New Nursing Faculty Orientation Handbook
2016-2017

Nursing Program Core Values

Excellence  Integrity  Innovation  Compassion  Respect  Life-long Learning  Student-Centered  Leadership
www.saddleback.edu/hs/rn

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New Faculty Orientation Handbook
Nursing Program

The Saddleback College Associate Degree Nursing (ADN) Program was established in 1971 and has an outstanding reputation in the health care community. The program is accredited by the National League for Nursing and the Board of Registered Nursing. Graduates of the program are eligible to take the State Board licensure exam for Registered Nurses. The pass rate for our graduates is consistently above the state and national average. Graduates of the program have successfully been employed in a variety of nursing positions and many transfer into upper degree nursing programs.

Saddleback College Nursing Program Welcomes You

This handbook has been prepared to assist you in becoming part of the faculty at Saddleback College. Your mentor and/or lead teacher will assist you with additional questions you may have. You will also be given an ADN nursing student handbook to refer to specific policies and procedures outlined in this handbook.

I would ask that you pay close attention to the clinical orientation, section IX. It includes detailed instructions concerning expectations, both student and faculty, for clinical teaching. I know this will be valuable information as you begin teaching. In addition, the appendix cites various faculty development CDs and Web sites to increase your comfort and assist you in teaching/learning strategies.

We are pleased that you have chosen to work with us at Saddleback College. Please do not hesitate to ask questions and seek our assistance.

Best regards,

Diane Pestolesi
Assistant Dean, Health Sciences and Human Services
Nursing Program Director
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I. OVERVIEW
Overview

Orientation of new faculty is an essential ingredient to any successful program. We are committed to providing you with an orientation that will help you integrate into your new role. Integration into the role of a new faculty member demands the support of your colleagues along with the necessary information and tools you will need to assist you along the way. This handbook is one tool that will prove essential during your orientation process.

The Orientation Process

The New Faculty Orientation Program is designed to introduce you to the mission, goals, and culture of Saddleback College, the Health Sciences (HS) Division, and the Nursing Program. Beginning before the start of your first semester, the orientation program will provide support throughout your first year as a new faculty member.

You will begin orientation by first attending the South Orange County Community College District’s New Employee Orientation located in the Human Resources (HR) Offices (Health Sciences Bldg. 3rd floor). A representative from the office will contact you to schedule an orientation date. During this orientation, you will be presented with general employee information regarding HR policies and benefits; campus safety and security; risk management; payroll; information technology, and the SchoolsFirst Federal Credit Union.

To assist you in promoting academic excellence, Saddleback College provides online resources for faculty and students:

Academic Services and Support

- Faculty Center for Student Success
- College Library
- Tutoring Services

Learning/Teaching Resources

- Basic Skills
- Instructional Technology Support
- Student Technical Support
- Faculty Resources & New Faculty Information

Prior to the Nursing Program Orientation, the nursing director will assign you a Faculty Mentor who will guide you through the orientation process. Your mentor will contact you to schedule an initial meeting to review the orientation plan and packet and to review any requirements to be completed before the semester begins. Also at this time, you and your mentor will collaboratively create an individualized orientation schedule.
Additional orientation will occur during Staff Development days (Flex Inservice week) that occur the week prior to the start of academic classes. During this time, you will be able to attend various events and meetings and earn flex hours. You will spend time with your mentor who will guide you through this week and orient you to the college and the program. You will also meet with Dr. Diane Pestolesi, who will orient you to her role as Assistant Dean of Health Sciences and the Director of Nursing.

Our hope is that you will receive all of the assistance you need to succeed and to excel in your new position.
II. GENERAL INFORMATION
General Information

ACADEMIC CALENDAR

Academic calendars for current and future years are available at www.saddleback.edu via the Faculty/Staff link.
**FALL SEMESTER 2016**
- August 15-19 (Monday-Friday) Staff Development Days
- August 22 (Monday) Instruction Begins
- August 22-October 16 (Monday-Sunday) 8-Week Session
- September 5 (Monday) Labor Day — Holiday
- October 17-December 11 (Monday-Sunday) 8-Week Session
- November 11 (Friday) Veterans Day — Holiday
- November 24-25 (Thursday/Friday) Thanksgiving — Holiday
- December 12-18 (Monday-Sunday) Final Examinations
- December 19 (Monday) Faculty Contractual Day/Classes Not in Session
- December 19-January 16 (Monday-Monday) Classes Not in Session
- December 22-January 2 (Wednesday-Monday) District/COLleges Closed

**SPRING SEMESTER 2017**
- January 2 (Monday) New Year’s Day Holiday
- January 10-13 (Tuesday-Friday) Staff Development Days
- January 16 (Monday) Martin Luther King, Jr. — Holiday
- January 17 (Tuesday) Instruction Begins
- January 17-March 13 (Tuesday-Monday) 8-Week Session
- February 17 (Friday) Lincoln’s Day — Holiday
- February 20 (Monday) Presidents’ Day — Holiday
- March 19-25 (Sunday-Saturday) Spring Break/Classes Not in Session
- March 24 (Friday) Friday of Spring Break — Holiday
- March 27-May 21 (Monday-Sunday) 8-Week Session
- May 18 (Thursday) Faculty Contractual Day/Classes Not in Session
- May 19-May 25 (Friday-Thursday) Final Examinations
- May 26 (Friday) Faculty Contractual Day/Classes Not in Session
- May 26 (Friday) Irvine Valley College/Saddleback College Commencement

**SUMMER SESSION 2017**
- May 29 (Monday) Memorial Day — Holiday
- May 30-August 12 (Tuesday-Saturday) Summer Session
- July 4 (Tuesday) Fourth of July — Holiday

**SUMMARY**

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*Summer 2017 start dates and session lengths may vary. See college online schedules for more information.*
SADDLEBACK COLLEGE
VISION, MISSION STATEMENT, AND GOALS

Our Vision

Saddleback College will be the first choice of students who seek a dynamic, innovative, and student-centered postsecondary education.

Our Mission

Saddleback College enriches its students and the south Orange County community by providing a comprehensive array of high-quality courses and programs that foster student learning and success in the attainment of academic degrees and career technical certificates, transfer to four-year institutions, improvement of basic skills, and lifelong learning.

Our Values

Saddleback College embraces:

Commitment
We commit to fulfilling our mission to serve the south Orange County community.

Excellence
We dedicate ourselves to excellence in academics, student support, and community service.

Collegiality
We foster a climate of integrity, honesty, and respect.

Success
We place our highest priority on student learning and delivering comprehensive support for student success.

Partnership
We strive to develop strong and lasting partnerships among students, faculty, staff, and the community.

Innovation
We anticipate and welcome change by encouraging innovation and creativity.

Academic Freedom
We endorse academic freedom and the open exchange of ideas.

Sustainability
We promote environmental sustainability and use our resources responsibly to reduce our ecological impact.
Inclusiveness
We cultivate equity and diversity by embracing all cultures, ideas, and perspectives.

Global Awareness
We recognize the importance of global awareness and prepare our students to live and work in an increasingly interconnected world.

**Saddleback College Faculty Handbook**

The Saddleback College Faculty Handbook contains information regarding college governance, campus offices and services, personnel policies and procedures, instructional policies and procedures and other general information.

The Saddleback College Faculty Handbook can be accessed electronically from the Saddleback College Homepage (http://www.saddleback.edu/). From the Homepage, go to Faculty/Staff, then under For Faculty, select Academic Senate. The handbook is located in Documents, Resources and Links. For direct access go to: http://www.saddleback.edu/uploads/asenate/faculty_handbook_2016-2017_final.pdf

**Division of Health Sciences, Human Services (HSHS) Handbook for Faculty**

The HSHS handbook includes an introduction to the division, followed by information on personnel procedures, faculty evaluation procedures, instructional procedures, and classroom procedures. The handbook also contains information about the Office of Admissions and Records, and information regarding academic honesty, student support services, unusual occurrences/ workers compensation and disaster preparedness information. The final portion of the handbook contains HSHS’s Nursing Program Guidelines. You will receive a copy of this handbook with your orientation packet.

**Phone Directory**

*The district directory is available on the Saddleback College Website via the Faculty/Staff page (look under District Services). A current division phone list will be provided to you during flex week.*

**Instructions for Cisco Telephone Use**

**Identification Cards**

All faculty members are required to have a photo identification/swipe card. This card will enable you to use the duplicating machines, enter certain areas of the campus during restricted hours, and receive a discount at the bookstore, among other privileges. Photos for identification cards are taken in SSC 211 between the hours of 10:30 a.m. to 6:30 p.m. Monday through Thursday and 10:30 a.m. to
1:30 p.m. on Friday. Nursing faculty members will receive an additional identification badge through the HSHSEI Division Office.
III. PROGRAM ORIENTATION

Core Values of Saddleback College Nursing

- Excellence
- Respect
- Innovation
- Integrity
- Compassion
The Saddleback College Associate Degree Nursing Program’s mission, beliefs, philosophy and outcomes are congruent with that of Saddleback College and South Orange County Community College District.

The Nursing Program Mission

- Provide high quality, innovative education.
- Support student success.
- Instill in the learner the need for lifelong learning and professional development.
- Prepare competent entry level registered nurses to provide quality patient-centered care.

The Saddleback College Associate Nursing Program Mission is aligned with the mission, vision, values, strategic goals and directions of Saddleback College. In addition, the nursing program’s philosophy subscribes to the following beliefs about people and health, nursing, education, and educators, and the teaching/learning process in nursing.

