretical foundation for clinical experiences
7) Student participation was encouraged in classroom activities

II. Course Materials:
8) Course assignments helped meet the theory objectives
9) Study Guide clearly identified reading assignments
10) Course Syllabus contained clearly stated information needed to meet course objectives
11) Textbook(s) contained clear, organized information

(E) = Not Applicable

<table>
<thead>
<tr>
<th>Total Students Surveyed</th>
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<tr>
<td>I. Theory Content</td>
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</tr>
<tr>
<td>1) Objectives</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>2) Objectives met</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>3) Testing was</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>4) Classroom material</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>5) Classroom material</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>6) Classroom material</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>7) Student participation</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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</table>

<table>
<thead>
<tr>
<th>II. Course Materials</th>
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</thead>
<tbody>
<tr>
<td>8) Course assignments</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>9) Study Guide</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>10) Course Syllabus</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>11) Textbook(s)</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
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</table>
12) Computer programs supplemented learning if used A B C D E

III. Supplemental Learning Materials:

13) Audio-Visual (Skills Lab) overheads, slides, videos A B C D E
14) Audio-Visual (Lecture) overheads, slides, videos A B C D E
15) Handouts A B C D E
16) Guest Speakers A B C D E

IV. Clinical Experience:

17) Clinical agency provided appropriate learning experiences A B C D E
18) Patient assignments related to meeting course objectives A B C D E
19) Written papers enhanced clinical learning experiences A B C D E
20) Pre/Post Conferences assisted in achieving course objectives A B C D E
21) Clinical evaluation tool served as a guide for self-assessment and personal/professional growth A B C D E
22) Clinical make-up assignment provided learning. A B C D E

V. What were the educational strengths of this course as a whole?

VI. Identify one aspect you would recommend to strengthen this course for next year.

VII. Name of Clinical Agency:____________ Days of Week:_________ Hours:____________
VIII. Please comment on all of your Community/Outside Agency Experience:

   a.

   b.

   c.

IX. Other comments:

NursCoursEval.xls
Nursing Course Number:  

Semester:

COLLEGE OF SAN MATEO  
NURSING DEPARTMENT

NURSING SKILLS COURSE EVALUATION FORM

YOU ARE EVALUATING THE WEEKLY 1.5 HOUR SKILLS LAB. IT WILL BE EVALUATED AT THE END OF THE SEMESTER.

1) What did you like best about the skills lab?

2) List 2-3 ways this skills course specifically met your expectations.

3) What would you have liked to see done differently in lab?

4) Also, I’d like to say...
Procedure for Reporting Injuries to Student/Staff

DIRECTIONS:

1. At the time of the injury the Nursing Instructor should assess the student to determine if the injury is serious enough to require immediate care, or would be considered a minor injury and could be seen at one of the San Mateo Community College District’s designated medical facilities:

<table>
<thead>
<tr>
<th>Pacific Occupational Health Clinic</th>
<th>US HealthWorks Medical Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 South Linden Avenue</td>
<td>192 Beacon St.</td>
</tr>
<tr>
<td>South San Francisco, CA 94080</td>
<td>South San Francisco, CA 94080</td>
</tr>
<tr>
<td>Tel: (650) 589-2647</td>
<td>Tel: (650) 589-6500</td>
</tr>
<tr>
<td>Fax: (650) 583-5549</td>
<td>Fax: (661) 678-4564</td>
</tr>
<tr>
<td>Monday - Friday: 7:30a.m. - 6:00p.m.</td>
<td>Monday - Friday: 8:00a.m. – 5:00p.m.</td>
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<tr>
<th>Industrial Medical Clinic</th>
<th>US HealthWorks Medical Group</th>
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<tbody>
<tr>
<td>1663 Rollins Road</td>
<td>125 Shoreway Rd Suite A</td>
</tr>
<tr>
<td>Burlingame, CA 94010</td>
<td>San Carlos, CA 94070</td>
</tr>
<tr>
<td>Tel: (650) 697-0600</td>
<td>Tel: (650) 556-9420</td>
</tr>
<tr>
<td>Fax: (650) 652-7805</td>
<td>Fax: (661) 678-2779</td>
</tr>
<tr>
<td>Monday - Friday: 8:00a.m. - 5:00p.m.</td>
<td>Monday - Friday: 8:00a.m. - 5:00p.m.</td>
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</table>

The facilities listed below are optional 24-hour emergency facilities situated near our colleges that offer 24-hour emergency services. In an emergency situation you should go to the nearest emergency facility. An emergency situation is one that is LIFE THREATENING or which involves a severed member, permanent disfigurement, or risk of loss of eyesight.

<table>
<thead>
<tr>
<th>Seton Medical Center Emergency Dept.</th>
<th>Peninsula Medical Center Emergency Dept.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1900 Sullivan Avenue</td>
<td>1783 El Camino Real</td>
</tr>
<tr>
<td>Daly City, CA 94015</td>
<td>Burlingame, CA 94010</td>
</tr>
<tr>
<td>Tel: (650) 692-4000</td>
<td>Tel: (650) 696-5400</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mills Health Center Emergency Dept.</th>
<th>Sequoia Hospital Emergency Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 South San Mateo Drive, San Mateo, CA 94401</td>
<td>170 Alameda de las Pulgas Redwood City, CA 94062</td>
</tr>
<tr>
<td>Tel: (650) 696-4500</td>
<td>Tel: (650) 367-5541</td>
</tr>
</tbody>
</table>

More information is available at: [https://smccd-public.sharepoint.com/humanresources/Workers%20Compensation/Medical_Authorization_Form_Designated_Medical_Facilities.pdf](https://smccd-public.sharepoint.com/humanresources/Workers%20Compensation/Medical_Authorization_Form_Designated_Medical_Facilities.pdf)
2. The student and instructor should complete the Workers’ Compensation Reporting packet. Download the packet from: https://smccd-public.sharepoint.com/humanresources/Workers%20Compensation/Worker's_Comps_Comp_NEw_Injury_IIllness_Reporting_Packet.pdf

3. As soon as the forms are completed and signed, fax the packet immediately to the District Office: (650) 574-6574.

4. Call the Nursing Office at (650) 574-6218.

5. The student/staff is to then take the copies with them to the department or agency where they will be seen for treatment. Complete the forms with the name of the physician seen and treatment received.

