PREFACE

The purpose of the nursing program faculty handbook is to acquaint you with the policies and procedures that pertain to the nursing program. This information will assist you to function effectively in your job here at Santa Monica College. We hope you will find the information contained in this edition of the faculty handbook helpful to you.

Most of the forms in this handbook are available in the file in the faculty mail room or from the department administrative assistant. The nursing faculty will be happy to assist you with any questions you may have about the information contained in the faculty handbook. In addition, faculty is advised to read the current edition of the SMC nursing student handbook. Another excellent resource for new faculty members is the SMC website: http://www.smc.edu.

Please give us your feedback using the form provided at the end of the handbook.

Each new faculty member will receive the following resources in addition to the faculty handbook:

- Student Handbook
- Planning Guide for Success
- Class schedule
- Program Brochure
- BRN Self Study
- Telephone Directory
- Text(s) for current course(s)

Rev. 1/09
Nursing Faculty Handbook
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SECTION ONE
NURSING PROGRAM
The Nursing Program philosophy is in accord with the philosophy and mission statement of the college. Teaching and learning are viewed as the institution’s primary responsibility. The standard of educational excellence delivered within a diversified educational setting has particular significance for the nursing program. The nursing program at Santa Monica College is designed to produce an Associate Degree Nurse who is caring, competent and compassionate. To that end, the philosophy of the nursing program incorporates beliefs regarding person, environment, health, nursing, the art and science of nursing and nursing education.

Faculty believes that each individual is a bio-psycho-social-spiritual being who is more than the total of his/her parts. As a result of these properties, the person is capable of participating in determining his/her own destiny and is, subsequently, largely responsible for decisions and actions influencing his/her state of being. Each person is in constant interaction with an ever-changing environment in order to meet personal needs. This state of being or existence is recognized as life and may have varying degrees of quality at any point in time. The attribute of quality is a perception based in the person’s unique totality and the society in which the person functions.

Health is a dynamic state of physical, mental, social and spiritual well-being and not just the absence of disease or infirmity. Health is influenced by an individual’s perceptions and adaptive abilities in response to changing needs. Health problems arise when needs are not met, are only partially met, or remain in conflict.

Nursing responds to health problems that occur when an individual requires assistance to meet identified or perceived needs. The goal of nursing is to assist the individual to attain his/her unique optimal health potential. As primary members of the health care team responding to health needs of individuals, nurses facilitate and maintain an environment conducive to promoting health.

Nursing faculty of Santa Monica College believes that nursing incorporates both art and science. Caring is believed to be a core value of nursing that directly influences the healing process. Inherent components of the caring environment include support of both the Nurses’ Code of Ethics and the Patient’s Bill of Rights. Nursing has the capacity to create caring environments and render compassionate care that acknowledges the uniqueness of each individual. Compassionate care encompasses, but is not limited to, recognition of the interdependence of all living things and sensitivity to the worth of each person.

Nursing education incorporates principles and theories from other disciplines such as physical, behavioral, social and natural sciences. The science of nursing is based on scientific and technical data, which provides the basis for competent care. The focus of nursing is on the diagnosis and treatment of human responses to actual and/or potential health problems. Competent care includes the provision of direct care, guidance, support and education to individuals and groups. Competent care is rendered and managed through utilization of the systematic problem solving method called the nursing process. Through this process the nurse assesses, plans, implements and evaluates actions that assist individuals to sustain life, enhance health, recover from illness and/or complete the life cycle with dignity. Outcome criteria, which reflect competency, are considered valid evaluators of educational integration and progression.
Faculty believes that the teaching-learning experience is a shared process with reciprocal responsibilities. Students enter the Santa Monica College Program from diverse backgrounds. They are recognized as unique in their culture, experiences, values, sexual orientation, economic status, attitudes, motivation, learning styles and learning potential. Faculty accepts the responsibility for establishing and maintaining a learning environment that will broaden the students’ awareness and appreciation of the uniqueness of others. Faculty believes that varied methodologies provide opportunities for cognitive growth, self-discovery, social interactions and sharing of ideas. The faculty believes that support services should be available and accessible to students. Support services include but are not limited to educational advisement, tutoring, assessment of skills and learning disabilities, remediation of basic skills, financial aid, health services, and psychological services. Faculty will refer students to appropriate resources to facilitate student success. It is the student’s responsibility to follow through or make an informed decision regarding the utilization of appropriate resources. Students should also assess and evaluate their support system(s), and develop strategies to achieve successful completion of the program.

Faculty upholds and promotes the belief that learning is a process that continues throughout the lifespan. The student learner is given the responsibility for actively participating in the educational experiences provided. Students are considered to be mature individuals capable of becoming increasingly self-directed, responsible and accountable for their own actions and decisions.

Rev 5/05
**Associate Dean, Health Sciences Job Description**

Under the direction and supervision of the Vice President of Academic Affairs, the Associate Dean, Health Sciences has the responsibility for the administration of programs and courses offered in the Health Sciences Department.

Accordingly, the Associate Dean, Health Sciences will assume responsibilities for the following duties:

- Assure compliance of each program with the rules and regulations of related licensing, accrediting and/or regulatory agencies;
- Plan supervise and evaluate programs in concert with appropriate faculty;
- Direct and assist in the preparation and assignment of class schedules and teaching assignments that promote optimal benefit to the program;
- Oversee the recruitment, selection, admission and progression of students in the program;
- Participate in the selection, assignment, development, and evaluation of academic personnel assigned to the Health Sciences Department; recruit, select and assign adjunct faculty;
- Direct, collaborate with, and evaluate academic personnel with release time to fulfill specific projects or on-going functions;
- Initiate, maintain and renew articulation agreements with local California State Universities as well as private baccalaureate programs;
- Serve as liaison between the college and community health care agencies in planning and coordinating clinical facility use; initiate, maintain, and renew contractual agreements;
- Formulate and submit reports for national, regional and state licensing, accrediting, and/or regulatory agencies; maintain files and records in accordance;
- Oversee all budgetary matters related to the operational needs of the department and its programs;
- Seek funding sources for special needs and/or equipment acquisition for Health Sciences programs;
- Maintain currency of job market conditions and requisite educational needs thereof by attending conferences; regional and state meetings and/or collegial seminars;
- Participate in assignments, committees and routine responsibilities relevant to the overall governance and operation of the college;
- Integrate the college’s mission and goals in department and program operations using these documents as a philosophical basis for implementation of specific strategies.
Assistant Director, Nursing Program Job Description

The Assistant Director of the Nursing Program/Faculty Leader is elected by the nursing faculty and serves a minimum of two years in the position.

Under the direction of the Associate Dean, Health Sciences, the Assistant Director of the Nursing Program has the responsibility for the following:

- Assuming responsibilities for the ADN program in the Director’s* absence in accordance with the BRN rules and regulations
- Act as a Chair of ADN curriculum meetings including:
  - coordinating major and minor curriculum revisions;
  - coordinating systematic program evaluation
- Coordinate activities related to updating the Nursing Student Handbook annually
- Update the Nursing Faculty Handbook and/or files to maintain currency
- Act as an alternate for the Director in attending ADN Director’s meetings
- Lead ADN and Health Sciences meetings in the Director’s absence
- Coordinate faculty evaluations
- Plan and coordinate pinning ceremonies for the ADN program
- Assist with planning and coordinating clinical placement of students
- Assist with required BRN, NLN, and NLNAC annual reports
- Assist with preparation of BRN and NLNAC Self-Study approval and accreditation reports, respectively
- Coordinate recruitment efforts
- Attend Department Chairs’ meetings
- Assist the Director with other duties as assigned

*Use of the title Director is in compliance with the Board of Registered Nursing

9/2008
Nursing Instructor Responsibilities

Lead Nursing Instructor Responsibilities

Every nursing course has a lead instructor appointed by Associate Dean, Health Sciences whose duties include:

- Develop and modify the assigned course syllabus
- Meet with and remain accessible to all course faculty
- Provide course information and guidance, to adjunct course faculty
- Communicate any urgent information from faculty meetings to clinical instructors
- Assure that clinical experience is appropriate and similar as possible for all clinical groups
- Determine that the evaluation tool is utilized in a consistent manner for all clinical groups
- Submit grades electronically at times designated by Santa Monica College or within one week of the end of the course (whichever comes first). Submit a copy of final grade sheet to the Associate Dean, Health Sciences.
- Participate in the evaluative process of adjunct faculty.

General Information

It is the instructor’s primary responsibility to provide a supportive learning environment.

Office hours are a contract requirement for full time faculty. Office hours need to be submitted to the Faculty Leader and Nursing Program Administrative Assistant (AA), and communicated to students through course syllabus

Course syllabus including grading policies, objectives and testing schedules are to be available to the students the first day of the course.

Lead instructors may request the nursing program AA to obtain desk copies of textbooks for their use. Part-time faculty may request to borrow a “reserve” copy of the required course text.

Campus mail is delivered to the Bundy site on a daily basis and placed in individual mailboxes. It is the responsibility of each faculty member to pick up and review mail in a timely fashion.

Information regarding salary, vacation, types of leave, etc. can be located in the faculty contract or through the Personnel office.
**Professional Behaviors**

All communication with nursing faculty will be done via a Santa Monica College e-mail address. Therefore all faculty must request a Santa Monica College e-mail address as soon as notification of their hire has been made.

Communicate with the Lead Instructor on a weekly basis to stay informed of the classroom lecture content. Inform the Lead Instructor if any problems arise in the clinical area and seek counsel from that person should you need input.

Textbooks for all courses are kept in the Health Sciences Department and are for faculty use only. If you wish to check out a textbook for the course you are working in contact the Project Manager, Nursing Skills Lab or call the Associate Dean of Health Sciences for assistance.

Remember that course expectations are the same for all students. Consistency across all clinical sections is desirable. If a clinical assignment is required as part of the course, only the Lead Instructor has the right to modify the assignment. Common clinical assignments include: teaching plans, nursing care plans, and nursing grand rounds.

Student clinical assignments are to be submitted to the clinical instructor. View electronic rosters to ensure that students assigned to clinical and/or class section are registered in your assigned section.

Submit grades electronically at times designated by Santa Monica College or within one week of the end of the course (whichever comes first). Submit a copy of final grade sheet to the Associate Dean, Health Sciences.

The instructor should review, give written feedback, evaluate and return the care plans within a reasonable period of time.

The faculty are expected to:

- Openly communicate with students and colleagues.
- Work effectively with traditional and non traditional students.
- Remain accessible to student either before or after clinical sessions.
- Demonstrate a willingness and commitment to your responsibilities and accountability to the nursing program and college.
- Participate in professional organizations within the fields of nursing and/or education and share your activities with students.

Familiarize yourself with the policies of the college, the nursing department, and affiliating hospitals.

Review Nursing Instructor Responsibilities, Job Descriptions and BRN statement about faculty located in the faculty handbook.
**Nursing Program Orientation**

It will be your responsibility to familiarize yourself with Orem’s Theory used by the Santa Monica College Nursing Program. Additional materials and samples are located in the Student Handbook. Ensure that nursing care plans incorporate Orem’s Theory.

Please read the Nursing Student Handbook and course syllabus carefully as it represents a contract between the program and students operating within the program.

Review Faculty Check-off List located in the Nursing Faculty Handbook.

Maintain awareness of the nursing program curriculum and changes that may be occurring in the program. This is best accomplished by attending the nursing faculty meetings whenever possible. If you are unable to attend meetings on a regular basis, make sure you receive copies of minutes to keep abreast of changes. Attendance at meetings may be counted as fulfillment of flex time.

Comply with the college flex activity requirements (full-time faculty only) and submit the appropriate form to the Associate Dean of Health Sciences at least three days prior to the deadline.

**Clinical Orientation**

It is your responsibility to arrange for your orientation to a health care facility. Most facilities require a 1-2 day orientation. Obtain the name of the facility liaison from either the Lead Instructor of the course you are assigned or from the Associate Dean, Health Sciences.

As a faculty member you will be required by the health care facility to submit a copy of your BRN license, BCLS, visa status, malpractice insurance, physical examination including immunizations and TB skin test results. Please give a copy of all these documents to the nursing program office for your file. Also be advised that the orientation, approval and clearance of a new faculty member by a health care facility could take up to six weeks. So start early to avoid a crisis.

It will also be your responsibility to check currency of student CPR cards, malpractice insurance and visa numbers on the first day of clinical. If the nursing office becomes aware that any of these items are missing or are outdated you will be notified immediately and will be expected to speak with the student. Compliance with the clinical affiliation agreement between the college and the health care facility is a high priority.

Students are normally expected to visit the clinical site the night before the clinical experience in order to select their patient assignment. The Instructor will monitor student patient selection for appropriateness.
**Absence**

If it is necessary to be absent on an assigned clinical day contact the health care facility and the nursing program office at your earliest opportunity. Be prepared to suggest an alternate assignment for students. If you anticipate an absence initiate the telephone tree with your clinical group. Each clinical group should have an established telephone tree with key contacts identified. The telephone tree should be filed with the department AA at the beginning of each rotation.

If an instructor anticipates that (s)he will be unavoidably absent from class notify the nursing program office as soon as possible.

If an instructor is going to be tardy – notification to the clinical facility and the nursing office should occur as soon as the tardiness is anticipated. Please give instructions for the student group when making notification.

**Course Protocols**

Obtain a copy of the course syllabus from the Lead Instructor for the course you are assigned. You will be expected to follow the Lead Instructor’s guidelines.

Communicate with the Lead Instructor on a weekly basis to stay informed of the classroom lecture content. Inform the Lead Instructor if any problems arise in the clinical area and seek counsel from that person should you need input.

Textbooks for all courses are kept in the Health Sciences Department and are for faculty use only. If you wish to check out a textbook for the course you are working in contact the Project Manager, Nursing Skills Lab or call the Associate Dean of Health Sciences for assistance.

Remember that course expectations are the same for all students. Consistency across all clinical sections is desirable. If a clinical assignment is required as part of the course, only the Lead Instructor has the right to modify the assignment. Common clinical assignments include: teaching plans, nursing care plans, and nursing grand rounds.