Beliefs about People and Health

- A person is a complex being with biopsychosocial needs that is capable of adapting to internal and external changing environments.
- A person’s health status exists along a continuum.
- Maslow’s hierarchy of human needs is used to prioritize health care needs.
- Erikson and other developmental theorists are used to determine and prioritize psychosocial needs.
- Health status is influenced by the person’s development stage, their individual needs, culture, race, ethnicity and gender.
- The nursing faculty affirms their belief in the worth and dignity of all persons and the right of the health care consumer to make informed choices regarding personal health.

Beliefs about Nursing and Nursing Process

- Nursing is an art and science integrating the biological and behavioral sciences as well as the humanities.
  - Nursing encompasses caring practices, ethical principles, and advocacy within the framework of the nursing process.
  - Nursing utilizes theoretical concepts to apply the principles of critical thinking, clinical reasoning, and clinical judgment to apply the nursing process to promote quality patient-centered care.
- Nursing provides culturally competent care to diverse populations in the United States.
Nursing recognizes that quality patient centered care encompasses the whole person: body, mind, and spirit.

The nurse promotes physical, mental, and spiritual wellness by teaching and example.

The goal of nursing is to provide safe patient centered care to promote effective outcomes using the nursing process.

Nursing integrates effective communication skills (verbal, nonverbal, interpersonal, and communication technology) into the professional nursing role.

Nursing stresses health education, health promotion, and illness prevention for the individual and family across the wellness/illness continuum.

Nursing functions effectively with inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Beliefs about Education and Educators

Education inspires and develops a community of diverse learners dedicated to achieving their full potential in a global society.

Education provides access to learning opportunities that promotes student success, intellectual growth, individual expression, and character development.

Educators have a responsibility to recognize previous education and experience.

Educators promote and foster lifelong learning.

Education takes into consideration the learner’s cultural and ethnic background, learning abilities, life experiences, and special needs.

Educators stress high ethical standards, moral values, and integrity that provide a strong foundation upon which to develop professional behaviors.

Education promotes a dynamic environment of innovation and collegiality.

The educational process occurs through a variety of methods such as the use of technology, simulation, role modeling and role-play, mentoring, coaching, collaborative teaching and learning, lecture/discussion, case studies, laboratory, and experiential learning.

Providing students with a general education gives them an opportunity to develop to their fullest potential—personally and professionally.

The nursing faculty supports the freedom to teach and the guarantee of equal educational opportunity for all persons.

Beliefs about the Teaching/Learning Process in Nursing

It is the right and responsibility of nurse educators to utilize their knowledge and skills freely to assist students to reach their highest potential.

Students are expected to bring to the nursing program a desire to learn, initiative and self-direction, an open and inquiring mind, a commitment to the profession, and a belief in the worth and dignity of all persons.

Students are responsible for their own learning; the instructors’ major role is to guide, facilitate, role model, and mentor.

Differences in learning style and rate of learning must be considered in the educational process.
• The most effective learning environment is created by a collegial relationship between faculty and students.
• Teaching and learning in nursing is built on evidence-based practice and the transfer of information from theory to practice utilizing the nursing process,
• Nursing education fosters critical thinking with the development of clinical reasoning and judgment to make clinical decisions.
• The nursing faculty accepts the responsibility to maintain expertise in current nursing practice and application of educational theory.
• The nursing faculty is responsible for the development and evaluation of the nursing curriculum.

PROGRAM STUDENT LEARNING OUTCOMES

Student Learning Outcomes describe graduate behaviors derived from the program mission, philosophy and beliefs, organizing framework, curriculum threads, and scope of competent performance issued by the Board of Registered Nursing, nursing theory and skills. Student learning outcomes are the culmination of nursing education in the associate degree nursing program.

Leveled Outcomes: Leveled Outcomes describe student behaviors and knowledge which are measured at the end of each semester. Collectively, the course level outcomes describe the expected progression of the nursing student in meeting graduate knowledge and skills described in the terminal student learning outcomes.

Student Learning Outcomes: Student Learning Outcomes describe behaviors derived from the program mission, philosophy and beliefs, organizing framework, curriculum threads, scope of practice, and nursing theory and skills. Student learning outcomes are the culmination of nursing education in the associate degree nursing program.

I. Student Learning Outcome: the graduate will integrate biopsychosocial concepts and theories, critical thinking, clinical reasoning, and clinical judgment to apply the nursing process to promote quality patient-centered care.

First Year Outcomes

• The student will utilize biopsychosocial concepts and theories and principles of critical thinking, critical reasoning, and clinical judgment to apply the nursing process for beginning level clinical decision making.

• The student will apply the nursing process and principles of health teaching, health promotion, illness prevention, and restorative or end of life care to provide quality nursing care to the individual health care consumer.
Second Year Outcomes

- The student will integrate biopsychosocial concepts and theories, critical thinking, critical reasoning, and clinical judgment to apply the nursing process to make clinical decisions for managing the care of individuals, families, and groups of health care consumers.

- The student will synthesize the nursing process with principles of health teaching, health promotion, illness prevention, and restorative or end of life care to provide quality nursing care to the individual health care consumer and family members across the life span.

II. Student Learning Outcome: the graduate will promote and maintain a safe environment by integrating current evidence-based practice, the nursing process, and skill competency to deliver quality health care.

First Year Outcome

- The student will apply evidence-based nursing principles to safely provide nursing care and skills.

Second Year Outcome

- The student will apply evidence-based nursing principles to safely provide comprehensive nursing care for patients and families in acute and complex care situations.

III. Student Learning Outcome: the graduate will communicate effectively with patients, families, and the inter-professional health care team to achieve quality patient care.

First Year Outcomes

- The student will utilize communication skills (verbal, nonverbal, interpersonal, and communication technology) as he/she learns to practice in the professional nursing role.

- The student will apply principles of time management, organization, delegation, and priority setting to provide care for the health care consumer in collaboration with other members of the inter-professional health care team.

Second Year Outcomes

- The student will integrate communication skills (verbal, nonverbal, interpersonal, and communication technology) into the practice of the professional nursing role.
• The student will use information technology to communicate, manage knowledge, mitigate error, and support decision-making.

• The student will collaborate with inter-professional health care team members to manage and coordinate care for patients and families across the health care continuum.

IV. Student Learning Outcome: the graduate will demonstrate the knowledge, skills, and attitudes required of the professional nurse as defined by the California Nurse Practice Act and standards of nursing practice.

First Year Outcomes

• The student will assume responsibility and accountability for learning and nursing actions as they are guided in the role of the professional nurse,

• The student will utilize developmental theories, concepts of diversity, and culturally competent care to apply the nursing process to health care consumers,

• The student will recognize and report legal and ethical dilemmas and potential barriers to safe quality care and

• The student will act as an advocate for health care consumers.

Second Year Outcomes

• The student will assume responsibility and accountability for lifelong learning and nursing actions as they take on the role of the professional nurse,

• The student will synthesize developmental theories and concepts of diversity, and culturally competent care to apply nursing process to patients and families across the life span,

• The student will continuously improve the quality and safety of health care by recognizing and reporting potential areas of risk or harm and

• The student will make clinical decisions that support patient and family advocacy.

PROGRAM ORIENTATION

Program orientation will be provided by your faculty mentor and will take place during staff development days and includes the following:

Introduction to Saddleback College Nursing Program and Philosophy
Review of Orientation Packet
Access and Security

- The Health Sciences Building is open from 7 am until 10 pm Monday through Saturday.
- Access during closed hours is provided by campus police; call (949) 582-4585.
- You will be provided keys to access your office, approved classrooms, and AV equipment closets, cabinets, or drawers. The Nursing Program Administrative Assistant (AA) II will contact you, order your keys, and notify you when the keys have arrived. You will pick up the keys from the administrative office.
- You are advised to keep your office locked when it is unoccupied.
- If you are on campus after hours or leave after dark, you are advised to contact campus security to provide you with an escort to your car.
- Access to the skills lab is obtained by swiping your Saddleback College ID badge, and then entering the last 4 digits of your social security number followed by the # sign. You must notify the Nursing Program AA if you will need access to the skills lab. The AA will request access privileges for you from the HSHSEI office.
- If you are not assigned office space, you will have access to the faculty computers in the faculty lunchroom and the Emeritus Institute office.

Program Forms

Almost all nursing program forms are available on Blackboard and on SharePoint. Copies of certain forms (indicated below) are also available in the faculty workroom cabinets. Below is a list of some of the forms used in nursing.
1. Add/Drop forms (workroom)
2. Add Permit Code (APC) forms (online)
3. Conference request and staff development (online)
4. Personnel Transaction Forms (online)
5. Flex Hours/Inservice Hours - online & forms
6. Inner-campus work orders for equipment and IT (online)
7. Incident Reports forms for faculty and students (Online via HR or in Risk Management Dept.)
8. Nursing Committee Meeting Minutes form (Bb skills lab site under Faculty Information)
9. Exit Form (Bb skills lab site under Faculty Information)
10. Orange County/Long Beach (OC/LB) Consortium Form (Bb skills lab site under Faculty Information)
11. Preclinical College Agency Minutes form (Bb skills lab site under Faculty Information)
12. Student Counseling Advisement form (Bb skills lab site under Faculty Information)
13. Skills Lab Remediation Form (Bb skills lab site under Faculty Information)
Faculty Evaluation

Tenure-track faculty are evaluated yearly by the Assistant Dean of Nursing and by the appointed tenure committee. Once tenure is granted, full-time faculty are evaluated every 2 years by the Assistant Dean of Nursing or a designee. Faculty are required to submit a portfolio for each evaluation period. Associate faculty will also receive an administrative evaluation. Associate faculty evaluations will include the following:

- Classroom visitation by the Assistant Dean or Assistant Director of Nursing
- Student evaluation (optional)
- Follow-up conference with the Assistant Dean or Assistant Director of Nursing at which time a summary of the evaluation will be presented and reviewed.