6. The student must bring the completed forms to the Nursing Department Office.

2/3/16
To Be Completed by Employer:

<table>
<thead>
<tr>
<th>MEDICAL FACILITY:</th>
<th>DATE:</th>
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<tbody>
<tr>
<td>*See designated medical panel clinic listing</td>
<td></td>
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<tr>
<td>ADDRESS:</td>
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<tr>
<td>TELEPHONE:</td>
<td>FAX:</td>
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</table>

This authorization is issued to you to provide initial medical treatment to the employee named below who has reported an occupational injury.

<table>
<thead>
<tr>
<th>EMPLOYEE NAME:</th>
<th>SS #:</th>
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<tbody>
<tr>
<td>ADDRESS:</td>
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<tr>
<td>OCCUPATION:</td>
<td>DATE OF INJURY:</td>
</tr>
<tr>
<td>TIME OF INJURY:</td>
<td>TYPE OF INJURY:</td>
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<tr>
<td>WAY INJURY OCCURRED:</td>
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</tbody>
</table>

To: San Mateo County Community College District

employer details:

San Mateo County Community College District
3401 CSM Drive
San Mateo, CA 94402
Tel: (650) 358-6724
Fax: (650) 374-6574
Attn: Ingrid Melgoza,
Human Resources Specialist

Workers’ Compensation Administrator

Workers’ Compensation Administrator details:

Sedgwick Claims Management Services
P. O. Box 14479
Lexington, KY 40512-4479
Tel: (877) 809-9478
Fax: (510) 302-3264
Attn: Michelle Snyder,
Claims Examiner

Instructions to Medical Provider:

1. Call the employer contact named above immediately to discuss availability of modified duty if the employee has any injury-related physical restrictions that may affect the employee’s ability to return to full duty.

2. Send the completed Doctor’s First Report (5021), all medical bills and corresponding reports to Sedgwick Claims Management Service at the address listed above.

3. Contact Sedgwick Claims Management Service immediately if any of the following apply:
   - Questionable Injury
   - Consultation Request
   - Diagnostic Imaging Request
   - Surgery/Hospitalization Request

Contact Sedgwick Claims Management Service Utilization Review (916) 851-8028,
Fax: (916) 851 8076 for authorization requests.
### DESIGNATED MEDICAL FACILITIES

Pacific Occupational Health Clinic  
3 South Linden Avenue  
South San Francisco, CA 94080  
Tel: (650) 589-2647  
Fax: (650) 583-5549  
Monday - Friday: 7:30a.m. - 6:00p.m.

US HealthWorks Medical Group  
192 Beacon St.  
South San Francisco, CA 94080  
Tel: (650) 589-6500  
Fax: (661) 678-4564  
Monday - Friday: 8:00a.m. - 5:00p.m.

Industrial Medical Clinic  
1663 Rollins Road  
Burlingame, CA 94010  
Tel: (650) 697-0600  
Fax: (650) 652-7805  
Monday - Friday: 8:00a.m. - 5:00p.m.

US HealthWorks Medical Group  
125 Shoreway Rd Suite A  
San Carlos, CA 94070  
Tel: (650) 556-9420  
Fax: (661) 678-2779  
Monday - Friday: 8:00a.m. - 5:00p.m.

### 24-.HOUR EMERGENCY FACILITIES

The facilities listed below are optional 24-hour emergency situations near our colleges that offer 24-hour emergency services. In an emergency situation you should go to the nearest emergency facility.

An emergency situation is one that is LIFE THREATENING or which involves a severed member, permanent disfigurement, or risk of loss of your eyesight.

- **Seton Medical Center Emergency Dept.**  
  1900 Sullivan Avenue  
  Daly City, CA 94015  
  Tel: (650) 692-4000

- **Peninsula Medical Center Emergency Dept.**  
  1783 El Camino Real  
  Burlingame, CA 94010  
  Tel: (650) 696-5400

- **Mills Health Center Emergency Dept.**  
  100 South San Mateo Drive, San Mateo, CA 94401  
  Tel: (650) 696-4500

- **Sequoia Hospital Emergency Room 170**  
  Alameda de las Pulgas Redwood City, CA 94062  
  Tel: (650) 367-5541

### SCHOOL MEDICAL PANEL

Labor Code Section 4600 provides that any reasonably required medical treatment necessary to cure or relieve the effects of a work related injury or illness will be provided by the employer at no charge to the employee. For the first thirty (30) days from the date of injury, the employer has the right to select the physician(s) who will provide the mandated medical treatment. If the injured worker is not satisfied with the initial treating physician, he/she may elect to transfer treatment to a physician of his/her choosing after thirty (30) days.

To facilitate and promote compliance with the Labor Code, this Medical Panel is provided to readily identify those physicians and medical facilities which have received specific authorization to treat school district injured workers.

Additionally, any employee has the right to pre-designate a PERSONAL PHYSICIAN by submitting, in writing to the employer prior to any injury in question, the name, address, and phone number of the physician who has treated the employee in the past, possesses the employee's medical history, and some or all of the employee's medical records.

Whoever is selected to provide medical treatment for a work injury must adhere to all provisions of the mandates relating to the reporting of and billing for work injuries and illnesses.

The treating physician, inquiries, request for payment, medical reports, etc., should be directed to:

- **Sedgwick Claims Management Services**  
  P.O. Box 14479, Lexington, KY 40512-4479  
  Tel: (866) 554-6477  Fax: (916) 851-8076
Please complete this application for services packet. Once completed, submit it to the Disability Resource Center (DRC) along with any supporting documentation that verifies your disability prior to your scheduled appointment with a DRC Counselor/Learning Disabilities Specialist. Examples of documentation include (but not limited to) an IEP or 504 from K-12, Physician, Psychiatrist, or Psycho-educational evaluation, proof of services from DMV, Social Security, Department of Rehabilitation, Department of Veterans Affairs, and/or Independent Living Center.

Personal observation by our DRC Counselor in conjunction with the student self-report, may verify the existence of a disability such as quadriplegia, paraplegia, cerebral palsy, blindness or deafness without requiring documentation. If you are unsure, contact us and we can help determine the correct course for you. Regardless, please complete the application for services packet so that we may better serve you.