Student clinical assignments are to be submitted to the clinical instructor. The instructor should review, give written feedback, evaluate and return the care plans within a reasonable period of time.

**Clinical Protocols**

Pre and Post Clinical Conferences are normally conducted as a routine of each day. The instructor is responsible for making arrangements with the host facility for meeting rooms.
Give a copy of all clinical phone numbers to the department AA at the beginning of each new rotation.

If a student injury occurs while in a clinical facility the instructor should inform the student to report to the SMC Health Services Office within 24 hours. The student will not be charged for any expenses for treatment at the school. However, if the student is treated at the clinical facility the student may be responsible for expenses incurred. It is essential to follow facility and college policy for completing the appropriate incident report/form.

The Associate Dean, Health Sciences is to be informed of any unusual occurrence or incident that occurs in the clinical setting as soon as possible. All medication errors are to be reported as soon as possible, no later than 24 hours.

**Evaluation – Student**

You are expected to monitor the performance, development, progress and evaluation of all students in your assigned unit.

You are encouraged to keep anecdotal records of student activities to serve as a basis for student evaluation. Anecdotal records are the responsibility of each instructor but do not become part of the student’s file.

Two written and verbal summative evaluations (midpoint and final) are given in each clinical course. All evaluations are to be signed by both the instructor and the student and dated. Formative evaluation of students is expected, daily, and on-going feedback should be routine.

If a student is not maintaining a satisfactory level of performance, additional assessments, feedback, and documentation are required.

The end of course evaluation completed for each student should be submitted to the nursing program office within two weeks after course completion.

The student may request a copy of the signed evaluation. The original evaluation should be placed in the student’s file in the nursing office by the department classified staff.

If any unusual occurrence or incidence occurs is should be written up by the instructor of record, discussed with the Associate Dean, Health Sciences.

A copy of final grades should be filed in the nursing program office.
Building Access

Keys: Obtain key request form from the department AA and signature from the Associate Dean, Health Sciences. This request will be forwarded to the Campus Police. You will be notified when your key is ready.

Entrance to the building is locked on weekends and holidays during some summer and winter months. To avoid setting off an alarm contact the campus police prior to entry if you need to gain access.

Nursing Skills Lab

Orientation: Make an appointment with the Project Manager, Nursing Skills Lab for orientation to the laboratory and supplies kept there. Also review the list of A-V materials and computer hard and software.

Requests for equipment should be made one week in advance by completing and submitting the appropriate request form.

Students may be referred to the Project Manager, Nursing Skills Lab for practice or remediation. A completed referral form should be given to the Project Manager, Nursing Skills Lab to facilitate the process.

Faculty Meetings

Faculty meetings are scheduled on a regular basis. It is expected that all faculty members will participate to assure the on-going quality operation of the program. Minutes are taken, distributed to all faculty members and kept on file in the nursing program office.

You will be responsible for reviewing the minutes and abiding by decisions made at the meetings regardless of your attendance.

Peer Evaluation of Adjunct Faculty

Evaluation of your performance will be completed during your first semester with our program and then during other time periods as stated on the evaluation report. The evaluation process will be conducted by the Assistant Director of Health Sciences in conjunction with the Lead Instructor. Student input may also be solicited. You will receive a copy of the final evaluation report for your files.

8/2008
**Nursing Laboratory Coordinator Job Description**

*Nursing Laboratory Coordinator* assignments may be temporary or permanent, full-or part-time. This position coordinates the technical nursing services offered through the Nursing Skills/Simulation Laboratory. Duties: oversees and prepares instructional lab sessions in all areas of clinical nursing skills; designs and prepares patient simulations using state-of-the-art medical equipment; coordinates the ordering and maintenance of supplies and equipment; conducts remedial evaluation of students; trains and supports students and faculty in the use of nursing-related computer software and database management programs; creates and maintains database records of all Nursing Skills Simulation Laboratory activities; participates in faculty meetings. The qualified candidate must have an Associate of Arts degree with a major in nursing or a Bachelor of Science in Nursing and one year of experience as a staff registered nurse in a hospital facility or one year experience in a nursing laboratory; maintains knowledge base of current practices; knowledge of mid and high fidelity simulators and/or willingness to learn; and possession of a current California Registered Nurse License.

**Essential Duties**

1. Plans and conducts orientation to the Nursing Skills/Simulation Laboratory, its use and equipment for students, faculty and visitors;

2. Oversees and prepares instructional laboratory sessions in all areas of clinical nursing skills; utilizing up-to-date patient simulations for students utilizing models and electronic and diagnostic equipment to facilitate the simulation of clinical areas and situations;

3. Facilitates training of faculty on the use of simulators;


5. Coordinates the ordering and maintenance of nursing equipment, supplies, and multi-media equipment; creates and maintains database records of all holdings in the Nursing Skills/Simulation Laboratory; and performs related duties as required;

6. Maintains a cataloged data base of audio visual materials, equipment, supplies, and computer programs; tracks students’ utilization of the Nursing Skills/Simulation Laboratory;

7. Prepares equipment for students use in practicing nursing skills and procedures;

8. Preview multimedia resources for possible referral to individual instructors;

9. Maintains detailed records in accordance with licensing agencies to maintain accreditation; performs other record keeping as required;
10. Oversees student use of computers in the Nursing Skills/Simulation Laboratory and assists students regarding the use of nursing program software;

11. Conducts remediation activities with students in all areas of clinical skills based on instructor referrals to the Nursing Skills/Simulation Laboratory staff;

12. Meets on regular basis with Director of the Nursing program to: discuss Nursing Skills/Simulation Laboratory operation; participate in goal planning and strategies to improve Nursing Skills/Simulation Laboratory operation; and perform related duties as required to maintain Nursing Skills/Simulation Laboratory operation;

13. Participates as a member of the Regional Nursing Skills Laboratory group for the purpose of planning services in support of the nursing curriculum.

9/08
Content Experts on Faculty

Medical Surgical Nursing – Vini Angel
Gerontological Nursing – Eric Williams
Mental Health Nursing – Georgia Farber
Women’s Health Nursing – Carole McCaskill
Pediatric Nursing – Eve Adler
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<td>Interview with the Director of the nursing program*</td>
<td>6 weeks before 1st clinical day</td>
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<tr>
<td>Meet with the Director of the Program to initiate BRN faculty approval for the assistant nursing instructor*</td>
<td>6 weeks before 1st clinical day</td>
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<td>Complete hiring process after being informed that your services are needed &amp; board approval has been given*</td>
<td>3 weeks before 1st clinical day</td>
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<td>Request SMC email account</td>
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<tr>
<td>Inform director before hiring or starting clinical of need to be absent from clinical for scheduled activities</td>
<td>6 weeks before 1st clinical day</td>
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<tr>
<td>Obtain <em>Nursing Faculty Handbook</em> from the Director of Nursing or her designee and become familiar with the philosophy, policies and procedures of the Nursing Program*</td>
<td>3 weeks before 1st clinical day</td>
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<td>Obtain booklet on Orem’s model (return booklet at the midpoint of the course)*</td>
<td>3 weeks before 1st clinical day</td>
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<td>Complete module on Clinical Evaluation at <a href="http://www.4faculty.org">www.4faculty.org</a> or CD-ROM Strategies for Teaching Clinical Nursing</td>
<td>2 weeks before 1st clinical day</td>
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<td>Meet with lead instructor to review, explain, and or discuss the following:</td>
<td>2 weeks before 1st clinical day</td>
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<td>1. Goals and expectations of the course</td>
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<td>2. Responsibilities of faculty</td>
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<td>3. Program objectives, level objectives and the course objectives</td>
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<td>4. Course syllabus and <em>Nursing Student Handbook</em> (download or ask for a copy)</td>
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<td>5. Importance of correlating theory to clinical practice</td>
<td></td>
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<tr>
<td>6. Provide continuity between course theory and clinical assignments/activities</td>
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<tr>
<td>7. Guidelines and clinical activities</td>
<td></td>
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<tr>
<td>8. Review clinical evaluation forms (midpoint and final), Statement of Concern, Plan of Correction</td>
<td></td>
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<tr>
<td>9. Attendance policy (notify lead instructor of student absence/tardy</td>
<td>ongoing</td>
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<td>10. Written assignments</td>
<td></td>
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<td>11. Course materials</td>
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<tr>
<td>12. Listing of school acknowledged holidays</td>
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<tr>
<td>13. Copy of rotation schedules and clinical objectives for each unit</td>
<td></td>
<td></td>
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<tr>
<td>14. Letter to faculty liaison at assigned facility verifying CPR, malpractice insurance, immunization status, and completion of HIPPA</td>
<td></td>
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<tr>
<td>15. Orientation responsibilities (so that you can orient students)</td>
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<tr>
<td>Contact faculty liaison and nurse manager at assigned healthcare facility to:</td>
<td>3-4 weeks before 1st clinical day</td>
<td></td>
</tr>
<tr>
<td>1. Orient to facility and assigned unit</td>
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<td>2. Arrange room assignments for pre- and post-conferences</td>
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<td>3. Get access code, name tags, parking, etc for students</td>
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<tr>
<td>Complete pre and post-affiliation forms</td>
<td>First and last week of rotation</td>
<td></td>
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<tr>
<td>Read and sign minutes of faculty meetings</td>
<td>Once a month</td>
<td></td>
</tr>
<tr>
<td>Attend at least two faculty meetings per semester</td>
<td>End of semester</td>
<td></td>
</tr>
<tr>
<td>Compare hard copy of roster with electronic roster and make changes on the <em>electronic</em> copy</td>
<td>As soon as you receive</td>
<td></td>
</tr>
<tr>
<td>Prior to submitting grades electronically verify with lead instructor</td>
<td>Last day of rotation</td>
<td></td>
</tr>
</tbody>
</table>

*One time only

Signature of adjunct instructor ________________________________
Signature of lead instructor ________________________________
Course ________________________ Semester_________________

Submit to Health Sciences office by end of 8th week
8/2008
CORE COMPETENCIES OF NURSE EDUCATORS ©
WITH TASK STATEMENTS

Competency 1 – Facilitate Learning

Nurse educators are responsible for creating an environment in classroom, laboratory, and clinical settings that facilitates student learning and the achievement of desired cognitive, affective, and psychomotor outcomes. To facilitate learning effectively, the nurse educator:

- Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context
- Grounds teaching strategies in educational theory and evidence-based teaching practices
- Recognizes multicultural, gender, and experiential influences on teaching and learning
- Engages in self-reflection and continued learning to improve teaching practices that facilitate learning
- Uses information technologies skillfully to support the teaching-learning process
- Practices skilled oral, written, and electronic communication that reflects an awareness of self and others, along with an ability to convey ideas in a variety of contexts
- Models critical and reflective thinking
- Creates opportunities for learners to develop their critical thinking and critical reasoning skills
- Shows enthusiasm for teaching, learning, and nursing that inspires and motivates students
- Demonstrates interest in and respect for learners
- Uses personal attributes (e.g., caring, confidence, patience, integrity and flexibility) that facilitate learning
- Develops collegial working relationships with students, faculty colleagues, and clinical agency personnel to promote positive learning environments
- Maintains the professional practice knowledge base needed to help learners prepare for contemporary nursing practice
- Serves as a role model of professional nursing

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Competency 2 – Facilitate Learner Development and Socialization

Nurse educators recognize their responsibility for helping students develop as nurses and integrate the values and behaviors expected of those who fulfill that role. To facilitate learner development and socialization effectively, the nurse educator:

- Identifies individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners
- Provides resources to diverse learners that help meet their individual learning needs
- Engages in effective advisement and counseling strategies that help learners meet their professional goals
- Creates learning environments that are focused on socialization to the role of the nurse and facilitate learners’ self-reflection and personal goal setting
- Fosters the cognitive, psychomotor, and affective development of learners
- Recognizes the influence of teaching styles and interpersonal interactions on learner outcomes
- Assists learners to develop the ability to engage in thoughtful and constructive self and peer evaluation
- Models professional behaviors for learners including, but not limited to, involvement in professional organizations, engagement in lifelong learning activities, dissemination of information through publications and presentations, and advocacy

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Competency 3 – Use Assessment and Evaluation Strategies

Nurse educators use a variety of strategies to assess and evaluate student learning in classroom, laboratory and clinical settings, as well as in all domains of learning. To use assessment and evaluation strategies effectively, the nurse educator:

- Uses extant literature to develop evidence-based assessment and evaluation practices
- Uses a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
- Implements evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals
- Uses assessment and evaluation data to enhance the teaching-learning process
- Provides timely, constructive, and thoughtful feedback to learners
- Demonstrates skill in the design and use of tools for assessing clinical practice
Competency 4 – Participate in Curriculum Design and Evaluation of Program Outcomes

Nurse educators are responsible for formulating program outcomes and designing curricula that reflect contemporary health care trends and prepare graduates to function effectively in the health care environment. To participate effectively in curriculum design and evaluation of program outcomes, the nurse educator:

- Ensures that the curriculum reflects institutional philosophy and mission, current nursing and health care trends, and community and societal needs so as to prepare graduates for practice in a complex, dynamic, multicultural health care environment

- Demonstrates knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies

- Bases curriculum design and implementation decisions on sound educational principles, theory, and research

- Revises the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends

- Implements curricular revisions using appropriate change theories and strategies

- Creates and maintains community and clinical partnerships that support educational goals

- Collaborates with external constituencies throughout the process of curriculum revision

- Designs and implements program assessment models that promote continuous quality improvement of all aspects of the program

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Competency 5 - Function as a Change Agent and Leader

Nurse educators function as change agents and leaders to create a preferred future for nursing education and nursing practice. To function effectively as a change agent and leader, the nurse educator:

- Models cultural sensitivity when advocating for change
- Integrates a long-term, innovative, and creative perspective into the nurse educator role
- Participates in interdisciplinary efforts to address health care and educational needs locally, regionally, nationally, or internationally
- Evaluates organizational effectiveness in nursing education
- Implements strategies for organizational change
- Provides leadership in the parent institution as well as in the nursing program to enhance the visibility of nursing and its contributions to the academic community
- Promotes innovative practices in educational environments
- Develops leadership skills to shape and implement change

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Competency 6 - Pursue Continuous Quality Improvement in the Nurse Educator Role

Nurse educators recognize that their role is multidimensional and that an ongoing commitment to develop and maintain competence in the role is essential. To pursue continuous quality improvement in the nurse educator role, the individual:

- Demonstrates a commitment to life-long learning
- Recognizes that career enhancement needs and activities change as experience is gained in the role
- Participates in professional development opportunities that increase one’s effectiveness in the role
- Balances the teaching, scholarship, and service demands inherent in the role of educator and member of an academic institution
- Uses feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness
- Engages in activities that promote one’s socialization to the role
- Uses knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment
- Mentors and supports faculty colleagues

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Competency 7 – Engage in Scholarship

Nurse educators acknowledge that scholarship is an integral component of the faculty role, and that teaching itself is a scholarly activity. To engage effectively in scholarship, the nurse educator:

- Draws on extant literature to design evidence-based teaching and evaluation practices
- Exhibits a spirit of inquiry about teaching and learning, student development, evaluation methods, and other aspects of the role
- Designs and implements scholarly activities in an established area of expertise
- Disseminates nursing and teaching knowledge to a variety of audiences through various means
- Demonstrates skill in proposal writing for initiatives that include, but are not limited to, research, resource acquisition, program development, and policy development
- Demonstrates qualities of a scholar: integrity, courage, perseverance, vitality, and creativity

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Competency 8 – Function within the Educational Environment

Nurse educators are knowledgeable about the educational environment within which they practice and recognize how political, institutional, social and economic forces impact their role. To function as a good “citizen of the academy,” the nurse educator:

- Uses knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues.