The Assistant Dean reserves the right to observe any class at his/her discretion without advanced notice.

Faculty Requirements

As a faculty member, whether you are full-time, part-time, tenured, or adjunct, you are required by the BRN to participate in the planning, implementation and evaluation of all aspects of the nursing program. Therefore, faculty are required to attend and participate in the following meetings as appropriate:

- Faculty meetings
  Faculty meetings are held once a month during each semester. The content of these meetings usually include the following: minutes from the previous meeting, student input, committee reports, new business, administrative input, and other information or announcements.

- Team meetings
  Team meetings are conducted by the lead instructor of each course, and are held at least 2 times (sometimes more often) during the semester. Those in attendance include lecture instructors and lab instructors. During these meetings, the group collaboratively plans for the future of the course, provides guidance for instructor issues, and collaborates to resolve any student issues at hand.

- Committee meetings
  There are seven nursing program-specific committees. Committees are required to meet at least once per semester, but most meet more often. They are as follows:
  1. Educational Effectiveness Committee meeting
  2. Curriculum Committee meeting
  3. AHA/CTC
4. Enrollment/Management meeting  
5. Policy Committee meeting  
6. Nursing Resource Committee  
7. CNSA

Full-time faculty are required to take an active role in a college committee as well as at least two nursing program committees. See the Academic Senate website for more information regarding College or district committees. Faculty are required to sign up for a college committee at the beginning of each semester via an online form that is emailed to all faculty.

Committee meetings are led by the committee chair that is responsible for leading the meetings, submitting minutes, and reporting committee progress during faculty meetings. Committees function collaboratively within the committee and with other faculty during faculty meetings. The Nursing Committee Meeting Minutes form (available on skills lab Bb site) is used to record the minutes for nursing program committee meetings.

Part-time faculty are invited and encouraged to attend any of the committee meetings. New full-time faculty are given a year of waived relief from College-wide committee participation (program committee participation is required).

**Miscellaneous**

Faculty are required to submit certain reports throughout the semester. These reports include, but are not limited to, the following:

- Clinical rotation schedule for each facility
- Office hours
- Electronic copy of course syllabus
- Pre-planning minutes (Use form provided on the Skills Lab Bb site)
- Team meeting minutes
- Textbook orders
- Student Grade Rosters
- Student attendance rosters (if applicable)
- Class climate survey report
- Course summary report
- Shrink Wrap deadline for the next semester
- Student clinical evaluations (midterm and final)
- Faculty evaluation tool
- End of semester flex activities
- Annual library reference review

Please see the appendix for the checklist and due dates of each report.
Faculty Clinical Dress Code (Policy VI.6)

1. When in the clinical setting with students, all instructors are expected to be neat, clean, and professional in appearance. Instructors serve as role models for students and, as such, their appearance should meet the standards required of students.

2. Lab coats over business casual (no jeans) or uniforms are to be worn. Specific facility policies may supersede Saddleback College policy.

3. If lab coats are not worn, or not required at the facility, the clothing worn should be of a tailored nature.

4. Saddleback College ID with picture must be worn. Additional facility identification may also be required.

5. Jewelry: one pair of small, discrete stud earrings may be worn, for safety, no dangles or hoops are allowed, visible body piercing (other than lower ear lobes) may not be worn in the clinical setting under any circumstances, wrist watches must be a moderate size and have a sweep-second hand or digital second counter and wedding and/or engagement rings may be worn.

6. Faculty is to wear shoes with both the toes and heels enclosed. Partial heel and clog type shoes are not permitted.

Faculty Resources

Audio Visual Resources

Please refer to page 15 of the Faculty Handbook or access information via Saddleback College’s Faculty and Staff homepage under College Resources and Audio Visual Services. The computer access password for HS 145 can be obtained by contacting the HS Office at ext. 4701.

HIPAA Module

The Health Insurance Portability and Accountability Act (HIPAA) module is required to be completed by 1st semester students, advanced placement students (LVNs), and students who transfer to the nursing program after 1st semester. The module is located in the skills lab and via ATI. HIPAA is also reviewed at each clinical facility during student orientation prior to patient care activities.

Continuing Education and Conferences

Continuing education opportunities and upcoming conferences are announced regularly. Funding may be available for Faculty Development activities for both full-
time ($1200/year) and associate faculty ($600/year). Please see the Academic Senate’s Faculty Development web page at the Academic Senate web page for information on funding availability, application forms, and deadlines.
Additional funding may also be available from the department on a first come first serve basis. For department funding requests, contact Tammy Rice, Assistant Dean HSHSEI and Nursing Program Director.

**Flex Hours**

Title 5, section 55724, provides for a flexible calendar when activities designed to improve a college’s staff, student or instructional program are undertaken. Currently, Saddleback College faculty must fulfill 38 hours of “flex credit” per year. Professional development activities for flex credit may take many forms. Every semester various flex credit activities are organized during our In-service Week. Faculty may also participate in workshops, conferences, seminars or an individual planned project for flex credit. Forms must be signed by your division’s Faculty Development representative and submitted to the Academic Senate. For approval forms and additional information, visit the Senate’s Faculty Flex Credit web page at http://www.saddleback.edu/asenate/professional-development-flexible-calendar-program.

**Course Descriptions**

Course descriptions are located in each class syllabus.

**Copy/Print Center and Graphic Design**

1. The copy machine is located in the faculty and staff workroom. Your ID card allows you to make copies. Instructions for accessing the copier are posted above the swipe machine next to the copier. Copying is limited to 200 pages per day. For larger copy jobs, use the Copy Center located on Lower Campus Village 10. It is open from 7:15 a.m. to 7 p.m. Monday through Thursday and from 8 a.m. to 12 p.m. and 1pm. to 4 p.m. on Friday. To reach the Copy Center, call 582-4513. Files may be submitted electronically to scprintjobs@saddleback.edu. Please include job details (1 or 2 sided, stapled, etc.), Division and Account number. For further information regarding copying, see the Division Faculty Handbook.

2. For graphics or printing contact the Graphics Department, phone 582-4510. Office hours are 8 a.m. to 5 p.m. Monday through Friday. For further information regarding graphics or printing, see the Division Faculty Handbook.

**Room Reservations**

Classrooms can be reserved for meetings with faculty or students. To reserve a classroom, contact the HSHS front desk administrative assistant at 582-4701. To
reserve the following rooms: HS103, HS109, HS112, HS115, HS116, and HS 141, contact the Skills Lab Coordinator.

ADN Student Handbook

You will receive a copy of the current student handbook with your orientation packet. The student handbook includes the following information:

• Statement of commitment
• Philosophy and purposes
• Curriculum outline
• Level and terminal objectives
• Nursing master program evaluation policy
• ANA Code of Ethics
• Academic Honor Code
• Communication Channels
• Student complaint Policy
• Grade and instruction grievance policy
• Board of Registered Nursing Policy - Denial of Licensure
• Nursing administration, faculty and staff
• Examination guidelines
• General information
• Financial Aid information
• Professional Behaviors policy

Textbooks, CDs and CAI

• Desk copies of textbooks are available to all faculty members through publisher representatives. Required and recommended textbooks for each course are listed in course syllabi. Ask the Administrative Assistant II at extension 4420 for book representative contact information. Elsevier will provide you with online access to their texts upon request. Other publishers may offer this service as well.
• Previews of CDs/CAI are available by request through the HSHS division office.

Office Etiquette and Security

Health Science (HS) Division Office

Division office hours are Monday through Friday from 8 am to 5 pm. If you need to see someone in the office, check in at the front desk and request to speak with that person. If the person is available, he or she will come to speak with you or ask you to come to their office. Please do not walk directly to a back office; this is disruptive to the office personnel.

Food and Drink

Only closed water bottles are allowed in the HS building and classrooms. Food and drinks are allowed in the faculty lunch room and the HS conference room. A faculty refrigerator is available for storage of food and drinks. Coffee, tea, condiments,
cleaning supplies, cups, utensils, plates and other supplies are available in the break room. Faculty are requested to donate $25 annually to the Lunch Room Fund. You will receive an email reminder at the beginning of the semester.

Wall Maintenance

If you wish to post paperwork on the wall of your office, you must use a bulletin board (affixed by engineering) or blue tape (painter’s tape—does not pull paint from wall). Blue tape is available in the administrative office.

Office Hours

Minimum office hours per week are 5 hours. Each semester you are required to designate your official office hours, by notifying your lead instructor and the Nursing Program administrative assistant. Do not schedule office hours during lecture time when students are unavailable or during regular faculty meetings. Please keep standardized office hours whenever possible. Discuss options for faculty office hours with Faculty Mentor.

Socialization

Your mentor will assist you in the socialization process by introducing you to your colleagues and fellow employees of the HS Division during staff development days. Thereafter; you are encouraged to take an active role in meeting others. Quarterly, the HSHS office staff hosts a pot-luck luncheon to celebrate faculty and staff birthdays. Other departmental social events during the year may include events such as holiday parties, a staff picnic, and Nurses Day celebration.
IV. Faculty Mentor Program
**Faculty Mentor Program**

**New Full-Time Faculty**

Saddleback College Nursing Program offers a year-long mentor program to new full-time faculty in order to assist them in adjusting to their positions, to ease anxiety, to share the program philosophy and goals, and simply to form a cohort of colleagues with whom new faculty can relate and rely on for support. The program is supported by professional development opportunities for teaching and learning techniques offered to all faculty members by Saddleback College.

