College of San Mateo

Nursing Faculty Handbook

2025-2026

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College of San Mateo

Welcome to College of San Mateo and the Nursing Program!

I am happy you chose to share your wealth of experience and expertise with the students, staff and faculty of our program. The Registered Nursing program at College of San Mateo was established in 1963 just after our current campus (on the hill) opened. The first cohort of registered nursing students graduated in 1965 and since that time we have been a significant partner with the neighboring healthcare agencies and community. Many of our graduates continue to live and work in San Mateo County, representing our program well throughout the years.

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

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

Here's an important note. The Nursing Faculty and Student Handbook(s) are an accompaniment to each other. Faculty will find valuable information inside the Student Handbook that is no longer duplicated by the Nursing Faculty Handbook. *Please review both*.

I consider your decision to join our program community an honor and I hope that you enjoy the experience. Thank you for contributing to the preparation of our students' successful and productive nursing careers. Once again, WELCOME to the program and I wish you all the best in your future adventures with us!

Best regards,

Melinda :)

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(she / her / hers / ella / 她 / *soli Deo gloria*)
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nguyenm@smccd.edu & melindanguyen@my.smccd.edu has Google capabilities
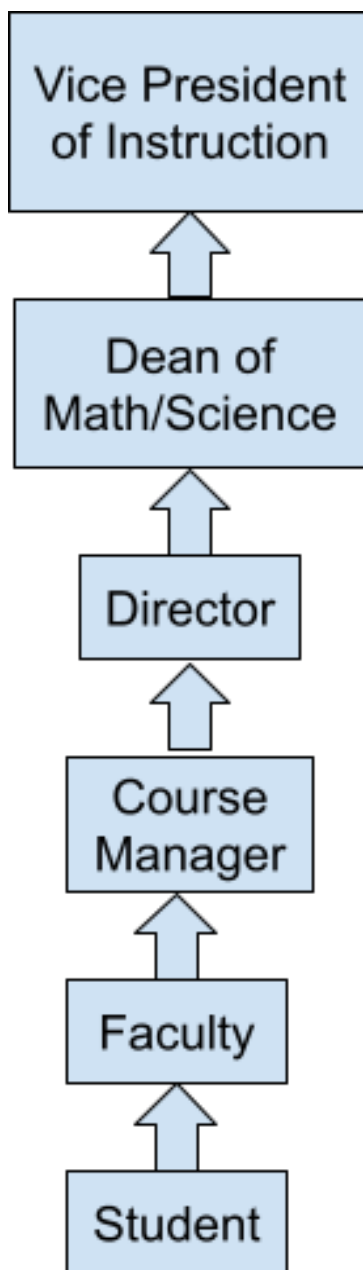
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Nursing Program Chain of Command

Student to access and *ascend* the chain of command from the bottom of the diagram, moving upwards. Please refer to the CSM website for the current list of faculty and a current list of college administrators.

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┌──────────────────────┐
│   Vice President      │
│   of Instruction      │
└──────────────────────┘
           ⬆
┌──────────────────────┐
│     Dean of          │
│   Math/Science       │
└──────────────────────┘
           ⬆
┌──────────────────────┐
│     Director         │
└──────────────────────┘
           ⬆
┌──────────────────────┐
│     Course           │
│     Manager          │
└──────────────────────┘
           ⬆
┌──────────────────────┐
│     Faculty          │
└──────────────────────┘
           ⬆
┌──────────────────────┐
│     Student          │
└──────────────────────┘
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COURSE MANAGER DUTIES/RESPONSIBILITIES

I. **Overview of Course Manager Role**
    A. The Course Manager leads multiple aspects of the courses for the content area. This includes (but is not limited to) preparing and teaching the theory course, a clinical group and a skills lab session.
    B. An Adjunct Professor may also teach and lead a course
    C. All required (by the CA BRN) nursing courses; N211, N212, N221, N222, N231, N232, N241 and N242 have both a Theory and Clinical component
        1. CA Nursing students are required (BRN; Nursing Practice Act) to have both the didactic and practical learning concurrently with each course
        2. This is why if a student fails clinical, they have failed theory and visa versa

II. **Process: Course Outline: Step by step review and explanation**
    A. **Course Description**
        1. Review this to gain a basic understanding of the course. It is also helpful to look online for the Catalog Description and/or Class schedule description.
        2. This is why if a student fails clinical. They have failed theory and visa versa
    B. **Student Learning Outcomes (SLOs)**
        1. SLOs are expected learning outcomes for all nursing courses
        2. These are not the same as the Specific Instructional Objectives for theory/lecture, clinical or skills lab.
        3. CSM Nursing has developed program SLOs in which the course SLOs are derived to be measured and evaluated
            a) SLOs are required for each course and listed in the Course Outline
            b) HINT: It is best to limit the Course SLOs to just a few (1-3)
        4. A Method for assessment and a process to evaluate the outcomes is required
        5. Data from the evaluation is recorded and shared at the end of each semester in the Department Meeting
        6. The SLOs can be changed/modified as needed
            a) When the SLOs are updated (changed or modified) it must be reflected in the course outline and presented to the College Curriculum Committee
    C. **Specific Instructional Objectives**
        1. Divided into **Theory and Clinical** objectives and categorized according to the program *Curriculum Themes* (Conceptual Framework)
            a) Communication

   b) Teaching and Learning
   c) Leadership/ Management
   d) Professional Role in Nursing
   e) Nursing Process
2. A student is expected to meet the objectives through demonstration of knowledge, attitude, and skill performance by the end of the course in both theory and clinical instruction.
3. Theory and Clinical
   a) Theory; knowledge is evaluated primarily over three exams, quizzes and various assignments/projects
   b) Clinical; knowledge, skills and attitude are measured using the Clinical Evaluation Tool for the specific course
4. Skills Lab (courses that end in 5, i.e., N225 or N235) is a separate course from clinical and theory, but is aligned with the theory course content, linking theory to skills practice.
5. The Course Outline is developed by the course manager(s). The teaching plan **is developed by the accompanying course manager for consistency and in collaboration with the skills lab teaching team.**
   a) Content must be aligned with the content in theory and should be presented within the same timeframe
   b) Review the course content (these are concepts that are taught in theory and/or skills lab and practiced in the clinical setting).