- Identifies how social, economic, political, and institutional forces influence higher education in general and nursing education in particular.

- Develops networks, collaborations, and partnerships to enhance nursing’s influence within the academic community.

- Determines own professional goals within the context of academic nursing and the mission of the parent institution and nursing program.

- Integrates the values of respect, collegiality, professionalism, and caring to build an organizational climate that fosters the development of students and teachers.

- Incorporates the goals of the nursing program and the mission of the parent institution when proposing change or managing issues.

- Assumes a leadership role in various levels of institutional governance.

- Advocates for nursing and nursing education in the political arena.

These competencies were developed by the NLN’s Task Group on Nurse Educator Competencies:

Judith A. Halstead, DNS, RN (Chair); Wanda Bomel, PhD, RN; Barbara Chamberlain, MSN, RN, CNS, C, CCRN; Pauline M. Green, PhD, RN; Karolyn R. Hanna, PhD, RN; Carol Heinrich, PhD, RN; Barbara Patterson, PhD, RN; Helen Speziale, EdD, RN; Elizabeth Stokes, EdD, RN; June Sumner, PhD, RN; Cesar R. Thompson, PhD, RN; Diane M. Tomasic, EdD, RN; Patricia Young, PhD, RN; Mary Anne Rizziolo, EdD, RN, FAAN (NLN Staff Liaison)

FACULTY REMEDIATION GUIDELINES

PURPOSE
The purpose of these guidelines is to assist directors in assuring faculty members who will be teaching in new content/clinical areas [i.e., not already approved by the BRN] are clinical competent.

STATUTORY AUTHORITY
Section 1420(c) contains definition of clinical competency:
"Clinically competent" means that a nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the clinical unit to which the instructor (faculty member) is assigned.

EXPLANATION OF REGULATIONS
Faculty members, for BRN purposes, include BRN approved instructors, assistant instructors, and clinical teaching assistants. To teach in a new content/clinical area, the faculty member must be able to function at the level of a staff RN in the specified clinical areas (Med. Surg., Obstetrics, Pediatrics, Mental Health, Geriatrics).

Evaluation of Competency: Evidence of direct patient care experience in clinical area preferably within the last 5 years. Sufficient evidence of continuing education classes that support the requested content/clinical area(s) taken in the last 5 years.

Plan to Gain Clinical Competency: Includes the following:
1. Director, in consultation with the content expert and faculty member, formulates a written remediation plan that includes:
   a) Specific measurable theory and clinical objectives sufficient to validate competency in the new content/clinical areas;
   b) Specific plan of activities sufficient to validate theory/clinical competency;
2. The program director may elect to send the assigned NEC a copy of the proposed remediation plan for comment prior to implementation.
3. The faculty member meets with the agency's representative or program's content expert, or both, to implement the remediation plan.
4. Upon completion of the plan, the faculty member presents the director written verification from the preceptor or content expert, that the faculty member has demonstrated the competency level of a staff RN and met the theory and clinical objectives specified in the remediation plan.

SUBMIT TO BRN:
1. Remediation plan;
2. Verification of competency;
3. Faculty appointment form for specified area(s).
BACKGROUND CHECKS FOR STUDENT CLINICAL PLACEMENT

During the past year the Board of Registered Nursing (BRN) has received numerous questions regarding the issue of background checks on registered nursing students prior to clinical placement. The Board has been asked to assist programs with meeting this major new requirement.

The use of background checks on individuals working in clinical settings is one of the means agencies use to help protect their clients/patients. While obtaining background checks on employees is not new for clinical agencies, the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) has recently added to their Human Resources standards (HR 2.20) a section related to criminal background checks. The JCAHO standard requires agencies to include nursing students in criminal background checks when required by state law, regulation or hospital policy. (www.jcaho.com)

The BRN does not require prelicensure nursing programs to screen potential students for a history of convictions prior to acceptance into their program. The BRN only requires background checks on criminal convictions at the time of application for licensure. Furthermore, BRN staff reviews all applications with prior convictions on an individual case-by-case basis before issuing or denying licensure. The criteria used by the Board in evaluating an applicant's present eligibility for licensure are found in the California Code of Regulations (CCR) Section 1445. (www.rn.ca.gov)

Clinical agencies have the right to establish criteria that would exclude a student from placement at their facility. Those clinical agencies that have a policy that include student nurses in their requirement for criminal background checks will need to comply with their own policy to be compliant with the JCAHO Standard, HR 2.20. On the other hand agencies may use different criteria for students than are used for employees or exempt them entirely and still meet JCAHO Standards.

Nursing programs should establish a written policy describing the process for obtaining background checks for those clinical agencies that require them. The Board recommends that the policy on background checks, like all program policies, be published in documents that are available to applicants and students, examples include admission packets and school catalogs and or nursing student handbooks. The written policies should include the following:

- Who will perform the search (the college, the agency or an independent service);
• Who will pay for the process;
• Where and by whom the results will be maintained and protected (student confidentiality);
• What criteria will be used to exclude a student from a particular clinical placement; and
• What alternatives if any will be available in the event a student is denied a clinical placement.

The Board encourages clinical agencies and nursing programs to work collaboratively in establishing standardized policies that are the least restrictive possible while also protecting the rights of consumers. A process that allows for a case-by-case review of students with prior convictions is encouraged. However, the burden of proof lies with the student to demonstrate evidence of rehabilitation that is acceptable to the clinical agencies and the nursing program. (See the document “Prior Convictions and Disciplinary Actions” on the Board’s Website.)

Frequently Asked Questions Related to Background Checks:

Question: Does the BRN require student nurses to undergo criminal background checks prior to admission in a prelicensure school of nursing?
No. The Board has no authority to request a criminal background check except at the time of application for licensure.

Question: Does the Joint Commission on Accreditation of Healthcare Organization (JCAHO) require that student nurses in California have criminal background checks done prior to the students participating in a clinical rotation in a JCAHO approved facility?
No. JCAHO requires that clinical agencies follow state law/regulation and their own organization’s policy regarding background checks on students. (See JCAHO website www.jcaho.com). There is no state law in California that mandates background checks be completed on nursing students. Some clinical agencies have included student nurses in the category of individuals that need to be screened, therefore, JCAHO would also require that nursing students need background checks done.

Question: If a clinical agency denies a student with a prior conviction from being placed at their facility does the BRN require that the student be dropped from that course or from the program?
No. The program is encouraged to evaluate such students, in collaboration with their clinical agencies, to find possible alternatives for the student to complete the objectives of the course. All students are expected to meet course objectives as defined by the course syllabi and program policy.
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No. The program is encouraged to evaluate such students, in collaboration with their clinical agencies, to find possible alternatives for the student to complete the objectives of the course. All students are expected to meet course objectives as defined by the course syllabi and program policy.
Question: If students have had a criminal background check done as part of clinical placement can they use that information as part of their application packet for licensure?
No. The Board requires a background check on all applicants for licensure by the Department of Justice. As a health care licensing Board, the background check conducted on applicants is more extensive than most employers obtain.

Question: If a student is denied access to a clinical site due to a positive criminal background check does the nursing program have to find an alternative site for the student to meet course requirements?
No. The Board encourages programs and agencies to work collaboratively to review students with a prior conviction on an individual basis since the specific conviction may not prevent the student from ultimately being licensed. While the BRN encourages alternative placement ultimately the program would need to follow their published policy regarding the options available to the student in this situation. (See the attached Criteria for Rehabilitation, CCR 1445.)

Question: Can the college or university request the Department of Justice to perform a criminal background check on their nursing students in order to meet clinical agency requirements for placement?
No. Only authorized agencies may request the Department of Justice to perform criminal background checks. The nursing program or the agency may utilize private companies that provide background checks for a fee. The Board does not require the use of such a service nor does it endorse any specific company.

Question: Should results of criminal background checks be placed in the student's academic file?
The self-disclosed student information and the results of a background check are confidential information. The nursing program must develop in consultation with their administration and clinical agencies a means to safeguard this information. It is recommended that the process, maintenance and security of student background checks should be described in the program's contract with those agencies requiring screening of nursing students and in policies provided to students and applicants.

Question: Do students need to have a background check done every time they go to a new clinical agency?
The Board encourages nursing programs to work collaboratively with other nursing programs in their geographical area to develop a standardized policy with all clinical agencies requiring background checks on nursing students. Since there is no state law or regulation that mandates background checks on nursing students, individual agency policy is the source of this requirement. Working collaboratively within a geographic area is probably the most efficient way to coordinate requirements in the least disruptive manner.
Question: Can a clinical agency refuse to allow a student to do a clinical course at their agency as a result of a prior conviction?
Yes. The Board would encourage the nursing program to work with the agency to clearly identify the types of prior convictions that would exclude a student from clinical rotation. The BRN suggests using CCR 1445 as a guide.

Question: Can a nursing program require students to meet clear background checks prior to admission or as a requirement for progression in the program?
Admission and progression policies are the purview of the program & the institution. The nursing program should seek guidance from their institution's legal counsel. The Board regulations require that all policies affecting students are written, available to students, and applicants.
TITLE 16, CALIFORNIA CODE OF REGULATIONS:
1445. Criteria for Rehabilitation

(a) When considering the denial of a license under Section 480 of the code, the board, in evaluating the rehabilitation of the applicant and his/her present eligibility for a license will consider the following criteria:

1. The nature and severity of the act(s) or crime(s) under consideration as grounds for denial.
2. Evidence of any act(s) committed subsequent to the act(s) or crime(s) under consideration as grounds for denial which also could be considered as grounds for denial under Section 480 of the code.
3. The time that has elapsed since commission of the act(s) or crime(s) referred to in subdivision (1) or (2).
4. The extent to which the applicant has complied with any terms of parole, probation, restitution, or any other sanctions lawfully imposed against the applicant.
5. Evidence, if any, of rehabilitation submitted by the applicant.

(b) When considering the suspension or revocation of a license on the grounds that a registered nurse has been convicted of a crime, the board, in evaluating the rehabilitation of such person and his/her eligibility for a license will consider the following criteria:

1. Nature and severity of the act(s) or offense(s).
2. Total criminal record.
3. The time that has elapsed since commission of the act(s) or offense(s).
4. Whether the licensee has complied with any terms of parole, probation, restitution or any other sanctions lawfully imposed against the licensee.
5. If applicable, evidence of expungement proceedings pursuant to Section 1203.4 of the Penal Code.
6. Evidence, if any, of rehabilitation submitted by the licensee.
GUIDELINES - ETHICAL PRACTICES FOR SCHOOLS OF PROFESSIONAL NURSING

Background:
The Board of Registered Nursing as a consumer protection agency has as its mission the protection of consumers. The Board is also authorized to establish prelicensure standards for the education of applicants for registered nursing licensure. The Board considers that students, enrolled in a Board approved registered nursing program, are consumers of that program and therefore entitled to protection.

The following statements define the Board's expectations regarding the ethical treatment of nursing students by approved schools of nursing whether public or private. It is the responsibility of the nursing program Director and the school administrators to ensure compliance with the following standards.

1) All recruitment activities and published documents must be objective, clearly stated and factual whether the information is provided by the nursing program or through the counseling center or others. Derogatory or questionable information about other nursing programs or curriculum models shall be avoided.

2) All published documents, by whatever medium, e.g., program handouts, college catalog, or websites, shall be accurate and consistent in content and include (but not limited to) information about the following: admission requirements, total cost of program, degree granting and accreditation status, curriculum requirements and the transferability of units.

3) The school bulletin or catalog shall contain information regarding the refund policies of the school and shall provide for refund of a substantial portion of tuition payments to students who withdraw within a reasonable period of time following admission to the program.

4) The institution and the nursing program shall comply with all provisions of the Civil Rights Act.

5) All instructional and clerical personnel with access to confidential information shall respect the confidential nature of such information.

6) The policies regarding promotion and graduation, grounds for dismissal and the process for notifying students of academic or clinical concerns shall be in writing and available to applicants, students and the public. All students facing dismissal shall be given the opportunity to discuss reasons for their dismissal according to the school's published due process procedure for student grievances.
7) Students that have completed all requirements of the school and have met the qualifications of the Business and Professions Code Section 2736 shall be permitted to apply to the Board for licensure as a registered nurse.

8) The faculty of the school of nursing shall endorse and teach ethical practices in keeping with the American Nurses Association’s Code of Ethics for Nurses.