Your appointment with the DRC Counselor will include the following steps:

1. Review application for services and disability documents.
2. Verify eligibility of services as a student with a disability (recommendations will be made if no documentation is available).
3. Through the interactive process, discuss educational limitations related to disability.
4. Approve Academic Accommodation Plan (AAP) and discuss policies and procedures.
5. Provide notification of accommodations for classes.
6. Make a follow-up appointment for Student Educational Plan with DRC Counselor (if not completed).

The Information you share with the Disability Resource Center is confidential and will not be part of your academic record at College of San Mateo. We look forward to meeting with you and discussing how we can support your academic success.

Disability Resource Center
Building 10, Room 120
P (650) 574-6438
F (650) 574-6434
csmrdc@smccd.edu
Application for Services

Date: ____________

Name: ___________________________________________ G# _____________________

Address: __________________________________________ City ______ State ______ Zip Code: ______

Phone (cell/home): __________________________ Email: __________________________

Birthdate: ____________ Who referred you to DRC? ________________________________

Emergency contact ________________________ Relationship __________________________

Have you used disability resource services at another college/university? ☐ Yes ☐ No

If yes, which college/university? ________________________________ Dates: ____________

Are you a client of any of the following organizations? (check all that apply):

☐ Department of Rehabilitation ☐ Regional Center ☐ County Mental Health

☐ Veterans Administration

- I am requesting Disability Resource Center (DRC) services. I understand that
  services will be determined by a DRC Counselor/Specialist upon verification of
  my disability and will be reviewed with me during a counseling appointment.

- I understand and agree to the Student Rights and Responsibilities and I will
  abide by them. I give permission for the Disability Resource Center staff to
  discuss my educational situation with other professionals who have a legitimate
  educational need to know. If I do not comply with these rights and responsibilities,
  I will be notified in writing of my impending suspension of services. I will have
  the opportunity to appeal the decision.

X____________________________________ X______________________________

Student Signature DRC Staff Signature
In high school, I was in (check all that apply)

☐ regular classes ☐ resource program ☐ special day classes

I most closely identify with the following disability:
☐ Learning Disability ☐ Physical ☐ Autism Spectrum Disorder
☐ Acquired Brain Injury ☐ Deaf or Hard of Hearing ☐ ADHD
☐ Blind/Low Vision ☐ Intellectual Disability ☐ Mental Health
☐ Other: __________________________

If you have a documented disability, what educational limitations do you experience because of your disability? (Check all that apply)

☐ reading rate (slow reader) ☐ reading comprehension
☐ writing (organizing thoughts onto paper) ☐ handwriting (messy, not legible)
☐ math ☐ note taking
☐ other ☐ test taking

Please write a brief explanation of those checked.

__________________________________________

Are you currently taking any medication? ☐ Yes ☐ No

If yes, please list side effects that impact your education

__________________________________________

Are you currently enrolled in classes at CSM? ☐ Yes ☐ No

What are your educational goals? Major ____________________________

☐ Associate Degree ☐ Certificate ☐ Transfer ☐ Acquire job skills

☐ Personal enrichment ☐ other ____________________________

Are you planning on working while attending CSM? If yes, how many hours per week ________

What support services are you currently receiving at CSM?
☐ EOPS/CARE ☐ Financial Aid ☐ Other ____________________________

☐ Career Center ☐ Learning Center ☐ Multicultural Center ☐ Middle College
☐ Transfer Center ☐ CalWORKs ☐ Personal Counseling & Wellness Services
Important information for DRC students:

- It is recommended that you meet with a DRC Counselor once a semester to request academic accommodations, services, and/or auxiliary aids.
- **You must have a new accommodation letter each semester.**
- If you have an alternate media accommodation, it is advised that you request this as soon as you register for classes by visiting the DRC Assistive Technology Lab, or contacting Sue Roseberry at (650) 574-6698 or roseberrys@smccd.edu.
- Email csmdrc@smccd.edu, call (650) 574-6438, or visit the DRC’s front office if you have any questions or need any assistance.

### STUDENT RIGHTS AND RESPONSIBILITIES

**Rights**

a) Participation in the Disability Resource Center shall be entirely voluntary.

b) Receiving academic adjustments, auxiliary aids, services and/or instruction authorized under the subchapter shall not preclude a student from also participating in any other course, program or activity offered by the college.

c) All records maintained by the Disability Resource Center pertaining to students with disabilities shall be protected from disclosure and shall be subject to all other requirements for handling of student records.


**Responsibilities**

a) Students receiving academic adjustments, auxiliary aids, services and/or instruction under this subchapter shall:

1. Comply with the student code of conduct adopted by the college and all other applicable statues and regulations related to student conduct;
2. Be responsible in my use of DRC services and adhere to written service provision policies adopted by DRC; and
3. When enrolled in educational assistance classes, make measurable progress toward the goals developed for the course as established in the student’s Academic Accommodation Plan (AAP) or,
4. When the student is enrolled in general college classes, meet academic standards established by the college, as applied to all students.
Test Proctoring Form, Instructor Portion

Disability Resources Center
Bldg. 10-120
(650) 574-6438
csmdrc@smccd.edu

New DRC Hours!
Mon & Thurs 8am-4:30pm
Tues & Wed 8am-7pm
Fri 8am-12pm

Please complete one Test Proctoring Request Form per student.

Generally, students take their test at the same time as the in class time. However, if there are schedule conflicts, students may need to reschedule their test with you and the DRC. We will not reschedule a test without your approval.

You may also complete this form online at the DRC Website under forms and attach your test to that form.

Name of the student who requested an accommodated test appointment:

Relevant Information:
Instructor name:
Course:
Date of test:
In class exam start time:
In class test length in minutes (ex. 75):

Please indicate your test guidelines:
□ Calculator
□ Note card
□ Open book
□ Open notes
□ Scratch paper
□ Other

Test return preference:
□ Return the test to my mailbox bldg.#______________________________
□ I will pick up the test from the DRC
□ Scan and email the test to my smccd.edu email
LIBRARY ORIENTATIONS

College of San Mateo librarians offer one-hour orientation sessions introducing basic library and research skills. The ability to identify, analyze, and use information is fundamental to a successful career in higher education and in the workplace. Throughout their studies, students will conduct research and synthesize information. In addition to general skills, many disciplines require students to acquire specialized research skills.

