SAN DIEGO CITY COLLEGE
Nursing Education

Associate of Science Degree in Nursing Education Program
2023-2024

Nursing Education Program Faculty Handbook

San Diego City College, Nursing Education Program
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http://sdcity.edu/learn/nursing

SAN DIEGO CITY COLLEGE
Nursing Education

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SAN DIEGO CITY COLLEGE
Nursing Education

WE HAVE FUN
WE ARE HELPFUL
WE STAY POSITIVE
WE ARE RESPECTFUL
WE DO GREAT THINGS
WE LOVE WHAT WE DO
WE WORK HARD AND SMART
WE COMMUNICATE AND LISTEN
WE STRIVE FOR EXCELLENCE

WE ARE A TEAM

Officedecor

NURSING EDUCATION FACULTY HANDBOOK FORWARD

The Nursing Education Faculty Handbook is a supplement to the San Diego City College Handbook and the Campus Guide for Faculty and Staff.

The purpose of the handbook is to provide information specifically related to the Nursing Education Program that is not contained in the catalog or other publications of the college, or the Nursing Education Student Handbook.

As new policies relating to nursing students and faculty are formulated, they will be added to the handbook. Each new policy is to be read by all the faculty and students. Everyone will be held accountable to these policies beginning in the school year it was added.

WELCOME TO THE NURSING EDUCATION DEPARTMENT!!

Nursing Education Faculty Handbook of Acknowledgement

The Faculty and Student Handbooks must be read carefully, saved, and used as a reference throughout your tenure in the San Diego City College Associate Degree Nursing Program.

I _____ have received, reviewed, and agree to follow the Nursing Education Faculty Handbook and Nursing Student Handbook.

I agree to follow the policy and procedures in compliance with the Nursing Education Handbook, San Diego City College Associate Degree Nursing Program Student Handbook, American Nurses Association Code of Ethics, and California Board of Registered Nursing Practice Act.

I may have questions during my San Diego City College Nursing Education Program tenure. I will strive to get the correct answer from the most appropriate source. I recognize the policies and procedures written in this Faculty's handbook are designed to assist Faculty and help answer some of the most frequently asked questions. The policies and procedures written in the Nursing Student Handbook are designed to provide our nursing students a roadmap to ensure compliance and regulations and help prevent human error and lack of communication around implementing safe and quality for the patients and families we serve in our community.

It is my responsibility to review and adhere to the Faculty and Nursing Student Handbooks each time a new one is distributed, as well as any policies and policies that may change throughout the year. The Faculty and Nursing Student Handbooks are subject to change. Any or all changes to the Faculty and Nursing Student Handbooks will be communicated to the Faculty promptly via email.

By signing this document, I acknowledge that I thoroughly read and understand the Faculty and the Nursing Student Handbooks content. I will adhere to the policies and procedures listed in the Faculty and Student Handbooks.

_____ _____

Signature Date

_____

PRINT NAME

ACCREDITATION AND CALIFORNIA BOARD OF REGISTERED NURSING CONTINUING APPROVAL

San Diego City College is accredited by the Western Association of Schools and Colleges. The San Diego City College Nursing Education Program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) and fully approved by the California Board of Registered Nursing (BRN).

Questions and concerns regarding accreditation status may be addressed to the BRN (1747 North Market Boulevard, Suite 150, Sacramento, CA 95834; Phone: 916-322-3350, email: NEC.BRN@dca.ca.gov or ACEN (3343 Peachtree Rd. NE, Suite 500, Atlanta, GA 30326, Phone: 404-975-5020, email: info@acenursing.org).

Department Telephone Number: (619) 388-3441

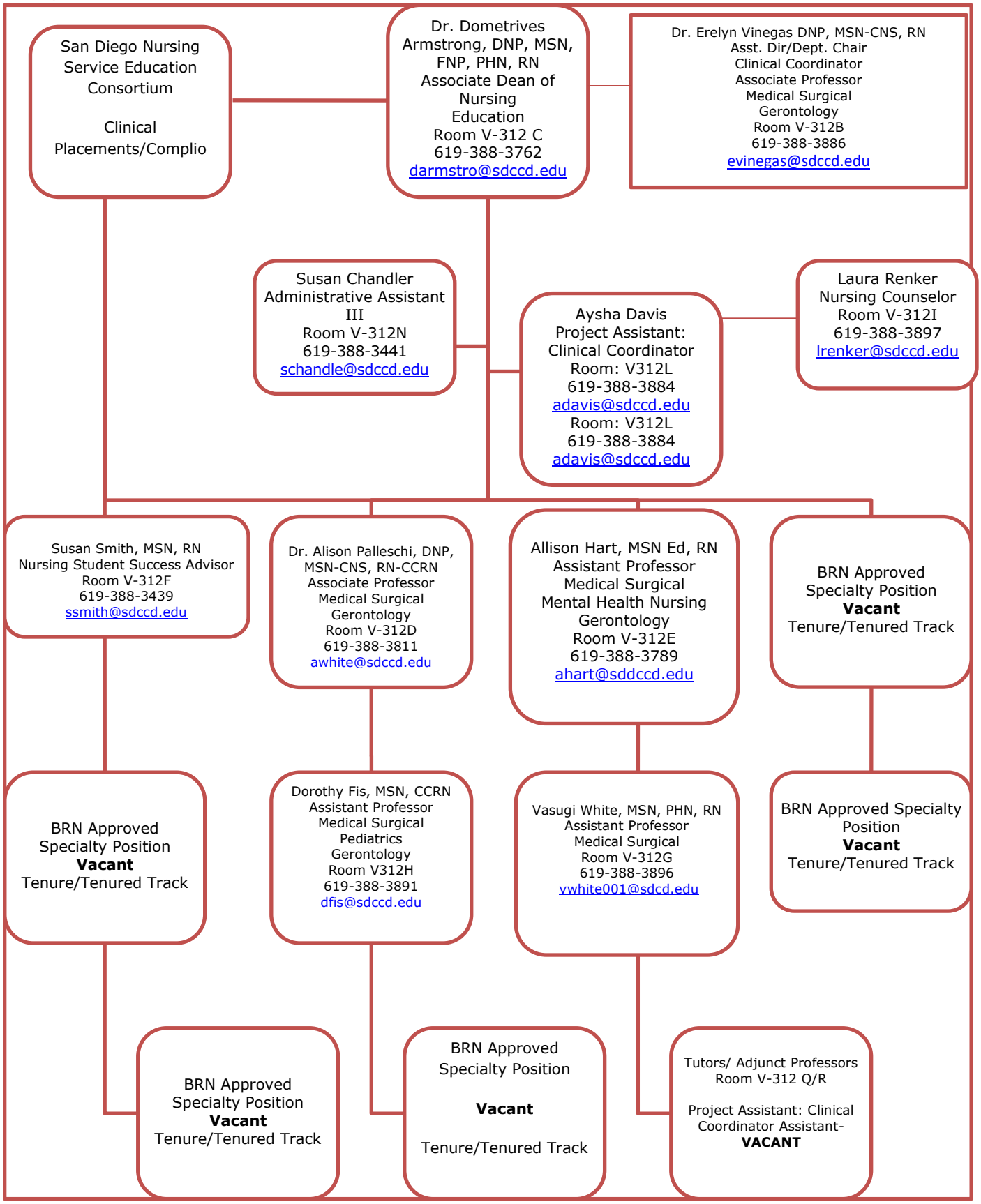
Or email: citycollegenursing@sdccd.edu

Department Website: The Nursing Education Program Website can be found at: https://www.sdcity.edu/academics/schools-programs/math-sci-nurse/nursing/index.aspx

SAN DIEGO CITY COLLEGE
Nursing Education

General Information

Nursing Organizational Chart
2023-2024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Vacant
Tenure/Tenured Track
BRN Approved Specialty Position
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Tenure/Tenured Track
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Project Assistant: Clinical Coordinator Assistant-
VACANT

Part-Time Clinical Professors

The Nursing Education Department is also complemented by a number of dedicated individuals who serve as Part-Time clinical professors. Nursing Students will be exposed to a variety of part-time faculty throughout nursing education program.

Nursing Department Telephone Number and Email Address

(619) 388-3441/citycollegenursing@sdccd.edu

Department Website

The Nursing Education Program Website can be found at:
https://www.sdcity.edu/academics/schools-programs/math-sci-nurse/nursing/index.aspx

SAN DIEGO CITY COLLEGE NURSING EDUCATION PROGRAM
Mission, Vision, Values
Effective: 06/1978 Reviewed: 05/2019, 12/2020, 01/2021, 01/2022, 01/2023, 08/2023 Revised: 08/2010
Associate Dean, San Diego City College Nursing Program

San Diego City College has as its highest priority student learning and achievement. The college provides lower division and general education courses that lead to certificates, associate degrees or transfer to a four-year college or university; career technical education programs that meet specific industry needs, upgrade the employment skills of students and fulfill licensing requirements of the state of California as well as contribute to the economic development of our region; basic skills instruction to assist all students in meeting their educational goals; and essential student support services for all students.

MISSION
The San Diego City College Nursing Education Program supports the mission and values of San Diego City College and provides excellence in education leading to an Associate of Science Degree in Nursing (ADN) in an effort to meet the healthcare needs of our region.

VISION
The San Diego City College Nursing Education Department is committed to advancing the art and science of Nursing by challenging a diverse student population to develop sound clinical judgment, leadership, and life-long learning for employment in a dynamic healthcare environment.

VALUES
The Nursing Education Program supports the values of San Diego City College, maintaining a climate that promotes learning, understanding, and respect for students, faculty, staff, community, and environment.

Commitment to Academic Excellence - The nursing education faculty supports interactive learning and knowledge acquisition by fostering application of evidence based research to nursing practice throughout the healthcare community.

Appreciation of Diversity - The nursing education department promotes inclusiveness, respect and the value of each individual.

Collegiality - We value the contributions of all members of the college and community partners to dialogue and decision making.

Commitment to Student Success - We value student support services as essential to students achieving success.

Integrity - Integrity and honesty are expected and practiced.

Caring - We support and promote a culture of caring in the nursing Program and healthcare community.

Accountability - We are accountable to our profession, community, college and students for maintaining the highest standards of instruction and nursing practice to meet student learning outcomes and the needs of the healthcare community.

*Note: The Facutly Handbook will refer to the constituents receiving nursing care as either "patients" or "clients."

SAN DIEGO CITY COLLEGE NURSING EDUCATION PROGRAM
Historical Background of the Nursing Education Program
Effective: 06/1978 Reviewed: 07/2017, 08/2019, 12/2020, 8/2022, 01/2023, 08/2023 Revised:
Associate Dean, San Diego City College Nursing Program

The program in Vocational Nursing at San Diego City College (SDCC) was implemented in 1969. In 1971, a Licensed Vocational Nurse (LVN) to Registered Nurse (RN) Career Mobility Program was initiated by the San Diego Community College District to meet the needs of the LVN seeking career enhancement to the role of RN.

Until 1978, the programs in Nursing Education offered by the San Diego Community College District included one Nursing Assistant program, two Vocational Nursing programs (Mesa and City campuses), and one LVN to RN Career Mobility Program.

Due to the legislative passage of Proposition 13 in June 1978, the Board of Trustees initiated research to reorganize the educational plan for the entire district (Passage of Proposition 13 limited the amount of taxation on property, thus imposing limitations of funding for tax-supported institutions of learning). One of the areas of research included the validation of the need for duplication of educational programs within the San Diego Community College District (SDCCD).

In August 1978, the Board of Trustees made the decision to consolidate all nursing programs under one administration. During the research process, nursing educators and nursing service leaders in the community supported the need for a total career mobility approach to nursing education. The need for an upward mobility program was clearly identified.

During the 1990's, the Nursing Education Department began the process of revising its program offerings and curriculum to better meet the needs of the community and accommodate the majority of students who sought the registered nurse option.

The revised curriculum which began in the Fall of 1995 eliminated the career ladder (educational mobility program) concept, deactivated the vocational nursing track and established the following program offerings: Generic Associate Degree RN program (two-year program), LVN to RN step-up Associate Degree program, (one year program) and LVN to RN Thirty-Unit-Option.

SAN DIEGO CITY COLLEGE NURSING EDUCATION PROGRAM
Philosophy and Conceptual Framework
Effective: 06/1978 Reviewed: 04/2016, 08/2018, 08/2019, 12/2020, 08/2022, 01/2023, 08/2023 Revised: 04/2016
Associate Dean, San Diego City College, Nursing Education Program

PHILOSOPHY:

The Nursing Education Program is based on philosophical beliefs inherent to the practice of nursing and education. The statement of philosophy adopted by the nursing faculty is consistent with and supportive of the mission and philosophy of the SDCCD and SDCC. Curriculum and course sequence progress from simple to complex knowledge and skills with emphasis on nursing process, caring, problem solving, and critical thinking. There are philosophical values critical to, and inherent in, nursing, and nursing education that are the foundation on which educational experiences are structured.

Educational outcomes facilitate the integration of information relevant to nursing and patient care. Included in the philosophy are the definitions of the basic concepts of person, environment, health, nursing, education, teaching, and learning.

Person refers to a unique individual with physiological, psychological, social, cultural, developmental, and spiritual dimensions that are in constant interaction with the environment.

Environment consists of internal and external factors that impact the individual.

Health is a dynamic state of equilibrium that exists on a continuum between optimal functioning, or wellness, and alterations in functioning, or illness. Health is affected by lifestyle behaviors and the ability to maintain basic human needs.

Nursing is an art and applied science based on principles from the biological, physical and behavioral sciences that focuses on the diagnosis and treatment of human responses to actual or potential health problems. It is patient centered and designed to assist the individual to achieve and maintain maximum functioning throughout the life span. Nurses collaborate with health team members to provide quality care based on physiological, psychological, social, cultural, and spiritual needs. The practice of nursing is based upon a unique body of knowledge derived from a synthesis of multidisciplinary and nursing research resulting in evidence-based practice. Nursing is an evolving profession, which requires a continuing commitment to learning.

Education is a dynamic and synergistic process of sharing information between individuals resulting in measurable changes in the knowledge and behavior of the learner. Education respects the individuality of students and recognizes that each student has different educational, experiential, cultural, spiritual, economic and social backgrounds and a unique support system. The aim of education is to develop critical thinking and problem solving skills in a positive, innovative environment moving from beginning (simple) to advanced competencies (complex). This requires a collaborative effort to create a student-centered environment conducive to learning.

Teaching is the responsibility of nurse educators to utilize sound educational practices and theoretical concepts to facilitate students' achievement of their highest potential.

Recognition of differences in individual needs, learning styles, ethnicity and cultural backgrounds are essential components in effective teacher-learner interactions. The teacher functions as a professional role model in the classroom and clinical settings and maintains expertise by engaging in professional growth activities.