9) Any research involving human subjects by the school’s faculty and/or students shall follow the ethical guidelines for human research including the rights and protection of subjects and appropriately signed and witnessed informed consents.

10) The school shall make available provisions for tutorial and remedial services, as needed, to assist students in achieving their career goals.

11) The nursing program shall provide applicants and students with written policies and procedures for: obtaining credit for prior knowledge, curricular options for those holding health-care licenses (e.g., LVN, LPT) and the requirement for background clearance prior to clinical placement.

12) Opportunities to obtain credit in nursing courses should be made available to out-of-state or international graduates of registered nursing programs who lack certain educational requirement for licensure in California.
GUIDELINES FOR WORK STUDY COURSES

Background:
The Nursing Practice Act permits students enrolled in a Board approved prelicensure nursing program to render registered nursing services when these services are incidental to a course of study in the program (Business & Professions Code Section 2729[a]). A work-study course offered by a nursing program complies with this section of law and provides additional clinical experiences for student nurses. With a work-study program, nursing students are exposed to the realities of the clinical environment and have the opportunity to master learned skills. Additionally, clinical agencies benefit by the student nurse’s skills and have the opportunity to attract new graduate nurses to their facility.

Guidelines to develop a work-study course are as follows:

1) Nursing program develops a course in which previously learned nursing theory and clinical skills are applied. The student must have acquired clinical competence in these skills. No new skills may be taught during this course.

2) Nursing program develops an agreement with a practice site with whom they have a contract to provide a work-study course for which the student receives academic credit. Compensation of the student by the practice site is encouraged.

3) The practice site agrees to the objectives of the course and provides direct supervision through RN mentors or preceptors.

4) The instructor and practice site mentors meet at regular intervals to discuss student progress and jointly share in the evaluation of the student.

5) The course instructor has the final responsibility to evaluate and grade students and their mastery of the course objectives.

NOTE: All work-study programs must have prior approval by the Board. Submit the work-study plan to your assigned nursing education consultant for consideration as a minor curriculum revision.
IMPAIRED NURSING STUDENTS

GUIDELINES FOR SCHOOLS OF NURSING IN DEALING WITH THE MATTER OF NURSING STUDENTS IMPAIRED BY CHEMICAL DEPENDENCY AND EMOTIONAL ILLNESS.

In the matter of nursing students impaired by chemical dependency and emotional illness the California Board of Registered Nursing recognizes that:

a) these conditions are diseases and should be treated as such;
b) personal and health problems involving these diseases can affect student's academic and clinical performance and that the impaired nursing student may pose a danger to self and a grave danger to the patients in her or his care;
c) nursing students with these diseases can be helped to recover;
d) it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
e) confidential handling of the diagnosis and treatment of these diseases is essential.

Therefore, the Board of Registered Nursing expects schools of nursing to have a policy for students who are impaired by these diseases and to offer appropriate assistance, either directly or by referral. Schools of nursing are asked to provide the policy and factual material to incoming students on drug or alcohol abuse and mental illness among nursing students.

Furthermore, the Board expects that schools of nursing will that instructors have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting.

It is outside of the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary help for conditions that could, if left unattended, may prevent them from being licensed to practice nursing in the State of California.
NEC PROCEDURE FOR MONITORING SUBSTANDARD NCLEX PERFORMANCE

ELC goal 6.4: Monitor the pass/fail rate for California candidates on the NCLEX for identification of high risk groups and schools with NCLEX failure rates consistently exceeding 30%.

1. CAT statistics are made available on a quarterly basis. The NEC should review the statistics quarterly and make recommendations as follows after each academic year:
   - First substandard performance (first academic year)
     Discuss with the program director the ELC goal and whether this is an expected or unexpected occurrence. Ask the director to submit a report outlining the program's action plan.
   - Second substandard performance (second academic year)
     Schedule an interim visit with specific objectives which include:
     a. Meeting with director
     b. Meeting with administrator
     c. Meeting with faculty
        Establish whether program's action plan is still current, and whether being met.
     d. Document on interim visit form.
     e. NEC presents finding in a written report to ELC with director present.

2. If there is no improvement in the next quarter, the program's NEC will schedule a full approval visit within the next six months, regardless of the date of the last visit, per B&P section 2788.

3. If there is evidence that the program has failed to address its substandard performance, the NEC will submit a report to the ELC.

4. The ELC will make a recommendation to the Board.
SECTION TWO
NURSING CURRICULUM
Program Objectives

Competencies of the Associate Degree Nurse on Entry into Practice

The purpose of the Santa Monica College Nursing Program is to prepare Associate Degree nurses to function as caring, competent, and compassionate practitioners at an entry level of professional nursing and across a variety of care settings. The graduate of this program will be able to work with and provide care for patients of diverse groups in a multicultural community.

The Santa Monica College Nursing Program has established the following competency based objectives as outcome criteria for the graduate.

I. ROLE AS A PROVIDER OF CARE

1. Utilize critical thinking and the nursing process to formulate and maintain individualized, compassionate care for a group of patients.
2. Collaborate with members of the health team to provide a caring and compassionate environment conducive to assisting in the fulfillment of health care needs.
3. Develop and implement an individualized teaching plan that will promote and/or maintain optimal health.
4. Utilize therapeutic communication to assist patients, families, and/or significant others in adapting or coping with life experiences.
5. Communicate changes in health status that interfere with the patient’s ability to maintain or achieve optimal health.

II. ROLE AS A MANAGER OF CARE

1. Coordinate and establish nursing care priorities
2. Assist nursing personnel to develop and enhance nursing care skills.
3. Utilize appropriate channels of communication to accomplish goals related to delivery of patient care.
4. Advocate for individual patient needs and for system changes to improve health care delivery.

ROLE AS A MEMBER WITHIN THE DISCIPLINE OF NURSING

1. Maintain accountability for own nursing practice within the profession’s ethical and legal framework.
2. Serve as a role model to members of the nursing team by fostering high standards of nursing practice.
4. Acknowledge the influence of nursing research on nursing practice.
LEVEL OBJECTIVES

LEVEL I

Upon entry to Level I, the student will have completed English 1, Anatomy 1, Physiology 3 and Microbiology 1. The student will demonstrate an understanding of the material in these courses and will have the ability to apply this content in subsequent courses throughout the curriculum. The student will be expected to demonstrate proficiency in basic nursing skills and assess patients using Orem’s Self-Care Model in application of the nursing process. At the conclusion of Level I the student will have successfully completed Nursing 10, 10L, 15, 15L, and 36.

Upon completion of Level I the student will be able to:

I. ROLE AS A PROVIDER OF CARE

1. Develop competency in basic nursing skills reflecting awareness of critical elements and the integration of universal factors that are appropriately applicable.
2. Utilize therapeutic communication when interacting with patients and colleagues.
3. Utilize teaching principles to promote and maintain optimal health by implementing existing teaching plans.
4. Incorporate behaviors of caring and respect during the provision of basic nursing care for patients with self-care requisites.
5. Apply the nursing process and components of critical thinking abilities when implementing therapeutic nursing interventions for patients with self-care requisites.

II. ROLE AS A MANAGER OF CARE

1. Complete assignments within the allotted time frame.
2. Comply with established nursing standards and protocols.
3. Identify and discuss circumstances that require patient advocacy.
4. Participate in the self-evaluation process and identify strategies that will assist in development.
LEVEL OBJECTIVES

LEVEL II
Upon entry to Level II, the student will have successfully completed all Level I requirements and is expected to apply the knowledge of principles, concepts and theories learned to all Level II course work. During Level II the student will demonstrate the acquisition of additional skills and the assessment of patients with selected health deviations. The student will formulate individualized care plans, which reflect the interdependence of the nursing process, knowledge of selected health deviations, and critical thinking abilities. At the conclusion of Level II the student will have completed Nursing 20, 20L and Nursing 25, 25L, Nursing 17, Nursing 28, and Nursing 16.

Upon completion of Level II the student will:
I. ROLE AS A PROVIDER OF CARE
   1. Demonstrate critical thinking skills when implementing therapeutic nursing interventions while providing care for patients with selected health deviations.
   2. Correctly employ each component of the nursing process in theory, clinical, and written assignments.
   4. Perform therapeutic nursing interventions in a respectful, empathetic, and caring manner, which reflect consideration of multi-cultural variables.
   5. Integrate patient education consistently to provide assistance for the patient and immediate support system.
   6. Predict nursing assistance required for the patient with selected health deviations using an analytical approach.

II. ROLE AS A MANAGER OF CARE
   1. Prioritize and manage nursing assistance for patients with selected health deviations.
   2. Interact with members of the multi-disciplinary health care team.
   3. Communicate effectively through appropriate channels to achieve stated goals in the health care setting.

III. ROLE AS A MEMBER WITHIN THE DISCIPLINE OF NURSING
   1. Act as a patient advocate by recognizing and reporting concerns regarding quality of care, and ethical or legal dilemmas encountered in practice.
   2. Critique performance and incorporate suggestions for improving nursing practice.
   3. Display behaviors, which reflect an awareness of issues of contemporary health care and the managed care environment.
   4. Utilize technology appropriately to assess own learning needs and expand theoretical foundation.
LEVEL OBJECTIVES

LEVEL III

Upon entry to Level III the student will have completed Level II, or be accepted for advanced placement into Level III. The student will incorporate and transfer theoretical concepts and principles from Level I and Level II. During Level III the student is expected to incorporate increasingly complex assessment of patient needs in medical-surgical settings. The student will plan and implement nursing care, which reflects thorough understanding of the nursing process and the constant interrelatedness of psychosocial and physiological patient needs. At the conclusion of Level III the student will have completed Nursing 30, 30L, 35, 35L Speech 5, Psychology 19, and Sociology 1.

I. ROLE AS A PROVIDER OF CARE

1. Develop and implement individualized plans of care for patients with multi-system health deviations.
2. Assess the appropriateness of therapeutic nursing interventions based on individual patients health deviations.
3. Utilize therapeutic communication to interact with patients, families, significant others, and members of the health care team.
4. Evaluate the effectiveness of therapeutic use of self with patients, facilities, significant others, and health team members.
5. Develop and implement individualized teaching plans for patient and/or family that will promote or maintain optimal health.

II. ROLE AS A MANAGER OF CARE

1. Assess the effectiveness of delegation by health team members in a variety of care settings.
2. Collaborate with members of a multi-disciplinary team and/or ancillary personnel to facilitate delivery of health care.
3. Delegate aspects of care to appropriate members of the team.

III. ROLE AS A MEMBER WITHIN THE DISCIPLINE OF NURSING

1. Engage in activities that promote self-development.
2. Discuss ethical and legal issues related to patients with multi-system failure.
3. Discuss allocation of resources in the current health care environment and predict the impact on health care delivery.
LEVEL OBJECTIVES

LEVEL IV

Upon entry to Level IV the student will have completed all other course work required in the nursing curriculum. The student incorporates and transfers theory and principles from Levels I, II and III. During Level IV the student will assess patients with self-care requisites, health deviations and developmental needs. The student will plan and implement care for patients in obstetric, pediatric, and medical-surgical settings. The student will also apply leadership and management principles and discuss some of the issues confronting the profession of nursing. The student demonstrates skill proficiency in providing care to patients with complex self-care demands. At the conclusion of Level IV the student will have completed Nursing 40, 40L, 45, 45L, 50, 50L, and all requirements of the program.

Upon completion of Level IV the student will be able to:

I. ROLE AS A PROVIDER OF CARE

1. Utilize critical thinking skills and the nursing process to implement therapeutic interventions that will assist in meeting the therapeutic self-care demand, self-care requisites, health deviation, and developmental needs, for a group of patients with multi-system deficits.
2. Collaborate with members of the health care team to ensure a caring environment conducive to promoting optimal health
3. Utilize therapeutic communication to facilitate adaptation of patients, families, or significant others to maturational and situational stressors.
4. Develop and implement teaching plans that assist in promoting and maintaining health across the life span.

II. ROLE AS A MANAGER OF CARE

1. Demonstrate ability to delegate aspects of care to licensed and/or Unlicensed personnel.
2. Supervise and evaluate the nursing care provided by members of the health care team.
3. Assess the need for and participate in staff development that will enhance the quality of health care delivered in a variety of settings.
4. Advocate for individual patient needs and for system changes to improve health care delivery.
5. Function within the organizational framework to initiate change(s) that will improve health care delivery.

III. ROLE AS A MEMBER WITHIN THE DISCIPLINE OF NURSING

1. Demonstrate accountability for own nursing practice within the ethical and legal framework of the profession.
3. Acknowledge the influence of nursing research on nursing practice.
Santa Monica College Nursing Program
Test Grid based on Bloom’s Taxonomy

COURSE #:__________
Exam # ___________ Total # of Questions ________
Content Areas Tested _____________

<table>
<thead>
<tr>
<th>Client Needs</th>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe, Effective Care Environment 21% - 33%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physiological Integrity 43% - 67%</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Psychosocial Integrity (Coping &amp; Adaptation)</td>
<td></td>
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</tr>
<tr>
<td>Psychosocial Adaptation 6-12%</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Health Promotion and Maintenance 6-12% (G&amp;D, Prevention &amp; Early Detection of Disease)</td>
<td></td>
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</tbody>
</table>

# of questions on Geriatric ____________
# of questions on Leadership/Management ____________
# of questions on Nutrition ____________
# of questions on Communication ____________
SECTION THREE
POLICIES
Santa Monica College is a community-oriented, open-door, educational institution whose purpose is to educate and enlighten members of the community who seek knowledge, cannot and will not tolerate academic dishonesty. In order to uphold the academic integrity of the institution, all members of the academic community, faculty and students alike, must assume responsibility for providing an educational environment of the highest standards, characterized by a spirit of academic honesty; therefore, under no circumstances will academic dishonesty be tolerated at this institution.