D. **The Representative Methods of Instruction, Assignments, Evaluation, and Texts**
1. Review these sections and change as needed
   a) If you desire to change any of these or your course outline, you may do so – however the Curriculum Committee will need to approve it.

E. **The Curriculum Committee (CC)**
1. This is a committee on campus that meets monthly to review and approve Course Outlines; new and revised ones
2. Nursing Program courses are reviewed every two years
   a) This is a good time to change your SLOs, update content, or change text books etc..
3. If you want to make changes prior to your scheduled interval, you may do so. However, you will need to get on the CC meeting schedule

All changes made to the course/course outline are done through CurricUNET
http://www.curricunet.com/SMCCCD/

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CurricUNET Directions

Course Revision

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

SCROLL DOWN

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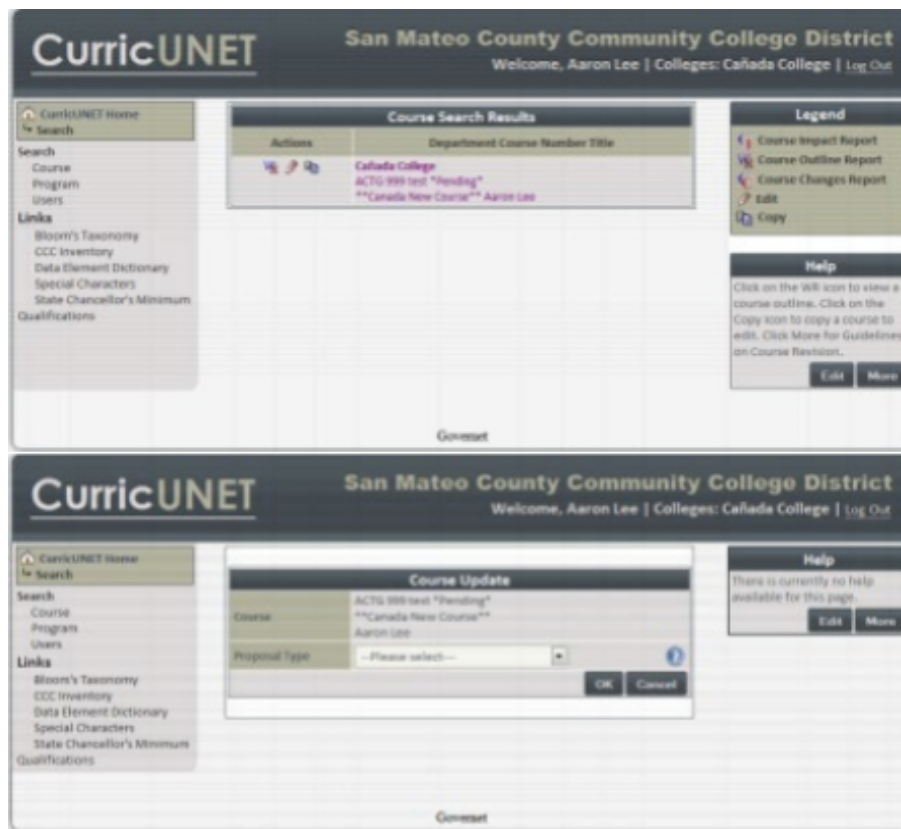
You will then see an Update Course screen where you can revise the course information. Select Modified Course Proposal type. After entering the information click "OK". You will then be taken to the Course Construction main menu where you will use the Course Checklist to edit the remainder of the course.

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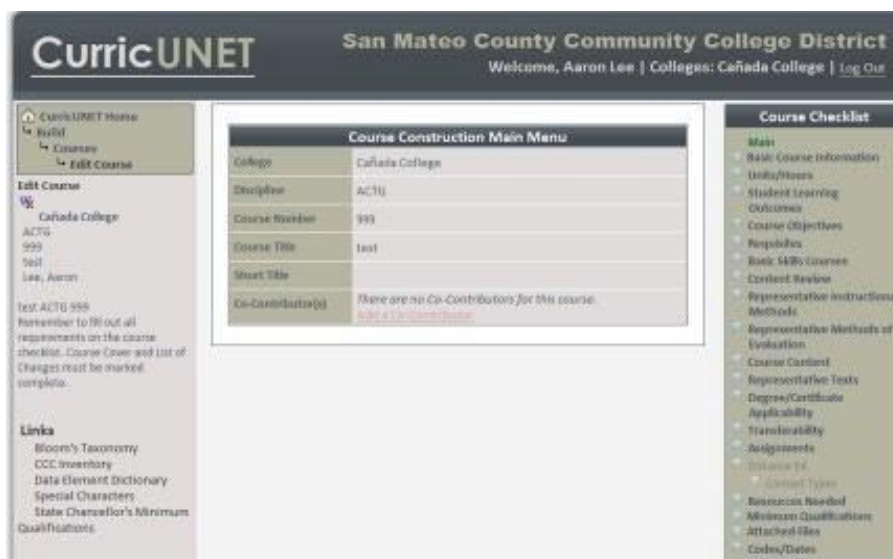
GLOSSARY OF DISTRICT/COLLEGE TERMS

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

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

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

Email: Accessed through the SMCCD portal. This is where all college and district notifications are communicated. This would also be the preferred way for all school related communications. You may also communicate with your students and peers using email messaging through Canvas. http://smccd.edu/portal/
To get to your email go to the above link and click on "0365 Login." (Right hand side of the page, scroll down to **Information Technology Services O365 Email**
O365 Login | Problems Logging in?
Tutorials | Change Password
The director will help you get a work email account set up.