CONCEPTUAL FRAMEWORK

The conceptual basis for this curriculum involves viewing the patient as an individual who has basic human needs and is at a specific point on the health-illness continuum. The nurse assists the patient to optimal functioning through the utilization of the nursing process, by assuming designated nursing roles and applying theoretical knowledge to the practice setting. The nursing curriculum is sequential and builds on previously acquired knowledge and skills. Overriding all student experiences, the ability to think critically is emphasized.

*Note: This document will refer to the constituents receiving nursing care as either "patients" or "clients."

Program Learning Outcomes
Effective: 07/2016 Reviewed: 4/2016, 8/2018, 5/2019, 11/2020, 01/2021, 8/2022, 01/2023, 08/2023 Revised:
Associate Dean, Nursing Faculty, San Diego City College, Nursing Education Program

Upon completion of the program the graduate will:

1. Apply concepts and skills to successfully pass the National Council Licensure Exam for Registered Nurses (NCLEX-RN). ***Outcome:*** *At least 80% of the SDCC Nursing Students will score at least 96% or greater predicted probability of passing the NCLEX on the ATI Comprehensive Predictor proctored exam on the first attempt.*

2. Make clinical judgments and management decisions to ensure accurate and safe client care. ***Outcome:*** *The group score in the areas of Health Promotion and Maintenance and Safety and Infection Control will remain 80% or greater on the ATI Comprehensive Predictor proctored exam on the first attempt.*

3. Practice within the ethical, legal, and regulatory frameworks of the professional nursing practice. ***Outcome:*** *The group score in the areas of Pharmacological and Parenteral Therapies and Reduction of Risk Potential will remain 80% or greater on the ATI Comprehensive Predictor proctored exam on the first attempt.*

4. Use standards of nursing practice to perform and evaluate client care in entry-level practice. ***Outcome:*** *The group score in the areas of Basic Care and Comfort and Management of Care will remain 80% or greater on the ATI Comprehensive Predictor proctored exam on the first attempt.*

5. Participate in life-long learning. ***Outcome:*** *At least 25% of the program graduates will report enrollment into a baccalaureate nursing education and/or certification in the discipline of nursing within one-year of graduation.*

SAN DIEGO CITY COLLEGE NURSING EDUCATION PROGRAM
Curriculum Threads, Student Learning Outcomes, and Roles
Effective: 1978 Reviewed: 7/2017, 8/2019, 10/2020, 8/2022, 01/2023, 08/2023 Revised:
Associate Dean, San Diego City College Nursing Program

Threads

- Caring
- Communication/Collaboration
- Critical Thinking
- Diversity
- Health promotion
- Informatics
- Leadership
- Legal/Ethical Issues
- Lifespan/Age Appropriate Care
- Nursing Process
- Nutrition
- Pathophysiology
- Patient Advocacy
- Pharmacology
- Professionalism
- Research/Evidence Based Practice
- Safety
- Teaching/Learning Principles

Student Learning Outcomes

The following student learning outcomes have been identified as a requirement for students completing the Associate of Science Degree in Nursing (ADN) (Generic) Curriculum. The Graduate:

1. Communication Skills
   a. Utilizes appropriate communication styles and basic leadership skills in patient care management.
   b. Uses therapeutic communication techniques to establish a therapeutic environment.
   c. Communicates relevant, accurate and complete information in a concise and clear manner.

2. Critical Thinking
   a. Utilizes nursing process to develop and implement an individualized plan of care for assigned patients

b. Makes clinical judgments and management decisions to ensure accurate and safe care.
c. Uses evidence based data to support clinical decision making.

3. Teaching/Learning
   a. Develops an individualized teaching plan based on assessed needs.
   b. Teaches the client and family the information and skills needed to achieve desired learning outcomes.
   c. Evaluates the progress of the client and family toward achievement of learning outcomes.
   d. Modifies the teaching plan based on evaluation of client progress.
   e. Provides the client and family with the information to make choices regarding health.
4. Diversity
   a. Identifies and honors the developmental, emotional, social, cultural, and spiritual influences on the client's health.
   b. Adapts care in consideration of the client's values, customs, culture, and or habits.
5. Professionalism
   a. Practices within the ethical, legal, and regulatory frameworks of nursing and standards of professional nursing practice.
   b. Demonstrates accountability for nursing care given by self and or delegated to others.
   c. Uses standards of nursing practice to perform and evaluate client care.
   d. Advocates for client rights.
   e. Participates as a member of professional organizations.
   f. Serves as a positive role model within healthcare settings and the community at large.
   g. Participates in life-long learning.
   h. Delineates and maintains appropriate professional boundaries in the nurse-client relationship.
6. Leadership
   a. Applies principles of time management, organization, delegation and priority setting in providing nursing care.
   b. Collaborates with the client, family and members of the healthcare team to provide quality nursing care.

The following roles of the nurse are adapted from the National League for Nursing Accrediting Commission (NLNAC) and are incorporated throughout the curriculum:

ROLE OF PROVIDER AND MANAGER OF CARE

Upon completion of an ADN program, the graduate nurse will demonstrate the role of provider and manager of care by thinking critically and:

1. Utilizing knowledge derived from nursing, behavioral, and natural science to guide clinical practice.
2. Performing an assessment appropriate to the patient's status and developmental level.

3. Gathering clinical data pertinent to the patient, differentiating normal from abnormal assessment information.
4. Organizing and classifying assessment information based on unmet human needs.
5. Formulating individualized care plans that are supported by subjective and objective data.
6. Setting realistic achievable outcomes in collaboration with the patient/client and family.
7. Individualizing nursing care to the patient's stage in the life cycle and psycho-socio-cultural requirements.
8. Assuming responsibility for care of assigned patients, including supervision of care given by other members of the health care team.
9. Evaluating the effectiveness of nursing interventions by determining patient response and the extent to which the expected patient outcomes have been met.
10. Continuously reassessing and modifying the plan of care to achieve desired patient/client outcomes.

ROLE AS COMMUNICATOR AND COLLABORATOR

Upon completion of the ADN Program, the graduate nurse will demonstrate the role of communicator and collaborator by thinking critically and:

1. Communicating effectively with colleagues, the patient/client, and family verbally or in writing.
2. Documenting relevant information according to standards of practice.
3. Demonstrating the ability to delegate appropriately to other members of the health care team.
4. Collaborating and coordinating with other members of the health team to promote an optimal degree of health for the patient/client and family.
5. Exercising sound clinical judgment in decision-making, task organization, and team coordination.
6. Researching and communicating to identify problems, initiate actions and evaluate outcomes for health promotion and maintenance.
7. Organizing individuals or groups toward goal setting and goal achievement.

ROLE AS PATIENT ADVOCATE

Upon completion of the ADN Program, the graduate nurse will demonstrate the role of patient advocate by thinking critically and:

1. Participating as a patient advocate in providing and managing care.
2. Protecting the patient/client by representing the patient's needs and wishes to other health care professionals.
3. Ensuring that the patient/client is provided with the necessary information for decision-making.
4. Providing the patient/client and family the tools necessary for management of their care and health promotion.

ROLE AS TEACHER

Upon completion of the ADN Program, the graduate nurse will demonstrate the role of teacher by thinking critically and:

1. Identifying knowledge deficits related to health, the disease process, health care procedures, therapeutic regimen and resources.
2. Setting realistic achievable goals in collaboration with the patient/client and family related to knowledge deficits.
3. Utilizing teaching/learning principles to educate the patient/client and family regarding health, the disease process, health care procedures, therapeutic regimen and resources needed to restore and maintain their health.
4. Providing continuity of care by ensuring that the patient/client and family know how to utilize available resources.
5. Evaluating the learning outcomes and identifying the need for follow-up care using community resources.

ROLE AS MEMBER OF THE PROFESSION

Upon completion of an ADN program, the graduate nurse will demonstrate the role as a member of the profession by thinking critically and:

1. Demonstrating accountability for individual decisions and actions in nursing practice.
2. Identifying and utilizing the American Nurses Association Code of Ethics to guide nursing practice.
3. Demonstrating an awareness of the role of the nursing graduate, trends within nursing, involvement in professional organizations and collaboration in determining the future direction of nursing.
4. Identifying and utilizing a variety of resources, including electronic media, to increase knowledge and improve care of the patient/client and family.
5. Establishing goals for personal growth within the discipline, which are oriented toward achievement of potential and life-long learning.

California Board of Registered Nursing Approved Programs

The following programs are approved by the California Board of Registered Nursing:

ASSOCIATE of SCIENCE DEGREE in NURSING (GENERIC) - Upon completion of the two-year nursing curriculum and all college graduation requirements, the student is awarded an Associate of Science Degree and is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

ASSOCIATE of SCIENCE DEGREE in NURSING (LVN to RN Step-Up) - Licensed Vocational Nurses who have graduated from accredited schools of vocational nursing may apply for this option, which requires completion of a "transition" course, all second year nursing courses, and other college graduation requirements. The student is awarded an Associate of Science Degree and is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

LVN to RN THIRTY-UNIT OPTION - Licensed Vocational Nurses who desire to complete the minimum number of units (30) required to take the licensure examination may apply for this option. Further information is available from the Associate Dean/Director of Nursing Education.

SAN DIEGO CITY COLLEGE
NURSING EDUCATION PROGRAM

Cirriculum Design

Fall 2023

FALL SEMESTER 16 WEEKS
SEMESTER 16 WEEKS

NRSE 140 Foundations of Nursing
4.5 Units
2.5 U Lab/Clinical = 17 Hrs/Wk
(x 8 weeks = 136 hours)
2 U Lecture = 4.5 Hrs/Wk
(x 8 weeks = 36 hours)

NRSE 141 Pharmacology for Nursing
1 U Lecture = 2.25 Hrs/Wk
(x 8 weeks = 18 hours)

Courses Sequential

NRSE 142 Medical/Surgical Nursing I
4.5 Units
2.5 U Lab/Clinical = 17 Hrs/Wk
(x 8 weeks = 136 hours)
2 U Lecture = 4.5 Hrs/Wk
(x 8 weeks = 36 hours)

NRSE 143 Pharmacology II (elective)
1 U Lecture = 2.25 Hrs/Wk

NRSE 235 LVN to RN Transition
1.5 U Lecture = 3.375 Hrs/Wk
(x 8 weeks = 27 hours)
0.5 U Lab = 3.375Hrs/Wk

NRSE 240 Medical/Surgical Nursing III
4.5 Units
2.5 U Lab/Clinical = 17 Hrs/Wk
(x 8 weeks = 136 hours)
2 U Lecture = 4.5 Hrs/Wk
(x 8 weeks = 36 hours)

NRSE 241 Pharmacology V (elective)
1 U Lecture = 2.25 Hrs/Wk
(x 8 weeks = 18 hours)

Courses may Flip/flop

NRSE 242 Mental Health & Gerontological Nursing
4.5 Units
2.25 U Lab/Clinical = 15 Hrs/Wk
(x 8 weeks = 120 hours)
2.25 U Lecture = 5 Hrs/Wk
(x 8 weeks = 40 hours)

NRSE 243 Pharmacology VI (elective)
1 U Lecture = 2.25 Hrs/Wk

SPRING SEMESTER 16 WEEKS
SEMESTER 16 WEEKS

NRSE 144 Medical/Surgical Nursing II
4.5 Units
2.5 U Lab/Clinical = 17 Hrs/Wk
(x 8 weeks = 136 hours)
2 U Lecture = 4.5 Hrs/Wk
(x 8 weeks = 36 hours)

NRSE 145 Pharmacology III (elective)
1 U Lecture = 2.25 Hrs/Wk
(x 8 weeks = 18 hours)

Courses may Flip/flop

NRSE 146 Maternal Child Health Nursing
4.5 Units
2.25 U Lab/Clinical = 15 Hrs/Wk
(x 8 weeks = 120 hours)
2.25 U Lecture = 5 Hrs/Wk
(x 8 weeks = 40 hours)

NRSE 147 Pharmacology IV (elective)
1 U Lecture = 2.25 Hrs/Wk

NRSE 244 Medical/Surgical Nursing IV
4.5 Units
2.25 U Lab/Clinical = 15 Hrs/Wk
(x 8 weeks = 120 hours)
2.25 U Lecture = 5 Hrs/Wk
(x 8 weeks = 40 hours)

NRSE 245 Pharmacology VII (elective)
1 U Lecture = 2.25 Hrs/Wk
(x 8 weeks = 18 hours)

Courses may Flip/flop

NRSE 246 Leadership in Nursing
4.5 Units
2.25 U Lab/Clinical = 15 Hrs/Wk
(x 8 weeks = 120 hours)
2.25 U Lecture = 5 Hrs/Wk
(x 8 weeks = 40 hours)

37 total units required + 6 units elective = 43
18 units theory; 19 units clinical
***Note:** Student cannot take two (2) nursing courses during the same eight (8) weeks period with the exception of NRSE 140 and NRSE 141.

REGISTERED NURSING PROGRAM (GENERIC)

PREREQUISITES		UNIT
Biology 230	Human Anatomy	4.0
Biology 235	Human Physiology	4.0
Biology 205	Microbiology	5.0
SEMESTER I		
NRSE 140	Foundations of Nursing	4.5
NRSE 141	Pharmacology for Nursing	1.0
NRSE 142	Medical/Surgical Nursing I	4.5
SEMESTER II		
NRSE 144	Medical/Surgical Nursing II	4.5
NRSE 146	Maternal Child Health Nursing	4.5
SEMESTER III		
NRSE 240	Medical/Surgical Nursing III	4.5
NRSE 242	Psychosocial and Gerontological Nursing	4.5
SEMESTER IV		
NRSE 244	Medical/Surgical Nursing IV	4.5
NRSE 246	Leadership in Nursing	4.5
ELECTIVES IN NURSING		
NRSE 143	Pharmacology 2	1.0
NRSE 145	Pharmacology 3	1.0
NRSE 147	Pharmacology 4	1.0
NRSE 241	Pharmacology 5	1.0
NRSE 243	Pharmacology 6	1.0
NRSE 245	Pharmacology 7	1.0
NRSE 121	Nursing Skills Laboratory I (First Year)	1.0
NRSE 206	Nursing Skill Laboratory II (Second Year)	1.0
NRSE 108	Nursing Skills Laboratory III (First Year)	1.0
NRSE 208	Nursing Skills Laboratory IV (Second Year)	1.0
ADDITIONAL COURSES REQUIRED FOR THE ASSOCIATE DEGREE in NURSING		
*English 101	Reading and Composition	3.0
*Sociology 101 or 110 or *Anthropology 103	Principles of Sociology or Contemporary Social Problems Introduction to Cultural Anthropology	3.0
*Psychology	General Psychology	3.0
*Speech 103 or 135	Oral Communication or Interpersonal Communication	3.0
*Math 96	Intermediate Algebra	5.0
*Humanities	See SDCC Catalog for course options	3.0

LICENSED VOCATIONAL NURSE TO REGISTERED NURSE

PREREQUISITES		UNIT
Biology 230	Human Anatomy	4.0
Biology 235	Human Physiology	4.0
Biology 205	Microbiology	5.0
SPRING SEMESTER		
NRSE 235	LVN to RN Transition	2.0
SEMESTER I		
NRSE 240	Medical/Surgical Nursing III	4.5
NRSE 242	Mental Health and Gerontological Nursing	4.5
SEMESTER II		
NRSE 244	Medical/Surgical Nursing IV	4.5
NRSE 246	Leadership in Nursing	4.5
ELECTIVES IN NURSING		
NRSE 241	Pharmacology 5	1.0
NRSE 243	Pharmacology 6	1.0
NRSE 245	Pharmacology 7	1.0
NRSE 108	Nursing Skills Laboratory	1.0
NRSE 206	Nursing Skills Laboratory	1.0

ADDITIONAL COURSES REQUIRED FOR THE ASSOCIATE DEGREE		
*English 101	Reading and Composition	3.0
*Psychology	General Psychology 101	3.0
*Speech 103 or 135	Oral Communication or Interpersonal Communication	3.0
*Sociology 101 or 110		3.0
*Anthropology 103	Introduction to Cultural Courses	
*Humanities	See SDCC Catalog for course options	3.0
*Math 96	Intermediate Algebra	5.0

*It is strongly recommended that all of the general education requirements be completed prior to admission to the nursing education program or during summer sessions. Please refer to the SDCC Catalog for specific course options.