**New Part-Time Faculty**

Saddleback College Nursing program also supports its part-time faculty members with a modified mentor program. The part-time faculty member will be provided with a semester-long general orientation. Furthermore, part-time faculty are invited to attend any workshops, seminars, or discussions offered through Saddleback College that will help them grow as a professional and as an individual.

**The Role of the Mentor**

The role of the mentor at Saddleback College ADN Program is to advise and counsel the new faculty member. The mentor will function as a role model for teaching, encouragement and coaching. The mentor will assist the new faculty member with course preparation; he or she will review course materials with the new faculty member; assist with processing evaluation data; and more. The mentor is a resource person for information and direction, taking an active role in the orientation process of the new faculty member.

Before the beginning of the semester, the mentor will contact the new faculty member to arrange a preliminary orientation meeting. During this meeting, the mentor and new faculty member will get acquainted, review and begin the orientation process and plan and assess for any learning needs the new faculty member may have. The mentor and the new faculty member will collaborate in creating a plan to meet those needs.

**Requirements for Mentors**

**A successful mentor must be willing to:**

- Commit time and positive energy to help a colleague. Note: You cannot have evaluative responsibilities for your mentored partner the same semester you are that person’s mentor.
- Be active about seeking out your mentored partner and meeting regularly (informally or formally) with your mentored partner.
Requirements for Mentored Partners

A successful mentored partner must be willing to:

- Meet with your faculty mentor prior to the start of the semester.
- Share responsibility for establishing a relationship and meetings as needed.

Online Resource for Mentoring:

https://www.hindawi.com/journals/nrp/2012/937906/

Optional Mentoring Checklist (See appendix 1)
V. Communication Systems


Communication Systems

- All full-time faculty members have a Cisco Systems phone with features such as speaker phone, caller ID, call forwarding, and conference call capacity. For information on how to use your phone and its features, please go to https://www.saddleback.edu/uploads/ts/documents/quick_guide_8851-8861.pdf

- Phone Directory: For district faculty and facilities directory, access the District Directory located on the Saddleback College website. Go to Faculty and Staff, and then select District-wide Phone Directory. Also, you should receive a department directory in your orientation packet.

- For computer setup and support, submit an online work order (see below).

- An electronic work order must be submitted for inner-campus equipment problems. Work orders are located on the Saddleback College webpage. Go to Faculty and Staff, and then Work Orders.

Faculty MySite

- The primary portal for information access at Saddleback College is Faculty MySite.
- Faculty are able to log on to MySite from on or off campus and retrieve their class rosters, submit grades, generate and email APC codes, check email, verify remaining sick leave, download forms, as well as numerous other functions. MySite is accessible through the Saddleback College homepage or by going directly to the MySite page https://www1.socccd.cc.ca.us/mysite. Your user name is your Saddleback email address up to the @ sign (usually your first initial and last name), and your starting password is the last four digits of your Social Security Number + 00.
VI. Teaching Orientation
Academic Instruction Orientation/Professional Development

See District/Campus job description

Orientation resources (see also Faculty Teaching Resource)

- Clinical Faculty Development Scenarios & Teaching Guide: The University of Portland School of Nursing (CD), available in the director’s office.
- Resources for California Community College Associate Degree Nursing Programs: HWI(CD), available in the director’s office and at https://ca-hwi.org/files/pdf/4Faculty.pdf
- The National League for Nurses offers teaching recourses at http://www.nln.org/professional-development-programs/teaching-resources
- QSEN resources are available at http://qsen.org/courses/learning-modules/
- Other resources as offered for training by director
- Ongoing Development - workshops and conferences pertinent to area of expertise

Syllabi preparation - (electronic copy to Administrative Assistant II)

Please see syllabi instructions in the Saddleback College Faculty Handbook, page 54 as well as the Syllabus Template, located in the Appendices and via the link to the Nursing Program SharePoint site under Faculty Forms.

Course syllabi must be updated yearly. All curriculum changes must be submitted to the Curriculum Committee prior to implementation. Syllabi are posted on Blackboard.

Resources: library / literature searches /other pertinent readings. Link to library: http://www.saddleback.edu/library

Team meetings

- Faculty and team meetings prior to start of each semester.
- Student / faculty team meeting at conclusion of clinical semester.
- Ongoing communication with team. Work in conjunction with clinical lab instructors to plan, assemble, implement, and evaluate lab assignments, and student progress.

Curriculum process

- College Curriculum website
- Essential elements considered in Curriculum Development
- Student Learning Objectives (SLOs) - Develop and refine tools to measure students' learning. Must be entered into CurricUNET.
- The curricular process is guided by many state regulations and the BRN. Major revision takes one year for approval and implementation to take place
- Syllabus development must be done according to program policy.
• Changes to objectives and evaluations need to be approved. Input from the department team is crucial to maintaining the integrity of the program.
• Review of your program’s total curriculum helps you see the “big picture.”
• Curriculum files are located in the HS Division office.
• Curriculum forms: keep a list of curricular issues as you are teaching, then address at meeting with faculty.
• Syllabus development (timeline)
• The syllabus should reflect the most current course outline.

Division of Online Education & Learning Recourses

This site will provide you with information regarding faculty recourses and new faculty information
• Campus tools, such as how to access and use the college portal MySite, email, course management systems, faculty profiles and webpages, and Blackboard.
• Schedule for free tech classes
• Resources for classroom management
• Other campus resources
VII. Classroom Orientation & Management
Classroom Orientation (review with Faculty Mentor)

- Use of classroom computer for instruction
- Use of AV equipment - computer, projector, remotes
- ParSCORE Scantron forms (available in HS office)
- ParSCORE Scantron instructions for students
- Identifying CAI / CD – ROM and Video that apply to your class
- Procedure for viewing and evaluating CAI / CD – ROM and Video
- Classroom microphone use
- Extra chairs need to be requested through HS office
- Classroom locks/lights/cabinets
- Use of signage in HS Bldg.
- Food/beverage restrictions for HS Bldg.
- Classroom Guidelines (from division assistant)
- Phone access for emergency / campus police ext. 4585
- Emergency / disaster protocol
- Building maintenance

Classroom Management

Registration

- You may add students to your course (if applicable) by generating Add Permit Codes slips on MySite. Go to MySite, select My Work, then Faculty Services, then Manage APC Codes. Next, select Create and continue as prompted. APC slips may be printed to hand out in hard-copy form or may be emailed to students.

Attendance

- Obtain a Positive Attendance roster if applicable
- Obtain a class roster from faculty MySite. Accurate attendance records and rosters are critical. Be aware of add, drop, and withdrawal policies. Questions should be discussed with Faculty Mentor or the Director. Review student tardy policy.
- As applicable discuss, with Faculty Mentor, sign-in sheet, Census Report, and other attendance forms.
- First class meeting attendance policy (classroom / clinical)
- Auditing of class policy (no auditing permitted)

Evaluation / Grading policies

- Student Evaluation Tool – faculty consistency
- Critical Elements
- Clinical Remediation → Probation → Dismissal
- Advisement Flow Sheet form i.e. Early alerts for academic and/or clinical performance is a retention strategy used by some colleges
• Grading methodology / protect student confidentiality / Grades on Bb only – no email of grades
  ▪ Blackboard (Bb)
  ▪ ParSCORE
• Class Climate Evaluation
  ▪ Course
  ▪ Clinical setting
• Review / Make-up exam policy
• Final exams
  ▪ Assessment exams (ATI) are required
  ▪ Date per college course schedule
• Test development, administrative duties, copying (time frame): per lead instructor
• Test Security – Shredding old tests (boxes in faculty lounge)
• Students are not allowed to review final exams

Coaching / Counseling / Student Success Strategies

• Special services students
• Incompletes / Drops / Withdrawal Policies
• Report at risk students to lead instructors promptly. Complete a Counseling Advisement Flow Sheet (See Faculty Forms in the nursing program SharePoint folders), which includes a remediation plan with a specified time frame. You may also choose to inform the director especially for significant concerns or if you see patterns of unsatisfactory behavior.

• Utilize Progress Report link in MySite to document academic problems and notify student.
• For most situations, a 2-week period of remediation is recommended
• If student fails to improve following counseling and remediation, inform Nursing Director

Classroom Environment

• Be aware of campus classroom policies.
• Create an environment that is a positive learning environment for all students.
• If you have a disruptive student, discuss with your team, other faculty, and or the Director of Nursing for tips to manage this behavior (Refer to Adm. Policy 5401). Students are required to demonstrate professional behavior. See the Professional Behaviors Contract in the Student Handbook
• Fieldtrips must be approved and appropriate forms submitted in advance to the HS Division office.
• Guest speakers must be approved and may/may not receive an honorarium.

Text Book Ordering

• If you work on a team, textbook decisions are a team/program decision.
• Be sure that you have the latest edition of your text book.
• If a new edition of a textbook is coming out a few weeks before a semester starts, it is recommended that you use the older edition (it is not uncommon for anticipated publication dates to be postponed).
• Keep course books in division office current
• Keep two textbooks on reserve in library – library usually has some money each year for reserved textbooks – Contact the Resource Committee with request

Organisation / Time management

• Discuss with Faculty Mentor techniques to organize time
• Develop methods to manage paper work such as faculty mail, student papers, etc.