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

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

List/Authorization Codes: When a student needs to enroll in your course as a late add, you will need to give the student an Authorization Code. Go to Websmart https://websmart.smccd.edu/

log-in and click on List/Authorization Code. You will see a selection of numbers. Print this page so you can keep track of the codes you have given away.

Pin#: This is usually your birthdate, 010175. If you change this, remember your pin and GO number as you will need both of these to access Canvas, email and Websmart.

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

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

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

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

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

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

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NURSING FACULTY RESPONSIBILITIES

*For additional information refer to **Nursing Faculty Responsibilities Expectations and Guidelines** In the <u>Nursing Student Handbook</u>*

Content Expert

- The CA BRN requires a content expert for each core course taught; Geriatric, Medical /Surgical, Psychiatric, Pediatrics and Obstetrics ○ The content expert is just that, one who has expertise in the content area · This is usually the course manager **Process**
- Review content areas within designated course(s) to ensure adequate coverage of all concepts.
- Identify if content is taught in other courses and if level is appropriate within that course.
- Consult with other instructors who have responsibility for related content to determine the extent of material taught.

Course Manager

Course Management and Responsibilities Overview:

- Review Course Outline; Course Catalog Description, Theory Content and Clinical Instructional Objectives, etc. ○ All materials are uploaded on the **Canvas** page for the course
- Review Course **Syllabus** for other course information.
- Review/revise lecture objectives, power points and outlines that are available
- Obtain materials or lecture suggestions from other team members.
- Update Course Syllabus with changes as needed.
    - ○ Course calendar; Reading Assignments, test dates etc..
    - ○ Testing and grading criteria (policies and procedures)
    - ○ Links to resources (outside of textbook)
- If your course requires a Medication Administration Calculation Exam, <u>note there are</u> <u>no points awarded, but a student must pass the test,</u> within 3 attempts and with a grade of 90% or better to remain in the program and progress
- Organize Canvas modules by dates or topics (refer to other course manager's Canvas pages)
- Review and order **textbooks**(s); any required material
- Link each new instructor on the team to the publisher site and representatives for access to instructor electronic resources.
- **Software Programs**
    - ○ If new or updated, these need to be **vetted** through IT
- **Simulations/ Competency**
    - ○ Meet with the Simulation Coordinator to plan any simulation activities.
    - ○ Notify Simulation or Lab Coordinator 2-4 weeks ahead if evening or weekend hours are needed.
- Contact Librarian and Reserve Desk if you are requiring students to read specific hard copy materials that you want on reserve

- **Multimedia - DVDs**
  - o Review/ revise multimedia materials related to course content.
  - o Some media (DVDs) can be moved to the public NAS folder (contact Campus IT or consult with Skills Lab Coordinator).
  - o Develop specific guidelines (i.e., registration, access codes, etc.) when using any electronic media for assignments.
- **Attendance/ Roll Sheets:**
  - o **Clinical and Skills Lab** or any other (not theory) nursing course
    - ▪ Obtain the attendance sheet from WebSmart Faculty Services
    - ▪ Enter dates
    - ▪ Check students off for having attended
    - ▪ **Sign and submit attendance sheet to the Nursing Program Department office at the end of the course**

Theory - Lecture Component
- Obtain class list from the Nursing Office to use as a daily roll sheet.
- Record all attendances and absences
  - o Pass the attendance sheet in the class; students typically initial in the box next to their name
  - o If a student doesn't record their initials for a class session, they are considered absent
- Complete census via Websmart by required date.
  - o This is approximately 2 weeks after the start of an 8-week course
  - o For semester courses; Skills Labs and Open Skills lab, the deadline to submit verification of enrollment is about 4 weeks
  - o HINT: Do them at the same time; Nursing students do not have the option to switch into or drop their classes
- Submit all attendance sheets to the Nursing office
- **Leading the Team; Team Meetings**
  - o Plan a Team Planning meeting (prior to the start of the course) to review the course: Theory, Clinical and Skills lab
  - o **Team Planning Meeting Criteria**
    - ▪ Course Calendar - Review and discuss hours
    - ▪ Syllabus - Review key points
    - ▪ Theory Plan and Test dates
    - ▪ Clinical Schedules
      - • Attendance sheets; print or record electronically and submit to Nursing Office Assistant at end of the course
- Assignments (Clinical and Theory)
- Skills Lab - Plan activities to coincide with lecture content
- Simulation Plan - discuss plan

- SLOs - Determine, Measure, Assess/ Evaluate
- Develop a schedule of team meetings for the course. These are generally every 2-3 weeks. It is best that they be conducted in person or virtually and with all teaching team members present
- **Interval Team Meeting Criteria (updates on the following):**
  o Theory - Schedule and tests
  o Assignments
  o Clinical
  o Skills Lab
  o Simulation
  o Other
    ▪ Discuss internal rotation schedules and review for comparable clinical learning experiences.
    ▪ Discuss expectations related to clinical preparation and required clinical paperwork. All instructors agree to a determined method for students to prep and how they are evaluated.
    ▪ Distribute course calendars to all team members.
- **Course End**
  o Provide students with an end of course evaluation (requirement of BRN) – Usually provided electronically
- **Summary of Team Meeting Criteria:** At the completion of the course, lead a discussion summarizing the course to include all of the following:
  o Course Evaluations from students
    ▪ All team members to read and discuss
  o Texts and reading assignments – based on course evaluations
  o Clinical agencies utilized
    ▪ All clinical instructors to provide a summary of the experience for team meeting minutes
  o Observation experiences of course - based on course evaluations
  o Written assignments and grading criteria
    ▪ Submit the grades in Canvas
  o Skills Lab/ Practice Lab
    ▪ Discuss the student feedback on course evaluation
  o Attrition rate = number of students starting and number completing course, including the reasons for any student exit, but do not mention students by name
  o SLO Assessment
  o Suggestions for next year Exams
- All theory exams will be in electronic format with the exception of the Medication Administration Calculation Exams (MACE)