OTHER	
Credit for previous vocational nursing education	15.0

TOTAL = 63.0 UNITS

LVN-RN THIRTY-UNIT OPTION

A student may choose an alternative route to fulfill requirements for taking the registered nursing examination in the State of California. This means of obtaining licensure is referred to as the **Thirty-Unit Option** and eligibility can be achieved by successfully completing the following requirements:

1. Submission of a copy of a valid and current California Vocational Nursing License.
2. Transfer of academic credit.
3. Completion of designated courses in the Natural/Behavioral Sciences and the Art and Science of Nursing.

PREREQUISITES		UNIT
Biology 235	Human Physiology	4.0
Biology 205	Microbiology	5.0
SPRING SEMESTER		
NRSE 235	LVN to RN Transition	2.0
SEMESTER I		
NRSE 240	Medical/Surgical Nursing III	4.5
NRSE 242	Mental Health and Gerontological Nursing	4.5
SEMESTER II		
NRSE 244	Medical/Surgical Nursing IV	4.5
NRSE 246	Leadership in Nursing	4.5
ELECTIVES IN NURSING NRSE 241	Pharmacology 5	1.0
NRSE 243	Pharmacology 6	1.0
NRSE 245	Pharmacology 7	1.0
NRSE 108	Nursing Skills Laboratory	1.0
NRSE 206	Nursing Skills Laboratory	1.0
		TOTAL = 29.0 UNITS

NOTE: Other states may not recognize the LVN "Thirty-Unit Option" as a method to satisfy the requirements for licensure as a Registered Nurse. Interested candidates are urged to contact the respective Boards of Nursing for additional information

Application for Admission to the 30 Unit Option will require a meeting with the Associate Dean of Nursing. All of the requirements and testing must be met with a satisfactory grade. The Associate Dean of Nursing, the PEAR (Promotion, Enrollment, Attrition, and Retention) committee, and the Nursing Department Chair determine satisfactory completion and program admission.

The electives classes in nursing are postponed until further notice.

TOTAL PROGRAM HOURS

COURSE NUMBER	COURSE TITLE	UNITS	THEORY HOURS	CLINICAL HOURS
NRSE 092 (8 weeks) (non-degree applicable)	Nursing Student Success	1	16	0
FIRST SEMESTER				
NRSE 121 (16 weeks) (non-degree applicable)	Nursing Skills Lab I	1	0	48
NRSE 140 (8 weeks)	Foundations of Nursing	4.5	36	136
NRSE 141 (8 weeks)	Pharmacology for Nursing I	1	18	0
NRSE 142 (8 weeks)	Medical Surgical Nursing II	4.5	36	136
SECOND SEMESTER				
NRSE 108 (16 weeks) (non-degree applicable)	Nursing Skills Lab II	1	0	48
NRSE 144 (8 weeks)	Medical Surgical Nursing II	4.5	36	136
NRSE 146 (8 weeks)	Maternal Child Health Nursing	4.5	40	120
THIRD SEMESTER				
NRSE 206 (16 weeks) (non-degree applicable)	Nursing Skills Lab III	1	0	48
NRSE 240 (8 weeks)	Medical Surgical Nursing III	4.5	36	136
NRSE 242 (8 weeks)	Mental Health & Gerontological Nursing	4.5	40	120
FOURTH SEMESTER				
NRSE 208 (16 weeks) (non-degree applicable)	Nursing Skills Lab IV	1	0	48
NRSE 244 (8 weeks)	Medical Surgical Nursing IV	4.5	36	136
NRSE 246 (8 weeks)	Leadership in Nursing	4.5	40	120

Note: Non-degree applicable courses are elective courses

SAN DIEGO CITY COLLEGE NURSING EDUCATION
PROGRAM RESOURCES

Students are highly encouraged to take advantage of the following program resources. The resources listed are present within the nursing education department.

Students are encouraged to visit the **CITY COLLEGE STUDENT SERVICES** website for a complete listing of college resources and information about the college resources available.
http://www.sdcity.edu/students/services/

1. **NURSING COUNSELOR: Laura Renker**
2. **NURSING SUCCESS ADVISOR: Professor Susan (Susie) Smith**
3. **COLLEGE LIBRARY**

The San Diego City College library subscribes to a number of online databases, with full-text options to many nursing journals. This is available to students currently enrolled at City College, 24 hours a day / 7 days a week, online, via the City College Library home page databases link at:
https://library.sdcity.edu/home

When you go to the address you will need a User name and a Password which must be obtained from the library.

ASSESSMENT TECHNOLOGY INSTITUTE (ATI)
Assessment Technologies Institute (ATI) offers an assessment driven review program designed to enhance student academic and NCLEX-RN success. The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking and learning styles, online tutorials, online practice assessments and proctored assessments over the major content areas in nursing. ATI information and orientation resources can be accessed from the ATI student home page.

4. **NURSING SKILLS LAB**
5. **NURSING SIMULATION LAB**
6. **PEER TUTORING/PEER MENTORING**
7. **LENDING LIBRARY**

The following procedure has been developed to ensure equal access for all participating students:

a) A designated faculty member or instructional assistant will be available to assist students with their needs.
b) A maximum of two (2) books may be checked out for a maximum of 2 weeks. Should more than one edition of a current text be available in the library, arrangements may be made with the faculty advisor or instructional assistant to check these out for longer periods of time.
c) Students are **expected** to return books on the appropriate date. Should this not

occur, lending library privileges will be revoked for the remainder of the current semester. Lost, stolen or defaced items must be replaced by the student.

8. **SCHOLARSHIPS**

A variety of corporate scholarships and private grants are available to nursing students. Information can be obtained from the Dean of Student Affairs Office, D-105. Notices of upcoming scholarships are also posted on the Student Bulletin Boards within the nursing department and included in the Student Bulletins distributed by the office of Student Affairs.

Additional web sites that may be helpful include:

- After College.com: AfterCollege/
- American Nurses' Association: http://nursingworld.org/
- California Institute for Nursing and Health Care (CINHC): http://www.choosenursing.com/
- Financial Aid! The Smart Student Guide to Financial Aid: http://www.finaid.org/
- Johnson & Johnson: http://www.discovernursing.com/
- Minority Nurse: http://www.minoritynurse.com
- San Diego County Hispanic Chamber of Commerce: http://www.sdchcc.org
- Scholarship Search: http://www.fastweb.com
- Sigma Theta Tau: http://www.nursingsociety.org/Pages/default.aspx
- The National Student Nurses' Association: http://www.nsna.org/
- The U.S. Department of Education: Home | U.S. Department of Education
- College Foundation can be found online at: http://sdcity.edu/students/scholarships/ In addition, you can check the Internet for additional information regarding funding/scholarship opportunities (Use your Web browser to find the Google search engine and type in the words "Nursing Scholarships". You will be directed to a variety of helpful sites)

9. **CALIFORNIA COLLABORATIVE MODEL OF NURSING EDUCATION (CCME)**

A variety of streamlined options are available for students to obtain their BSN degree. This model is specific to the articulation opportunities of students to attend CSU or SDSU. The program has a variety of articulation agreements with a number of baccalaureate programs. Point Loma Nazarene University holds evening classes for City College ADN graduates pursuing their BSN degree.

SAN DIEGO CITY COLLEGE

Nursing Education

FACULTY ORIENTATION

AND

TOOLS

SAN DIEGO CITY COLLEGE NURSING EDUCATION
ORIENTATION OF NEW FACULTY
Effective: 11/1969 Reviewed: 7/2017, 8/2019, 12/2020, 8/2022, 01/2023, 08/2023 Revised: 7/2017
Associate Dean, San Diego City College Nursing Program

1. MENTOR

New faculty will be assigned a Mentor and will participate in a formal mentoring program. The Orientation Needs Assessment Tool will be completed on the first day.

2. DEPARTMENT ORIENTATION

New faculty will participate in a New Faculty Orientation Program. All faculty are to read the Nursing Education Student Handbook and the Nursing Faculty Handbook and are responsible for knowing and abiding by the content included in each handbook.

3. **CAMPUS ORIENTATION**

a. Bookstore
b. Cafeteria/faculty dining room
c. Health Services
d. Learning Resource Center
e. President's office / Administrative offices

4. **DEPARTMENT (Physical layout) – Career Technical Center (CTC)**

a. Associate Dean/Director's office (V312C)
b. Faculty offices (V312A-R)
c. Nursing Senior Clerk's office (V312N)
d. Office supplies (V312N)
e. Equipment for labs (V301D)
f. Kitchen (V315E)
g. Small equipment/supplies for labs (V301D)
h. Lending Library
i. Copy Machine and Printer (V310)
j. Nursing Computer Lab (V315D)

5. **FACULTY GUIDELINES**

a. Text Requisitions:

Faculty should contact the publisher through the designated sales representative to obtain a desk copy (phone numbers or e-mail addresses are available from the Nursing Senior Clerk). The booklist is determined in the spring semester prior to the new academic year. Once faculty have decided upon textbooks, faculty notify the Department Chair, who completes

the text requisition process as outlined by the campus bookstore.

b. Professional Attire:
Attire when teaching in the classroom should be neat, clean, and professional. Faculty attire should reflect the standards expected of the students while in the clinical areas. In the clinical, simulation, or skills lab setting, faculty members may wear a nursing uniform/scrubs, appropriate street clothes covered with a professional lab coat or attire as requested by the clinical setting.

c. Picture Identification Badges:
All faculty will be provided and are required to wear picture identification badges while in the clinical setting. Each facility has specific badge requirements to which faculty are expected to adhere.

d. Faculty Grievance: Refer to current collective bargaining agreement.

e. Yearly Calendars:
District calendars are available each year from Business Services. Academic calendars can be found on the website: (http://www.sdcity.edu).

f. Student Absence: Refer to Student Handbook.
All documentation of a student's absence, including physician notes, are to be given to the Associate Dean/Director prior to being placed in the student's file. Faculty is responsible for reviewing policies related to student absences, clinical make-up assignments and absences related to exam.

g. Classroom Orientation:
1. Use of the Podium computer and projector for instruction
2. Use of other AV equipment
3. Obtaining Audio Visuals that apply to your class session
4. Keys / locks / alarms / lights
5. Phone access for emergency / security

h. Classroom/Lab/Equipment Maintenance:
1. Students are not to bring any food/drink into the classrooms/labs. Water is allowed in the classroom if in a closed container.
2. If chairs are moved during class time, they are to be put back into position before the students leave the classroom. Leave the classroom clean and white boards erased.
3. All equipment is to be returned to its assigned storage place.
5. If any equipment needs repair, the Nursing Senior Clerk should be notified to alert the appropriate campus department to arrange for repair/replacement.
6. If the classroom is too hot/cold, notify the Nursing Senior Clerk who will contact Facilities Services.
7. To reserve a classroom (non-classroom time), speak to the Department Chair.

i. Student Advising:
If a faculty is concerned about a student because of deficiencies in clinical, lab or theory, a Student Success Plan will be developed (Appendix #19). The faculty and student will review areas for improvement, and develop a plan

for student success. A copy is placed in the student's file and a copy is given to the student and the Associate Dean/Director. If the student receives a **"Needs Improvement"** at the end of a clinical rotation, the Student Success Plan will be reviewed by the faculty of the student's next clinical rotation. Students may be referred for additional counseling.

j. Business Cards:
San Diego City College business cards are available to contract faculty members by filling out a duplicating request form signed by the Associate Dean/Director.

k. Student Gifts:
District employees shall not receive gifts, presents, or articles of value, from students or classes, nor shall they give such gifts (**Administrative policy #7090**).

l. Class Advisor:
A class advisor for years I and II is to be appointed as stipulated in the student organization by-laws. Faculty members will rotate the assignment on a voluntary basis. If no one volunteers, the Associate Dean/Director will appoint the advisors. Duties include:
    1. Attending all class meetings and executive committee meetings
    2. Clarifying school policy for the students during class meetings; and
    3. Assisting in coordination of the completion ceremony

m. Student Evaluations:
Clinical faculty will complete a clinical performance evaluation form for each student at the end of each clinical rotation and discussed with the student during the final evaluation conference. The original must be placed in the student's file.

n. Faculty Communication:
All faculty are responsible to read and respond to e-mail messages from the Associate Dean/Director and other faculty members. Faculty members are responsible for checking assigned mailboxes in V-312N.

o. Submission of Credentials:
Each faculty member will submit, to the Associate Dean/Director, copies of the following:
- Current RN license
- Current CPR card (**American Heart Association only**)
- Current liability insurance
- Immunization records

All of these documents must be uploaded to Complio/American Data Bank

p. Allocation of Hours:
Theory hours are calculated on a 50-minute hour. For example, a class that is scheduled to meet from 9:00-10:00 a.m. would actually have faculty contact from 9:00-9:50 a.m. allowing a 10-minute break/transit time. Clinical hours are based on a 60-minute hour and students are to be given a 30 minutes lunch break and one (1) 15-minute breaks for a 6-8 hour clinical and for a 12-hour shift to be given 30 minutes lunch break and two (2) 15-minute breaks.