Topics you may wish us to cover with your class or program include:

- Organization of the College of San Mateo Library
- Finding Books and Online Resources Using the Online Library Catalogs
- Finding Articles Using Our Periodical Databases
- Finding Authoritative Internet Resources
- Research Strategies, Techniques, and Evaluation of Sources
- Citation Formats and Plagiarism
- Information Competency Requirement

Orientations are easy to schedule:

Fill out the Library Orientation Request form online or contact Teresa Morris for further information.

1. Include in your message:
   - The date and time you would like to schedule the orientation(s) (two weeks’ advance notice is preferred)
   - Your phone number(s)
   - Course number or program name
   - Course title
   - Number of students
   - Any special requests

2. You will receive confirmation of the date and time of your orientation.
3. Accompany your class to the orientation.

Note: Instructors are required to accompany their class. If an instructor fails to accompany their class, the orientation will be cancelled.

Orientations can be scheduled any time the library is open, and by special arrangement when the library is closed.
Canvas

Login Instructions

For Students:

- Login with your Student email user name without '@my.smccd.edu' and CANVAS Password
  - Example: jdoe234 — Do not include '@my.smccd.edu'.
- Canvas Password is sent to your email. If you did not receive the password in your email, click "Forgot your password?" button to reset the password.
- If you lost your email (@my.smccd.edu) or forgot email password, follow this tutorial to recover your student email account.

Faculty and Staff:

- Login with your email user name without '@smccd.edu' and email password
  - Example: jdoe129 — Do not include '@smccd.edu'.
- If you forget your password, contact helpcenter to reset your password.

Sign in to your account

User Name
Password
Stay Signed In

Sign In
Forgot your password?
Need Help? FAQs

This Login Page will Expire in 588 seconds.
# Textbook Requisition Form

<table>
<thead>
<tr>
<th>SUBJECT AND COURSE NUMBER:</th>
<th>SEMESTER:</th>
<th>INSTRUCTORS NAME:</th>
<th>INSTRUCTOR’S PHONE NUMBER:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN(S):</td>
<td>ESTIMATED ENROLLMENT:</td>
<td>INSTRUCTOR SIGNATURE:</td>
<td>INSTRUCTOR’S EMAIL:</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>EDITION</th>
<th>PUBLISHER</th>
<th>ISBN NUMBER</th>
<th>REQUIRED</th>
<th>OPTIONAL</th>
</tr>
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<tbody>
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SUBSTITUTE NEW EDITION (S) IF AVAILABLE? □ YES □ NO

ALL PACKAGE COMPONENTS REQUIRED? □ YES □ NO

Comments?

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COLLEGE OF SAN MATEO BOOKSTORE  
1700 W. HILLSDALE BLVD  
SAN MATEO, CA 94402  
PHONE: (650) 574-6367 FAX: (650) 574-6410  
EMAIL: PEACOCKJ@SMCCD.EDU  
WEBSITE: BOOKSTORE.COLLEGEOFSANMATEO.EDU
Health Services Center

Medical Services
The College of San Mateo Health Center is staffed by a full-time nurse practitioner, part-time physician, and a staff assistant who are available to assist students with their health needs. Health services are for registered CSM students and are offered in two ways:

- On a drop-in basis
- By appointment

Basic Services include:

- First Aid treatment for illnesses and injuries
- Over-the-counter medications
- Pregnancy testing
- STD testing
- Health counseling
- Screenings
  - Vision
  - Hearing
  - Blood Pressure
- Off-Campus referrals as needed
- Condoms

Services available at a nominal fee:

- Physicals
  - Transfer
  - Educational Programs (Nursing/Dental)
  - Sports
  - Employment

- Blood Testing (for almost anything that you need)
  - Cholesterol
  - Blood Sugar
  - Thyroid
  - HIV
  - Tiers and, others

- Immunizations
  - Tetanus
  - Measles, Mumps, Rubella
  - Hepatitis A & B
  - Flu (fall semester)
  - Pneumonia
  - Human Papillomavirus (HPV)

- Tuberculin Skin Testing
- Prescriptions, such as antibiotics

Family Planning Services for a nominal fee (or free for those who qualify for the FRACT Program):

- Pap Smears
- Birth Control
  - The pill
  - The shot (Depo-provera)
  - The ring (Nuvaring)
- Emergency Contraception
- STD testing and treatment
Health Services Center

Dental Services

In partnership with Apple Tree Dental, dental services are now available for registered students, staff and faculty. Dental services are offered on an appointment-only basis. Private insurance is accepted, including Denti-Cal. Students, staff and faculty members without insurance may qualify for up to a 30 percent discount on services.

Visit the Health Center in Building 1, Room 147 for additional information. To make an appointment, drop by the Health Center or call (650) 574-6306.
Personal Counseling & Wellness Services

Overview

Our personal counseling center provides free, confidential counseling to students enrolled at College of San Mateo.

We are a caring group of counselors, dedicated to serving you in handling crises and exploring personal issues and decisions so you can successfully continue in college.

Appointments may be made through the Health Services Center by calling (650) 574-6396 or by emailing dambra@smccd.edu.

- Personal Counseling & Wellness Services brochure

Referrals to other on-campus or off-campus resources are also available.

- Explore Community Resources.

We offer the following brochures for Faculty and Staff members.

- Helping Students in Need
- Addressing Disruptive Behavior of Students on Campus

Contact Us

Personal Counseling & Wellness Services
Public Safety/Medical Services Building 1, Room 147
dambera@smccd.edu
(650) 574-6396

Hours (by appointment)
Monday - Thursday 8:30 am - 6 pm
Introduction to Personal Counseling & Wellness Services

Personal Counseling & Wellness Services
Building 1, Room 147
Monday–Thursday: 8:30 am to 6 pm
Friday: Closed
Welcome to Personal Counseling & Wellness Services!

Our program provides free confidential counseling to students enrolled at College of San Mateo (CSM). We are a caring group of counselors dedicated to serving you in handling crises and in exploring personal issues and decisions in order to enable you to continue successfully in college. The following information may help you understand who we are, what we offer, and how best to use our services.