- Students are required to have an electronic device compatible with online/web-based exams - The device is used to access and to take online exams
- If the instructor wants to divide the class in two different rooms
  o Arrange for a second room at least 2 months in advance
  o Arrange for another faculty member to proctor
- Students with a documented **disability** (learning, mental or physical) are eligible to have exams administered in the Disability Resource Center (DRC)
  o Review the Disability Policy
  o **DRC Students MUST update their accommodations form each year or if there is a change. No student is allowed accommodations without going through the DRC evaluation process. It is up to the student to initiate the process by completing the initial DRC Application.
  o Approvals for DRC accommodations are shared with the instructor and typically include extra time on exams, breaks and use of a reader or writer. Other accommodations include preferential seating in the classroom, access to lecture notes, recording lectures and/or a notetaker.
- **Item (test questions) writing guidance:** Refer to NCSBN website (www.ncsbn.org) for item writing course. Strive to create tests based on the NCLEX-RN Test Plan. Test items are to reflect lecture objectives (all designated lectures given in theory must have objectives).
- Provide an electronic copy of the test (word doc or other) for the Nursing Department.
- Optional: To adjust tests for altered or eliminated items or those that are found to be problematic, consult a more senior faculty member or the program director for exam analysis. Make these corrections prior to posting grades.

Grades And Attendance
- Record grades on CSM Official Class Record via Websmart prior to the due date.
- Record attendance attendance in the Positive Attendance Record on WebSmart (grade page)

Positive Attendance
- Is recorded in meetings vs. hours
- Deduct the absences in hours (i.e., each class time frame is listed in Mtgs. Hrs.) from the total hours listed on the page. See example below; there are 24 hours listed for this class and 1 meeting =8 hours. The recorded hours for Positive Attendance = 16 hours. It is very important that the individual students' absences recorded on the attendance sheet are equally reflected in the Positive Attendance for grade submissions in WebSmart.

Course Information
Transition from 1st-2nd Year - NURS 815 YAH
CRN: 54278
Students Registered: 18
Method of Attendance: Positive attendance

💬 ***Total Contact Hours may include the following: Lecture, Lab, by arrangement lab, (**Usually "B1, B2" sessions**), etc

Meth. of Inst.	Session #	Mtgs.	Hrs./ Mtg.	Total Hrs.
Online	A1	3	8.00	24.00
Total Contact Hours				24.00

Positive Attendance Roster in PDF

Skills Lab Coordination
- **Skills Lab Planning/ Implementation:**
  - o Refer to past course information as a guide.
  - o Identify supplies needed for lab activities including nurse kits.
  - o Develop schedule of lab activities; aligned with theory content.
  - o Arrange for needed supplies and equipment to be available with the lab coordinator.
  - o Request lab coordinator to set up skills lab stations with instructions and competency assessment conditions as appropriate.
  - o *Best Practice Recommendation:*
    - ▪ Create directions: One specifically for students and one for faculty teaching the class to use as a guide and help with consistency between faculty
    - ▪ Clinical Coordination:
      - • Initial clinical sites are obtained by the program director, however anyone of the faculty may pursue a site and with the director's help to determine the efficacy
      - • Become familiar with the clinical facilities available that can provide required experiences through:
        - o Discussion with other nursing faculty
        - o Reviewing evaluations of units currently used
        - o Visiting other agencies which could provide required clinical experiences
      - • Become familiar with sites used for Observation volunteer visits as part of clinical rotation through:
        - o Discussion with other faculty who have assigned them
        - o Communication with agency personnel regarding previous student observation experiences or make a personal visit
        - o Write/ revise learning objectives for each observation experience and provide each agency with copies.
        - o Ensure a contract is in place for both clinical and observational volunteer agencies. (Director and District to help)

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Skills Lab Instructor Duties

Skills Lab Implementation:
1. Complete nurse kit inventory with students to ensure all items are present OR Discuss the key items students will use for the lab/practice
2. With each lab session ensure students have necessary equipment to actively participate – students may share supplies (i.e., Foley kits)
3. Notify Nursing Department if any equipment is missing from skills kits OR items that are to be ordered for lab supplies
4. Review objectives at the start of each skills lab and identify the preparation, equipment needed and expectations to meet the objectives.
5. Check student's preparation for skills lab if required by the course manager (certificates, online etc.,)
6. Give feedback in team meetings and/or by phone message regarding students' performance in the skills lab.
   a. Assign students extra practice in Open Lab if necessary
7. Attendance is mandatory
   a. Student need to notify instructor is a lab will be missed
   b. Student is responsible for arranging a make-up lab session by asking permission to join another lab. OR if unable to make up in another lab, student can complete the work in Open Lab
   c. Students are not to be more than 10 min. late
8. Refer to Nursing Student Handbook for additional guidelines and attendance policy for the skills lab.

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Clinical Instructor Duties

Clinical Agency:
1. Ensure the agency can provide course specific experiences.
2. Obtain names of key persons to contact:
    a. First level-Education Director or Director of Staff Development
    b. Second level-Supervisors or Unit Manager or Charge RN
    c. Third level-Staff nurse(s) on unit
3. Instructor contacts Supervisor or Unit Manager for orientation and to meet with staff to:
    a. Provide copies of Course Description with objectives to Education Contact and each Unit Manager.
    b. Discuss policies and procedures with staff-where to find written agency procedures.
    c. Discuss method of patient selection.
4. Determine where student assignments will be posted. See an example on the next page.
5. Review student orientation modules for completeness and accuracy
6. Confirm student paperwork per agency requirements (i.e. background check, immunizations)
7. Develop plan for orientation of students to include (but not limited to):
    a. Unit layout and "Scavenger hunt" if applicable
    b. Patient selection
    c. Staff interaction
    d. Agency procedure and policies
    e. Specific routines/policies of unit
    f. Electronic health record access
    g. Overview of technological devices
    h. Overview of documentation
    i. Medication administration (if applicable)
    j. Make arrangements for conference rooms.
    k. Parking
    l. Provide a rotation schedule for students and agency

Sample Student rotation schedule:

STUDENTS		01/22	01/23
Last Name	First Name		
Doe	**Jane**	3A	OR
Casa	**Dave**	3A	3B
Dow	**Suma**	BP Clinic	Case Study

1. Complete the "Planning" section of the **Clinical Planning/Evaluation** form (found in the Forms and Templates section of this document)
   a. The Clinical Planning/Evaluation document is essential in providing information for future clinical instructors using this same agency; providing contact person, student learning objectives etc.
2. Submit Submit the Planning/Evaluation form to the nursing office assistant

Setting Up Clinical Assignments
1. Share internal rotations and guidelines/directions with students.
2. Submit one copy of internal rotation to the Nursing Office and one copy to the course manager and Agency educator.
3. Confirm patient selection methods with students.
4. Post the student's name, RN/staff's name, and clinical objectives on the unit. Here's an example at the end of this section. Update objectives as the course progresses
   a. Post the student name, RN/Staff name, and objectives at all clinical sites.
   b. Correlate objectives with the clinical site.
   c. Let everybody know what students can/can't do.
5. Communicate with students and RN/staff what students are allowed to do and not allowed to do.
6. Review the Clinical Evaluation Tool and familiarize yourself with the objectives of the tool.
   a. Understand the Core Competencies (same for all clinical courses) - descriptions can be searched and found in this handbook
   b. These competencies are required to be met 100% of the time and if students are not achieving these at any time during the clinical course they are at risk of failing the clinical portion of the course. A notification of course progress is mandatory to inform the student of their jeopardizing progress and/or to allow the student to correct the problem.
7. Review the clinical objectives for each course taught (themes all the same, but objectives vary from course to course)
   a. Understand now these are measured; clarify with the course manager if needed.
   b. Review these with clinical students prior to mid-term evaluations.

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COLLEGE OF SAN MATEO-CLINICAL ASSIGNMENTS

Course: Nursing 242 BX Spring 2024   Instructor: Ilene Simon, RN
Clinical Agency: San Mateo Medical Center   2 A/B   E-mail: Missteacher@aol.com

Tuesday 0645-1600 Wednesday 0645--1300   Cell: 510- 123-4567

Student Name	Staff Name	Patient Assignments (Initials & room #)	Comments
2A (202-217) (Pedi: 201, Isolation: 213, 214) 2B (218-234) (Pedi: 234, Isolation: 221, 222, Secure: 223, 224, 225, 226)			
Last, First			
Last, First			
Last, First			
Last, First			
Last, First			
Last, First			

Student Goals/Assignment for Shift:
Check with the instructor for treatments. CALL ME! Be sure to inform the Staff when you take breaks or are going to be off floor and when you leave. Be neat, don't congregate at the Nursing Station. Keep voices down.

Badge Buddy Guidance: Let everybody know what students can/can't do.

What are students allowed to do and/or not do?

Special: IVP medications, as listed, given with Instructor only. Meds/glucose checks OK with RN. Use Data Collection sheet. SBAR for reporting.

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Student Assignment TEMPLATE

COLLEGE OF SAN MATEO-CLINICAL ASSIGNMENTS

Course: Instructor:
Clinical Agency: E-mail:
Date/Time: Cell:

Student Name	Staff Name	Patient Assignments (Initials & room #)	Comments

Student Goals/Assignment For Shift:

What are students allowed to do and/or not do?

Special Reminders:

Evaluation of Student Progress using the Clinical Evaluation Document

1. Review Attendance Policy in [Nursing Student Handbook](#) for clinical absences.
   a. Access or develop course specific make-up assignments for missed clinical hours
2. Maintain a record of patient assignments; using HIPAA protocols (a small notebook is sufficient)
3. Record anecdotal notes on each student's progress.
4. Correct written assignments and return as soon as possible with feedback.
5. Each clinical student shall have a midterm and final clinical evaluation. At midterm counsel students regarding performance:
   a. Identify strengths and help student identify weaknesses;
   b. If a student is in danger of failing, provide written documentation of areas needing improvement; via notification of course progress and/or at time of mid-term evaluation (note the performance discrepancies directly on the evaluation tool).
   c. Include specific comments especially when student needs improvement or has a no pass
   d. Provide the student with a copy of a notification of course progress and also to the Nursing Office
   e. If a student withdraws from the program; note the most recent clinical performance on the most recent evaluation tool

Errors/Unusual Occurrences

1. The Unusual Occurrence Form can be found in the Forms and Templates section of this document.
2. Complete this form for actual or "near miss" errors in patient care (direct or indirect care) Submit to the Nursing Department office for filing in the student's record.
   a. Per directions, the student is to submit their recall of the incident as well
3. Follow agency procedures for any "other" documentation.
4. Clinical **Pre and Post Conferences Guidelines** (see [Nursing Student Handbook](#))

Completion of the Clinical Course

1. Complete the Course Evaluation Summary for any student who withdrew during the course, identifying level of performance at time of withdrawal.
2. Complete Clinical Evaluations and arrange for final conference time with each student. Add comments to objectives where directed. Give explicit feedback where indicated.
3. Submit completed evaluation tools to the Nursing Department at the conclusion of the course.
4. Complete the "Evaluation Section" of the Clinical Planning and Evaluation form and submit it to the Nursing Department.
5. Send a personal note or email to the clinical agency(s) to express thanks for staff assistance on units.

Nursing Skills Taught and Tested

Each Skills Lab entails the theory, rationales etc.. behind each skill/nursing intervention. Several skills are taught in each lab, with increasing student responsibility and accountability to perform the skills accurately as the student advances through the courses. Many skills (Skills Lab Competencies) are checked against firm lists for competency; either direct observation by the instructor or through more formal testing in person and/or by way of exam.