Definition and Examples of Academic Dishonesty

Santa Monica College defines academic dishonesty as the act of or assistance in deceiving, including fraud or deception, in any academic exercise. This includes, but is not limited to, the following actions not authorized by the instructor or testing officer:

- Using testing aids such as calculators, tape recorders, electronic devices or notes on any examination.
- Allowing another individual to assume one’s identity for the purpose of enhancing one’s grade in any of the following: testing, field trips, or attendance.
- Falsifying or attempting to falsify attendance records and/or grade rosters.
- Representing the words, ideas or work of another as one’s own in any academic exercise (plagiarism), including the use of commercial term papers.
- Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.
- Copying or allowing another student to copy from one’s paper or answer sheet during an examination or for a graded assignment.
- Inventing information for the purpose of completing a laboratory experiment, a case study analysis, or field trip with the intent to defraud.
- Giving and/or taking information during an examination by any means including sign language, hand signals, secret codes, or electronic transmission.
- Accessing or reproducing exams in any form without the prior authorization of the instructor with the purpose of sharing, selling, or publishing them.

Responsibilities of Santa Monica College Students

In order to maintain an environment of academic integrity students will:

1. Behave in a manner that encourages learning and upholds academic integrity.
2. Act with fairness (i.e., not seek undue advantage) towards other students in classroom interactions, completion of assignments, examinations, or any other academic activity.
3. Make every attempt to prevent the unauthorized use of their work.

Consequences for Infractions of Academic Dishonesty

Given an alleged violation of academic honesty, any or all of the following actions may be imposed:

1. The instructor may assign a failing grade to the examination, assignment, or course in which the alleged cheating or plagiarism occurred.
2. If the instructor chooses to assign a failing grade for the course, a consultation with the Department Chair or designee is required.
3. The instructor may dismiss the student from the class or activity for up to two class sessions.
4. In severe incidents of academic dishonesty, including but not limited to impersonation, stealing exams or research papers, or repeated violations, the Campus Disciplinarian may suspend or recommend expulsion of a student from the College.

ACADCON.DIS/03.10.04
Santa Monica College
Essential Functions Required of Nursing Students

The Nursing Program at Santa Monica College does not discriminate against qualified individuals with disabilities. A qualified applicant is defined as an individual who has met the academic requirements and is able, with or without reasonable accommodation, to perform the essential functions of a registered nurse. All students enrolled in the program are required to meet the same standards with or without accommodation. The essential functions required for all nursing students are described below.

Auditory: A student must be able to monitor and assess healthcare needs of the client of the client. This includes, but is not limited to, the ability:

- hear and interpret information a patient is communicating verbally
- hear auscultory sounds using a stethoscope
- hear auditory signals from technical equipment
- hear cries for help
- communicate over the telephone

Visual Acuity: A student must possess visual ability sufficient for observation and assessment necessary to provide nursing care. This includes, but is not limited to, the ability to:

- see drainage on dressings and drainage of body fluids
- note fluid levels in collection devices, syringes, and infusion devices
- read gauges, such as a sphygmomanometer, that monitor patient progress
- see to administer treatments such as I.V. fluids and oxygen
- observe changes in patient skin color
- discriminate colors for diagnostic purposes
- assess movements of patients
- observe patient behavior, which is necessary in a rehabilitation or psychiatric setting

Tactile: A student must possess tactile ability sufficient to perform a physical assessment of a patient and to perform procedures necessary for nursing care. This includes, but is not limited to, the ability to:

- perform palpation and other functions necessary for a physical examination
- assess texture, shape, size temperature and vibration
- perform therapeutic functions such as inserting a urinary catheter or I.V., changing dressings, and giving medications
- collect specimens necessary for assessment of the patient

Motor Function: A student must have sufficient motor function, neuromuscular strength, and coordination to effectively perform the activities required of a nurse. This includes, but is not limited to, the ability to:

- Transfer clients (i.e. from wheelchair to bed and from bed to stretcher)
- Elicit information from clients using palpation, auscultation, and percussion
- Manipulate diagnostic instruments to adequately perform all aspects of a physical assessment
- Perform CPR
- Administer intravenous, intramuscular, subcutaneous and oral medications
- Manipulate life support devices
• Apply pressure to stop bleeding

**Gross and Fine Motor Coordination:** A student must have sufficient gross and fine motor coordination to:

- move about in patient care environments
- perform treatments and procedures
- calibrate and use equipment

**Stamina:** A student must have sufficient stamina to sit, stand, move, and tolerate physically taxing workloads in skills lab and health care environments for periods up to twelve hours at a time.

**Communication:** A student must be able to communicate effectively and sensitively with clients, family members, and other members of the health care team. This includes expressive and receptive modes of verbal, nonverbal and written communication. This includes, but is not limited to, the ability to:

- explain treatment procedures
- initiate health teaching
- document nursing assessment, nursing action, and client/family responses
- read patient documentation and important medical literature
- give an accurate report of patient information to other health care professionals and members of the client’s health care team

**Behavioral:** A student must possess the ability to establish and maintain appropriate professional relationships. Behaviors included in this requirement are the ability to:

- act ethically
- exercise sound clinical judgment
- be compassionate
- develop mature, sensitive, caring, and effective relationships with clients

**Emotional Health:** A student must possess the emotional health required for full use of his or her intellectual abilities including the ability to:

- prioritize competing demands
- function in stressful circumstances
- separate own needs and experiences in order to maintain objectivity and client-centered care
- adjust to changing circumstances

5/04
Academic Adjustments for Students with Disabilities

Santa Monica Community College District

ADMINISTRATIVE REGULATION

section 400: Student Services

AR4115 Academic Adjustments for Students with Disabilities

In accordance with State and Federal law, academic rules, policies and practices at Santa Monica College may be modified, as necessary, to ensure that they do not discriminate, or have the effect of discriminating, on the basis of handicap, against qualified handicapped applicants or students.

The procedure for seeking an adjustment is as follows:

Process for Adjustment

1. A student with a documented disability contacts the instructor or instructors prior to or at the beginning of the semester with a request for an academic adjustment

2. The instructor or instructors discuss the request with the student and confer (if necessary) with the staff at the Center for Students with Disabilities to determine an appropriate adjustment.

3. A student with a documented disability may also seek an adjustment by requesting staff at the Center for Students with Disabilities to initiate contact with the instructor(s).

4. If the student, instructor(s) and staff at the Center for Students with Disabilities have made a reasonable effort to resolve the matter and are unable to agree on an appropriate adjustment within five working days, the matter may be referred to the 504 Compliance Office or her/his designee.

5. The 504 Compliance Officer or her/his designee will gather appropriate information and determine a reasonable accommodation within two working days after having received written notification of a problem from a concerned party and will make an interim adjustment pending a final resolution.

Appeal Process

1. If the student or the agents of the college do not concur regarding the requested academic adjustment, the matter will be forwarded to the Academic Accommodations Panel. The role of the Academic Accommodations Panel is to review the request for academic adjustment. Specifically, does the adjustment ensure access for the disabled for participation in the academic program and maintain the integrity of the course content?

2. The Academic Accommodations Panel will include the following members:
   - A faculty member from the DSPS
   - The 504 Compliance Officer
• Two instructors from the academic area (one selected by the department chair and one selected by the instructor)

• An advocate or information specialist of the student's choice (non-voting)

• An academic administrator who serves as the chair of the committee

3. The student and the instructor will meet with the Academic Accommodations Panel and will have an opportunity to express their concerns.

4. The Academic Accommodations Panel will meet no later than 10 working days after the interim adjustment has been made and will then render a written decision within five working days.

For more information:  http://www.smc.edu/apps/Pub.asp?Q=1959
Santa Monica College
Nursing Program
Criminal Background Check/Drug Testing Policy

All conditionally accepted applicants are required to complete a criminal background check and a urine drug screen prior to admission to the nursing program. A clear or negative background check is a requirement by the clinical agencies used by Santa Monica College Nursing Program for all students prior to clinical placement. The clinical agencies are essential to nursing students’ clinical learning experiences. Therefore, all conditionally admitted students must have a clear or negative background check for entry to Santa Monica College Nursing Program. The background check must be done upon entry and re-entry to the nursing program. Each semester continuing students who have not had a break in enrollment in the nursing program must sign an affidavit that they have not had any arrests and/or convictions.

Clinical affiliates of the Nursing program require evidence of a negative drug screening test in order for a student to participate in the clinical education part of the nursing program at their facility. Therefore any student with a positive drug screening test cannot be admitted to the Nursing program. Students may also be subject to random drug testing during their enrollment in the nursing program.

The background check and drug screening are done by an independent service and the cost is the responsibility of the student. The Director of the nursing program will review the results after students have signed the release. The certificates with identifying passwords will be kept in a locked file in the nursing office. The results will not be provided to the clinical agency. However, in situations when the clinical agency requires the results, the students will provide the facility liaison the information needed to review the results.

The clinical agencies require a negative/clear background check. Therefore, if the student’s background check is not clear, students will not be able to enter or remain in the nursing program. If there is a question regarding a student’s results, the Director of the nursing program will confer with the Chief of the college police department.

Students will be provided with instructions on how and where to complete this background check once you are provisionally admitted to the program. This is not something that can be completed ahead of time.

Positive test results on drug screening or refusal to be tested and/or unsatisfactory background checks, including failure to disclose information, may result in forfeiture of admission to the school.
Santa Monica College
Medication Administration Requirements, Nursing Program

All medications are expected to be administered safely, through use of the SIX RIGHTS. They are to be administered in a timely manner and are to be documented accurately.

REQUIREMENTS:

1. At the beginning of each shift, the student will check the medication record to determine which medications are to be administered that shift and the time to be administered.

2. Medications will be prepared for administration within 30 minutes of the actual written time of administration, except for extenuating circumstances (patient off floor, patient NPO, missing meds, etc.).

3. Oral medication will be placed in a medicine or soufflé cup in their unit dose package (do not open packages to half a tablet until checked by the instructor but be sure to state that tablet is to be halved). The medication/soufflé cup should then be placed in the medicine cart drawer of that patient*. Equipment for medications delivered by other routes (syringes, IV tubing, etc.) should be available at the medicine cart/drawer. The medication by parenteral route (or other) should be in the patient’s medication drawer or on the medicine cart. Non-unit dose medications and narcotics should be prepared in the presence of the instructor.

4. All oral medication placed in the medicine/soufflé cup and any other medications to be given by another route (topical, IVPB, subcutaneous, IM sublingual, etc.) should be at the medicine cart for the instructor to check. Medications checked by the instructor at this time will be considered to be those that the student will deliver to the patient. Any incorrect medication(s), set up by the students at the time they are checked by the instructor at the medicine cart, will be considered and classified as a medication error and managed accordingly.

5. Asepsis (medical and/or surgical) must be maintained during the entire medication procedure.

6. PATIENT NAMEBANDS WITH TWO IDENTIFIERS (NAME & HOSPITAL NUMBER) MUST BE CHECKED PRIOR to MEDICATION ADMINISTRATION AGAINST the MAR.

7. PRIOR to check by the instructor, the student must be knowledgeable regarding the essential aspects of the medications and essential aspects pertaining to the route of administration as well as the nursing implications. See Safe Care Directives in the Nursing Student Handbook.

8. The student will be knowledgeable of normal ranges and/or therapeutic ranges and of inappropriate vital signs and/or level (based on the normal and/or therapeutic ranges) that will cause a medication to be held and will state these to the instructor at the time of medication check. Failure to have vital signs/lab or drug values will be considered as failure to meet the provision of this policy and will be evaluated as “unsatisfactory medication administration.”

9. The students will demonstrate skill proficiency in all medication administration.

10. All students must have with them at ALL clinicals: a working watch with a second hand, a stethoscope, and current drug book or they will be sent home.

11. All medication must be documented immediately FOLLOWING MEDICATION ADMINISTRATION AND NO MORE THAN 10 MINUTES FOLLOWING UNLESS A SPECIAL CIRCUMSTANCE HAS PREVENTED THIS.

Modifications to this policy might need to occur based on clinical site and policies.
REMEDICATION:

NUR15L and NUR20L (first and second semester courses) remediation will follow the first and second errors in medication administration.

Remediation will be determined by the lead instructor and the clinical instructor. Remediation will include but not limited to viewing appropriate videos, CD-ROMs, CAI, etc. After Nursing 20/20L the student will have to remediate and will be placed on a Plan of correction. This might result in failure in the course and/or dismissal from the program.

If the error(s) occurs prior to midterm evaluation, an “UNSATISFACTORY” will be placed on the student’s midterm clinical evaluation record. The student will receive an “unsatisfactory” in the objective pertaining to “administer medications safely and correctly” if consistent violation of the provisions of this policy in medication administration occurs during the course. This unsafe behavior can result in being dismissed from the program. ERROR FREE MEDICATION ADMINISTRATION IS EXPECTED FOLLOWING REMEDIATION.

AS NOTED, ANY UNSATISFACTORY IN A CRITICAL REQUIREMENT OBJECTIVE/ELEMENT WILL RESULT IN AN UNSATISFACTORY FINAL GRADE FOR THE CLINICAL COURSE.

I have read and understand the Nursing Department policy on Safe Medication Administration Requirements.