Miscellaneous Instructional Procedures

• Class schedule policy
• Faculty late for class
• Faculty substitutes
• Unusual occurrence forms
• Disaster preparedness information
VIII. Skills Lab Orientation
Skills Lab Orientation

Skills Lab/Simulation Lab/Computer Lab

The Nursing Skills Lab is located in HS112 & is managed by the Skills Lab (SL) Coordinator. The SL Coordinator also oversees the Nursing Library located in HS115, the Computer Lab in HS103, and the simulation lab located in HS141. These areas contain books, audiovisual materials, computer software, health related equipment & supplies, high-fidelity mannequins with simulation software & many other resources to enhance nursing student learning.

Our learning labs are areas for students to practice psychomotor skills & critical thinking abilities on human simulators. Students who are having issues with psychomotor skills, medication administration, pathophysiology, & concept maps can be referred to the Skills Lab for practice & remediation. Faculty may also use the Skills Lab to update their own professional knowledge & skills.

Referral Form

- **Saddleback College Nursing Program Counseling Flow Sheet** is used as a referral form for students needing to further practice clinical skills.
- The form should indicate to the student & the SL Coordinator specific identified learning needs related to skill performance or difficulty with Concept Mapping or nursing process.
- The form is also used for clinical make-up time for a student missing clinical hours (whether it be an entire clinical day or a portion thereof).
- When the Skills Lab Referral is written for clinical make-up hours, the student needs to complete these hours before the end of the current semester or as directed by the clinical instructor.
- Once the remediation has been completed, the SL Coordinator will send written report to the appropriate faculty member.

Access - Work Room / Supply Room

- The Skills Lab work/supply room is accessed by using a faculty access card obtained from the HS office. To use the card, it is waved in front of the card reader. If you need access to the HS building or skills lab after hours (after 10 pm on weeknights and on weekends), contact campus security.
- Access is allowed according to the type & frequency of classes assigned to the specific faculty.
- In the absence of the SL Coordinator, instructors using the Skills Lab are responsible for insuring that the lab is locked when not in use.
- The SL Coordinator should be notified if a faculty member is having trouble accessing the work/supply room.
Skills Lab Reservations

- The clinical instructor should contact the SL Coordinator to schedule use of the Skills Lab (HS112), the library, (HS115), HS116, HS103 (Computer room), or HS 141 (Simulation Lab).
- Skills lab supplies & equipment are ordered & managed by the SL Coordinator.
- A calendar for room utilization is posted every semester so that all courses in the program have access to rooms when they need it. There is some compromise that goes into this process. Around week 10, the tentative schedule is posted. Faculty have one week to request changes and to coordinate the room utilization with other faculty. After the calendar is finalized and uploaded, requests for room utilization need to be made through the sim tech.

Equipment, Manikins, & Supplies

- Instructors needing specific supplies or equipment should send a written request via email to the SL Coordinator at least 48 hours in advance of the time needed. Any special needs or instructions should be included in the written request.
- Student supplies for specific classes will be ordered & managed by the SL Coordinator.

Sharps Policy

- Sharps are to be disposed of in the red sharps containers.
- Supplies with needles may not be taken home by students.

Simulation Lab Technician

- The simulation lab technician runs simulations in conjunction with the clinical instructor and assists the SL coordinator with scheduling.
- The simulation lab technician will work with faculty in developing new simulations and is a resource for accessing pre-made simulation materials.

Skills Lab Assistant

- The SL Assistant works under the direction of the SL Coordinator.
- All job requests for the SL Assistant must be submitted through the SL Coordinator.

HS Computer Lab

- The HS Computer Lab has 32 student stations & one instructor station.
- Numerous computer software programs are available to nursing students along with access to student email via My Site.
- Students use their email address to access computers in the lab.
- Students may not print in the computer lab.
• Students are not to use their own CD’s, DVD’s or other accessories (including flash drive) on the Skills Lab Computers without permission from the Skills Lab Staff.
• ATI testing & certain course evaluations are conducted in the computer lab.

**Simulation**

• Our skills lab is equipped with low to high fidelity simulators.
• Simulation labs may be scheduled with the simulation technician.
• Consult with the team leader in regards to any planned simulation for the course you are teaching.
• Students may schedule simulation on their own by contacting the simulation technician via the skills lab.
IX. Clinical Orientation
Clinical Orientation

Clinical instructors & nursing students are expected to maintain all legal & ethical parameters of the nursing profession in caring for patients.

General Responsibilities of Clinical Instructors

- Obtain a student roster for each class assigned.
- Make certain the clinical facility has a signed copy of the Orange County/Long Beach (OCLB) Consortium Student Profile form with current semester information for orientation & the instructor.
- Make certain that a student list is given to the designated person at the clinical facility. The list may be attached to the OCLB Consortium Student Profile form.
- Arrange an orientation at the clinical facility for the students after first orienting oneself. Additional time may be required to learn the computer documentation system.
- Submit a Clinical Rotation Schedule and the Agency College Pre-planning to the HS Division office, & if appropriate, to the clinical facility, prior to the first clinical meeting.
- Comply with established guidelines for clinical hours & conference times.
- Keep the appropriate Team Leader apprised of any problem with the clinical facility or its personnel.
- Complete an Incident Report form for appropriate situations (includes facility and Saddleback College Unusual Occurrence Form)
- Counsel students having difficulty meeting course objectives & document supporting information on an Advisement Flow Sheet as needed. Notify lead instructor and student success case manager asap

Guidelines for Clinical Instructors

- Plan & organize clinical laboratory learning experiences & select appropriate instructional aids & materials for the achievement of student learning.
- Assist in reviewing course content & course description, & in formulating the course overview & course objectives.
- A binder that includes course objectives and rotation schedule must be available on each unit
- Develop clinical lab rotation schedules, distribute to students, & post in appropriate areas of the clinical facilities.
- Assist in review of texts, audiovisual materials, & pertinent literature used in course content & lab sessions.
- Assist in developing & refining tools for measurement of student learning in the clinical setting.
- Determine the final clinical grade based on a pass/fail basis. Note: the assigned clinical letter grade is the same as the assigned lecture grade
• Establish & maintain effective working relationships with staff personnel in clinical facilities.
• Participate, as appropriate, in department & team meetings, division meetings, agency meetings, office hours, & related student activities.
• Assume responsibility for being a contributing faculty member through appropriate participation on college wide committees, recruitment activities, & nursing committees.
• Adhere to the philosophy, objectives, policies, procedures, & standards for the college & the nursing program.

**Faculty RN license, CPR card, & TB Skin Test**

• All clinical faculty must maintain a current California Registered Nursing license with a current copy on file in the HS Division Office and under your faculty Profile on the Nursing SharePoint site.
• All clinical faculty must have a current CPR card for Health Care Provider (HCP) from the American Heart Association (AHA) with a current copy on file in the HS Division Office and under your faculty Profile on the Nursing SharePoint site.
• CPR cards are to be renewed every two (2) years.
• If a faculty is a current AHA BLS and or ACLS instructor, a current BLS and or ACLS instructor card supersedes the need for a regular HCP CPR card.
• Proof of a tuberculin (TB) skin test is required annually with a current copy on file in the HS Division Office and under your faculty Profile on the Nursing SharePoint site.
• Records or certificates of continuing education: please save copies for ongoing accreditation requirements under your faculty Profile on the Nursing SharePoint site.

**Faculty Dress Code & Identification**

• All clinical instructors are expected to be neat, clean, & professional in appearance. Instructors serve as role models & should meet professional standards.
• A picture identification badge identifying each instructor as a Saddleback College nursing instructor is to be worn. A badge can be obtained in the Student Services Bldg. free of charge during registration prior to the start of any semester. Clarify that the badge needs to clearly state “Nursing Faculty”, & that it needs a hole in the top for a clip. Facilities may require additional identification.
• Lab coats or uniforms are to be worn (facility policy will supersede college policy). If lab coats are worn, the clothing worn should be of a tailored nature & subdued in color.
• Hair should be professional looking. Make up is expected to be subdued.
• Nail polish, if worn, is to be in good repair & of a pale color. Acrylic nails are not allowed by many clinical agencies & therefore cannot be worn by faculty.
• Jewelry should be limited to a wrist watch, wedding ring, & 1 pair of stud earrings.
• Shoes must be closed toe & heel. Hose should be in natural colors.
• Tattoos must be covered while in the clinical setting.

The clinical area of assignment will dictate the appropriate uniform. Any questions related to dress code for a particular clinical area should be addressed to the appropriate Team Leader.

**Cell Phones**

• Cell phones may be used by faculty and students during clinical lab, according to clinical agency policy.
• The student may need to contact the instructor to inform them of illness or situations that preclude them from attending clinical.
• The instructor needs to specify to their clinical group the appropriate days of the week & times students may contact them via pager or clinical cell phone.

**Clinical Work Ups & Concept Maps**

Pre-clinical/clinical work ups & concept maps are the primary clinical documents for the Saddleback College Nursing Program. Clinical work ups may include information based on the pathophysiology of the medical diagnosis, laboratory/test data, medications, nursing & medical procedures, patient physical assessment, priority nursing diagnosis, goal, interventions, & evaluation. Completion time frame for pre-clinical & clinical work ups are specific to each semester. Clinical instructors should give exact instructions concerning how to complete these documents & when they are due each clinical week.

Clinical instructors should discuss the use & grading of Concept maps with their Team Leader and/or Faculty Mentor. All clinical instructors should be consistent with student expectations with Concept Maps & instructions for students to follow in completing maps. Sample maps are available.