NURS 211- Introduction to Nursing

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

Assessed for Competency
- Vital Signs and Pulse Oximetry
- NG Tube - Insertion, Assessment and Feeding with Feeding Pump
- Sterile Gloving
- Dressing - Assessment and Changing Catheterization
- Physical Assessment (at Hospital) Blood Glucose Testing
- Basic Medication Administration Calculation Exam
- I&O
- Enema

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NURS 212 Concepts of Homeostasis

Skills Taught
- Med Administration: (Assessments & Documentation)
  - Oral, PO, Sublingual, Topical, Ear, Eye, Skin Patches, Metered Doses, NG Meds, Rectal
- Medication Orders
- JCAHO National Patient Safety Goals Injections: (Documentation)
  - Sub Q, (Insulin, Mixing, TB) IM, Z-Track, Withdrawal from Amp, Vials, Intradermal
- IV's
  - Macro & Micro Drop Problems, Priming Lines-Patency, Flow rate, IV Assessment, Changing IV's, Needleless IV Access, Site Care, Discontinue IV, IV Intermittent Med. Line, IV Fluid Balance Sheet, Adding IV Med to Bag, Normal Saline Lock Flush, Adding IV Med to Bag
  - Changing a patient's gown with an IV Ambulating a patient with an IV
  - Demo/Discussion of Long Term Central Catheter
- Oxygen:
  - Incentive Spirometer, Regulation of O2 Wall, O2 Delivery Systems
  - (Nasopharyngeal/Oropharyngeal Suctioning), Portable Pulse Oximetry to Bedside Monitor
- Post Op Assessment
  - Basic Post Op Dressing Assessment Sequential Compression Boots
  - Antiembolism Hose
  - IV Pumps

Assessed for Competency
- Application of Med Orders:
  - Expiration Date, Medication Allergies, Taking Basic Medication Orders
- Routes of Med Administration:
  - Oral, Sub Q, Insulin, Heparin, Intradermal, IM, IV, Meds in Primary Bag
  - TJC National Patient Safety Goals Documentation of Meds Given
  - First Dose Teaching
- IV's:
  - Priming Line for Primary Bag
  - Labeling the tubing and Bag
  - IV Assessment
  - Changing Solutions
  - Discontinuing IV
  - Saline Lock Flush
  - Adding IV Med to Bag
  - Setting the Pump for a Primary Rate
  - IV Medication Administration Test
  - Ambulating a patient with an IV pump

Video competency on Oral Medication Administration

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NURS 221 Pediatric Nursing

Skills Taught
- Medication administration for pediatric population
  PO-Liquids, IM Sub-Q, Rectal, IV
- Pediatric Physical Assessment:
  - Weighing and Measuring, Plot on Growth Chart, Pedi History Taking from Parent
  - Developmental Assessment
  - Pedi Vital Signs
  - Head to toe assessment
- Pediatric Medication Calculation
- Syringe pump
- Calculation of IV medication dosages Documentation of IV needs on MARs and IV flow sheet
- Chest PT/Postural Drainage
- CVP Dressing Changes
- Insertion of an NG tube in a pediatric patient Gastrostomy feeding with button
- Pulse Oximetry with bedside monitor Suctioning with a bulb syringe

Assessed for Competency
- Medication Administration Test (Administered in the Theory course)
- Vital Sign Assessment and Implications for Pediatrics
- Physical Assessment using Children in Lab
- Pedi IM Injection
- Assessment of IV Skills:
  - CVP Dressing Changes, Pain Assessment Using FACES or VAS (Visual Analysis Scale)

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NURS 222 Maternity Nursing

Skills Taught
- Postpartum Patient
  - Physical assessment
  - Adding medication to primary bag
  - Pitocin
  - IV meds with glass bottles
  - Breastfeeding ability (LATCH score) -prioritizing care
  - Care for the 1st day post-op Cesarean delivery
- Neonate Physical Assessment
  - Gestational age assessment
  - Prioritizing care
  - Circumcision care
- Cesarean Delivery Pre-op Care
  - Verification of surgical consent(s)
  - Skin preps
  - Urinary catheter insertion Med Administration:
  - IM injection technique review -IM & OU meds for Neonate
- Electronic Fetal Monitoring
  - Equipment used
  - Interpretation of Fetal Monitor Strips
- Venipuncture with Vacutainer
- IV Insertion
  - IV dressing/taping
  - Saline lock
- IV Pump
  - Priming tubing
  - Using vented IV tubing
  - Adding secondary line (IVPB)
- Patient Teaching
  - Breast self-exam (BSE)
  - Testicular self-exam (TSE)
- Blood Administration Mock Codes
  - Obstetrical and Neonatal
  - Delegating assignments
  - Review meds/dosages/routes
  - Develop critical thinking skills
  - Trouble shooting the laryngoscope
- Case Studies
  - Obstetrical and Neonatal

Assessed For Competency
- Hand Hygiene
- IM Injection for Neonate Medication Administration Calculation Exam (Administered in theory class)
- Maternity and Neonatal meds Assessment of IV Skills:
- Initiating IV pump
- Interpreting MD order
- Primary and secondary functions on pump -adding secondary line (IVPB)

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NURS 231 Mental Health Nursing

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

N232 Skills: Concepts Reviewed
- IV Pumps
- IVPB

Assessed for Competency
- Communication Skills:
  - Based on Situation through Role Playing Scenario: Communication techniques to cover major communication areas (verbal and non-verbal)
  - Situations for Conflict Resolution and Negotiating
  - Voice Hearing in Simulation
  - Initiation of a Therapeutic Relationship (Working and Closure)
  - Psychosocial Assessment
  - Suicide Assessment
  - Care planning for crisis intervention within a disaster

Nursing 232 Medical/Surgical Nursing

Review (Previously taught in earlier courses)
- IV's – Initiating, maintaining and troubleshooting
- IM's, Sub-Q's administration techniques (Including Insulin, Anticoagulation)
- Dressing Change – Wrapping Limbs Post Op Assessment
- NG Suction
- Mixing insulins (Medications)
- Review nursing assessment or head to toe adult assessment
- Retrieval of medication from a Carpujet vial (temporarily on hold)