Who We Are

Personal Counseling & Wellness Services is staffed by Makiko Ueda, a licensed Marriage and Family Therapist, as well as counseling interns who are earning credit for California state licenses as Marriage and Family Therapists and/or Licensed Professional Clinical Counselors. Our counseling interns have prior counseling experience and have received or are completing their master’s degrees.

What We Offer

We are here to assist you in handling and managing pressing personal issues. Depending on the issues you wish to explore, our services may take the form of individual, couples or family counseling sessions.

Due to the limited scope of our services, we will not become involved in client litigation.

Your counseling appointments will normally consist of one 50-minute session per week on a short-term basis. If appropriate, we may assist you in locating off-campus counseling services. Counseling will not be conducted via phone or email.
Confidentiality

Because of the personal nature of your relationship with a counselor, we are committed to providing you an environment of utmost safety. This means that all communication between you and your counselor is confidential. You may discuss any questions or concerns that you may have with your counselor.

Exceptions To Confidentiality

As counselors, we may be required by state law to break confidentiality under special circumstances. These circumstances involve possible harm to yourself or to others. If it seems likely you are in danger of seriously harming yourself or others, your counselor is required to take appropriate steps to protect you and other individuals at risk. All instances of current, past, actual or suspected child abuse or elder abuse revealed by you to your counselor will be evaluated. If reportable abuse has occurred or if there is a possibility that someone is currently at risk, the appropriate protective services will be called.

Because counselors may be earning hours for state licensure, they are required to be supervised by a licensed clinician. This means that from time to time your counselor may discuss your issues with other Personal Counseling Services staff. However, all information discussed will be held in strictest confidence. If you have any concerns or questions about these exceptions to confidentiality, we invite you to discuss them with your counselor.

How to Use Our Services

All students at CSM are eligible for free personal counseling and it is our intention to schedule you with a counselor within one week.

As a courtesy to your counselor, if you are unable to keep your appointment, please inform the Health Center, or your counselor as early as possible. If you miss an appointment, you will need to confirm your next appointment with the Health Center, otherwise your next scheduled hour may not be reserved for you.

Since Personal Counseling & Wellness Services follows the CSM academic calendar, counselors do not meet with clients during scheduled holidays or school breaks.

Personal Counseling & Wellness Services is part of a full range of student services offered through CSM. We welcome the opportunity to meet with you and answer any questions you may have.
It is important to note that Personal Counseling & Wellness Services are not 24-hour, year-round services. If you feel the need for crisis assistance when we are closed, please call the Crisis Intervention and Suicide Prevention Center at (650) 579-0350.
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<tr>
<th>Date</th>
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Total Hours

Account Number: ___________________________ Total Earned: __________

Account Number: ___________________________ Total Earned: __________

Substituting For: ___________________________ G Number: __________

Additional Comments: _____________________________________________

Employee’s Signature: ___________________________ Date: __________

Division Dean Signature: ___________________________ Date: __________
ACADEMIC EMPLOYMENT ABSENCE AFFIDAVIT

NAME: ___________________ G#: ___________________ ORG. NO#: ___________________ MO/yr: _____________

HRS/WK: ___________________ DIV. OFFICE: ___________________ JOB TITLE: ___________________

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<tr>
<th>DAY OF Month</th>
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<th>EXPLANATION</th>
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<tr>
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<td>SICK LEAVE</td>
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<td>*Reason Code</td>
<td>Days Taken</td>
<td>**Reason Code</td>
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* Reason Code (Sick Leave):
- Employee Illness: SEI
- Immediate Family Illness: SFI
- Bereavement - Distant Family: SBF
- Personal Necessity: SPN

** Reason Code (Other):
- Bereavement Immediate Family: BIF
- Jury Duty: JRY
- Workers Compensation: WRC
- Military Service: MSV

I certify that the total days recorded above are true and correct and represent my total absences for the month. I have also specified reasons when required per “Leave Description”. With the exception of the above days, I worked my full schedule this month.

Employee’s Signature: ___________________ Date: ___________ Administrator’s Signature: ___________________ Date: ___________

If you have an absence to report, please return this completed form to your Administrative Supervisor at the end of each month.
Leave Description for Academic Employees

Sick Leave
Full time 25 hours per week, 10 month academic employees accrue 10 days of sick leave per fiscal year at the beginning of each fiscal year.

SICK LEAVE MAY BE USED FOR

Employee Illness
Medical verification may be required to make proper determination of eligibility for paid leave of absence of illness or injury.

Immediate Family Illness
Maximum: Six (6) days per fiscal year in the event of a serious illness of an employee's eligible relative listed below.
Eligible Relative: spouse, child, parent, grandparent, grandchild, son/daughter-in-law, mother/father-in-law, sibling, domestic partner, child/parent-of-domestic partner, or any person who has legally filled the role of a parent or relative living in the immediate household of the employee.

Personal Necessity
Maximum: Seven (7) days per fiscal year for the following reasons listed below. Two (2) days can be used at the employee's discretion without prior approval. Reasons:
Please select the following reason(s)

   ___ Accident involving employee's person or property or immediate family's person or property.
   ___ Inevitable danger to employee's home from flood, fire or serious in nature, which under circumstance employee cannot reasonably be expected to disregard, and which requires the attention of employee during assigned hours of service.
   ___ Additional days beyond bereavement leave of three (3) or five (5) days.
   ___ Appear in court or before administrative tribunal as a litigant or witness of subpoena.
   ___ Religious holidays on which the employee would otherwise be required to work.
   ___ Such other reasons approved by the District.
   ___ Day used at employee's discretion without prior approval.
   ___ Leave shall be limited to circumstances serious in nature that the employee cannot reasonably be expected to disregard.

PAID LEAVE PROVIDED FOR DISTRICT

Bereavement Distant Family
Maximum: Up to three (3) days for in-state travel or up to five (5) days for out-of-state travel per occurrence due to the death of an employee's eligible relative listed below.

Eligible Relative: spouse, child, parent, grandparent, grandchild, son/daughter-in-law, mother/father-in-law, sibling, domestic partner, child/parent-of-domestic partner, or any person who has legally filled the role of a parent or relative living in the immediate household of the employee.

Relationship: ___________________________ in-state or out-state used: ___________________________

Jury Duty

   ___ Jury Duty Service (must provide proof of service) * There should be no payment for jury duty service provided to the employee.