**Clinical Attendance**

• Regular attendance in the clinical lab is necessary for students to meet the stated clinical objectives of the nursing program & in order to receive a passing grade. Clinical absences may make it impossible for a student to meet clinical course objectives.
• Student attendance at hospital orientation day(s) is mandatory before entering the clinical setting. This includes required computer training.
• If a student is going to be absent from a clinical lab, they are responsible for notifying their clinical instructor as soon as possible prior to the clinical lab time & according to the instructions given by the clinical instructor.
• The clinical instructor will counsel students who are not attending class regularly and complete [Saddleback College Nursing Program Counseling Flow Sheet](#).
• Areas to be considered in counseling are:
  ▪ Type of absences & reasons for them
  ▪ Student’s previous achievements in the nursing program
  ▪ Specific objectives the student has not met
• In general, 3 tardies equal 1 clinical absence unless otherwise stated (short term classes).
• See appropriate course syllabus for more specific guidelines regarding clinical attendance, tardiness & absences.

Clinical Pre-Planning & Required Forms

• The OCLB Consortium for Nursing requires a clinical pre-planning meeting between the clinical instructor & the designated facility representative.
• The pre-planning meeting allows the faculty & facility representative to confirm dates & times, levels of students, and units for student use. The discussion also includes specific orientation needs, any changes in facility or college policies & procedures, & expectations for faculty, students, and hospital staff.
• The Agency/College Pre-Planning Summary form is used to document the meeting. Besides clinical dates & times, the form also includes course objectives. The completed form is submitted to the HS Division office each semester and posted on SharePoint. The facility may also request a copy of the meeting minutes.
• The OCLB Consortium developed a Student Profile form to facilitate documentation that clinical agency requirements have been met by the assigned nursing students. These requirements include current AHA BLS cards, health testing, verification of flu and other vaccines, orientation to facility, HIPAA training, confidentiality, & specific orientation topics.
• The OCLB Consortium Student Profile form is completed by the clinical instructor each semester & submitted to the facility.
• The clinical instructor should check with the Team Leader to determine the appropriate contact person for the assigned facility.
• Contact must be made at least 2-3 weeks (or more, depending upon clinical agency request—check with your lead instructor) prior to the beginning of the clinical start date.

Clinical Room Reservations - Orientation, Conferences

• Clinical facility room reservation requests should be made as early as possible as most facilities are impacted with many groups.
• Requests with dates & times of orientation & post conferences are usually submitted early to the Education Dept. or Professional Development Dept. of the hospital.
• Instructors should consider that clinical orientation may also require lengthy hospital computer training as scheduled by the facility.

Clinical Site Orientation – General

• Clinical faculty & students go to the individual clinical facilities for hospital orientation.
• The instructor orients the students to the clinical agency specific policies, procedures, documentation systems, & clinical rotation schedule.
• The faculty member, based on pre-planning, assigns the students to rotate through the various units of the clinical facility. The number of students on a unit is determined by the facility, the faculty, and the needs of the students. The faculty can alter the rotation schedule at any time based on student needs/issues, hospital needs/requirements, patient census, and student experiences.

• Any changes in the student rotation schedule must be shared with the facility and the students. A copy of the clinical rotation schedule is submitted to the HS office each semester.

Clinical Site Orientation – Faculty

• Clinical faculty orientation to specific facilities or units will be done based on the clinical assignment and needs of the faculty member.

• A thorough orientation to a clinical facility may be given by a full-time faculty member who is familiar with the facility, its policies and staff.

• Unit specific orientation can be arranged through the unit manager or educator of the clinical facility.

• Some orientation materials may be available through the hospital education department.

• Meetings between the Team Leader and the clinical lab instructors should be held prior to the start of each semester to discuss the required objectives of the specific course. All instructors should coordinate their teaching plans to ensure all objectives are covered.

Clinical Orientation – Students

• Clinical faculty should contact their student group ahead of time to give instructions for the 1st clinical day. Hospital directions and meeting time and room should be included along with what to bring.

• The faculty orients the students to the clinical course expectations as stated in the course syllabus and clinical evaluation tools.

• Proper student dress code for the clinical rotation is explained and observed according to the student dress code policy in the ADN student handbook.

• The faculty confirms that all the students have current 2 year AHA BLS cards.

• Remind the students they are not to receive personal phone calls while on duty in the clinical setting. If an emergency call is necessary, the call is to be directed to the clinical instructor who will locate the student.

• Any student who is not in compliance with the Saddleback College nursing program clinical policies cannot go into patient care areas and thus cannot attend clinical.

Clinical Rotation Notebooks

• The clinical faculty will provide a Clinical Rotation notebook for each nursing unit that will have students assigned.

• The clinical notebook should contain sections for the clinical rotation schedule, the clinical course and unit specific objectives, patient assignment sheets (spaces
for student names, patient room & names, diagnoses), & any other documents helpful for the units.

- The clinical rotation schedule & patient assignment sheets should include the course name & the instructor’s name & pager number. Discuss with the Team Leader for sample clinical rotation schedules.
- The clinical notebook must be kept available on the nursing unit for the duration of the clinical rotation, & the patient assignment sheets must be completed & kept up to date by the students.
- All clinical notebooks should be kept current by each faculty for their assigned days & times on the nursing units. They are removed from the facility at the end of each semester.
- Facilities may also request that a notebook with the above information along with the OCLB Student Profile form, & any required orientation/competency tests be kept in the facility education department.

Pre-Conferences & Post-Conferences

- As appropriate, pre-conferences may be a good time to connect with students before they report to their assigned units, & also to check attendance & tardiness.
- Student lateness needs to be addressed when it occurs. An anecdotal note should be written & the student counseled on an Advisement Flowsheet form.
- Other activities for pre-clinical meeting depend on the course needs such as checking completion of paperwork & discussing daily objectives.
- Post-conferences are 1 to 2 hours in length depending on the specific type of clinical schedule. Two day clinical labs usually have 1-1 ½ hour post conferences, & one day clinical labs usually have 2-hour post conferences.
- Faculty use this time to discuss events occurring during the clinical experience, & students can discuss patient care situations. No new material can be taught in post-conference per BRN regulations.
- However, if topics have been covered in theory class, these topics can be discussed in post conference, possibly using examples of patients cared for that day.

Clinical Evaluation Tools

- Clinical evaluations will be completed at least once during each clinical course, usually at the midterm & final evaluation periods. Six and eight week classes do not require midterm evaluations, but require final evaluations.
- The clinical instructor should follow the guidelines for clinical evaluation tools for their assigned course. Students do a written self-evaluation using the tool.
- Clinical evaluation tools also usually include Skills Checklists & Patient Care Profiles specific to each semester.
- Clinical evaluations should reflect positive accomplishments as well as any identified areas needing improvement.
- Areas of the evaluation tool that are not applicable for evaluation at mid-term due to lack of opportunity in clinical, should be identified. These areas should be noted as areas to focus on for the remainder of the semester.
• The final evaluation tool should include the final course letter grade & percentage, proctored ATI percentage and level, and may include other final scores such as a math score.
• During mid-term & final evaluation meetings, the student & the clinical instructor discuss the written evaluation tools & if in agreement, both sign the documents in the appropriate spaces.
• At semester end, the clinical instructor is responsible for assuring completion of & collection of the clinical evaluation tool packet for each of their clinical students.
• At semester end, all of the clinical final evaluation tools are submitted to the HS Division office for the student files.
• Accurate & progressive documentation of student behaviors is essential. Clinical instructors should use a method for keeping anecdotal notes in the clinical setting to help them keep track of both positive & negative student occurrences. Discuss types of methods with the Team Leader or other team faculty.
• Be fair & objective in your evaluative process. If you have a student who is not passing clinical you MUST discuss it first with your Team Leader &/or Program Director.

Clinical Grading

• Students requiring improvement should be counseled using an Advisement Flowsheet form. A written plan should be developed which includes a time frame for improvement. Typically, the student is given two weeks to improve, however, there are exceptions when immediate improvement is required.
• Students who require skills remediation are referred to the Skills Lab Instructor and a Skills Lab Remediation form should be completed.
• Faculty should be conscious of the clinical lab and course drop dates because they may be different.
• A student may be counseled to drop clinical by or before the drop date. It is the student’s responsibility to “drop”.
• Clinical courses are graded on a pass/fail basis by only the clinical instructor.
• At semester end, the clinical instructor will also submit a letter grade for each clinical student that coincides with the final letter grade the student achieved in theory.
• An unsatisfactory failure in a clinical lab results in failure of the corresponding theory course. In addition, the student and the clinical instructor must schedule a meeting with the Director of Nursing.
• Clinical grades and Positive Attendance should be submitted to Admissions and Records by the required date.

Student Evaluation - Clinical Site

• Each semester, each student will complete an evaluation of their individual clinical sites using a computerized program in the computer lab (Class Climate).

Student Evaluation – Faculty (Optional)
Faculty evaluation forms are usually distributed during the last clinical day. A student is selected to collect the completed faculty evaluations. The envelope is sealed by the student & submitted to the HS Division office. Faculty evaluations will be held by the Division office until all grades have been posted & all evaluations are complete, & then the evaluations will be returned to each faculty. On-line faculty evaluation forms may also be used.

Student Injury or Illness - Clinical Lab

Faculty or students who are injured in a clinical setting must follow the Saddleback College worker’s compensation procedures. A packet of the forms & procedure can be obtained online through HR. It is recommended that clinical faculty have a packet with them in the clinical setting should an injury occur. For the protection of students, patients, clinical personnel, & faculty, the following policies should be followed:

- Injury in the clinical lab must be reported immediately to the nursing instructor so that necessary medical care is provided & the proper forms are completed.
- Any student with a visible injury or illness involving potential infectious disease will be required to furnish medical clearance (see student handbook)
- Students who are pregnant must submit a letter from their physician stating any restrictions on their activities & the estimated date of delivery. See student handbook for official form
- Letters from physicians regarding student illness, injury, or pregnancy must include specific limitations or restrictions as well as a statement defining clinical activities allowed. Any exclusion must be followed up by a written release from the student’s physician before returning to the clinical facility.
- In all cases, students should be able to meet the objectives of the course when being permitted to remain in the clinical setting.
- In cases of injury or illness, the appropriate clinical facility personnel, such as the Risk Manager &/or Infection Control Practitioner, should be notified as soon as possible along with the unit nurse manager &/or the hospital Director of Nursing.
- Faculty questions should be directed to the Saddleback College Risk Management office or the Director of Nursing.