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

Assessed for Competency
- Focused Physical Assessment / Post-Op Assessment:
- Simulated Situations o Interventions applied to situations
- Ostomy application and Care
- Case Studies
- NG placement and care
- Surgical scrubbing, gowning and gloving (In collaboration with the Surgical Tech Program)

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NURS 241 Advanced Med-Surg Nursing

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

Assessed for Competency
- Receiving High Risk Medication Orders for Content Taught in this Course
- TJC National Patient Safety Goals
- Respiratory Breathing Assistance Chest Tube and Pleur-evac Set-up
- Trach Suctioning and Trach Care
- Blood Draws from Central Lines / PICC Lines
- Cardiac Clinic:
  - EKG - Lead Placement
  - EKG - Strip Evaluation
  - IV Push Meds: Continuous and Intermittent Route

NURS 242 Leadership/Management In Nursing

Skills Taught
- Leadership Skills:
  - Leadership Styles
  - Root Cause Analysis - Problem identification
  - Conflict Resolution with Staff
  - Delegation: Communication with Unlicensed Staff
    - Assignment of Staff
    - SBAR differences (UAP,RN, MD)
- Musculoskeletal Review
  - Patient Education: Using crutches, non-weight bearing, maneuvering stairs
- Neurological Focus:
  - Neurological Assessment
  - NIH Stroke Scale
  - Neuro Dressings
  - Care of Patient with Oral Airway • Seizure bed set-up
  - Review of past skills as needed • Sepsis Protocol

Assessed for Competency
- Conflict Resolution with Interdisciplinary Staff
- Simulation of Staff Assignment for Team
- Working with Unlicensed Assistive Personnel:
  - Communication with UAP
  - Delegation with UAP
  - Assessment of UAP performance
- Neuro Testing:
  - Perform a Neuro Exam (standard vs. NIHSS)
- Post-op Neuro/surgical dressings
- Communication; verbal & written
- Receive report
- Prioritize problems
- Delegation
- Report to MD
- Receive orders
- Order transcription

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Guidelines, Templates Forms and Links

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Clinical Agency Planning Sheet

(to be completed prior to clinical rotation beginning)

Nursing Course: _____Semester: _____

Clinical Agency: _____Units to be Used: _____

Days and Times/Week: _____

Starting Date: _____Ending Date: _____

Planning Session Date: _____CSM Instructor: _____

Agency Representative(s):_____

_____

SUMMARY OF PLANNING MEETING:

1. Review the course and clinical objectives.

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

3. Discuss the planned learning activities the students will perform to achieve these objectives.
   Discuss the times, dates, and location for pre and post conferences.

Signature: _____ Date:_____

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Clinical Agency Evaluation Sheet
[Link] Clinical Agency Evaluation Sheet
(to be completed at the end of clinical rotation)

Nursing Course: _____Semester: _____

Clinical Agency: _____Units to be Used: _____

Days and Times/Week: _____

Starting Date: _____Ending Date: _____

Evaluation Session Date: _____CSM Instructor: _____

Agency Representative(s):_____

_____

SUMMARY OF PLANNING MEETING:
1. Review the extent to which the clinical objectives were achieved.

2. Identify changes needed in the orientation process.

3. Determine what best facilitated the learning experience.

4. Determine how the learning experiences could be improved.

Signature: _____ Date:_____

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Assignment Sheet

Clinical Assignments for the students on the_____ unit DATE:_____

Nursing Student Level: _____ Instructor:_____

STUDENT NAME	PATIENT ASSIGNMENT ROOM # & PATIENT NAME

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Nursing Faculty Responsibilities Expectations and Guidelines
This is an important document to review in the student hand book

Expectation of the Nursing Faculty:

A. Overview: While it is important to understand the student responsibilities, it is equally important to understand the role of the Nursing Faculty. The CA BRN requires faculty approval to provide instruction in the clinical and/or classroom settings.

    1. Instructing nursing students is no easy task and takes a great deal of planning and assessment in order to help students gain the necessary concepts to meet the learning objectives of this program.

    2. There are many pieces to a nursing program that are highly regulated by the CA Board of Registered Nursing (BRN), our own state Community College system and many other accrediting and approval agencies.

    3. The program curriculum is outlined by the BRN to ensure qualified RNs are delivering safe care to the patients in the state of California.

    4. The American Nurses Association (ANA), provides nurses with direction in providing evidence based care that is contemporary and efficacious, while ensuring continuity in performing skills and assessments.

    5. As a result, nursing instructors <u>follow the regulations</u> necessary to ensure the proper education of pre-licensure nurses and are committed to delivering these concepts as they are mandated.

    6. Each instructor will have different instructional methods but there are basic requirements the instructors teaching in our program have agreed to regarding the three areas of instruction and they are stated below.

Guidelines (Lecture, Skills Lab and Clinical):

Lecture:

    1. Present nursing content to stimulate critical thinking and clinical reasoning in preparing the student for their future RN role in nursing.

    2. Vary presentation to include a variety of teaching methods for the adult learner.

    3. Provide an effective method of dealing with multiple questions and scaffold knowledge from basic to advanced application.

Skills Lab:

    1. The course manager verifies that the lab cart supplies are correct as assembled by the nursing Lab Tech.

    2. Start the lab at the designated time. Instruct any student who arrives 10 or more minutes after the start time to attend another lab, or to complete a make-up assignment during open lab hours. ***See**

3. **attendance policy for further information**
4. At the beginning of each lab, check to see if students have all of the necessary equipment (books and skills kits) to actively participate in the skills lab.
5. Follow the written directions of the course manager.
6. If students are coming to an alternative lab session or open skills lab, check with the students to see if any have brought a "Required Skills Lab Practice" form from their clinical instructor, set up required resources, and arrange a work area for that student to practice the skills(s) identified.
7. Assign "Practice Partners" (on a rotating basis) to watch another student implement and practice the skills, and by using the checklist, give their practice partner specific constructive feedback.
8. Observe students practicing and give feedback to students on their performance, which may include those who may need additional practice.
9. Verify that students' checklists are signed off when competence is demonstrated.
10. Before the end of the lab, review the equipment from their skills kits will be needed for the next skills lab.
11. At the end of the lab, with the assistance of the students, clean the physical environment and return supplies to where they were left by the course manager.
12. Give feedback in team meetings to assigned clinical instructors regarding student's performances in the skills lab.