NAME (PRINT) ___________________________________________

SIGNATURE _____________________________________________

DATE: _________________________________________________

8/04
The purpose of this guideline is to assure consistency of student experiences when students are assigned to different health care facilities but are enrolled in the same course.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 10</td>
<td>Introduce Theory</td>
</tr>
<tr>
<td>Nursing 10L</td>
<td>Return Demonstration</td>
</tr>
<tr>
<td></td>
<td>Appointment for performance check</td>
</tr>
<tr>
<td>Nursing 15L</td>
<td>Administer oral meds in clinical early in course</td>
</tr>
<tr>
<td></td>
<td>Discuss/demonstrate - all routes (except IV)</td>
</tr>
<tr>
<td></td>
<td>Administer IM/subcutaneous medications in clinical</td>
</tr>
<tr>
<td>Nursing 20L</td>
<td>Administer meds a minimum of 50% of the time (UCLA)</td>
</tr>
<tr>
<td></td>
<td>IV piggybacks/primary - 2 additional days</td>
</tr>
<tr>
<td>Nursing 25L</td>
<td>Administer meds if accessible/available</td>
</tr>
<tr>
<td>Nursing 30L</td>
<td>Administer meds – a minimum of 50% of the time (UCLA)</td>
</tr>
<tr>
<td>Nursing 35L</td>
<td>Administer meds 100% of time - all routes per hospital policy</td>
</tr>
<tr>
<td></td>
<td>(UCLA – Minimum of 50% of the time)</td>
</tr>
<tr>
<td>Nursing 40L</td>
<td>Administer meds 100% of the time</td>
</tr>
<tr>
<td>Nursing 45L</td>
<td>Administer meds in PP and Nursery 100% of the time</td>
</tr>
<tr>
<td>Nursing 50L</td>
<td>Administer meds to team - to all patients and by all routes per hospital policy</td>
</tr>
</tbody>
</table>
All nursing students must be expected to provide safe nursing care to assigned/selected patients. A student is expected to

1. maintain confidentiality
2. give safe patient care based upon previous and concurrent learning experiences.
3. implement nursing care using the nursing process.
4. implement the physician’s written orders.
5. observe, interpret, and record the patient’s responses to treatment.
6. use the Standards of Care/Practice defined by each clinical facility, which are consistent with course level objectives to provide safe care.
7. adhere to the Code of Academic Conduct at all times. Dishonesty and/or concealment of any errors in nursing practice constitute unsafe practice.
8. follow the hospital medication procedure/policy for medication administration and the following:
   a. state the expected effect for each medication.
   b. state the major side effects for each medication.
   c. state the rationale for giving each medication.
   d. assess the desired effects; report and document them.
   e. assess the side effects of every medication given; report and document them.
   f. verify each medication with the doctor’s written order.
   g. know contraindications for each medication.
   h. know the nursing implications of each medication.
   i. know the safe dosage range of each medication.
   j. calculate what the correct dosage should be.
   k. if you are a first-year student, give medication ONLY when supervised by the clinical instructor or designated RN.
   l. if you are a second-year student, give medication with supervision of the clinical instructor or preceptor RN in accordance with clinical objectives.
9. never administer any medication that was reconstituted, prepared, drawn up, or poured by another health care provider, unless prepared by the pharmacist or his/her representative.
10. maintain awareness of assigned patients’ scheduled procedures and the related nursing implications.
11. incorporate principles of safety when performing nursing care.
12. be prepared to state underlying principles when implementing nursing care.
13. follow facility policy regarding removal of narcotics.
14. comply with the BRN Nursing Practice Act.
Because of the serious consequences for patient comfort and/or health, any violation of these critical behaviors constitutes unsafe nursing behavior and may result in a student’s dismissal from the program. To protect the patient’s well being, the clinical instructor may dismiss from the clinical area students considered unsafe.

The instructor may contact the Associate Dean of Health Sciences or designee and request a formal dismissal of the student from the program. In that case, the nursing faculty will convene and the instructor involved will present written documentation for requesting the student’s dismissal. The student in question will be given the option to present an explanation of his/her behaviors either verbally or in written form and the faculty will vote on the decision.

If the student is to be dismissed, he or she will be notified in writing or by telephone within five working days. Students so dismissed will not be eligible for readmission.
Santa Monica College
ADN Grading Criteria and Procedures, Nursing Program

The following criteria apply to the ADN Program grading procedures.

1. Students will demonstrate knowledge of the subject matter as shown by meeting the course objectives and clinical competencies.

2. Students will achieve at least the satisfactory completion of all clinical assignments within the timelines specified by the instructor.

3. Students will attend regularly all clinical sessions. Attendance in the clinical is essential for successful completion of objectives and to provide needed clinical experience. To pass each clinical rotation, the students must complete the clinical objectives in a satisfactory manner.

4. Students’ clinical laboratory grades are determined by competency-based clinical evaluations and are expressed as Pass/Satisfactory or Fail/Unsatisfactory. Clinical experiences are evaluated based on the students’ satisfactory demonstration of understanding, integrating, and applying both theory and practice from previous and current courses and labs.

5. All nursing lecture classes use the following grade scale:
   - 92% = A
   - 83% = B
   - 75% = C
   - 74% = D*
   - Below 70% = F*

   *In all required courses in the nursing curriculum, both “D” and “F” grades are considered failing grades.

6. In all nursing courses that have both a clinical and a theory component, the student must receive a Pass grade in the clinical and a “C” grade or higher in theory in order to pass the course. If a student fails the clinical portion, the letter grade for the course is “F”. This applies to all nursing courses with a lab component.

7. A student must receive a minimum of “C” in all nursing courses to remain enrolled in and complete the nursing program.

8. The following nursing support courses, which are part of the approved total curriculum, also require a minimum grade of “C”.

   Anatomy 1   Physiology 3   Nursing 16
   English 1    Psychology 19  Nursing 17
   Microbiology 1  Sociology 1  Nursing 19
   Speech 5       Nursing 36    Nursing 28

Students are encouraged to make an appointment with the appropriate clinical or lecture instructor if they experience any difficulty understanding the objectives, criteria, grading, or content of any assignment in any course. Full-time instructors post and announce their office hours and office phone extension for this purpose. Part-time instructors should be approached before or after class for appointments or may be contacted through the Health Sciences Department by phone (310-434-3450).
Students should follow the appropriate communication channels (see Section IV. Student Role, Student Concerns/Problems, Procedures for Students’ Concerns). Any problems that cannot be resolved with the instructor should be referred to the Associate Dean of Health Sciences, as detailed in the Procedures for Students’ Concerns.

**Notice of Deficiency**

A student is notified that he or she is “at risk” at any time he or she is functioning below the minimally acceptable level of performance in either the clinical or academic areas of the program. To help the student return to good standing, he or she will receive a “Statement of Concern”, stating areas that need improvement, suggestions for making these improvements, and a date by which the deficit behaviors must be corrected. A Statement of Concern sample form is located on the following page. In lieu of a “Statement of Concern” a midpoint rating of needs improvement or unsatisfactory will serve as notice of deficient behaviors.

Students are encouraged to take an active role in their learning by seeking the available resources to assure their success in the program before they become “at risk”.

When deficit behaviors are more serious, more frequent, or persistent, in a variety of areas or when behaviors pose a danger to the patient, a “Plan of Correction” may be given to the student by the instructor. A sample form is located on pages 51-53, and includes information clarifying the serious nature of the circumstances warrants use of this document. The issuance of this document constitutes due process and may initiate a process of program dismissal.
Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  o School officials with legitimate educational interest;
  o Other schools to which a student is transferring;
  o Specified officials for audit or evaluation purposes;
  o Appropriate parties in connection with financial aid to a student;
  o Organizations conducting certain studies for or on behalf of the school;
  o Accrediting organizations;
  o To comply with a judicial order or lawfully issued subpoena;
  o Appropriate officials in cases of health and safety emergencies; and
  o State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.
For additional information or technical assistance, you may call (202) 260-3887 (voice). Individuals who use TDD may call the Federal Information Relay Service at 1-800-877-8339.

Or you may contact us at the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-5920
SECTION FOUR
COMMONLY USED FORMS
The following items were included in correspondence or discussion with Facility Liaison and/or Nurse Manager:

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirmation of dates/time of rotation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course objectives and clinical skills to be taught and performed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Written copy of course content &amp; clinical skills to be performed and distributed to Nurse Managers/CNS Educators</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rotation to other areas in facility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives for clinical rotation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility staff expectations of instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facility staff expectations of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor expectations of students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor expectations of staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parking Fees &amp; parking location</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cafeteria facilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty/Student orientation to facility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conference Room/dates/times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policies/Procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Necessary access codes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medication Method/System</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emergency Codes &amp; Procedures</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments:

Faculty Signature: _______________________________ Date: _____

Please Return to Health Sciences Office by 1st Week of Rotation

Rev 7/04
Date Held: ______________________  Semester _________ Year _________
Course #: ___________________ Title: _____________________________
SMC Faculty: __________________________________________________
Clinical Facility: ______________________________________________
   (Name & Position of each in Attendance)
Area/Assigned Unit(s): _________________________________________

The following items were discussed with Facility Liaison and Nurse Manager:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility/ Staff evaluation of student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student evaluation of facility &amp; staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student performance objectives were clearly defined</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation of facility staff expectations of instructor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor was readily available</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Issues encountered during rotation by instructor/students
If yes, state how resolved:

Issues encountered during rotation by staff
If yes, state how resolved:

Plans for Future Affiliation:

Recommendations:

Faculty Signature: __________________________ Date: ________________

Please Return to Health Sciences Office one week after end of clinical rotation

Rev 7/04
Santa Monica College
Statement of Concern, Nursing Program

Student Name: ___________________________________________ I.D. ________________________________________
Date: __________________ Observations/Evaluation made by: __________________________________________

On (date of occurrence(s)

____________________________________________________________

Expected Behaviors:

Deficit Behaviors:

Remediation/Correction Required:

Time Limit for Remediation/Correction:

Implication(s) of Non-correction:

_____ I have read and accept the above statement (and agenda, if attached).

_____ I have read and do not agree with the above statement and will submit a written rebuttal within 48 hours.

________________________________________________________________________
Signature (Student)                      Signature (Instructor)

________________________________________________________________________
Date/Time

NOTE: If a rebuttal is elected and is not submitted within the approved time, the Instructor’s statement will be assumed to be accepted.
Santa Monica College  
Plan of Correction, Nursing Program  

Name of Student: _______________________________ Date: _____________________

Clinical Course: _______________________________ Subject: WRITTEN WARNING NOTICE

This Written Warning Notice is to inform you that your behaviors in the clinical setting do not meet course objectives. You are receiving this Written Warning Notice as of _______ for: (include description of what occurred as well as what should have occurred) Deficit Behavior/Expected Behavior

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

A student may receive a Written Warning Notice two times throughout the course of the program unless it is for gross negligence. If a student receives a third Written Warning Notice, the student will be dismissed from the program.

Please be advised that this is your _____ First Written Warning Notice  
_____ Second Written Warning Notice  
_____ Dismissal Notice from the Instructor

Please note that students who receive a first Written Warning Notice should meet with their instructor for conference. Students who receive a second Written Warning Notice should meet with their instructor and the Associate Dean of Nursing for a conference. Students who are dismissed from the program have the option of meeting with their instructor and the Associate Dean of Nursing for a conference. Please refer to the Student Handbook for the Readmission/Appeal Process.

A student may be placed on Written Warning Notice at any point during the semester for any of the following reasons:

1) Placing a patient in physical jeopardy  
2) Placing a patient in emotional jeopardy  
3) Failure to demonstrate competence  
4) Gross Negligence

Physical jeopardy is defined as any action or inaction on the part of the student, which in the judgment of the instructor, compromises the patient’s physical safety. Emotional jeopardy is defined as any action or inaction on the part of the student, which in the judgment of the instructor compromises the patient’s emotional safety. Failure to demonstrate competence is defined as the lack of possession of or the failure to exercise that degree of learning, skill, care, and experience ordinarily possessed and exercised by students of the same level. The student exercises an inability to demonstrate mastery of previous or current course content as described in
course objectives. Gross negligence is defined as an extreme departure from the standard of care, which, under similar circumstances would have been exercised by a student of the same level. A student may be dismissed for one instance of behavior that can be classified as gross negligence.

You are receiving a Written Warning Notice as your behaviors fall into the category(ies) of ____________________________ listed above.

This memo also constitutes written warning of clinical lab failure in ____________________________.

Please recognize that unless immediate changes occur in your behavior, a below passing grade may be issued at the end of the course.

Specific suggestions for improvement are as follows:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Student Comments:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

I have read and understand this memo and the suggestions for improvement. I have received a copy of this memo.

_________________________________  __________  ______________________________
Signature of Student                                Date     Signature of Instructor
Date

________________________________       _________
Signature of Associate Dean of Nursing          Date

NOTE: If a rebuttal is elected and is not submitted within the approved time, the Instructor’s statement will be assumed to be accepted.

cc:  1) Student      2) Instructor      3) File (orig. doc.)     4) Associate Dean, Health Sciences
Santa Monica College
Key for Clinical Evaluation Rating Scale

“S”: SATISFACTORY
The student’s performance would be considered SATISFACTORY (S) if the following behaviors are manifested:
1. Performs the expected behaviors safely.
2. The quality of performance is at expected level of achievement.
3. Performs the expected behaviors at or within the designated time period.
4. Seeks appropriate guidance, validation, direction, and supervision.
5. Transfers previously acquired knowledge and skills to current practice.
6. Deliberatively communicates therapeutically.
7. Written assignments submitted when due.
8. Wears correct/clean/complete attire, name tag, and adheres to student dress code standards.
9. Consistently demonstrates professional behavior.

“N.I.”: NEEDS IMPROVEMENT
The student’s performance would be considered as NEEDS IMPROVEMENT (N.I.) if any of the following behaviors are manifested:
1. Behaviors manifested incorrect but caused no harm because instructor/staff person intervened with questions, data, further instructions.
2. Preparation inadequate or not related to specific needs of assigned patient.
3. Manages time ineffectively.
4. Unable to accurately perform previously acquired skills or not knowledgeable regarding expected skill performance.
5. Assumes observer/follower role vs. active caregiver role after first day of care in new unit/clinical area.
6. No deliberative therapeutic communication or client teaching performed.
7. Written assignments submitted one or more days late and/or with limited/incomplete data.
8. Inconsistent performance of expected clinical behavior.
9. Inconsistently demonstrates professional behaviors.
10. Wears incorrect/unclean/incomplete attire, does not wear name tag, and does not adhere to student dress code standards.