Student Issues

- Student issues can vary in severity & content. All need to be addressed immediately by faculty.
- All issues should be documented not only to protect the faculty, but also to place importance on the event for the student.
- Written documentation by the clinical instructor is necessary to validate student behavior. It is highly recommended that faculty use anecdotal notes to document student problems with behavior or with a specific clinical objective. Anecdotal notes are helpful to aid in the ongoing evaluation of student performance & to assist faculty with keeping a current account of student problems.
• Student issues include such things as inappropriate dress, communication problems, & unprofessional behaviors directed at faculty, staff, patients, and/or other students. Other issues may be patient safety, patient care, & obvious lack of theoretical knowledge &/or application of theory to clinical.
• Sometimes student issues are generated because of personal problems the student may be experiencing. If this occurs, refer the student to the College Student Health Center which can also refer to counseling services.
• The appropriate written documentation form to use for documentation is the Saddleback College Nursing Program Counseling Flow Sheet.

Academic Advisement and Notice of Unsatisfactory Performance

• The Saddleback College Nursing Program Counseling Flow Sheet is used to document student behaviors.
• The Progress Report link may also be used via MySite.
• If the student is performing unsatisfactorily in theory or clinical, this should be indicated on the form. Additional documentation should be included to describe the situation.
• Along with documentation, a plan of action should be indicated along with a time frame for when stated requirements must be completed.
• These behaviors may be related to poor performance & not meeting course & program objectives and may include the following:
  o Placing a patient in physical and/or emotional jeopardy
  o Failure to demonstrate competence
  o Gross negligence
• If a faculty member is unsure whether or not the student behavior necessitates an Unsatisfactory, they should confer with their Team Leader, Assistant Director, or Director of the Nursing Program.
• Notify nursing director regarding any student who receives more than 1 unsatisfactory or who is at risk for failing
X. Appendices
# Appendix 1

## Orientation Checklist

Instructions: Please initial and date when each activity has been completed.

<table>
<thead>
<tr>
<th>Date Mentor Initials</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>General Campus Orientation</strong></td>
</tr>
<tr>
<td></td>
<td>❖ Orientation materials</td>
</tr>
<tr>
<td></td>
<td>❖ Orientation Meetings</td>
</tr>
<tr>
<td></td>
<td>❖ Campus tour</td>
</tr>
<tr>
<td></td>
<td><strong>Department Orientation</strong></td>
</tr>
<tr>
<td></td>
<td>❖ Environment</td>
</tr>
<tr>
<td></td>
<td>❖ Philosophy of nursing program</td>
</tr>
<tr>
<td></td>
<td>❖ Faculty Evaluation</td>
</tr>
<tr>
<td></td>
<td>❖ Resources</td>
</tr>
<tr>
<td></td>
<td>❖ Faculty meetings/required activities</td>
</tr>
<tr>
<td></td>
<td>❖ Social activities</td>
</tr>
<tr>
<td></td>
<td>❖ Resource people</td>
</tr>
<tr>
<td></td>
<td>❖ Copying: rules for use; reprographics dept.</td>
</tr>
<tr>
<td></td>
<td>❖ AV resources</td>
</tr>
<tr>
<td></td>
<td>❖ Scheduling/Room Reservations</td>
</tr>
<tr>
<td></td>
<td>❖ Department Forms</td>
</tr>
<tr>
<td></td>
<td><strong>Orientation Modules reviewed/completed</strong></td>
</tr>
<tr>
<td></td>
<td>❖ Strategies for Teaching Clinical Nursing by Kathy Kolster and Dan Comins (CD) (Available from nursing director)</td>
</tr>
<tr>
<td></td>
<td>❖ Strategies for Student Success by HWI (CD)</td>
</tr>
<tr>
<td></td>
<td>❖ QSEN resources are available at <a href="http://qsen.org/courses/learning-modules/">http://qsen.org/courses/learning-modules/</a></td>
</tr>
<tr>
<td></td>
<td>❖ The National League for Nurses recourses at <a href="http://www.nln.org/professional-development-programs/teaching-resources">http://www.nln.org/professional-development-programs/teaching-resources</a></td>
</tr>
<tr>
<td></td>
<td>❖ Resources for California Community College Associate Degree Nursing Programs: HWI(CD), available in the director’s office and at <a href="https://ca-hwi.org/files/pdf/4Faculty.pdf">https://ca-hwi.org/files/pdf/4Faculty.pdf</a></td>
</tr>
<tr>
<td></td>
<td>❖ Clinical Teaching DVD</td>
</tr>
<tr>
<td></td>
<td><strong>Communication Systems</strong></td>
</tr>
<tr>
<td></td>
<td>❖ Voice Mail, message retrieval on and off campus</td>
</tr>
<tr>
<td></td>
<td>❖ Faculty/facilities phone directory</td>
</tr>
<tr>
<td></td>
<td>❖ Networking System (computer services)</td>
</tr>
<tr>
<td></td>
<td>❖ E-mail Account (computer services)</td>
</tr>
<tr>
<td></td>
<td>❖ Inner-Campus forms for equipment problems (AV, Computer Services etc.)</td>
</tr>
<tr>
<td></td>
<td>❖ Campus mail</td>
</tr>
<tr>
<td></td>
<td>❖ Beeper/cell phone</td>
</tr>
<tr>
<td></td>
<td>❖ Reporting need for personal time/absence</td>
</tr>
<tr>
<td></td>
<td><strong>Teaching Orientation/Professional Development</strong></td>
</tr>
<tr>
<td></td>
<td>❖ Faculty responsibilities/expectations</td>
</tr>
<tr>
<td></td>
<td>❖ Orientation resources</td>
</tr>
<tr>
<td></td>
<td>❖ Library resources/literature searches</td>
</tr>
<tr>
<td></td>
<td>❖ <strong><a href="#">Faculty Center for Student Success</a></strong></td>
</tr>
</tbody>
</table>

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56
<table>
<thead>
<tr>
<th>Conferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended reading/books available</td>
</tr>
<tr>
<td>Curriculum process/Syllabus development</td>
</tr>
<tr>
<td>On-line/hybrid course procedures</td>
</tr>
<tr>
<td>CPR requirements / opportunities to renew</td>
</tr>
</tbody>
</table>

**Classroom Orientation**
- Use of computer for instruction
- Use of video projector/other AV equipment
- **faculty resources and new faculty information**
- Institute of Teaching and Learning
- Scantron options for tests
- Identifying CAI/CD - Rom and Video that would apply to your class
- Procedure for viewing and evaluating CAI/CD-ROM and Video
- Free preview policy
- Locks and lights
- Phone access for emergency/security

**Classroom Management**
- Attendance
- Evaluation/Grading policies
- Incompletes/Drops/Withdrawal Policies
- Exams
- Data collection for program outcomes
- Coaching/Counseling/Student Success Strategies
- Classroom Environment
- Text Book Ordering
- Organization/Time management
- Grade/Student/Positive Attendance submission guidelines

**Skills Lab Orientation**
- Binder (supplies, scenarios)
- Simulation Equipment/Mannequins
- Discuss policies related to student supplies
- Discuss computer use policies for faculty and students
- Critical elements for skills
- Policies for sharps
- Skills lab assignment
- Opening and Closing the Lab
- Skills Checklist
- Policy for Injury
- Skills lab supply ordering
### Clinical Orientation

- Meet with lead instructor
- Identify contact person for orientation
- Pagers/Cell Phones
- Hospital orientation
- Provide documentation of student information per facility policy
- Make room reservations
- Student assignment grid for students and facilities
- Mail clinical objectives and skills list to facility
- Clinical Objectives need to be posted on the unit
- Faculty Competency of skill schedule inservice time for yourself
- Staff communication and Staff Meetings (as needed)
- Public relations with facility/Feedback from staff
- Post-conference activities
- Identify community based out-rotations
- Communication requirements
- Student evaluation/remediation/probation policies
- Teaching and Coaching VS Evaluating of students
- Injury policy
## Appendix 2

### Tour Checklist

<table>
<thead>
<tr>
<th>Location</th>
<th>Date</th>
<th>Initials Faculty Mentor/New Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Offices (AGB)</td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>Alternative Parking Lots</td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>Campus Security</td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>Copy Center (Village X on Lower Campus)</td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>Faculty Center for Student Success (BGS-249)</td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>Library Village 3 &amp; 4</td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>Student Services Center (SSC)</td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>Cafeteria (SSC)</td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>ID Services (SSC)</td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>Book Store (SSC)</td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>HS Conference Room</td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>OCTFCU ATM (SSC)</td>
<td></td>
<td>/</td>
</tr>
<tr>
<td>Special Services (SSC)</td>
<td></td>
<td>/</td>
</tr>
</tbody>
</table>

### Signatures/Initials:
- Faculty Mentor: ___________________________ ______
- New Faculty: ___________________________ ______

**Mentors:** Golf carts are available through the President’s office at ext. 4722; or through the V.P. of Student Services at ext. 4566; or through Community Ed at ext. 4646.
## Appendix 3
### CHECK-LIST OF SEMESTER NURSING REPORTS