q. Online Anecdotal via Canvas:
Online Anecdotal Entry may be used as a form of communication between the faculty and student and student will be required to complete an online anecdotal each week, to which faculty must respond (**Refer to student handbook).**

r. Mileage Reimbursement:
Faculty members who travel to more than one facility in a day are eligible for reimbursement. The mileage reimbursement form is found on the district website under PeopleSoft.

s. Clinical Agencies:
All faculty are responsible for contacting a liaison at the assigned clinical facility prior to clinical rotation. Faculty must follow **all specific agency guidelines related to student placement,** as well as the San Diego Nursing Service and Education Consortium requirements (Appendix #18). The faculty are to make their own orientation plans (arranging for meeting room, etc.). Copies of clinical objectives are to be posted at the facility, in accordance with California Board of Registered Nurses. Faculty are encouraged to maintain collegial relations with facility staff and department members to enhance student-learning experiences. Attendance at a unit staff meeting, annually, is encouraged to assist staff in understanding student objectives and faculty role. Faculty are responsible for maintaining a log of contact with agency personnel (Appendix #21).

t. Meeting Minutes:
The Department Administrative Assistant III will record the minutes of faculty and/or curriculum meetings. A faculty member is responsible for recording the minutes of all team meetings and committee meetings. The faculty member will type the minutes and place on the G: drive for all faculty to review (Appendix #22). All minutes must be submitted electronically to the Associate Dean/Director.

u. Faculty/Student Injury:
If an accident or injury should occur during clinical time, the individual faculty or student should follow the district's employee injury protocol. Those whose injury is not emergent in nature should be referred to a Sharp Rees-Stealy Clinic for evaluation and treatment. The accident/injury should be reported to the Associate Dean/Director immediately and an **Injury and Illness Incident and Investigation Report** completed (Appendix #23). In addition, the Workers' Compensation Benefits Claim Forms must be completed within 24-48 hours. Forms are available in the Nursing Department and online: http://www.sdcity.edu/Portals/0/CollegeServices/FacultyStaff/Forms/InjuryIllnessIncidentInvestRprtREV.pdf . If the accident/injury occurs during on-campus hours, the student is referred to Health Services. If an emergency exists, contact campus police dispatch first and then call 911.

v. Contract Faculty Calling in Sick:
If a faculty member cannot attend class or clinical due to illness, the faculty member must:

1. Notify the Associate Dean of Nursing and course coordinator or the team member immediately. Email the nursing department.
2. Plan for a substitute faculty, a simulation assignment or a way for students to make up the class or clinical day.
3. Connect with substitute to:
   a. Indicate whether student assignments have been made or not.
   b. Give a report concerning:
      - Special needs of students
      - Special needs of the unit
      - Learning objectives/activities planned for the day

Demonstrateg leadership by example. All faculty is expected to be on time for classroom, clinical, department meetings, and other SDCC functions (no exceptions).

6. CURRICULUM INFORMATION

a. Team Concept:

A team of 2-6 faculty teach most courses within the Nursing Education Program. The teaching team meets prior to the beginning of the course to plan the course content and class schedule. The classroom and laboratory sessions are shared in a mutually agreeable and equitable manner, based on content expertise and faculty preference. Each team member is responsible for updating their own modules and formulating exam questions. Each faculty member is responsible for a designated clinical group of students. The team should meet weekly to discuss ideas and issues. The team conducts an item analysis on each exam. At the end of the course, the team meets to make recommendations for the next course. The success of the individual teaching team is based on collegial spirit, open communication, a trusting atmosphere and shared workload.

b. Course Syllabus:

A course syllabus is prepared prior to the beginning of each course and must be uploaded into the online course shell. Guidelines for syllabus development and module development can be found in (Appendix #20).

c. Course File:

The course coordinator will assume responsibility for maintaining the course file. This file must be filed in the storage room. Documents to be included are:

1. Syllabus on CD/flash drive
2. Copy of computerized exam and item analysis
3. A copy of computer grade entries
4. Minutes from course/team meeting
5. Rosters of clinical groups
6. Course evaluations, either electronic, on CD, or hard copy survey results.
7. Clinical facility evaluations either electronic, on CD, or hard copy survey results.

d. Text/Reference:
Faculty members share a wide variety of texts for reference. The department subscribes to several nursing journals that are available in the campus library. The faculty has access to the Internet for research via the computer in each faculty office.

f. Exams:
The Course coordinator assigns each team member the number of exam questions required for each exam. The number of exam questions is determined by the amount of class time per topic. Exam questions should be based on the theory objectives listed in each module. The team determines the number of exams per course. Exam questions may be multiple choice following the NCLEX format, Bloom's Taxonomy, and the NCLEX-RN Exam Plan. Questions should reflect the steps of the nursing process and content threads. Faculty must review and be familiar with the Exam Construction policy. It is the student's responsibility to make special arrangements for examination accommodations with Disability Support Programs and Services (DSPS). DSPS will send a form to verify student needs prior to exam.

g. Skills Laboratory:
The skills laboratory is available for class use and students' use after classes to practice clinical skills. Faculty are assigned time to supervise students in the skills lab by the Simulation Lab Coordinator on a rotating basis. Faculty must be in appropriate attire with lab coat when assigned to the lab.

h. Pre/Post Clinical Conferences:
Pre-conference is held at the discretion of the individual faculty and may be scheduled at a time appropriate to the routine of the clinical site. A post-conference is scheduled at the end of each clinical day (Appendices #29-30).

i. Medication Error Tracking:
In order to keep track of actual and/or potential medication errors and to provide students an opportunity for remediation, the clinical faculty must complete the Medication Error Tracking Form (Appendix #38). Actual errors must also be recorded on specific agency forms.

j. Clinical Assignments:
Each faculty member will have a designated number of students for each assigned clinical rotation. The faculty will schedule rooms for pre/post conferences. The faculty will make and post the students' client assignment(s) or when students select their own client, arrange for a sign-up sheet to be posted (Appendix #28). The assignment should reflect the current theory content.

In the clinical facility, the faculty will:

1. Supervise, instruct and be a resource person for students;
2. Evaluate written clinical work;
3. Write a final clinical evaluation (Appendix # 27) for each student. The students may write their own evaluation comments;
4. Analyze facility evaluations (Appendix #25) and communicate content, along with a thank you note, with the clinical facility liaison, unit manager or educator;

5. Review clinical faculty evaluations, identify areas for improvement and develop plan for improvement (Appendix #26). Evaluations may be included in the college evaluation portfolio.
6. Summarize data from clinical site (Appendix #25).
7. Obtain completed clinical agency feedback form (Appendix #33) from unit staff person

k. Student Dismissal/Withdrawal or Academic Failure

Whenever a student is unsuccessful in the program (clinical or theory) or, due to personal reasons, chooses to withdraw, the course coordinator or designee should meet with the student to discuss their status and start the Exit Interview Form. The student should be referred to the Associate Dean/Director.

l. Evaluations:

At the completion of each course, students complete a course evaluation, a student evaluation of the clinical facility and a student evaluation of the clinical faculty (Appendices #24, #25 & #26) which are reviewed by the individual faculty member and shared with the Associate Dean/Director. All evaluations are online. Each faculty is required to be evaluated by the students twice a year utilizing the district classroom faculty evaluation form. Each agency staff is also asked to evaluate the clinical learning experience using the Clinical Agency Feedback Report Form (Appendix #33).

m. Course Preparation:

The course teaching team will take responsibility for the preparation and submission of the following:

1. Class roster
2. Exam/grade sheet
3. Attendance roster
4. Clinical groups

n. Assessment of Student Learning Outcomes:

Faculty are expected to participate in the assessment of established Student Learning Outcomes (SLOs) using established criteria and adding assessment data to Taskstream.

o. Department Lending Library:

Supplementary textbooks are located in a designated rolling cabinet. The key is available in the Administrative Assistant's office. The protocol for checking out books is found in the Student Handbook.

p. Closure of Program:

The department will abide by the policy of the BRN with regard to an unanticipated or planned program closure (Appendix #2**).**

7. **Part-Time Faculty**

Faculty working short term, hourly or as substitute

a. Faculty working on a short-term temporary assignment will:

1. Assume classroom and clinical assignments, as determined by the Associate Dean/Director.
2. Be responsible for the development of their own instruction materials consistent with the course curriculum. (objectives and outline).

3. Be assigned to a campus skills lab/clinical. They may demonstrate or assist with a practice and/or evaluation session. The faculty member shares responsibility for setting up the lab equipment prior to class and for putting away all equipment.
4. Make clinical assignments, supervise and instruct students, read and evaluate online journal entries, evaluate clinical case studies and write a final clinical evaluation of each student in their assigned clinical group.
5. Function as a full course team member - attend course-planning meetings, meet with the team on an on-going basis, attend exam review/analysis sessions.
6. Be invited to attend all faculty meetings, including curriculum meetings. Input from adjunct faculty is recognized and valued for the continuity and growth of the faculty and the nursing program.
7. Create Complio account with designated requirement.
8. Submit copies of required documentation: Current CPR, RN License, immunization records, liability insurance, and updated resume. These must be uploaded to Complio.

b. Substitute Faculty in clinical will:
1. Notify the hospital staff of their presence.
2. Adjust students' assignments as needed.
3. Provide supervision and clinical instruction.
4. Notify contract faculty and/or Associate Dean/Director of the significant events of the day.
5. Complete a Student Success Plan if unsafe practice is observed and discuss same with involved student.

c. Substitute Faculty working on Campus may be:
1. Involved in either a practice or an evaluation session in the campus skills laboratory.
2. Assigned to teach/demonstrate a skill in the campus lab and write examination questions for the session presented.
3. Assigned a classroom session, which includes development of the course-learning guide (objectives and outline) as determined by the course teaching team.

TEACHING STRATEGY RESOURCES/NEXT GENERATION NCLEX RESOURCES

a. https://www.nursingcenter.com/nursing-roles/nurse-faculty
b. https://www.aacnnursing.org/Faculty/Teaching-Resources
c. https://www.smartscholar.com/nursing-education-guide/
d. https://www.nln.org/education/training/professional-development-programs/teaching-resources
d. https://www.ncsbn.org/exams/next-generation-nclex/ngn-resources.page
e. https://www.ncsbn.org/exams/next-generation-nclex/NGN+Resources/ngn-talks-and-videos.page
f. https://www.kaptest.com/blogs/nursing-educators/post/next-gen-nclex-free-resources-ngn
g. https://www.atitesting.com/docs/default-source/default-document-library/resources-

for-ngn.pdf?sfvrsn=b6a105e9_0
h. https://www.coadn.org/public/uploads/images/Next_Generation_NCLEX.pdf
i. https://www.ncsbn.org/exams/next-generation-nclex/NGN+Resources/clinical-judgment-measurement-model.page
j. https://www.nursing.umaryland.edu/mnwc/mnwc-initiatives/nextgen-nclex/nextgen-nclex-test-bank/

New Nursing Faculty Orientation Checklist

Faculty Member Name: _____ Date Hired: _____

Human Resources File Complete	✓ **Completed/Comments**
Curriculum Vitae and/or Resume Fingerprints Official Transcripts	
Nursing Department File complete BRN Approval: EDP-P-02 form RN License, CPR, HIPAA Training Form American Data Bank/Complio: PPD, FLU and Immunizations Liability Insurance Copy of Curriculum Vitae and/or resume; Transcripts Create a BRN Faculty Profile for Accreditation	
Meeting with Department Chair and/or Associate Dean/Director Orientation to department, classroom and instructional support Workstation, computer, telephone and supplies Canvas Access/Email Access (from home) ATI Custom Assessment Builder Podium access Copier/Printer/Duplicating request forms Classroom/Simulation requests for events outside of scheduled class meetings Census Rosters PeopleSoft	
Campus Orientation/Tour Administrative Offices of Instruction, Student Services, Evaluation & Admission offices, Business Services, Photo ID card Learning Resource Center, Bookstore, Cafeteria, and Health Services	

SAN DIEGO CITY COLLEGE

NURSING EDUCATION
Orientation Needs Assessment Tool

Orientation Needs:	Yes, I am comfortable and do not need any instructions:	No, I am not comfortable with this and need instructiions with the following:
1. Tracking changes and attaching documents to emails.		
2. Posting lecture content on Canvas within 1-2 week (s) and posting grades online.		
3. Creating PowerPoint (PPT) Presentations. Adding video clips, web links, and/or pictures to (PPT).		
4. Creating and Proctoring online exams such as ATI exams.		
5. Creating a syllabus including the following: Grade rubric, student learning outcomes (SLOs), program learning outcomes (PLOs), writing objectives, and/or schedules.		
6. Evaluation of students: a. Examinations b. Course assignments c. Clinical Performance		
7. Using USB flash drive, podium equipment, iClickers, and DVD player.		

Orientation Needs:	Yes, I am comfortable and do not need any instructions:	No, I am not comfortable with this and need instructiions with the following:
8. Using YouTube Videos. 9. Programming and working with the Simulation Manikins. 10. Teaching dosage and fluid calculations. 11. Writing NCLEX style questions: Next Generation NCLEX Questions (NGN) 12. Grading and using APA format style and creating a rubric. 13. Assessing Student Learning Outcomes & entering assessment data in Nuventive Solutions		

SAN DIEGO CITY COLLEGE

NURSING EDUCATION
Orientation Needs Assessment Tool (cont'd)

List the topics that you need to review, are comfortable teaching, and/or a need for remediation:

Orientation Needs	Plan:	Trainer	Target Date
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Developed by Dr. P Kersey, 2011, Reviewed by Professor K. Kale, 2017, Reviewed by Dr. Armstrong, 2018, Reviewed by Dr. Armstrong 2019, Reviewed by Dr. Armstrong 2021, Reviewed by Dr. Armstrong, 2023

COMPUTER INFORMATION

Accessing Your District E-mail from Home

Sign in to your Internet Service Provider.
1. Open your browser (Firefox or Google Chrome).
2. In the location or address bar (URL) type in the following:
3. On the Outlook log on page, type in the same user name and password you use to login on your workspace computer and click "log in".

If you have any problems or questions please call the Help Desk at 619-388-7000.