“U”: UNSATISFACTORY
The student’s performance would be considered UNSATISFACTORY (U) if any of the following behaviors are manifested:
1. Behaviors manifested are unsafe and have potential for causing harm if not changed/corrected/ or further action taken.
2. Demonstrates lack of and/or incomplete knowledge of principles, correct techniques, effects of actions, and/or nursing implications.
3. Consistently lacks incomplete and/or inadequate preparation for care.
4. Incorrect and/or inaccurate information given to client.
5. Impedes client’s communication/expression of feelings and fears.
6. Fails to perform the expected criteria within the designated time period, after repeated instruction, guidance, and remediation opportunity.
7. Fails to seek appropriate guidance or keep appropriate people informed.
8. Requires more than the expected amount of instruction and guidance for the stated level of performance. Continues to require frequent reminders by instructor to complete assignments.
CLINICAL EVALUATION GRADING PROCEDURE

Students are expected to transfer and integrate knowledge and skills learned in previous nursing courses and related courses for successful completion of this course.

Behaviors are related to clinical course objectives and will be listed in the specific evaluation tool for each course in the nursing program which has a clinical component.

At the conclusion of N10L, N15L, N20L, N25L a student may receive a “N.I.” in up to three behaviors and receive a passing grade with a Statement of Concern or Plan of Correction to be completed by a specific date, and no later.

Students in N30L, N35L may receive a N.I. in up to two behaviors and receive a passing grade with a Statement of Concern of Plan of Correction to be completed by a specific date, and no later.

Students in N40L, N45L may receive a N.I. in up to one behavior and receive a passing grade with a Statement of Concern of Plan of Correction to be completed by a specific date, and no later.

Students in N50L may not receive a N.I. in any behaviors and receive a passing grade.

If a student exceeds the above number of N.I.s for each course no Credit will be given. A “U” in any behavior or physically or emotionally jeopardizing a patient as specified in the SAFE CARE DIRECTIVES. Students must comply with the SAFE CARE DIRECTIVES in order to remain enrolled in and complete each clinical component of a course.

Failure in the companion theory course constitutes No Credit for clinical regardless of performance rating and the student will not be permitted to progress in the nursing program.
Santa Monica College
Criteria for Evaluation of Plans of Care, Nursing Program

ASSESSMENT & NURSING DIAGNOSIS

θ Nursing Diagnosis/Collaborative Problem prioritized

NURSING DIAGNOSIS (ND)/COLLABORATIVE PROBLEM (CP)

θ Based on data (evidence) from the nursing assessment

θ The problem is written before the “related to” and followed by the “manifested by” or “evidenced by” (signs and symptoms) for an actual nursing diagnosis (three part statement)

θ High risk statement and contributing factors for a potential or high risk nursing diagnosis (written as a two part statement)

θ NANDA’s taxonomy used

θ All major problems/nursing diagnoses identified

θ Correctly identified as a nursing diagnosis or a collaborative problem

PLANNING
Goals must:

θ minimize or resolve the problem or etiology

θ describe the direction in which patient is expected to progress

θ contain an action verb

θ provide measurable criteria to evaluate effectiveness or ineffectiveness

θ be realistic

θ indicate a time frame

θ provide direction for validating and planning appropriate nursing interventions
INTERVENTIONS

☐ Assist the patient in achieving the expected outcomes

☐ Describe the activity to be performed

☐ Written as nursing orders, (i.e., how, when, where time/frequency, amount)

☐ Independent (nurse prescribed) nursing interventions are identified

☐ Collaborative interventions listed (non-nursing prescribed interventions)

☐ Have a potential to reduce or eliminate the cause of the problem

☐ Teaching included as part of interventions

☐ Identify Orem nursing system design (WC - PC or SE)

EVALUATION

☐ Describe data that supports goal/outcome

☐ Assess response to therapeutic modalities

☐ Effectiveness of each intervention noted

☐ Date of evaluation (if care rendered on different dates)

☐ State modification of interventions, goals, or diagnostic statement if problem not resolved or goal not met

GENERAL (not unique to nursing)

Correct grammar

Correct spelling

Written legibly
<table>
<thead>
<tr>
<th>Course</th>
<th>NCP Requirement*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing 10L</td>
<td>1 NCP on fellow student&lt;br&gt;2 NCPs on assigned pts.&lt;br&gt;(data assessment form + 2DX)</td>
</tr>
<tr>
<td>Nursing 15L</td>
<td>2 standard NCPs&lt;br&gt;1 Nursing Care Study&lt;br&gt;(patho-rationale for DX and interventions, developmental level Socio-economic assessment)</td>
</tr>
<tr>
<td>Nursing 20L</td>
<td>4 standard NCPs&lt;br&gt;face sheets on 2nd pts&lt;br&gt;1 Nursing Care Study - include teaching</td>
</tr>
<tr>
<td>Nursing 25L</td>
<td>1 Nursing Care Study with Grand Rounds - include&lt;br&gt;Teaching psych-socio nsg dx – including teaching – development level&lt;br&gt;2 short form - front side&lt;br&gt;1 teaching paper</td>
</tr>
<tr>
<td>Nursing 30L</td>
<td>1 Nursing Care Study with Grand Rounds&lt;br&gt;3 standard NCP’s</td>
</tr>
<tr>
<td>Nursing 35L</td>
<td>1 Nursing Care Study with Grand Rounds&lt;br&gt;Clinical Pathway</td>
</tr>
<tr>
<td>Nursing 40L</td>
<td>1 Clinical Pathway</td>
</tr>
<tr>
<td>Nursing 45L</td>
<td>Teaching Plan&lt;br&gt;Clinical Pathway&lt;br&gt;Presentation</td>
</tr>
<tr>
<td>Nursing 50L</td>
<td>Update NCPs on unit&lt;br&gt;Update Kardexs</td>
</tr>
</tbody>
</table>

*These numbers apply only if completed at a satisfactory level
Santa Monica College
ADN Program Situational Event Report Form, Nursing Program

To be completed by Student Nurse:

1. Brief description of event (including date and location of event):

2. What do you think led or contributed to this incident?

3. What could be done to prevent a similar incident from occurring?

4. What will you do to prevent this type of incident from occurring again?

5. Which “right” of medication administration or standard of care was violated?

6. What was the patient’s response following the incident?
7. How soon after the incident was the error discovered (include who discovered the event)?

8. Have you made a previous medication error or standard of care while enrolled in the nursing program?

______________________________         _____________
Signature of Student                                             Date

______________________________         _____________
Signature of Instructor                                           Date

_______________________________        _____________
Signature of Director of Program                           Date
Santa Monica College
ADN Program Situational Event Report Form, Nursing Program

To be completed by Instructor:

1. Brief description of event (include date and location):

2. What do you think led or contributed to this incident?

3. Which “right” of medication administration or standard of care was violated?

4. What was the patient’s response following the incident?

5. How soon after the incident was the error discovered (include who discovered the event)?

6. What could you have done to prevent the incident?
7. What action is being or will be taken at the hospital?

8. What is your recommendation regarding the student’s behavior?

____________________________       ____________
Signature of Instructor                                      Date

______________________________        ____________
Signature of Director                                          Date
Santa Monica College
Nursing Skills Lab Remediation Request & Evaluation of Student Performance Form, Nursing Program

SECTION A
Student Name: _______________________________________________________________ Date: ______________________________
Faculty Name: _______________________________________________________________ Course: ______________________________

<table>
<thead>
<tr>
<th>Skill</th>
<th>Area (s) of Deficiency</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
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</tbody>
</table>

SECTION B

<table>
<thead>
<tr>
<th>Evaluation of Student Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss important underlying theoretical concepts, i.e. anatomy, physiology and pathophysiology</td>
</tr>
<tr>
<td>Explain rationale for purpose of procedure</td>
</tr>
<tr>
<td>Explain rationale for steps of procedure</td>
</tr>
<tr>
<td>Demonstrate appropriate assessment principles</td>
</tr>
<tr>
<td>Identify appropriate equipment needed</td>
</tr>
<tr>
<td>Demonstrate appropriate use of the equipment</td>
</tr>
<tr>
<td>Use two patient identifiers prior to performing nursing skill</td>
</tr>
<tr>
<td>Explain procedure to patient</td>
</tr>
<tr>
<td>Demonstrate steps of procedure in sequential order</td>
</tr>
<tr>
<td>Maintain asepsis throughout procedure</td>
</tr>
<tr>
<td>Maintain patient safety throughout procedure</td>
</tr>
<tr>
<td>Discuss patient education following procedure</td>
</tr>
</tbody>
</table>

Comments

Overall Performance/ Recommendations:
Student's Signature: ___________________________ Date: ______________________________
Project Manager Skills LabSignature: ___________________________ Date: ______________________________
Copy to Skills Lab
Copy to Student
Copy to Faculty
Clinical Journal

Nurse Course __________________________ Date ______________
Student Name ____________________________
Instructor’s Initial & Date ____________

Reflection:
1. What did I do well today?

2. What did not go well today?

Resolution:
3. What course of action will I take next time?

Weekly Course Objectives/Outcomes
4. Objectives met and/or not met (If objectives not met, why?)

8/2008
<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>PATIENT ROOM/NAME</th>
<th>STUDENT NAME</th>
<th>PATIENT ROOM/NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>6.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
<td>7.</td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>9.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

Students rotating to:
SANTA MONICA COLLEGE HEALTH SCIENCES

MIDPOINT THEORY EVALUATION

____________________________ is hereby notified that at the present time my
grade in Nursing ________ is below a "C" average.

In order to continue in the Nursing Program, I must obtain at least a "C" average.
I have the option to:

a. drop the class
b. continue in the class

The last day to drop and receive a "W" is _____________________________.

I understand that if I choose to continue in this course I risk receiving a "D" or an "F"
which is a failure in the nursing program.

CURRENT GRADE AVERAGE: __________________

My dated signature below indicates that I have received notification of my academic
standing in the course.

Student: ____________________________ Date: __________________

Instructor: __________________________ Date: __________________
Santa Monica College

ACADEMIC DISHONESTY REPORT FORM*

Student's Name: ______________________________________________________________________ SMC ID# __________________________

Course Information: ___________________________________________________________________

Title: ______________________________________________________________________________

Meeting Day(s) and Time: __________________________________________________________________

Name of Instructor and/or Examiner: __________________________________________________________________

Date of Incident: ________________________________________________________________________

Description of Incident: ___________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

(Please attach additional information and/or documentation if necessary)

Action Taken:

☐ Assigned failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred

☐ Assigned failing grade to the student for the course, upon consultation with the Department Chairperson

☐ Dismissed student from class/activity for ______ class session of alleged violation

_____________________________________________________________________________________

Further Action Recommended to Campus Disciplinarian:

☐ Suspension/Expulsion

☐ Other __________________________________________ (Please specify)

Form Submitted By: ___________________________________________________________________

Signature of Instructor or Examiner: __________________________________________________________________

This is to certify that:

☐ I have received and read the above report  ☐ My signature does not admit guilt

☐ I understand I have the right to appeal as outlined on the back of this form

**Student’s Signature: __________________________ Date: __________________________

SEE REVERSE FOR PROCEDURES FOR REPORTING A VIOLATION AND APPEALS PROCESS

White Copy: Campus Disciplinarian

Yellow Copy: Student

Pink Copy: Instructor

*To Be completed and distributed to appropriate persons within ten (10) working days of the allegation.

**If student signature cannot be obtained, submit to Campus Disciplinarian for completion of the notification process.
SANTA MONICA COLLEGE
HEALTH SCIENCES DEPARTMENT

Nursing Program Withdrawal Form

STUDENT NAME: ________________________________

Course Withdrawing From: __________________ Date: __________

Before SMC Drop Date? YES NO (Circle One)

Student’s Signature / Date

Reason:

Academic Standing at Time of Withdrawal:

Recommendations Regarding Re-Admission:

Further Comments:

Instructor’s Signature Date

Director, Health Sciences Date

Withdraw
## Santa Monica College Health Sciences
### Associate Degree Nursing (ADN)
### ENVIRONMENTAL SURVEY

<table>
<thead>
<tr>
<th>Semester in Program - please circle one: 1 2 3</th>
<th>Date (month/year only):</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

In your experience in the Santa Monica College Nursing Program thus far, do you believe . . . . . . .

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>Sometimes</th>
<th>Often</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Your identity is valued?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. You have been given the opportunity to identify your particular learning style?</td>
<td></td>
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<tr>
<td>3. Differences in learning styles of students are considered in the process of course delivery?</td>
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<tr>
<td>4. Course material is presented in a variety of ways within each course?</td>
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<tr>
<td>5. When you have difficulty learning a particular concept, your course instructor helps you understand the concept using other methods of explanation?</td>
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<tr>
<td>6. You have sufficient opportunities to share your needs with your instructor?</td>
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<tr>
<td>7. You have sufficient opportunities to share your ideas with your classmates?</td>
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<tr>
<td>8. You have sufficient opportunities to share your ideas with the program Associate Dean?</td>
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<tr>
<td>9. You have been given enough guidance to enable you to participate in your own learning?</td>
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<tr>
<td>10. A mature learning environment exists?</td>
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<tr>
<td>11. Support services (such as counseling, skills lab, library, bookstore) are adequate to meet your needs?</td>
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</tbody>
</table>

*Please see other side.*
### ENVIRONMENTAL SURVEY Cont’d.