<table>
<thead>
<tr>
<th>EACH SEMESTER, PLEASE SUBMIT:</th>
<th>SEMESTER:</th>
<th>ITEM</th>
<th>DATE SUBMITTED</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Due at the beginning of the semester</strong></td>
<td></td>
<td>Clinical Assignment Schedule (due first week of clinical)</td>
<td></td>
<td>To Janet Jacob</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Office Hours (due during flex week)</td>
<td></td>
<td>To Reenie Ramirez</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Electronic Copy of Course Syllabus (due during flex week – if changed)</td>
<td></td>
<td>To Reenie Ramirez</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Pre-planning minutes (contact facility two – three weeks prior to start of clinical – minutes due 2nd week of semester)</td>
<td></td>
<td>To Janet Jacob</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Team Meeting Minutes (include – student evaluations, critical thinking, cultural competence, exams - due end of semester)</td>
<td></td>
<td>To Janet Jacob</td>
</tr>
<tr>
<td><strong>Due at the end of the semester</strong></td>
<td></td>
<td>Textbook order – per bookstore per Lead Instructor</td>
<td></td>
<td>To Reenie Ramirez</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Grade Rosters (due one/two weeks from end of course – see A&amp;R instructions per semester)</td>
<td></td>
<td>Electronic copies to A&amp; R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student Attendance Rosters (Positive Attendance) if applicable (due one/two weeks from end of course – see A&amp;R instructions per semester)</td>
<td></td>
<td>Electronic and hard copy to A&amp; R</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class Climate Survey Report</td>
<td></td>
<td>To Survey Binder – HS office cabinet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Summary Report - Lead faculty (due at last faculty meeting)</td>
<td></td>
<td>To Janet Jacob</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shrink Wrap deadline for following semester – Lead faculty</td>
<td></td>
<td>To Reenie Ramirez</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STUDENT Clinical Evaluation</td>
<td></td>
<td>To Janet Jacob</td>
</tr>
<tr>
<td></td>
<td></td>
<td>End of the semester Flex Activities</td>
<td></td>
<td>Online—you will receive an email with a link or you can go directly to the <a href="#">webpage</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Annual Library Reference Review (Coordinated with team leader.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Saddleback College Nursing Program Counseling Flow Sheet

Student: ___________________________ Date: ____________________ Semester/Year: ____________________

Course: ___________________________ Clinical: ____________________ Theory: ____________________

Instructor: ___________________________

☐ Advisement ☐ Unsatisfactory Performance

Theory- Area of Concern:
☐ Test Scores
☐ Other

Clinical SLOs

<table>
<thead>
<tr>
<th>Critical SLOs</th>
<th>Critical Objectives (i.e. 1.A1)</th>
<th>Describe behaviors indicating that Clinical SLO is not being met</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Nursing Process

- Critical Thinking
- Judgment
- Clinical Preparation

2. Safety

- Clinical Skills

3. Communication

- Written/verbal

4. Professional Role

- Responsibility
- Accountability
- Attendance

Recommendations:

Reading Program:
- English 333/337
- English 332 ESL
- English 170

Counseling Services:
- Academic
- Health Center
- Assertiveness Training
  - Anger Management
  - Conflict Resolution
  - Confidence Building
- Other

Mentor Program:
- Test Taking
- Study Skills
- Time Management
- Tutoring

Skills/Computer lab:
- CAI
- Practice
- Testing
- Remediation
- ATI
- Simulation

Area(s) of concern:
- Writing Lab
- HSC 228
- Experience in health related field
- Independent Studies
- Career Services

Plan for Improvement: (i.e. student must demonstrate ___ by ____ (date)

Student Comments:

I agree to complete recommended actions and meet with my instructor with verification upon completion.

Student Signature: __________________________________________ Date: ____________________

Faculty Signature: __________________________________________ Date: ____________________
Clinical Profile
Orange County/Long Beach Consortium for Nursing

Instructions for Form Completion

1. Faculty is to contact the Education Coordinator at the assigned clinical agency no later than two weeks prior to the start of the rotation for pre-planning.
2. Faculty is to complete the information below for each clinical rotation and submit to the Clinical Facility Education Coordinator or designee before students arrive in the unit. Please check (√) those boxes for which the student has met the affiliation standard.
3. Attach a list of the students’ names.
4. All personnel (faculty and students) with patient contact are required to verify health screening/immunization compliance. Health documents and background check clearance information may be stored at the academic institution but should be available upon request to the healthcare agency.

Rotation Information
School: ________________________________ Instructor’s E-mail:__________________________________
Instructor: _______________________________________ Cell Phone: ______________________________
Program □ NA □VN □ADN □BSN □ ELM □Other ____            Clinical Area ____________
Semester/Year _______
Clinical Dates   From: _______________________________ To: ___________________________________
Clinical Days: _____________________________________ Time: ______

I certify that the students and instructors in this rotation have completed the following requirements that are checked, and that supporting documentation for verification purposes is maintained at this academic institution.

☐ Background check clearance
☐ Computer orientation, date ____________
☐ CPR – American Heart Association Healthcare Provider BLS
☐ Ethical conduct
☐ General orientation, date ____________
☐ Faculty licensure current
☐ Health clearance
☐ Hepatitis B vaccine/declination or titer
☐ HIPAA training

☐ Influenza vaccine/declination (Oct. to Mar.)
☐ Injury and illness training
☐ MMR titer
☐ Professional liability insurance
☐ TB screening (annual)
☐ Td/Tdap current
☐ Unit orientation, date ____________
☐ Worker’s compensation/health insurance
☐ Varicella titer

Printed Name and Title: ___________________________________________________________________
Signature of Instructor or Designee: ________________________________________________________
Date _____________________________
## List of Instructors and Students for this current rotation

Please Print or Type Instructor/Student Name below:

<table>
<thead>
<tr>
<th>Instructor(s) Name</th>
<th>DOB</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Names</th>
<th>DOB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Program: Nursing
Course Number and Title:
Date: Agency:
Session:

PRE-PLANNING

Agency Personnel: Saddleback College Faculty:

Course Goals As Specified on Course Outline:
For the moderately complex medical-surgical patient:
1. Utilize biopsychosocial concepts & theories to plan care.
2. Demonstrate safe performance of intermediate nursing skills & understanding of principles.
3. Utilize interpersonal & written communication skills to coordinate nursing care.
4. Evaluate patient care based on individual differences within cultural groups.
5. Assess the developmental level & utilize developmental theory in planning care.
6. Utilize the nursing process to implement delivery of safe care for the patient & their families.
7. Utilize the nursing process & teaching-learning theory to provide health teaching.
8. Utilize principles of illness prevention, health promotion, & restorative care in planning care.
9. Utilize principles of time mgt., organization & priority setting in providing nursing care.
10. Identify ethicolegal dilemmas & act as a patient advocate.
11. Assume responsibility & accountability for own actions as defined by the college & hospital policies & regulations.
12. Complete, to mastery, patient care work-ups & clinical assignments.

Plans for Provision of Student Experiences

<table>
<thead>
<tr>
<th>Course Dates:</th>
<th>Clinical Days:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conference Hours:</td>
<td>Conference Room Available:</td>
</tr>
<tr>
<td>Instructor Assigned:</td>
<td>Number of Students:</td>
</tr>
</tbody>
</table>

| Locker Room Location: | Parking: |

| Dining Room Arrangements: |

| Student Reporting Tardiness or Absences: |
| Beeper: | Office phone: |
| Health Sciences | Nsg OfficeFAX |

Submitted by:
**Syllabus Template - Checklist**

<table>
<thead>
<tr>
<th>Check Here</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Faculty Information</strong></td>
<td>Your name, college e-mail address, faculty web site, voice mailbox, office hours (if applicable), office location</td>
</tr>
</tbody>
</table>
| 2         | **General Course Information**  | • Course number, section, title, units, meeting days/times, and location  
• Classroom Delivery  
• Prerequisite for the course  
• Description of the course  
• Blackboard contact information (if applicable) |
| 3         | **Course Description**          | Use description as outlined in the official course outline or College Catalog                                                         |
| 4         | **Instructional Resources**     | • Required purchases: textbook and supplies  
• Optional purchases: supplementation readings and supplies                                                                       |
| 5         | **Student Learning Outcomes**   | • Course level - department  
• Course level - individual                                                                                                         |
| 6         | **Course goals and objectives** | Use the goals and objectives as described in the official course outline.                                                            |
| 7         | **Course Schedule**             | • Topics to be covered in sequence with dates  
• Reading assignment and due dates  
• Dates of major assignments/exams  
• A clear explanation of written assignments  
• Place, time and date of final examination                                                                                     |
• Policy regarding late assignments /make up exams  
• Absence policy  
• Policy on academic dishonesty and the consequence to any violations of this policy in SBC student handbook or online [http://www.saddleback.edu/media/pdf/handbook.pdf](http://www.saddleback.edu/media/pdf/handbook.pdf) |
| 9         | **Class Conduct**               | • Student participation and attendance in class  
• Use of electronic devices  
• Excessive talking/disruption  
• Civility, respect, and tolerance of others  
• Use of recording devices                                                                                                         |
| 10        | **Student Support**             | **College Help Email:** [sctudenthelp@saddleback.edu](mailto:sctudenthelp@saddleback.edu)  
• Counseling Services  
• Disabled Student Services  
• Learning Assistance Program  
• Library  
• Student Health Center  
• Student Help Resources  
• Student Technical Support  
• Veterans Education and Transition Services                                                                                     |