   * There is no minimum or maximum amount the District is required to pay an employee for jury duty service.
   * An employee may keep mileage and/or parking reimbursement.

Workers Compensation Injury / Illness

   ___ I have reported the illness/injury to my supervisor and have signed all required forms.

Military Leave
An employee may be off work for any duration with order of service without pay. The first 30 days are with pay.

LEAVE WITHOUT PAY

Any unpaid leave time will be deducted from employee's salary.
DIRECTOR OF NURSING
Position Description

A. General Statement
Responsible to the Dean of Math & Science for the organization, staffing, and evaluation of the Nursing program, including institutional research, student outcomes assessment and accountability, compliance with accreditation standards, technology planning and support, and related support services which are appropriate for the college community and College/District mission and goals. Responsible to the Dean of Math & Science for implementing Board of Registered Nursing (BRN) policies and procedures, District Rules and Regulations, California Education Code and collective bargaining agreements as required.

B. Essential Functions
1. Direct the overall planning, coordination, implementation, and improvement of the Nursing program, course curriculum and related activities, services, and facilities. Collaborate with Student Services administrators to provide and enhance a student-centered model of education.
2. Develop curriculum goals, objectives, and learning activities for the Nursing program in concert with faculty and staff. Ensure that the Nursing curriculum and courses comply with Board of Registered Nursing (BRN) requirements, Federal, State and local requirements, District Rules and Regulations, Education Code, and collective bargaining agreements. Collaborate with Dean of Math & Science and other instructional administrators and staff to assure that proper course articulation is maintained with institutions of higher education.
3. Update the curriculum in keeping with professional community, general community, technological, demographic, and college changes.
4. Coordinate the ongoing process of program evaluation. Participate in College and District-wide instructional program planning and review.
5. Prepare the Nursing schedule of classes in accordance with current assessment of program and student needs and assign faculty to classes in accord with the faculty collective bargaining agreement. Coordinate the development of College catalog information, program publicity materials and other outreach activities for the Nursing program.
6. Participate in the recruitment, hiring, orientation, and evaluation of all Nursing faculty and staff. Plan and project program staffing requirements. Provide staffing recommendations in compliance with Equal Opportunity principles and guidelines.
7. Supervise the recruitment, admission and progress of Nursing students.
8. Recommend, monitor, and administer the nursing budget. Plan resource allocations for facilities, equipment and technologies that support instructional programs in the Nursing program.
9. Initiate Nursing program in-service training and faculty development. Provide leadership for continuing education and development of Nursing program staff.
10. Write appropriate grants and required reports and administer grants that have been awarded. Coordinate and participate in timely and accurate instructional reports required by the Board of Registered Nursing (BRN), and by various Federal, State, District and College departments.
11. Assure compliance with the rules and regulations of the Board of Registered Nursing (BRN).
12. Chair the Nursing Advisory Committee and receive input from representatives of the professional nursing community and appropriate community agencies in the planning, development, and modification of the Nursing curriculum. Develop and negotiate appropriate partnerships with hospitals, other educational institutions, corporations, businesses, and community organizations and agencies.
13. Participate with other managers in addressing college matters. Participate in shared governance consultations and collaboration. Provide guidance to and receive advice from faculty organizations on matters relating to the instructional programs.
14. Promote and participate in the application of computer technology to Nursing program activities. Use a variety of computer software to research, enter, modify, and retrieve data for preparation of reports, correspondence, and other written materials.
15. Collaborate with Nursing and College staff in strategic planning of short- and long-range Nursing program goals and objectives, procedures, and resources.

C. Non-essential Functions
1. Serve on management councils and other College and District committees.
2. Perform other related duties as assigned.
D. **Supervision Exercised**

Has direct responsibility for administrative and support staff reporting to the Director of Nursing.

E. **Knowledge, Skills and Abilities**

<table>
<thead>
<tr>
<th>Knowledge, Skills and Abilities</th>
<th>Training Guidelines</th>
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</thead>
<tbody>
<tr>
<td>1. Knowledge of the philosophy, mission, goals of the community college.</td>
<td>1. Job experience; job training</td>
</tr>
<tr>
<td>2. Knowledge of goals, policies, regulations, contractual requirements and methods related to effective curriculum development and implementation, program/class scheduling, faculty assignments and instructional needs assessment.</td>
<td>2. Job experience; college courses</td>
</tr>
<tr>
<td>3. Knowledge of current theories on teaching and learning and new pedagogies, including use of technology and multicultural issues that affect instructional and related support programs and services.</td>
<td>3. College courses; job experience</td>
</tr>
<tr>
<td>4. Knowledge of institutional research models and methodologies.</td>
<td>4. Job experience; college courses</td>
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<tr>
<td>5. Skill in respectful and sensitive communication with people who are diverse in their cultures, language groups, and abilities.</td>
<td>5. Job experience; life experience</td>
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<tr>
<td>6. Skill in strategic planning and program development</td>
<td>6. Job experience; college courses</td>
</tr>
<tr>
<td>7. Skill in oral communication, including public speaking</td>
<td>7. College courses; special courses</td>
</tr>
<tr>
<td>8. Skill in written communication</td>
<td>8. College courses; special courses</td>
</tr>
<tr>
<td>9. Skill in directing, coordinating and evaluating the work of others</td>
<td>9. Job experience; special courses</td>
</tr>
<tr>
<td>10. Skill in developing and managing a budget, including externally funded initiatives</td>
<td>10. Job experience; job training</td>
</tr>
<tr>
<td>11. Ability to work effectively as part of an educational leadership team</td>
<td>11. Job experience; life experience</td>
</tr>
</tbody>
</table>
F. Minimum Requirements

1. Possess, or qualify for a valid, active California Registered Nursing (RN) license.

2. Master’s or higher degree from an accredited college or university, which includes course work in nursing, education, or administration.

3. A minimum of one year’s experience in an administrative position or the equivalent.

4. A minimum of two years’ full-time equivalent experience teaching in a Nursing program.

5. At least one year of experience as a registered nurse providing direct patient care; or equivalent experience and/or education as determined by the Board of Registered Nursing (BRN).