Computer Training/Online Learning Pathyways

The District offers a number of computer training opportunities. Any faculty member teaching an online course must complete the Online Faculty Certification program. All online training opportunities can be found at: http://www.sdccdonline.net

Peoplesoft-mySDCCD Login

The mySDCCD Login at: https://myportal.sdccd.edu/psp/IHPRD/?cmd=login
MySDCCD is to be used to:
1. College Faculty
https://www.sdccd.edu/mysdccd/faculty/index.aspx
Faculty Support Center
https://mysdccd.atlassian.net/wiki/spaces/MYS/pages/308609026/Faculty+Support+Center
Faculty Tutorial (College)
https://mysdccd.atlassian.net/wiki/spaces/MYS/pages/267681828/Faculty+Tutorials+College

Campus Solution

The portal provides users with access to all their important information (e.g. class schedule, financial aid, important links, etc.) in one simple user interface. The portal also enables users to transition easily between their active roles (e.g. faculty and student) to complete their work without having to log in multiple times to multiple systems.
1. Determine exact name and number of students officially registered in each course.
2. Enter course grades on-line and submit electronically to the District student database. First-time users should enter the Control# on the grade roster for their password.
3. Officially drop students no longer attending the course/program.

San Diego City College Library romote access

Remote access to databases is available to all faculty**.**

Canvas

The college is currently using Canvas as its learning management system. Instructions for creating an account for Canvas
1. Go to https://sdccd.instructure.com/login/canvas
2. Login: Using your 10-Digit User ID (Employee ID number)
3. Password: your 8-Digit Birthday: ex: 04211974

Web Site Information

District Web Policy: Computing resources, via the World Wide Web, are available to faculty, staff, and students. The policy of the Board of Trustees, in providing this privilege, is that it be used in accordance with state and federal law, as well as guidelines in procedure 6100.1.

District Website: provides access to Board of Trustee meeting dates and agenda, District Policies and Procedures, Classification Descriptions, City, Mesa and Miramar campus information, and much more http://www.sdccd.edu.

SDCCD College Policies: College Policies | San Diego Community College District (sdccd.edu)

FACULTY ORGANIZATION BY-LAWS

ARTICLE 1
TITLE

This organization shall be known as the Faculty Organization of the San Diego City College Nursing Education Program.

ARTICLE II
PURPOSE

The purpose of this organization shall be to ensure the maintenance of a quality educational program in nursing through the:

1. Achievement of the Student Learning Outcomes of the school and the curriculum through a cooperative effort by all members of the organization;
2. Continued study and evaluation of the curriculum and the nursing education program;
3. Mutual and intellectual support, stimulation and motivation of the faculty members;
4. Development of policies and procedures affecting the internal affairs of the nursing education program; and
5. Continued awareness of the various changes regarding nursing practice and education initiated at the local, state and national levels.

ARTICLE III
FUNCTIONS AND DUTIES

This organization is responsible for taking final action on all policies concerning the internal affairs of the nursing education program and on all matters relating to the management of nursing students and/or faculty. This action shall in no way limit or infringe on the powers of the college administration.

Section 1. The Associate Dean of Nursing and assigned faculty constitute the faculty; therefore, the goals of this organization shall be achieved through the action of the organization as a whole.

Section 2. This organization is responsible for considering and accepting, rejecting or modifying any recommendations made by members of the faculty, the department chairperson or students.

Section 3. This organization is responsible for making recommendations concerning personnel, policies, facilities and/or equipment necessary for the operation of the nursing education program.

Section 4. This organization is responsible for the continued growth of faculty member by fostering participation in educational activities, allowing for the sharing of new knowledge and experiences, as well as developing in-service education programs, which would benefit the group as a whole.

ARTICLE IV
MEMBERSHIP

Section 1. Membership in this organization shall consist of:

a. Associate Dean/Director of Nursing: May also be the ex-officio member of any committee.

b. Contract faculty members: Full time contract.

c. Part Time faculty members: Part time faculty with a current short-term assignment.

d. Special advisory members: Representatives from affiliating agencies may be invited to attend regularly scheduled faculty meetings for the purpose of offering suggestions, exchanging ideas and fostering positive communication.

e. Students as appropriate: Select class officers, from each year of the nursing program, or alternate class representatives, shall participate in various meetings and committees of this organization.

ARTICLE V
VOTING POWER AND QUORUM

Section 1. Contract faculty status confers the right to vote and to hold office in this organization.

Section 2. Part Time faculty and special advisory status confers voice, but not vote, in This organization.

Section 3. Part Time faculty members are eligible to serve as members, but not as chairpersons of standing or special committees unless there are limited to Contract Faculty.

Section 4. Special advisory members are eligible to serve as members, but not as chairpersons, of standing or special committees.

Section 5. Students, although not voting members, can bring questions, ideas and Concerns from members of the student body.

Section 6. A quorum shall consist of a simple majority of the contract faculty.

ARTICLE VI
DUTIES OF THE OFFICERS

Section 1. The officers of this organization shall consist of a chairperson, who may be the Associate Dean/Director of the Nursing Education Program or the designated Department Chairperson elected by the faculty according to college policy.

Section 2. The Chairperson shall:

a. Call and conduct all meetings of this organization.

b. Possess the powers and responsibilities usually vested in the Chairperson of a faculty organization.

c. Act as an ex-officio member of all committees.

d. Prepare and distribute the agenda with input from other members of the organization.
e. Notify members of the day, time and place of all meetings.
f. Report on the results of attendance at any district, campus and/or professional meeting.
g. Appoint a designee to record the minutes of each meeting.
h. Distribute copies of the minutes to each faculty member.
i. Preserve all documents, committee reports and other pertinent correspondence of this organization in a centrally located file.

ARTICLE VII
MEETINGS

Section 1. Regular meetings of this organization shall be held at least monthly, August through May, the dates and times to be established at the onset of each semester.

Section 2. Special meetings may be called by the Chairperson and/or at the request of at least two faculty members.

Section 3. Election of the Department Chairperson will be held in the spring of alternate years, as required by the college.

Section 4. The last meeting in May of each year shall be for the purpose of receiving recommendations for the coming year and handling any other business of the organization.

Section 5. The procedure for conducting regular meetings shall consist of the following:

a. Call to order
b. Approval of Agenda
c. Approval of Minutes
d. Old Business
e. Director Announcements
f. Program Administration
g. Faculty & Staff
h. Students
    1. Promotion/Enrollment/Attrition
    2. Retention/SSPs
    3. Student Services
    4. Scholarships
i. Curriculum
    1. Didactic/Classroom
    2. Clinical
j. Resources
k. Outcome Assessment
l. Other
m. Next Meeting

n. Adjournment

ARTICLE VIII
COMMITTEE ACTIVITIES

The various faculty committees are organized to:

1. Review policies and procedures of district, campus and nursing regulatory agencies and evaluate their impact on the nursing education program.
2. Review the philosophy, mission and Student Learning Outcomes (SLOs) of the college to ensure alignment and conformity.
3. Evaluate program efficiency with respect to meeting the needs of students, clients and clinical agencies.
4. Review and make recommendations regarding general policies and procedures for the administration of the nursing program; and
5. Promote effective communication of program activities and sponsored events among departmental members, community agencies and other segments of the college.

Section 1. **Curriculum Committee**

Purpose:
A. To plan, implement and evaluate curriculum in response to:
   1. Philosophy and mission of the college
   2. Trends in health care and the profession of nursing
   3. Success of program graduates
   4. Nursing needs on a local, state or national level
   5. The rules and regulations of the California Board of Registered Nursing & the Accreditation Commission for Education in Nursing; and
   6. Feedback from the students.

B. To recommend changes, as necessary.

Membership:
A. Associate Dean/Director of Nursing.
B. All full time faculty.
C. Student representatives from Years I and II of the Nursing Education Program.

Functions:
A. Review current trends in nursing and health care and identify impact on nursing program.
B. Examine current educational principles and theories of learning.
C. Review course SLOs in terms of overall program SLOs.
D. Examine course outlines and learning guides in relation to sequencing, content, level of competencies, teaching methods, evaluation and grading practices, and recommend changes as necessary.
E. Compile data regarding clinical facilities in relation to philosophies, client census and acuity, opportunities for growth, and make recommendations regarding utilization.
F. Review holdings in the LRC and the Nursing Department for current

relevancy.

G. Review policies and procedures for admitting students to the program and recommend changes as necessary.
H. Evaluate attrition from program and identify any implications for change.
I. Review department's implementation of recruitment programs and make recommendations as needed.
J. Review teaching methodologies and recommend changes as needed.
K. Represent faculty at advisory board meetings.

Meetings: Meet a minimum of two times per year, with additional meetings as necessary.

Section 2. **Student Services Committee**

Purpose:
A. To review and evaluate services to students.
B. To recommend changes as necessary.

Membership:
A. Chairperson: an elected full time faculty member.
B. Members: at least two full time faculty members and selected student officers, representing first and second year students.
C. Faculty Representative to NSNA

Functions:
A. Review policies and procedures of district, campus and nursing regulatory boards that impact student services, and make necessary recommendations.
B. Review student organization activities and update organizational documents.
C. Evaluate effectiveness of student orientation and recommend areas for change.
D. Review admission policies and procedures, recruitment efforts and offer suggestions for change.
E. Evaluate appropriateness of student uniform and identify any need for change.
F. Review requirements of nursing program in relation to graduation requirements of the college.
G. Collaborate with students to plan and organize the pinning ceremony.
H. Evaluate the role of guidance and counseling services in relation to the nursing student and identify expressed areas of need.
I. Review and revise the Nursing Education Student Handbook annually.
J. Plan student completion activities in concert with the Associate Dean/Director of the Nursing Program and respective class officers.
K. Attend student class and NSNA meetings.

Meetings: Meet a minimum of two times per year, with additional meetings as necessary.

Section 3. **Faculty Services Committee**

Purpose:
A. To review and evaluate the role of faculty.
B. To facilitate continuing faculty development.

Membership:
A. Chairperson: An elected full time faculty member.
B. Members: At least two full time faculty members.

Functions:
A. Review and revise faculty handbook annually.
B. Evaluate faculty orientation procedures and offer specific recommendations as needed.

Meetings: Meet a minimum of two times per year, with additional meetings as necessary.

Section 4. **Public Relations Committee**

Purpose:
A. To review and evaluate public relations activities.
B. To recommend changes as necessary.

Membership:
A. Chairperson: an elected full time faculty member.
B. Members: at least one full time faculty member and selected students as needed.

Functions:
A. Develop and coordinate activities that promote a positive image of the nursing program.
B. Sponsor events, which allow for the exchange of ideas and support for students, faculty members and staff.
C. Coordinate departmental efforts for recognizing significant faculty and staff events.
D. Promote effective communication among other campus, district and community agencies.

Dues: The annual dues shall be forty dollars ($40.00) per contract faculty member, payable at the beginning of the fall semester of the academic year.

Meetings: Meet a minimum of two times per year, with subsequent meetings as necessary.

Section 5. **Learning Resources Committee**

Purpose:
A. To review and evaluate audiovisual materials and computer software programs, utilizing appropriate forms.
B. To recommend and prioritize the rental or purchase of materials as needs and funds allow.

Membership:
A. Chairperson: an elected full time faculty member.

B. Two full time faculty members.
C. Student volunteers.

Functions:
A. Review holdings in the LRC and the Nursing Department for current relevancy.
B. Review ATI for relevancy and current updates.

Meetings: Meet a minimum of two times per year, with additional meetings as necessary.

Section 6. **Exam Committee**

Purpose:
A. To provide a resource for faculty who write exams.
B. To recommend changes, to exams, as necessary.

Membership:
A. Chairperson: an elected full time faculty member.
B. A faculty member from first year and second year, rotating each semester.

Function:
A. Faculty members are invited to ask the committee to review any exam.
B. To assure that the Nursing Education exams are well written in NCLEX style and follow Exam Construction Policy (Appendix #5).
C. Course Coordinators will request the committee review an exam if more than half of the students miss 10% or more of the exam questions. The committee will review that exam and make recommendations to the coordinator. (*Example: On an exam with 50 questions - 5 questions were missed by more than 50% of the students.)

Meetings: Meet a minimum of two times per semester, with additional meetings as necessary. Faculty are encouraged to give the committee adequate time to meet, and respond, when requesting the review of an exam.

ARTICLE IX
AMENDMENTS

Section 1. These By-Laws may be amended at any regular meeting of the organization by a two-thirds vote of the membership, provided that written notice has been given at least one week prior to the designated meeting.

ARTICLE X
PARLIAMENTARY AUTHORITY

Section 1. The rules contained in Robert's Rules of Order Revised shall govern this organization in all cases to which they are applicable and in which they are not inconsistent with the By-Laws of the faculty organization.

SAN DIEGO CITY COLLEGE

Nursing Education

POSITION DESCRIPTIONS

POSITION DESCRIPTIONS ASSOCIATE DEGREE NURSING PROGRAM

ASSOCIATE DEAN of Nursing/DIRECTOR, NURSING EDUCATION

The Associate Dean/Director, Nursing Education, under the direction of the School Dean will provide leadership, planning, assistance and support for the operation of the Nursing Education Department.

The Associate Dean/Director of Nursing is responsible for the supervision of the nursing programs and participates in all matters concerning instruction, curriculum, staff and students for these programs.

QUALIFICATIONS

BRN: Section 1425

The Associate Dean/Director of the program shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nursing by the State of California;
2. A Master's or higher degree from an accredited college or university, which includes course work in nursing, education or administration;
3. A minimum of one-year experience in a position as an administrator with validated performance of administrative responsibilities;
3. A minimum of two years' experience teaching in pre- or post- licensure Registered Nursing programs;
4. At least one year experience as a Registered Nurse providing direct patient care; and
5. Equivalent experience and/or education, as determined by the Board of Registered Nursing.
6. The Director of Nursing must be approved by the California Board of Registered Nursing.

ADMINISTRATION

- Manage and coordinate the daily operations of the nursing department in accordance with District policies, legal requirements and sound educational principles and practices.
- Upon consultation with division and department chairs, recommend and direct submission of budgets, monitor assigned program budgets, initiate special funding requests; make recommendations concerning the need and priority for capital equipment and technology; supervise and approve nursing department budget expenditures.
- Seek additional funding sources, grant development, and manage expenditures of nursing grants.
- Supervise the ordering/inventory/maintenance of supplies and equipment.
- Provide required reports for program and college accreditation as needed. Submit annual reports to regulatory agencies.
- Chair nursing department meetings and participate in School, Instructional, Administrative and District meetings as required.

- Manage Program accreditation and related processes:
    1. BRN approval Visit preparation/documentation
    2. ACEN affiliation/approval visit documentation
    3. Assure continuing education license is up to date.
- Make presentations regarding assigned programs as necessary.
- Facilitate implementation of department policies.
- Interpret program requirements and objectives to other college departments.
- Participate in research as needed.
- Oversee curriculum, staffing and operation of all nursing programs.
- Supervise and evaluate classified personnel in the Nursing Education Department
- Collaborate with faculty in the development of program policies and procedures and monitor implementation.
- Monitor the use and needs of facilities and equipment for the nursing skills labs.
- Coordinate and facilitate the resolution of student, faculty and staff conflicts and problems with assistance of School Dean.
- Administer and implement District policies, procedures, regulations; assist in implementing contract provisions negotiated by the Governing Board and recognized bargaining units.