**Comments:** Please use this space to comment or elaborate upon any of the above areas.

<table>
<thead>
<tr>
<th>Comments</th>
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</table>

**In order that we may share your success with other students, please state how you have taken responsibility for your own learning. What works -- what doesn’t?**

<table>
<thead>
<tr>
<th>In order that we may share your success with other students, please state how you have taken responsibility for your own learning. What works -- what doesn’t?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MDB</td>
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<td>MDB</td>
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</table>

**Suggestions:** Please note any suggestions you have for program improvement.

<table>
<thead>
<tr>
<th>Suggestions</th>
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</table>

**Thank you for your input.**
Santa Monica College Nursing Program
COURSE EVALUATION SURVEY

Course: ___________________________  Semester: Fall  Winter  Spring  Summer
_________________________________  Year: ____________

Please check the appropriate box for each presentation method, which best represents, your opinion.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The objectives and expectations of the course were clear?</td>
<td></td>
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<tr>
<td>2. The syllabus was useful in guiding learning of course content?</td>
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<tr>
<td>3. As the course progressed the topics reinforced one another?</td>
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<tr>
<td>4. The format of the textbook was clear and understandable?</td>
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<tr>
<td>5. The textbook complemented the course?</td>
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<tr>
<td>6. The course was well organized?</td>
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<tr>
<td>7. Concepts presented in the classroom and skills laboratory reinforced each other?</td>
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<tr>
<td>8. Evaluation of student learning was fair and consistent?</td>
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</tbody>
</table>

Which of the following methods used in presentation of the course were effective in contributing to learning course content:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lecture</td>
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<tr>
<td>2. Small Group Discussion</td>
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<td>3. Video Tapes</td>
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<td>4. Computer Programs</td>
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<td>5. Case Studies</td>
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<td>6. Workshops</td>
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<td>7. Films</td>
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<tr>
<td>8. Handouts</td>
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<tr>
<td>9. Guest Lectures</td>
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<tr>
<td>10. Anatomical and Other Models</td>
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<tr>
<td>11. Slides</td>
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<tr>
<td>12. Transparencies (Overhead Projection)</td>
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<tr>
<td>13. Other</td>
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</tbody>
</table>
Santa Monica College Nursing Program
SKILLS LABORATORY SURVEY

Please indicate the course you are currently completing: ____________________________________

Semester: Fall ☐ Winter ☐ Spring ☐ Summer ☐
Year: ____________

Please check the appropriate box, which best represents your opinion.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The skills laboratory content reinforced theoretical concepts?</td>
<td></td>
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<tr>
<td>2. Skills presented were applicable to clinical practice?</td>
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<tr>
<td>3. The skills presented provided a foundation for the development of more advanced complex skills?</td>
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<tr>
<td>4. There was sufficient space during demonstration to permit observation of the presentation?</td>
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<tr>
<td>5. There was adequate space during practice sessions to provide sufficient opportunity to practice skills?</td>
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<tr>
<td>6. There was enough time during skills laboratory classes to practice skills?</td>
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<tr>
<td>7. The equipment in the skills laboratory was representative of equipment found in the clinical setting?</td>
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<tr>
<td>8. The equipment was well maintained?</td>
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</table>
# Santa Monica College Nursing Program

## HOSPITAL/CLINICAL SETTING SURVEY

**Semester:** Fall ☐  Winter ☐  Spring ☐  Summer ☐  Year: ____________

**Course:** ___________________________  **Facility:** ___________________________

**Assigned area or unit:** ____________________________________________

Please check the appropriate box for each presentation method, which best represents, your opinion.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The number of patients/clients in the clinical setting was sufficient to meet course objectives.</td>
<td></td>
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<tr>
<td>2. The range of major health problems represented in the patient/client population was sufficient to meet course objectives.</td>
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<tr>
<td>3. The variety of learning opportunities was sufficient to meet course objectives.</td>
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<td>4. The staff provided positive role models.</td>
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<td>5. There were sufficient resources (personnel and supplies) available.</td>
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<td>6. The attitude of the staff on the unit contributed to a supportive learning environment.</td>
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</table>

*Please see other side.*
1. Please describe the strengths of the clinical setting.

2. How could the experience be improved in the clinical setting?

Thank you for your input.
**Santa Monica College Nursing Program**

**STUDENT EVALUATION OF INSTRUCTOR**

**Instructor:**

**Class:**

**Date:**

Please evaluate your instructor on the scales listed below. Since your instructor is interested in improving his/her instructional techniques, it is to the advantage of all to evaluate as fairly and objectively as possible.

Please check the appropriate box for each question, which best represents your opinion.

<table>
<thead>
<tr>
<th>Question</th>
<th>Good</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is your instructor clear and understandable in his/her explanations?</td>
<td></td>
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<tr>
<td>2. Does your instructor take an active personal interest in the progress of the class?</td>
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<tr>
<td>3. Does your instructor show interest and enthusiasm in the course?</td>
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<td>4. Does your instructor interest students in the subject matter?</td>
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<tr>
<td>5. How well do your instructor's tests sample the material covered in the class and in the textbook?</td>
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<td>6. How valuable was the course to you?</td>
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<td>7. How well was the class organized?</td>
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<td>8. How well did you like the testing procedure used in this class?</td>
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<tr>
<td>9. Do you think the lesson outlines were useful?</td>
<td>Yes</td>
<td></td>
<td>No</td>
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</table>

Please see other side.
1. What do you believe your instructor has done especially well in instructing this course?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

2. What specific teaching techniques do you believe your instructor might use to improve instruction of this course?

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Thank you for your input.
WORKER’S COMPENSATION
PROCEDURE MANUAL
IN CASE OF WORK INJURY OR ILLNESS

REPORT TO YOUR SUPERVISOR

then

GO TO HEALTH SERVICES
- Business Hours -
Monday-Thursday
7:30 a.m. – 7:30 p.m.
Friday
7:30 a.m. – 2:45 p.m.

If Health Services is closed, Campus Police will provide authorization for medical treatment
MEDICAL TREATMENT

SANTA MONICA
BAY PHYSICIANS
2424 Wilshire Blvd.
Santa Monica, CA 90405
(310) 828-4530

BUSINESS HOURS:
Monday-Friday
8:30 a.m. – 5:30 p.m.

URGENT CARE:
Monday-Friday
5:30 p.m. – 9:30 p.m.
Saturday-Sunday
10:00 a.m. – 2:30 p.m.

FREE PARKING
(Emergencies-call Campus Police)
Reporting the Injury/Illness:

All Industrial Injuries/Illnesses must be reported to make sure that the injured employee receives appropriate care. All employees that are injured or become ill on the job should report their injury/illness to their supervisor.

Claim Forms:

During normal business hours the supervisor will give the employee the Employee’s Claim for Workers’ Compensation Benefits form (Sample 1) and the SMCCD Report of Work Injury/Illness form (Sample 2). The employee must fill out the top portion of both forms (questions 1 through 8 on the Employee’s Claim form and Part I of the SMCCD Report of Injury form) and keep the green copy (employee’s temporary receipt) of the claim form. The supervisor must complete the bottom portion of the SMCCD Report of Injury form, keep the yellow copy and send the remaining copies to Risk Management. Risk Management will complete the bottom portion of the claim form (questions 9 through 18) and will send a copy to the employee. If the injury does not occur during normal business hours, the employee should report to the Campus Police Office to pick up the required forms.

Medical Treatment:

If medical treatment is needed, the employee should go to the campus Health Office. Their business hours are 7:30 a.m. to 7:30 p.m., Monday through Thursday, and 7:30 a.m. to 2:45 p.m. on Friday. The employee will be treated and/or referred to Santa Monica Bay Physicians Medical Center. After normal business hours report to Campus Police for the required forms and the medical treatment referral slip. The Medical Center is open from 8:30 a.m. to 9:30 p.m., Monday through Friday, and 10:00 a.m. to 2:30 p.m. on Saturday and Sunday. For emergencies, call Campus Police on extension 4300.

Treating Physician:

The employee will be referred to a treating physician unless he has designated his personal physician by submitting the Employee’s Choice of Physician form (Sample 3). This designation must be on file in the District’s Risk Management office prior to an injury/illness. (“Personal Physician” is defined as the employee’s regular physician and/or surgeon, who has previously directed the medical treatment of the employee, and who retains the employee’s medical records, including his or her medical history.) To request one of these forms, please call the Risk Management office, at extension 4471.

Release from No Work/Modified Work:

If the injured employee is not cleared to work or has work-restrictions from the treating physician, he will need to be cleared to return to work by that physician. The physician must document time off for a work injury. This includes doctor’s appointments and physical therapy appointments.
Copies of all documentation must be sent to Risk Management, including the “Release to Return to Work”. The “Release to Return to Work” needs to state with/without restrictions. Restrictions need to be cleared with the immediate supervisor and Human Resources to ensure they are compatible with the employee’s assigned duties. Employees may be asked to perform different duties within their job classification that are more appropriate for the restrictions, on a temporary basis.

IN AN EMERGENCY, PLEASE FOLLOW THE EMERGENCY PROCEDURES POSTED IN YOUR DEPARTMENT OR CALL CAMPUS POLICE ON EXTENSION 4300.
SANTA MONICA COMMUNITY COLLEGE DISTRICT

Report of Work Injury/Illness

Part I [Employee to complete]

Employee's Name

[Last] [First]

Date of Birth

Home Address

[Street] [City] [Zip]

Phone Number

Social Security # Sex Dept Occupation

Certificated Monthly Date of accident Time am/pm

Classified Daily/Hourly

Did employee remain on the job? Yes No

Was employee taken/referred to a doctor? Yes No

Name and address of Dr/Hospital

Describe injury e.g. strain cut etc Part of body affected e.g. wrist back etc

What was employee doing when injured? [Please be specific. Identify tools, equipment or material being used]

How did the accident happen? [Tell where, what and how it happened]

Signed by injured

Date

Part II [Supervisor to complete]

Comments

What machine tool substance or object was most closely connected with accident?

Was injury due to a contributory act of the employee? / an overt act by another employee/student?

Witnesses

What was done to correct cause?

What can be done to prevent recurrence?

Cause can be corrected by Employee Supervision Maintenance

Signed by supervisor

Date

Supervisor to retain yellow copy

(SAMPLE 2)
WORKERS' COMPENSATION CLAIM FORM (DWC 1)

Employee: Complete the "Employee" section and give the form to your employer. Keep a copy and mark it "Employee's Temporary Receipt" until you receive the dated copy from your employer. You may call the Division of Workers' Compensation and have recorded information at (800) 736-7401. An explanation of workers' compensation benefits is included as the cover sheet of this form.

You should also have received a pamphlet from your employer at time of hire describing workers' compensation benefits and the procedures to obtain them.

Any person who makes or causes to be made any knowingly false or fraudulent material statement or material representation for the purpose of obtaining or denying workers' compensation benefits or payments is guilty of a felony.

Employee—complete this section and see note above Empadled—complete esta sección y note la notación arriba.

1. Name, Nombre, ___________________________________________________________________________ Today's Date. Fecha de Hoy __________________________
2. Home Address, Dirección Residencial, ___________________________________________________________________________
3. City, Ciudad, _______________ State. Estado _______________ Zip. Código Postal _________________
4. Date of Injury, Fecha de la lesión (accidente). ________________________ Time of Injury, Hora en que ocurrió. _______ a.m. _______ p.m.
5. Address and description of where injury happened, Dirección/donde ocurrió el accidente.

6. Describe injury and part of body affected, Describa la lesión parte del cuerpo afectado.

7. Social Security Number, Número de Seguro Social del Empleado, ___________________________________________________________________________
8. Signature of employee. Firma del empleado, ___________________________________________________________________________

Employer—complete this section and see note below. Empleado—complete esta sección y note la notación abajo.

9. Name of employer, Nombre del empleador, ___________________________________________________________________________
10. Address, Dirección, ___________________________________________________________________________
11. Date employer first knew of injury. Fecha en que el empleador supo por primera vez de la lesión o accidente. ___________________________________________________________
12. Date claim form was provided to employee. Fecha en que se le entregó el empleador la petición. ___________________________________________________________
13. Date employer received claim form. Fecha en que el empleador devolvió la petición al empleado ___________________________________________________________
14. Name and address of insurance carrier or adjusting agency, Nombre y dirección de la compañía de seguros o agencia administradora de seguros. ___________________________________________________________
15. Insurance Policy number, El número de la política de seguro, ___________________________________________________________________________
16. Signature of employer representative, Firma del representante del empleador, ___________________________________________________________________________
17. Title, Título, ___________________________________________________________________________
18. Telephone, Teléfono, ___________________________________________________________________________

Employer: You are required to date this form and provide copies to your insurer or claims administrator and to the employee, dependent, or representative who filed the claim within one working day of receipt of the form from the employee.

SIGNING THIS FORM IS NOT AN ADMISSION OF LIABILITY

☐ Employee copy/Copia del Empleado ☐ Employer copy/Copia del Empleado ☐ Claims Administrator/Administrador de Reclamos ☐ Temporary Report/Informe del Empleado

Kelman & Associates 93104

EMPLOYER'S COPY
INSTRUCTIONS TO STUDENTS REQUESTING:
LETTER OF RECOMMENDATION

Professional Courtesies:

1. If the letter is for employment, it would be unusual to request a letter from an
instructor who has not supervised your clinical performance.

2. Personally ask the instructor if he/she would be willing to write a letter on your
behalf.

3. If the person agrees-follow the verbal request with a short letter of request
with a short letter of request. Include required information on the request form
and attach the form to your letter.

4. Allow 3-4 weeks turn around.

5. Unless otherwise instructed—a copy of the letter will be mailed to your current
address.

6. If you do not receive the letter within 4 weeks, it would be appropriate to leave a
reminder message on the instructor’s voice mail and with the nursing program
secretary.

Please remember that faculty do not have summer and winter nursing program
responsibilities. They may teach a summer or winter course but their responsibilities
relate only to their specific course assignment.
SANTA MONICA COLLEGE
HEALTH SCIENCES
REQUEST FOR LETTER OF RECOMMENDATION

To: ___________________________ Date: ______________

Purpose: (check appropriate area)

Scholarship______ Employment______ Course Recommendation______

List courses (semester/year) in which the above named instructor supervised your performance:

Letter to be addressed to:

Name/Title: __________________________________________

Address: __________________________________________

Disposition: (check one)

_____ Mail to above address

_____ Mail to requestor’s address (please note if different than file)

_____ Hold for pick up

Particular attributes you would like identified:

Attach resume to facilitate acknowledgement of other related areas (optional)

Timeline/date desired: ________________________________

Requestor: ________________________________________

Signature/Instructor: ________________________________ Date: ______________

Unable to accommodate request: ______ Request approved/complete: ______
If, after having used this handbook, you believe any of the information is no longer current, or if you wish to make further suggestions, please utilize the space below and keep us informed.

**ADDITIONS**


**DELETIONS**


**SUGGESTIONS**

Name_________________________________________________ Date____________

Thanks for your input.

Return to:    Santa Monica College  
             Health Sciences Department  
             Nursing Program  
             1900 Pico Blvd.  
             Santa Monica, CA    90405