6. Demonstrated skill in respectful, sensitive communication with people who are diverse in their cultures, languages and abilities. Demonstrated sensitivity to and ability to work with the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students, faculty and staff, including those with disabilities. Sensitivity to gender issues.

G. Desirable Skills and Attributes

Higher education administrative experience that has included teaching, curriculum development, directing the work of others, and budget management.

H. Physical/Other Requirements

This position requires data comparison, analysis and interpretation; conceptualization; oral communication with small and large groups; persuasive communication; negotiation; confrontation; conflict resolution; coordinating work performed by others; tact, sensitivity, patience; flexibility and adaptability; good memory; attention to details; and prioritization in order to perform the essential functions.
DIRECTOR OF NURSING
An Academic Supervisory Position (Exempt)
Grade 193E – Salary Schedule 35

A. General Statement
The Director of Nursing serves as the academic manager responsible for leadership, planning, developing, organizing, day-to-day management, and evaluating the Associate Degree Nursing Program and other closely related programs and services. Public contact is extensive and can include students, faculty, staff, other educational institutions, community and business representatives, governmental agencies and the general public, for the purpose of exchanging program information and services. A high degree of independent judgment and creativity is required to adequately represent the college and program, to serve as a technical resource person for the program, and to design original program components and services. Consequences of errors in judgment can be costly in public relations and in employee time; however, management controls limit the risk of more serious consequences. This is an academic manager classification.

Duties & Responsibilities
The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this classification.

1. Develops curriculum goals, objectives, and learning activities for the Nursing Program in concert with the faculty and staff
2. Updates the curriculum in keeping with community, technological, demographic and college changes
3. Assures compliance with the rules and regulation of the Board of Registered Nursing (BRN)
4. Coordinates and orients nursing faculty
5. Serves as a liaison between the college and community agencies in the planning and coordinating of clinical facilities
6. Supervises the recruitment, admission and progress of students
7. Chairs the Nursing Advisory Committee and receiving input from representatives of community agencies
8. Utilizes college resources in writing grants, reports, and for planning and administering the Program budget
9. Participates actively with other managers in planning processes and in addressing college concerns
10. Coordinates the ongoing process of program evaluation
11. Performs other related duties, as assigned

C. Requirements
1. Possession of or ability to qualify for a valid, active California RN license
2. Master’s or higher degree from an accredited college or university, which includes course work in nursing, education or administration
3. A minimum of one year’s experience in an administrative position
4. A minimum of two years’ experience teaching in pre- or post-licensure nursing program
5. At least one year of experience as a registered nurse providing direct patient care OR equivalent experience and/or education as determined by the Board of Registered Nursing. Note: It is the applicant's responsibility to demonstrate that a non-nursing degree and/or non-academic administrative experience meets the requirements listed above.
6. Ability to work effectively and constructively with persons from diverse cultures and language groups. Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students, faculty, and staff, including those with physical and learning disabilities. Sensitivity to gender issues.
D. Physical/Other Requirements
This classification requires multi-tasking, flexibility, adaptability; accurate work under deadline pressure; attention to
details; listening, good memory, sensitivity and tact; persuasive communication; negotiation; compromise; manual
dexterity; working independent of direct supervision or specific guidelines; data analysis in order to perform the
essential functions.

E. Knowledge, Skills & Abilities
1. Demonstrate ability to communicate effectively, both orally and in writing, with administrators, faculty, staff, students, and
   the community at large
2. Knowledge of and experience with Nursing education policies, partnerships and procedures
3. Understanding of and commitment to the role and purpose of the community college
4. Familiarity with the use of instructional technology and media to enhance teaching and student learning
5. Experience in directing the work of others and in providing positive problem solving skills
6. The ability to elicit and bring focus to recommendations from State agencies, hospital consortiums and clinic personnel,
   students, faculty, staff, and administrators
7. Organizational skills that enable the performance of duties in a timely manner and with attention to detail
8. NOTE: Ability to speak a second language is desirable but not required

(3/2015)
College of San Mateo

Nursing Department

Assistant Director Responsibilities

1. Attend Board of Registered Nursing New Directors’ Orientation in Fall as the schedule permits. Demonstrate familiarity with the BRN regulations in the Director’s Handbook
   a. There is a new directors’ orientation at the beginning of the Fall Deans and Directors conference, usually in October. The BRN provides the information.
2. Meet with the director on a regular basis
3. Perform designated Director’s Duties in the Director’s absence—director attends three conferences a year—normally on a Wednesday, Thursday and Friday. In addition, there are 4 scheduled northern directors meetings per year.
   The 4th meeting is held in conjunction with the third conference at Granlibakken.
   a. Follow up on priority issues related to the program, faculty, staff, students
   b. Give direction to the staff assistant if needed
   c. Chair alternate faculty meetings and participate in creating the agenda
   d. Communicate with course managers regarding course progress
4. Assist with orientation of new and part-time faculty to the program
   a. Update current faculty orientation materials and review with director
   b. Designate a mentor for a new faculty member
5. Be a member of the hiring committee for new faculty
6. Coordinate first and second year student rotations with faculty and students
   a. Provide input into schedule of classes and clinical agencies
   b. Become familiar with CCPS data input and how the system works
7. Assist with coordination of the skills laboratory
   a. Elicit requests and suggestions from faculty for supplies, equipment, and media purchase
   b. Assist with the coordination and writing of Program Review
8. Become familiar with the basics of the budget process.
9. Participate in accreditation activities, including BRN and ACCJC.
10. Assist with review of applications to the program
ASSISTANT DIRECTOR OF NURSING

A  General Statement
The Assistant Director of Nursing is a full time faculty member who is qualified and approved by the Board of Registered Nursing, with release time to carry out the duties and responsibilities.

Duties & Responsibilities
The duties below are representative of the duties of the classification and are not intended to cover all of the duties performed by the incumbent(s) of any particular position. The omission of specific statements of duties does not exclude them from the position if the scope of work is similar, related, or a logical assignment to this classification.

1. Attend Board of Registered Nursing New Directors’ Orientation in Fall as the schedule permits.
   Demonstrate familiarity with the BRN regulations in the Director’s Handbook
   A. There is a new directors’ orientation at the beginning of the Fall Deans and Directors conference, usually in October. The BRN provides the information.