CURRICULUM

- Work with faculty, department chair, Assistant Director, School Dean and Vice President of Instruction to develop schedule of courses to meet the needs of students and District requirements; review and approve assignment of faculty to classes; monitor schedules and workload for accuracy throughout the semester; assist in timely and accurate attendance reporting for all courses in the division.
- Review curriculum and suggest updates in keeping with societal, community, technological, demographic and professional changes.
- Review and make necessary adjustments to catalog information relevant to programs.
- Provide input in review and selection of textbooks.
- Assure compliance with BRN rules and regulations
- Encourage the development and use of a broad range of teaching strategies, new technologies and delivery modes.
- Collaborate with faculty and staff to conduct program planning, analysis, and review of instructional and extracurricular programs within the nursing department.
- Promote the development of new or revised curriculum; recommend and implement new programs; participate in public information activities to promote and publicize instructional programs.

FACULTY

- Screen and recommend candidates for faculty appointment per college policy.
- Assist in orientation for new full-time and adjunct faculty.
- Supervise faculty assignments.
- Oversee workload, compliance with Education Code, Union contract, BRN rules and regulations.
- Evaluate teaching performance of faculty.
- Promote and provide opportunities for staff development.

- Oversee use of adjunct faculty.

COLLEGE

- Advocate for the nursing programs.
- Represent health related issues to campus community.
- Maintain a current knowledge of issues and trends in Nursing and interpret these issues, trends and reforms to faculty, students and the community.

COMMUNITY

- Oversee the development and maintenance of clinical contracts with service agencies used for student clinical placements.
- Represent the nursing programs and the college through appropriate college, community, state and national committee membership.
- Liaison with clinical agencies in the planning and coordinating of clinical facilities.
- Represent program and College as a member of local and regional health committees and boards.
- Participate in professional organizations in nursing education.
- Act as a resource to the community regarding nursing education and health care issues.
- With assistance from faculty and department chair, research and develop new programs and course offerings in response to business, industry, community organizations and other educational institutions.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Serve as advocate for students.
- Assist with admission of qualified applicants.
- Supervise maintenance of student records.
- Serve as counselor and advisor to students.
- Assure faculty compliance with nursing program and college policies affecting students.
- Facilitate preparation of application and brochure describing program.
- Obtain follow-up data on graduates of program.
- Work with support services such as financial aid, tutoring, counseling and other programs to assist students.

CONTINUITY

- Provide in-coming Associate Dean/Director with orientation to role.
- Participate in Associate Degree Nursing Program Associate Dean/Directors' Mentor Procedure.

ASSISTANT DIRECTOR, ASSOCIATE DEGREE NURSING

The Assistant Director of Nursing Programs will supervise all nursing programs in the absence of the Associate Dean/Director of Nursing and will assume assignments made by the Associate Dean/Director.

QUALIFICATIONS

BRN: Section 1425

The Assistant Director shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nurses by the State of California;
2. A Master's or higher degree from an accredited college or university that includes course work in nursing, education, or administration;
3. A minimum of two years' experience teaching in pre- or post-licensure Registered Nursing programs; and
4. At least one-year experience as a Registered Nurse providing direct patient care or equivalent experience and/or education as determined by the board.
5. The Assistant Director of Nursing must be approved by the California Board of Registered Nursing.

ADMINISTRATION

Under the direction of the Associate Dean/Director of the Nursing Education Department, the Assistant Director shall:

- Participate in development of department budget.
- Assist with grant preparation.
- Assist with screening/interviewing and recommending candidates for faculty appointment.
- Assist with annual reports for licensing agencies.
- Assist with organizing program accreditation activities: BRN, ACEN, CNA approval visit preparation/documentation
- Assist with program review of department policies.
- Participate in research as needed.
- Attend ADN Associate Dean/Directors meetings when able.
- Serve on advisory committees for other nursing education programs.
- Write and distribute Faculty and Curriculum meeting agendas.
- Collect, edit and distribute all Team, Forum, Faculty and Curriculum Meeting minutes.
- Supervise maintenance of Lending Library.

CURRICULUM

- Assist with review and update of curriculum and faculty assignments.
- Assist with review and revision of College Catalog information relevant to nursing programs.
- Assure compliance with regulatory agencies (BRN, ACEN).
- Participate in the development of new courses/programs.

FACULTY

- Assist with coordination of annual faculty assignments regarding:
    1. Clinical rotations/schedules
    2. Course coordination
    3. Assist in orientation for new contract and adjunct faculty
- Provide guidance for:
    1. Advisor for student graduations and campus club activities
    2. Advisor for Nursing Student Associations
    3. Assist Faculty with review and update of policies, student handbook, faculty handbook
    4. Participate in hospital staff/faculty meetings
    5. Review graduate student survey results and NCLEX results

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Serve as advocate for students.
- Assist with counseling and advising students.
- Assist with preparation and review of program application and brochures.
- Assist with general orientation meetings.

COMMUNITY

- Assist with recruitment activities regarding:
    1. Participation in career days at local schools
    2. Hospital orientations
    3. College orientations
    4. College career days
- Assist with promotion of nursing programs to the community.

INSTRUCTOR (FACULTY)78, ASSOCIATE DEGREE NURSING

The Instructor is a full-time, tenure track, contract faculty position with the following qualifications identified by the Board of Registered Nursing.

QUALIFICATIONS

BRN: Section 1425

The Faculty shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nursing by the State of California;
2. A Master's or higher degree from an accredited college or university that includes course work in nursing, education, or administration;
3. Completion of at least one year experience teaching courses related to Registered Nursing or a course which includes practice in teaching registered nursing; and
4. At least one-year experience as a Registered Nurse providing direct patient care or equivalent experience and/or education as determined by the board.
5. According to California Code of Regulations (CCR) 1420 Definitions, "**Clinically competent"** means that the nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the nursing area to which the faculty member is assigned.
6. Section **1425(c)** states, " An instructor shall meet the following minimum qualifications: 1425(a)(1) A Master or higher degree from an accredited college or university which includes course work in nursing, education, or administration. If degree other than in nursing submit information verifying course work in nursing education."
7. **1425(c)(2)** Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience **providing direct patient care as a registered nurse in the designated nursing area**; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.

INSTRUCTION

- Function as a didactic and clinical faculty in the Nursing Education Program. Area of assignment will be based on program need and clinical expertise.
- Prepare appropriate course outlines and syllabi according to department and college standards.
- Arrange classroom and clinical learning experiences consistent with course objectives and instructional methodologies that respect student diversity and support student success in the nursing education program.
- Utilize current teaching and learning methodologies to make effective instructional presentations.
- Prepare and administer appropriate assessments designed to evaluate learning.

- Maintain currency in subject area and promote critical thinking in classroom and clinical arenas.
- Guide students in clinical area to safeguard client welfare and promote student learning.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Direct, guide, assess and evaluate student performance in the classroom, laboratory and clinical settings.
- Maintain accurate records of students' grades and attendance in accordance with administrative and department policy.
- Inform students of their progress according to established department policy
- Participate in academic guidance counseling of students.
- Provide individual assistance or advice to students who are not making satisfactory progress toward meeting course or program objectives.
- Develop a remediation plan for students with identified weaknesses in clinical and/or academic performance.
- Refer students to the appropriate department for assistance when needed.

CURRICULUM

- Assist with the development, organization, implementation, and evaluation of the nursing curriculum.

NURSING EDUCATION DEPARTMENT

- Report to the Associate Dean/Director of the Nursing Education Program.
- Attend department faculty meetings.
- Attend Nursing Department Advisory Board meetings.
- Serve on faculty committees concerned with development of policies and administrative functions.
- Particapte in the ongoing process in the preparation of materials to maintain the program BRN approval and ACEN accreditation.
- Assist in the selection of instructional supplies, textbooks, and capital equipment.
- Serve on a voluntary basis as faculty advisor to nursing students' organizations.
- Maintain open communication with other nursing faculty and offer assistance as needed.
- Mentor new faculty.

COLLEGE

- Serve on college wide committees concerned with development of policies and administrative functions.

PROFESSIONAL DEVELOPMENT

- Maintain currency in subject area related to specific assignment.
- Maintain currency in techniques of effective instruction.
- Participate in continuing education to update and augment knowledge.
- Participate in professional organizations.

COMMUNITY

- Interpret the philosophy and objectives of the Associate Degree Nursing Program for the community within and outside of the college.
- Act as liaison between the nursing department and clinical agencies to interpret course and program objectives, and to plan for effective clinical experiences.

CONTENT EXPERT, ASSOCIATE DEGREE NURSING

The content expert is a faculty member with the following qualifications identified by the Board of Registered Nursing.

QUALIFICATIONS

BRN: Section 1425

The Content Expert shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nursing by the State of California;
2. A Master's or higher degree from an accredited college or university in the designated nursing area; or
3. A Master's degree that is not in the designated nursing area and shall:
   a. Have completed thirty hours of continuing education or two semester units or three quarter units of nursing education related to the designated nursing area; or have a national certification in the designated nursing area from an accrediting organization; and
   b. Have a minimum of 240 hours of clinical experience within the previous three years in the designated nursing area or have a minimum of one academic year of registered nurse level clinical teaching experience in the designated nursing area within the previous five years.
4. According to California Code of Regulations (CCR) 1420 Definitions, **"Content expert"** means an instructor who has the responsibility to review and monitor the program's entire curricular content for a designated nursing area of geriatrics, medical-surgical, mental health/psychiatric nursing, obstetrics, or pediatrics.
5. According to California Code of Regulations (CCR) 1420 Definitions, **"Clinically competent"** means that the nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the nursing area to which the faculty member is assigned.

RESPONSIBILITY

The content expert is responsible for reviewing and monitoring the program's entire curricular content for a designated nursing area. The content expert does an ongoing curriculum review and maintains the curriculum, developing, updating, and changing the content according to best clinical practice.

There are content experts in the areas of gerontological, medical-surgical, mental health/psychiatric, obstetrical and pediatric nursing.

Content	Content Expert
Medical Surgical Nursing	E. Vinegas, A. Palleschi
Obstetrics & Pediatric Nursing	D. Fis
Psychiatric/Mental Health Nursing	A. Hart
Gerontological Nursing	E. Vinegas, A. Palleschi

ASSISTANT INSTRUCTOR (FACULTY), ASSOCIATE DEGREE NURSING

The Assistant Instructor is a part time faculty position with the following qualifications identified by the Board of Registered Nursing.

QUALIFICATIONS

BRN: Section 1425(e)

The Assistant Instructor shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nurses by the State of California;
2. A baccalaureate degree from an accredited college, which shall include courses in nursing, or in natural, behavioral or social sciences relevant to nursing practice
3. Direct patient care experience within the previous five (5) years in the content area to which he or she will be assigned, which can be met by:
   a. One (1) year's continuous, full-time or its equivalent experience providing direct patient care as a registered nurse in the designated nursing area; or
   b. One (1) academic year or of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrate clinical competency.
4. According to California Code of Regulations (CCR) 1420 Definitions, **"Clinically competent"** means that the nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the nursing area to which the faculty member is assigned.
5. **1425(d)** An assistant instructor shall meet the following minimum qualifications: (1) A Baccalaureate degree from an accredited college which shall include courses in nursing, or in a natural, behavioral or social science relevant to nursing practice.
6. **1425(d)(2)** Direct patient care experience within the previous five (5) years in the nursing area to which he or she is assigned, which can be met by: (A) One (1) year's continuous, full-time or its equivalent experience **providing direct patient care as a registered nurse in the designated nursing area**; or (B) One (1) academic year of registered nurse level clinical teaching experience in the designated nursing area or its equivalent that demonstrates clinical competency.

INSTRUCTION

- Function as a clinical professor in the Nursing Education Program; area of assignment will be based on program need and clinical expertise.
- Arrange clinical learning experiences consistent with course objectives and instructional methodologies that respect student diversity and support student success in the nursing education program.
- Maintain currency in subject area and promote critical thinking in the clinical arena.
- Guide students in clinical area to safeguard client welfare and promote student learning.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Direct, guide, assess and evaluate student performance in the laboratory and clinical settings.
- Maintain accurate records of students' grades and attendance in accordance with administrative and department policy.
- Inform students of their progress according to established department policy.
- Provide individual assistance or advice to students who are not making satisfactory progress toward meeting clinical objectives.
- Develop a remediation plan for students with identified weaknesses in clinical performance.
- Refer students to the appropriate department for assistance when needed.

NURSING EDUCATION DEPARTMENT

- Report to the Associate Dean/Director of the Nursing Education Program.
- Maintain open communication with other nursing faculty and offer assistance as needed.
- Mentor new adjunct faculty.
- Particapte in the ongoing process in the preparation of materials to maintain the program BRN approval and ACEN accreditation.
- Assist in the selection of instructional supplies, textbooks, and capital equipment.

PROFESSIONAL DEVELOPMENT

- Maintain currency in subject area related to specific assignment.
- Maintain currency in techniques of effective instruction.
- Participate in continuing education to update and augment knowledge.
- Participate in professional organizations.

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COMMUNITY

- Interpret the philosophy and objectives of the Associate Degree Nursing Program for the community within and outside of the college.
- Act as liaison between the nursing department and clinical agencies to interpret course and program objectives, and to plan for effective clinical experiences.

Clinical Placement Assistant (CPA)

The Clinical Placement Assistant is responsible for assisting the Clinical Placement Coordinator (CPC) with coordinating and arranging clinical site placement for SDCC Nursing Education Program (NEP). The CPA will collaborate with the CPC to support SDCC NEP with clinical placement throughout San Diego County. The CPA will be responsible for communicating problems to CPC to resolve the problem to continue to uphold a constructive working affiliation with SDCC NEP clinical partners.

The CPA under the direct supervision of the Associate Dean/Director and the Clinical Placement Coordinator. CPA will collaborate and perform the duties and responsibilities with the following qualifications:

FACULTY/STUDENTS

- Work collaboratively with the CPC.
- Serve as a resource to faculty and students for orientation for all clinical sites.
- Attend the Consortiumum meeting and report to the CPC and Associate Dean/Director of Nursing.
- Assisting the CPC to serve as a resource to faculty and students for Complio and collaborate with the Student Success Advisor under the supervision of the CPC.
- Assisting the CPC with delivering the following to each facility staff educator:
    - Student and staff contact information
    - Immunization/background clearance data
    - Copies of course syllabi
    - Clinical rotations

ADMINISTRATION/COLLEGE/COMMUNITY

- Facilitate cooperative ventures with other departments, schools and/or colleges, and community partners.
- Collaborates with the Associate Dean/Director of Nursing and the CPC with the clinical placement needs.
- Participate and attends the San Diego Nursing Consortium meetings with Associate Dean/Director of Nursing and CPC.
- Communicates promptly of clinical placement needs to the Associate Dean/Director of Nursing and the CPC.
- Establishes a face-to-face working relationship between the nursing programs, and clinical partners, Associate Dean/Directors, managers, etc., at least once a year.
- Creates and allocates a Master Clinical Facility Plan to Administration under the guidance of the CPC, including:
    - All participating clinical sites
    - All courses
    - Specialty area rotations
    - Exact number of student allowed on the floor and specialty areas
- Maintains and manages all clinical placements with current information/updates under the supervison of the CPC that includes:
    - Phone numbers

  - Faculty info
  - Dates
  - Times
  - Holidays
  - Breaks, etc.
- Attend Department and provide an updated report of clinical updates.