Clinical:

1. Prior to the clinical rotation beginning, the faculty responsibilities include:
   a) Orienting to the clinical agency, making assignments appropriate to the student's learning level and practice setting (if required)
   b) Communicating schedule and expectations to staff and students,
   c) Orienting students and self to the clinical agency organization's policies and procedures each semester, requiring students to follow agency policies, maintaining current knowledge of policies and procedures
   d) Providing staff with clinical objectives and guidelines related to student skill level
   e) Providing student group list according to agency requirements and communicating daily assignments
   f) Supervising student performance, evaluating students, mediating student staff conflicts and notifying staff and director of student problems.

2. Instructors confirm or set up the patient assignment based on the course learning objectives and individual student learning needs (Exception is Nursing 222.)

3. In the second year, students may make their own assignment contingent on the facility and instructor. There is input from the instructor, but the student takes more initiative in the second year to create their patient assignments based on the content learned in theory.

4. At the start of the rotation, identify specific times that are preferential for pre-clinical preparation and times that the agency cannot accept students for pre-clinical preparation.

5. Assess each student's preparation and understanding of their plan of care by using a variety of techniques including reviewing the worksheets for completeness.

6. For each patient, there must be a **completed worksheet**. Early in the shift, **receive report from each student** to relate all of the items listed in C-3 of the "Standards of Performance for Nursing Students" which includes: Before starting the patient assignment:

    a) Research must be completed regarding the patient (s) Medical Diagnosis and the related

    b) Pathophysiology. This research will expand to include nursing implications from N212 onward.

    c) Write out the expected priority Nursing Diagnosis, the related outcome criteria, and the appropriate nursing interventions to achieve the outcome criteria with rationale and references. Rationales must be included with each intervention.

    d) List information on all of the medications from the MAR and treatments ordered including routine and prn over a 24-hour period. Provide information on the action, major side effects, dosage parameters, contraindications, stop dates and describe "why" they were ordered for each patient(s) Provide information on patients' medication allergies. All students will be checked off on their first medication pass in the clinical area according to the CSM Medication Administration Policy.

    e) Identify and be prepared to verbalize any patient care changes that have occurred in the last 24 hours. This applies to caring for a patient over 2 or more days.

    f) Identify the lab/diagnostic studies or pre and post-op preparation for the patient(s).

    g) Develop an initial time management plan by identifying the anticipated priorities of care.

    h) For each patient, identify short term and long-term outcomes and priorities for each of these outcomes.

    NOTE: c, e, and g. will not be required for Nursing 211.

7. By mid-shift, check that initial assessments have been recorded on the patient's record according to agency policy. Question students regarding the significance of these assessments including to whom they have been reported.
8. During the shift, communicate what skills require more practice in the nursing skills lab. Write these skills on the "Required Skills Lab Practice" form and review with students. Direct the student to take the form to the lab, practice skill and bring the written feedback from skills lab instructor back by the assigned date.
9. At the end of the shift, check charting to be entered or review that which has been completed.
10. During Post-Conference:
    a) Discuss learning events of the week.
    b) Relate focus of discussion to the lecture content and to the clinical objectives.
11. Instructors will evaluate students' performance and clinical preparation and give feedback and corrections in a clear and timely manner.
12. According to the CA BRN, the faculty member will evaluate each student's competency and ability to meet the course objectives (lecture and clinical). Failure to meet the necessary objectives as stated in each course outline, may result in a clinical or theory "no-pass".

REV: 10/2017, 05/2021, 08/2024

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Registered Nurses; Assigned with Nursing Students

Responsibilities Expectations and Guidelines

I. **Expectation:** As stated in the CA Nursing Practice Act, all patients assigned to RN nursing students are additionally co-assigned to a RN. The responsibilities of the RN do not change. (*Board of Registered Nursing Title 16: California Code of Regulations Article 4: 1443.5. Standards of Competent Performance). A registered nurse shall be considered to be competent when he/she consistently demonstrates the ability to transfer scientific knowledge from social, biological, and physical sciences in applying the nursing process, as follows:*

   A. Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health team.

   B. Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, protection, and for disease prevention and restorative measures.

   C. Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teaches the client and family how to care for the client's health needs.

   D. Delegates tasks to subordinates based on the legal scope of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervises nursing care being given by subordinates.

   E. Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment and through communication with the client and health team members, and modifies the plan as needed.

   F. Acts as the client's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.

II. **Guidelines**:

   A. Follow guidance provided by the clinical agency in terms of assigning students to RNs.

   B. RNs are given the option to work with student nurses; ensure permission is granted prior to the start of shift.

   C. RNs must review and co-sign the documentation of student nurses when the student is providing direct patient care; this includes but is not limited to performing assessments, interventions and patient education. Faculty will review documentation for accuracy.

   D. Maintain ongoing communication between student nurse, instructor and assigned RN.

REV: 05/26/15, 05/2021, 08/2024

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District and College Links

- ❖ **District Website**
  - ➢ **CSM Employee Portal**
    - ■ **WebSmart**
    - ■ **Canvas**
  - ➢ **College of San Mateo Website**
  - ➢ **CSM Wellness Center**
  - ➢ **CSM Athletic Club**
  - ➢ **Academic Calendar**
  - ➢ **Faculty Forms**
    - ■ **Faculty Evaluation**
  - ➢ **College of San Mateo Faculty Handbook**
- ❖ **CSM Nursing Website**
  - ➢ **Nursing Student & Faculty Student Handbook (Resources)**

An Important Note: The Nursing Student and Faculty Handbook(s) are an accompaniment to each other. Faculty will find valuable information inside the Student handbook that is no longer duplicated by the Nursing Faculty Handbook. *Please review both*.