2. Meet with the director on a regular basis

3. Perform designated Director’s Duties in the Director’s absence—director attends three conferences a year—normally on a Wednesday, Thursday and Friday. In addition, there are 4 scheduled northern directors meetings per year.
   The 4th meeting is held in conjunction with the third conference at Granlibakken (or other designated site).
   A. Follow up on priority issues related to the program, faculty, staff, students
   B. Give direction to the staff assistant if needed
   C. Chair alternate faculty meetings and participate in creating the agenda
   D. Communicate with course managers regarding course progress

4. Assist with orientation of new and part-time faculty to the program
   A. Update current faculty orientation materials and review with director
   B. Designate a mentor for a new faculty member

5. Be a member of the hiring committee for new faculty

6. Coordinate first and second year student rotations with faculty and students
a. Provide input into schedule of classes and clinical agencies
b. Become familiar with CCPS data input and how the system works

7 Assist with coordination of the skills laboratory
   a. Elicit requests and suggestions from faculty for supplies, equipment, and media purchase
   b. Assist with the coordination and writing of Program Review

8 Become familiar with the basics of the budget process.
9 Participate in accreditation activities, including BRN and ACCJC.
10 Assist with review of applications to the program

B. Requirements
1 Possession of or ability to qualify for a valid, active California RN license
2 Master's or higher degree from an accredited college or university, which includes course work in nursing, education or administration
3 A minimum of one year's experience in an administrative position
4 A minimum of two years' experience teaching in pre- or post-licensure nursing program
5 At least one year of experience as a registered nurse providing direct patient care OR equivalent experience and/or education as determined by the Board of Registered Nursing. Note: It is the applicant's responsibility to demonstrate that a non-nursing degree and/or non-academic administrative experience meets the requirements listed above.
6 Ability to work effectively and constructively with persons from diverse cultures and language groups. Evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural and ethnic backgrounds of community college students, faculty, and staff, including those with physical and learning disabilities. Sensitivity to gender issues.

C. Physical/Other Requirements
This classification requires multi-tasking, flexibility, adaptability; accurate work under deadline pressure; attention to details; listening, good memory, sensitivity and tact; persuasive communication; negotiation; compromise; manual dexterity; working independent of direct supervision or specific guidelines; data analysis in order to perform the essential functions.

D. Knowledge, Skills & Abilities
1. Demonstrate ability to communicate effectively, both orally and in writing, with administrators, faculty, staff, students, and the community at large
2. Knowledge of and experience with Nursing education policies, partnerships and procedures
3. Understanding of and commitment to the role and purpose of the community college
4. Familiarity with the use of instructional technology and media to enhance teaching and student learning
5. Experience in directing the work of others and in providing positive problem solving skills
6. The ability to elicit and bring focus to recommendations from State agencies, hospital consortiums and clinic personnel, students, faculty, staff, and administrators
7. Organizational skills that enable the performance of duties in a timely manner and with attention to detail
8. NOTE: Ability to speak a second language is desirable but not required

(11/2016)
APPENDIX D: DUTIES AND RESPONSIBILITIES

DI-DUTIES AND RESPONSIBILITIES OF INSTRUCTORS

A. Required of all instructors:

- teach classes at assigned times and locations;
- make necessary preparations for class instruction;
- evaluate student performance; and
- submit timely and accurate reports of attendance, grades and other matters as required.

B. Additional professional responsibilities, not subject to additional compensation for instructors on regular academic year contract: (See Note 1)

- attend and participate in official division and college faculty meetings called by the college administration;
- develop instructional materials, course outlines, and curriculum guides;
- analyze and select text materials, and participate in course content coordination;
- evaluate, update, and revise existing courses and programs; develop new courses as needed;
- assist in the placement of students in courses;
- review current literature in appropriate fields and recommend additions to the college library collection;
- participate as a peer in the academic employee staff development and evaluation programs;
- assist in ordering supplies, and in ensuring proper utilization of instructional equipment and facilities;
- coordinate the work of student assistants and instructional aides;
- participate in commencement exercises.(See Note 2);
- participate in advisory committee meetings;
- participate on official college committees (e.g., curriculum planning, accreditation self-study); and
- participate on screening committees for position vacancies.

C. Voluntary activities performed without additional District compensation:

- participate in co-curricular activities (e.g., student club advising);
- participate in college-community relations activities (e.g., public speaking engagements); and
- participate in articulation with high schools and four-year institutions, and with business and industry.

Note 1: It is not the intention of the parties to this Agreement to imply that all unit members will be assigned all of the responsibilities listed under B. Certain of these responsibilities may be appropriate for assignment to a given unit member who would not be paid additional District compensation for discharging them.

Note 2: A maximum of one-half of the contract and regular faculty will be expected to participate each year. No individual will be required to participate more frequently than once in each two-year period.
Faculty Dress Code Policy

I. Policy Statement

The dress code for nursing faculty supports the professional image of nursing professionals and aligns with the professional dress code of a CSM nursing student. Nursing faculty are expected to comply with the faculty dress code when representing the College of San Mateo.

II. Procedure

A. Clinical setting
   1. Business casual dress is recommended to support the professional image of nursing professional. A white lab coat must be worn over business casual dress. In place of business casual dress and a lab coat, white or colored scrubs may be worn.
      a. Definition: business casual is a blouse, shirt with a collar, and/or sweater, khakis or dress pants, moderate length skirt (knee length or longer). For men, business casual is a polo shirt or shirt with a collar and/or sweater, khakis or dress pants and dress shoes. No tie is required.
   2. Socks or stockings must be worn.
   3. Shoes must have a closed toe and heel and be solid in color with scrubs apparel.
   4. Colognes and scented lotions must not be worn.
   5. Light colored nail polish with unchipped nails is allowed. No synthetic nails are allowed. Operating room areas generally do not permit any nail polish.
   6. Hair should be neat, clean, and pulled away from the face.
   7. Tattoos must be covered.
   8. A plain ring (a wedding band) and or small pair of earring studs are acceptable.
      All other jewelry, including pins, necklaces, and bracelets must not be worn.
   9. Piercing jewelry may not be visible on the face and through the tongue.
   10. The College of San Mateo photo ID should be visible.
   11. Clinical agency requirements take priority over these guidelines, as applicable.