QUALIFICATIONS

The Clinical Coordinator Assistant shall have:

- Master's degree from an accredited institution, along with full or part-time work experience in a health care related field.
- Knowledge of basic medical terminology.
- Knowledge of basic hospital/clinic organizations and systems.
- Excellent time management and organizational skills.
- Excellent computer skills.
- Excellent interpersonal and public relations skills.
- Excellent work ethic.
- Customer service skills.
- Able to develop and maintain excellent working relationships with multiple allied health faculty and facilities.
- Able to communicate clearly and professionally, both verbally and in writing.
- Detail oriented. Excellent multitasking skills.
- Able to remain flexible and adapt to change.
- Perform effectively under pressure.
- Able to follow through with tasks.
- Able to take initiative to solve problems without supervision.
- Able to seek out appropriate resources and information when needed.
- Able to work independently.
- Able to work in a team setting with allied health faculty and administration.

Clinical Placement Coordinator (CPC)/Developing a Curriculum

The Clinical Placement Coordinator (CPC) is responsible for coordinating and arranging clinical site placement for SDCC Nursing Education Progam (NEP). The CPC will be the liaison between the SDCC NEP and the clinical affiliates throughout San Diego County. The CPC is responsible for communication and problem solving in order to maintain a positive working relationship between SDCC NEP and clinical affiliates using the Developing a Curriculum (DACUM) model.

The CPC under the direct supervision of the Associate Dean/Director of Nursing will collaboration and perform the duties and responsibilities with the following qualifications:

FACULTY/STUDENTS

- Work collaboratively with the Associate Dean/Director/Department.
- Chairperson/Co-Chairperson ensures smooth implementation of contract and part time faculty evaluation procedures.
- Serve as a resource to faculty and students for orientation for all clinical sites
- Makes visibility rounds at the minimum, once a month at every clinical site. Maintains close communication, contacts Lead faculty of identified issues
- Ensure clinical objectives are posted and communicated by the program at the clinical site.
- Serves as a resource to faculty and students for Complio and collaborate with the Student Success Advisor.
- Evaluate the Clinical Placement Assistant's (CPA) work performance.
- Oversees the process of delivering the following to each facility staff educator:
    - Student and staff contact information
    - Immunization/background clearance data
    - Copies of course syllabi
    - Clinical rotations

ADMINISTRATION/COLLEGE/COMMUNITY

- Facilitate cooperative ventures with other departments, schools and/or colleges, and community partners.
- Collaborates with the Associate Dean/Director of Nursing for clinical placement needs.
- Reviews all clinical forms for the Board of Registered Nursing including but not limited to EDP-P-08 and EDP-P-02 forms.
- Participate and attends the San Diego Nursing Consortium meetings, Grant Advisory Committee meetings, and all meetings where clinical placement discussions are scheduled.
- Advocates and communicates clinical placement needs of the SDCC NEP.
- Establishes a face-to-face working relationship between all nursing programs, and facility Associate Dean/Directors, managers, etc., at least once a year.

- Produces and distributes a Master Clinical Facility Plan to Administration, including:
  - All participating clinical sites
  - All courses
  - Specialty area rotations
  - Exact number of student allowed on the floor and specialty areas
- Maintains and manages all clinical placements with current information/updates including:
  - Phone numbers
  - Faculty info
  - Dates
  - Times
  - Holidays
  - Breaks, etc.
- Formulates (two) letters to Facility Administrators, Management and Staff on behalf of SDCC each semester: (1) a letter of introduction for all clinical facilities (2) a letter of appreciation.
- Assists in the facilitation and coordinates the ongoing maintenance of Affiliation agreements.
- Reports to the Department of Nursing providing Clinical Coordinator updates.
- Update and manage affiliation agreements.
- Recruit and investigates new/potential clinical sites in San Diego County.

QUALIFICATIONS

The Clinical Coordinator shall have:

- Master's or higher degree from an accredited institution, along with full or part-time work experience in a health care related field.
- Contract-Tenure Facutly.
- Knowledge of basic medical terminology.
- Knowledge of basic hospital/clinic organizations and systems.
- Excellent time management and organizational skills.
- Excellent computer skills.
- Excellent interpersonal and public relations skills.
- Excellent work ethic.
- Customer service skills.
- Able to develop and maintain excellent working relationships with multiple allied health faculty and facilities.
- Able to communicate clearly and professionally, both verbally and in writing.
- Detail oriented. Excellent multitasking skills.
- Able to remain flexible and adapt to change.
- Perform effectively under pressure.
- Able to follow through with tasks.
- Able to take initiative to solve problems without supervision.
- Able to seek out appropriate resources and information when needed.
- Able to work independently.
- Able to work in a team setting with allied health faculty and administration.

CLINICAL TEACHING ASSISTANT, ASSOCIATE DEGREE NURSING

The Clinical Teaching Assistant is an adjunct faculty position with the following qualifications identified by the Board of Registered Nursing.

QUALIFICATIONS

BRN: Section 1425(f)

The Clinical Teaching Assistant shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nursing by the State of California;
2. An Associate Degree in Nursing (ADN) or higher degree from an accredited nursing education program; and
3. At least one (1) year continuous, full-time or its equivalent, experience in the designated nursing area within the previous five years (5) as a registered nurse providing direct patient care.
4. According to California Code of Regulations (CCR) 1420 Definitions, **"Clinically competent"** means that the nursing program faculty member possesses and exercises the degree of learning, skill, care and experience ordinarily possessed and exercised by staff level registered nurses of the nursing area to which the faculty member is assigned.
5. **1425(e)** A clinical teaching assistant shall have at least one (1) year continuous, full-time or its equivalent experience in the designated nursing area within the previous five years (5) as a registered nurse **providing direct patient care**.

INSTRUCTION

Under the supervision of the Course Coordinator or Content Expert, the Clinical Teaching Assistant shall:

- Function as a clinical faculty in the Nursing Education Program. Area of assignment will be based on program need and clinical expertise.
- Arrange clinical learning experiences consistent with course objectives and instructional methodologies that address student diversity and promote student success in the nursing education program.
- Maintain currency in subject area and promote critical thinking in clinical arena
- Guide students in clinical area to safeguard client welfare and promote student learning.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Direct, guide, assess and evaluate student performance in the laboratory and clinical settings.
- Maintain accurate records of students' grades and attendance in accordance with administrative and department policy.
- Inform students of their progress according to established department policy.
- Provide individual assistance or advice to students who are not making satisfactory progress toward meeting clinical objectives.

- Develop a remediation plan for students with identified weaknesses in clinical performance.
- Refer students to the appropriate department for assistance when needed.

NURSING EDUCATION DEPARTMENT

- Report to the Associate Dean/Director of the Nursing Education Program.
- Maintain open communication with other nursing faculty and offer assistance as needed.
- Mentor new adjunct faculty.
- Serve on a voluntary basis in the preparation of materials to maintain program BRN approval and ACEN accreditation.

PROFESSIONAL DEVELOPMENT

- Maintain currency in subject area related to specific assignment.
- Maintain currency in techniques of effective instruction.
- Participate in continuing education to update and augment knowledge.
- Participate in professional organizations.

COMMUNITY

- Interpret the philosophy and objectives of the Associate Degree Nursing Program for the community within and outside of the college.
- Act as liaison between the nursing department and clinical agencies to interpret course and program objectives, and to plan for effective clinical experiences.

NURSING STUDENT SUCCESS ADVISOR

The Nursing Student Success Advisor is a grant funded restricted contract faculty position. The Nursing Student Success Advisor coordinates, facilitates, and mentors nursing students to promote the successful completion of the nursing program and attain licensure by early intervention and remediation of identified "at risk" students and monitoring and supporting their progress through the nursing program. This objective is achieved through a variety of techniques.

QUALIFICATIONS

The Nursing Student Success Advisor shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nurses by the State of California;
2. A Master's or higher degree from an accredited college or university that includes course work in nursing, education, or administration;
3. Completion of at least one-year experience teaching courses related to Registered Nursing or a course which includes practice in teaching registered nursing; and
4. At least one year experience as a Registered Nurse providing direct patient care or equivalent experience and/or education as determined by the board.

INSTRUCTION

- Function as a didactic and clinical faculty in the Nursing Education Program (NEP). **NOTE**: Area of assignment will be the following: Nursing Student Success and Retention
- Prepare appropriate course outlines and syllabi to department and college standards.
- Arrange classroom-learning experiences consistent with course objectives and instructional methodologies that address student diversity and promote student success in the nursing education program.
- Utilize current teaching and learning methodologies to make effective instructional presentations.
- Prepare and administer appropriate assessments designed to evaluate learning.
- Maintain currency in subject area and promote critical thinking in classroom and clinical arenas.
- Guide students to safeguard client welfare and promote student learning.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Develop a professional relationship with the student based on mutual respect, confidentiality, and trust that creates a non-threatening environment designed to enhance student accountability.
- Participate in meetings with program applicants to review academic history, results of pre-admission examinations, general preparedness for entry into the Nursing program and complete appropriate referrals as needed.

- Assess incoming students for risk factors that may impede academic success and develop an educational plan to decrease the impact of those risks.
- Refer students to appropriate on campus services to enhance student success, including financial aid, student health, and childcare, mental health, disability support, and the English and Math centers.
- Serve as an academic tutor to assist students seeking academic and clinical improvement.
- Serve as student resource liaison for student services
- Provide guidance, support, and motivation for academic improvement.
- Meet with students regularly to evaluate academic progress, including review of progress with faculty as needed.
- Provide information for students applying to the NEP prior to submitting their application.
- Track the student's completion of immunizations, CPR, Liability Insurance, accountability forms prior to admission. Notify students of incomplete status.
- Assist students with scholarship applications and essays providing guidance in the writing and submission of scholarship applications.
- Complete required forms or write letters for students needing verification of admission, course work, and ongoing attendance for various financial support organizations, scholarships, childcare, Cal works, etc.
- Provide counseling, support and planning for returning students to ensure successful completion of the NEP.
- Develop, coordinate and teach student success activities, including, but not limited to:
    - Reading/Studying/Note taking
    - Dosage calculation
    - APA style of writing
    - Preparing for an exam / Managing exam anxiety
- Maintain accurate records of student meetings while respecting student rights to confidentiality.

CURRICULUM

- Assist with the development, organization, implementation, and evaluation of the nursing curriculum

NURSING EDUCATION DEPARTMENT

- Report to the Associate Dean/Director of Nursing Education Program.
- Attend department faculty meetings.
- Attend Nursing Department Advisory Board meetings.
- Serve on faculty committees concerned with development of policies and administrative functions
- Assist in the selection of instructional supplies, textbooks, and capital equipment.
- Serve as faculty advisor to nursing students' organizations.
- Maintain open communication with nursing faculty and offer assistance as needed.
- Proctor monthly ATI TEAS exam for students preparing to apply to the Nursing Education Program.
- Develop an orientation, onboarding instructions, and communicate access instructions for the ATI learning resource for cohorts.

- Develop an orientation, onboarding instructions, and communicate access instructions for the COMPLIO/American Data Bank clinical requirement.
- Review and update the Nursing Education Program College website for changes on an annual basis.
- Assist with reviewing and updating the Nursing Student Handbook on an annual basis.
- Assist with collecting data for the Enrollment Nursing Growth Grant and report data to the Nursing Associate Dean/Director.
- Assist with collecting data for approved grants for the nursing department and report data to the Nursing Associate Dean/Director.
- Develop a remediation plan for students unsuccessful on the ATI TEAS exam so that the exam maybe retaken within one year.
- Present monthly Nursing Education Workshops for interested students to describe the practice of professional nursing and provide information necessary for students applying for admission to the nursing program.
- Provide workshops for Generic students and LVNs interested in the LVN-RN step-up program, providing information needed to obtain pre-requisites and courses needed to obtain an ADN from SDCCD.
- Participate in the nursing application committee for review of applications.
- Review applications with students (when requested) that were declined admission and develop a plan for improved success in the next application period.
- Update Nursing Website.
- Particapte in the ongoing process in the preparation of materials to maintain the program BRN approval and ACEN accreditation.
- Classroom presentations by establishing strategies for pre-nursing students to be successful in the nursing education program, problem-solving skills, and communication strategies.
- Use innovative student retention strategies and apply technology to enhance and support student learning.
- Collaborate with SDCC outreach team and attend outreach events.
- Counseling nursing students.
- Develop a remediation plan for nursing students .
- Participating in the exit interview process with Associate Dean of Nursing.
- Collaborate with the Promotion, Enrollment, Attainment, and Retention (PEAR) committee.
- Attend monthly PEAR meetings.

COLLEGE/DISTRICT

- Participate in campus/college/district governance by serving on college/district committees.
- Participate in professional development, student and other educational activities in accordance with college policies and to maintain currency.
- Demonstrate cultural competency, sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds of community college students and staff.
- Support the Nursing Education Program and college by demonstrating and practicing the values described in the mission and vision of the Nursing Education Department.

PROFESSIONAL DEVELOPMENT

- Maintain currency in subject area.
- Maintain currency in techniques of effective teaching, communication and student counseling.
- Participate in continuing education to update and augment knowledge.
- Participate in professional organizations.

COMMUNITY

- Interpret the philosophy and objectives of the San Diego Community college District to the community within and outside of the college.

NURSING COUNSELOR

QUALIFICATIONS

The Nursing Counselor shall have:

1. Any combination of training and experience equivalent to: meet requirements for appropriate counseling credential.
   a. Valid Counseling Credential
   b. Knowledge of:

- Principles and practices of counseling within a community college environment.
- Requirements for various degree programs.
- Exams and their use and interpretation for career and educational counseling.
- Counseling techniques, both individually, and group.
- Research techniques.
- Rules, regulations and policies of nursing programs.
- Technical aspects of field of specialty.

Applicable sections of the State Education Code

1. The Ability to:
   - Counsel students and prospective students individually and in groups
   - Make persuasive and articulate presentations before groups.
   - Establish effective relationships with students, faculty, staff and the business community.
   - Train and furnish work direction to others.
   - Interpret, apply and explain policies and procedures.
   - Analyze a situation correctly and adopt effective course of action.
   - Communicate both orally and in writing.

INSTRUCTION

- The nursing counselor may be asked to hold Nursing Workshops on a monthly basis.
- Develop and teach courses as part of regular Counselor assignment in personal growth or related subject areas; participate in evaluation of instructional materials and recommend catalog revisions as necessary.

STUDENTS

- Provide information and education planning for all students enrolled in nursing program and students ready to apply for nursing program.
- Provide counseling appointments for those students who need them to determine eligibility to apply to nursing program.
- Provide counseling and educational planning for LVNs transitioning to second year of Nursing program.
- Complete modification of major requests for nursing students needing to substitute or waive one class for another.
- Assist Nursing Student Success Advisor in conducting general nursing workshops and application workshops once a month.
- Provide transfer academic information for those students enrolled in Nursing program who wish to transfer to SDSU, Point Loma Nazarene, or other schools.

- Prepare every nursing student with educational plan for graduation in addition to plan for transfer.
- Respond to and refer beginning pre-nursing students to general counseling office for career and educational planning.
- Assist students in finding appropriate in-school resources, as well as outside agencies to assist in resolving problems and crises, which interfere with their functioning as students.

NURSING EDUCATION DEPARTMENT

- Confer with faculty regarding individual students; serve as a resource for faculty in dealing with individual student problems.
- Provide work direction and guidance to assigned clerical staff; assist in the evaluation of assigned employees.
- Conduct student, parent, and faculty conferences as necessary.
- Collaborate with the Promotion, Enrollment, Attainment, and Retention (PEAR) committee.
- Attend monthly PEAR meetings.

COLLEGE

- Participate in the evaluation of institutional practices and programs as they effect students; plan and conduct relevant research in student personnel areas such as academic skill levels of new students, reasons for student attrition and follow-up data on transfer of students
- Select, administer, and interpret selected exams and inventories that assist counselors and students.
- Provide counseling services and course offerings for study skills and motivation as well as information regarding specific curricula, including transfer programs; provide counseling services for probationary or disqualified students; resolve student-learning problems in cooperation with the instructional program.
- Provide counseling services to special program students such as students in financial aid, foreign students, veterans, and handicapped, including advisement for both occupational and transfer students.

PROFESSIONAL DEVELOPMENT

- Assist with preparation and implementation of college staff development programs.
- Assist with the development and implementation of a pre-professional intern or student teacher/counselor program.

COMMUNITY

- Provide a variety of programs which inform the community about nursing educational opportunities and programs available in the District;
- Conduct workshops for schools and community groups

NURSING SIMULATION LABORATORY COORDINATOR

The Nursing Simulation Laboratory Coordinator is a full-time, tenure track faculty position with the following qualifications identified by the Board of Registered Nursing.

QUALIFICATIONS

The Nursing Simulation Laboratory Coordinator shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nurses by the State of California;
2. A Master's or higher degree from an accredited college or university that includes course work in nursing, education, or administration; and
3. At least one year of experience in Simulation.
4. According to the CCR 1420 Definition, **"Clinical practice"** means the planned learning experiences designed for students to apply nursing knowledge and skills to meet course objectives in a variety of board-approved clinical settings. Clinical practice includes learning experiences provided in various health care agencies as well as nursing skills labs, simulation labs, and computer labs.
5. The Nursing Simulation Laboratory Coordinator must be approved by the Board of Nursing as an instructor CCR 1425.

NURSING EDUCATION DEPARTMENT

FACULTY DEVELOPMENT

- Develop and utilize instructional strategies to promote student learning and faculty teaching.
- Collaborate with nursing faculty to develop tutoring or remediation plans for at-risk students to increase student success.
- Maintain communication with clinical faculty and course coordinator regarding student performance.
- In collaboration with faculty, select clinical lab equipment and supplies for purchase.
- Collaborate with faculty to formulate policies for the lab and integrate new technology, evidence-based practice, and teaching strategies.
- Develop and coordinate technology related in-services/workshops for faculty and students as needed.
- Collaborate with faculty to develop nursing scenarios to enhance student critical thinking skills.
- Interact with other faculty and staff in the development of instructional methods, technology and strategies.
- Develop and facilitate simulation experiences according to course schedules.
- Coordinate and manage the clinical skills lab environment and usage.
- Monitor a tracking system for student and faculty use of lab resources for program planning and resource utilization.
- Assist faculty to use and maintain simulators, computers, and audiovisual equipment in the skills and simulation labs.
- May teach classes or clinical in approved subject areas of nursing.
- Supervise student lab tutors, lab assistants, and computer technicians.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession
- Provide demonstration, technical instructional assistance and remediation to nursing students in practicing and refining performance of clinical and/or theoretical skills during open lab time, and by individual appointment.

CURRICULUM

- Participate in course and curriculum design, development and evaluation, student advisement and program review to maintain and improve the instructional program.
- Maintain and review course specific and program level student learning outcomes.

COLLEGE/DISTRICT

- Participate in campus/college/district governance by serving on college/district committees.
- Participate in professional development, student, and other educational activities in accordance with college policies and to maintain currency.

COMMUNITY

- Partner with peers in higher education, business and industry to maintain currency of instructional program.

COURSE COORDINATOR

The Course Coordinator is a full-time, tenure track, contract faculty or a part-time faculty position with following qualifications identified by the Board of Registered Nursing. The part-time faculty must have worked in the designated nursing area for five (5) years consecutively.

QUALIFICATIONS

The Course Coordinator shall have:

1. A clear and active Registered Nursing License issued by the Board of Registered Nursing by the State of California;
2. A Master's or higher degree from an accredited college or university that includes course work in nursing, education, or administration;
3. Completion of at least one year experience teaching courses related to Registered Nursing or a course which includes practice in teaching registered nursing; and
4. At least one-year experience as a Registered Nurse providing direct patient care or equivalent experience and/or education as determined by the board.

The Course Coordinator shall:

1. Schedule and prepare the agenda for team meetings.
2. Assign a team member to record minutes of meeting and upload to G: drive and send to the Associate Dean/Director.
3. Work with team members to develop course content in accordance with approved nursing curriculum and update the curriculum in curricunet.
4. Prepare syllabus with team or assign a team the following task:
   a. Collect Modules from faculty and place in syllabus according to the order of class schedule,
   b. Add other materials (course description, links to evaluations, appendices, etc.) as needed
   c. Post on Canvas and make certain all faculty and students have access.
   d. Develop the calendar.
5. Coordinate campus lab activities with the team.
6. Work with team members to develop clinical group assignments and submit lists to Administrative Assistant II for typing, with copies to the Associate Dean/Director, if needed. Assist tenured/tenure track faculty with adding the clinical groups into Complio 3-4 weeks prior to the starting clinical and profile sharing with the assigned clinical facilities.
7. Maintain a course file and place in file room at the end of each course. The file is to include:
   a. Syllabus on CD or flash drive
   b. Exam keys/item analysis via Assessment Technologies Institute (ATI)
   c. Student Accuscans if needed or record of student exam on paper via ATI
   d. Grades/attendance
   e. Student Faculty forum minutes
   f. Team meeting minutes
   g. Course Evaluation results
   h. Clinical Facility Evaluation results
   i. Clinical group rosters

8. Coordinate exams with team members input:
   a. Assign due dates and number of questions per faculty (lecture/lab hrs.) and distribute copies to all members.
   b. Determine the number of questions for each exam.
   c. Set date and time for team members to review questions.
   d. Assign persons responsible for proctoring each exam.
   e. Assign persons responsible for preparing each exam:
      1. Put questions together on ATI website, proof exam and inform staff to review their questions prior to finalizing
      2. Finalize exam and have ready on exam day
      3. Prepare item analysis reports
      4. Remind faculty to speak to failing student(s) and place learning contract in student's file.
      5. Place exam copy and student exam results in course file
      6. Plan to have a staff available to approve exams for DSPS students with accommodations being proctored by a DSPS staff member or Nursing Faculty/Staff.
      7. Make sure that the DSPS students accommodation time is correct in ATI prior to exams.
      8. Collect all DSPS accommodation letters and collaborative with the Nursing Student Success Advisor (SSA).
9. **Review student "Needs Improvement" or "Unsatisfactory/Unsafe" clinical evaluations and student problems with team members.**
10. Monitor attendance and report excessive absences to team members and Associate Dean/Director. Meet with team to discuss make-up assignments;
11. Ensure that all "guest speaker" request forms and "field trip" forms required by college policy are submitted to the Associate Dean/Director prior to the activity and that copies are kept in the final course file;
12. Mentor or delegate a mentor for adjunct faculty with input from Department Chairperson and Associate Dean/Director;
13. Submit course census list and drop date by the deadline;
14. Finalize course grades, enter grades in computer grading system, print two copies, file one in the course file and submit one to the Associate Dean/Director; Be sure all Incomplete forms are signed by Associate Dean/Director and submitted with grades;
15. Hold closure meeting for the course, discuss texts, clinical facilities, student faculty forum and course evaluation results and any changes that may need to be made;
16. Monitor student completion of course designated Comprehensive Assessment and Review Program (CARP) requirements;(Appendix 35)
17. Enter assessment plan, findings, and action plan and status report into Taskstream at the completion of each course.

DEPARTMENT CHAIRPERSON

The department chairperson is elected for a two-year term, from among the members of the contract faculty, in accordance with a procedure developed by the college. Under the direction of a Dean, the department chairperson and co-chairperson provide the department leadership necessary to foster professional growth; recommends and implements the philosophy and mission of the department; encourages department members to maintain a consistent standard of excellence in curriculum and instruction during all hours of college operation.

QUALIFICATIONS

Contract Tenured Faculty or per the Collective Bargaining Agreement (CBA).

ADMINISTRATION / COLLEGE / COMMUNITY

- Work cooperatively with other chairpersons and co-chairperson in the District, other higher education institutions, potential employers of graduates, and the community in general to share information and techniques relevant to the subject area.
- Facilitate cooperative ventures with other departments, schools and/or colleges.
- Attend department, school, college and district meetings.
- Enter Textbook requests into the book order system.
- Assist the Associate Dean/Director in the preparation of the class schedule for the department and advise administration regarding staffing, room assignments and hourly needs.
- Attend training meetings and leadership development seminars for department chairs.
- Coordinate activities among the administration, student body and the department.
- Dean Duty.

DEPARTMENT

- Facilitate the department's operation and bring to the attention of the administration those problems that require administrative resolution.
- Assist the Associate Dean/Director in developing and implementing plans to improve student retention.
- Support grant applications and assist with supervision of grant programs.
- Collaborate with community agencies and/or corporate partners related to departmental programs.
- Meet all critical deadlines (curriculum and catalog review, book orders, contract and adjunct faculty evaluations, master planning and program review, etc.).
- Remain within departmental budget allocations (supplies, materials, equipment, certificated hourly and non-academic temporary staff, etc.).

CURRICULUM

- Develop, evaluate, and revise curriculum, in keeping with societal, community, technological, demographic, and professional changes, to meet the needs and increase the learning potential of faculty and students.

- Work with appropriate personnel in the assessment of the curriculum to encourage the highest standard of excellence in the instructional program.
- Provide input in review and selection of textbooks.
- Encourage the development and use of a broad range of teaching strategies, new technologies and delivery modes.

FACULTY

- Arrange professional development sessions designed to provide opportunities for the department members to increase knowledge of the subject area, to learn new teaching methods and to share information, materials, and ideas.
- Work collaboratively with the Associate Dean/Director and evaluation coordinator to ensure smooth implementation of contract and adjunct faculty evaluation procedures.
- Maintain effective interpersonal relations in dealing with staff/faculty, other departments and management.
- Encourage open communication and/or facilitate conflict resolution among department faculty members.
- Advise and evaluate with assisting in the development and improvement of course outlines, objectives, and standards.
- Exhibit creative and independent judgment.
- Advocate for faculty and the nursing department.
- Assist the Associate Dean with the faculty workload assignments.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Advocate for students.
- Assist in conflict resolution involving students.
- Assist with remediation plans for students having difficulty.
- Work with support services and other programs to assist students.

Refer to San Diego Community College District
College Department Chair Assessment Form-**Refer to AFT Contract.**

ADMINISTRATIVE ASSISTANT II

In addition to the job description of the San Diego Community College District, Senior Clerical Assistant, the Nursing Department Senior Clerical Assistant has the following duties:

A. Serve as receptionist for the Nursing Department:
   1. Answer the telephone, screen calls, give information, and take messages
   2. Make appointments with the Associate Dean/Director for students, representatives from community agencies, other schools, and the general public

B. Maintain records of:
   1. Student files, i.e., attendance, evaluation, progress
   2. Departmental minutes
   3. Supplies and inventory, including capital equipment
   4. Faculty forms
   5. Departmental forms

C. Word Process:
   1. Correspondence
   2. intra-office/inter-office memoranda
   3. Clinical assignment rotations of students
   4. Instructional materials/forms
   5. Curriculum and special projects
   6. Catalog revisions/changes
   7. Departmental meeting minutes
   8. Accreditation reports for State accreditation agencies
   9. Special reports
   10. Student application forms for licensure examinations
   11. Textbook requests

D. Duplicate:
   1. Submit and collect items for copying to the duplication department
   2. Duplicate other materials as requested

E. Manage office and instructional supplies:
   1. Maintain current inventory of office and routine instructional supplies
   2. Prepare requisitions for office/instructional supplies/equipment
   3. Prepare work orders for equipment repair
   4. Report any problems/replacement or repairs needed to Plant Operations Department

F. Provide general assistance for students/faculty/Associate Dean/Director/ Department Chairperson.

G. Request and reserve rooms using established procedures.

H. Check class enrollment, student's files, and academic records using the ISIS mainframe system.

I. Enter faculty assignment, add and revised information using the ISIS mainframe system.

J. Enter course information using the ISIS mainframe.

INSTRUCTIONAL ASSISTANT/TUTOR (Short-term Hourly Assignment)

In addition to the job description of the San Diego Community College District, an Instructional Assistant in the Nursing Education Department performs the following duties:

A. Perform clerical duties such as answering the telephone, taking messages, duplicating materials, typing, word processing, and filing.
B. Process incoming instructional supplies and equipment by identifying and labeling items and maintaining appropriate records.
C. Maintain appropriate records and inventories, reports needed replacement items or malfunctioning equipment to the Senior Clerk/Clerical Assistant.
D. Assist students as requested.
E. Operate a variety of audiovisual equipment related to the Nursing Department.
F. Prepare materials and equipment for demonstration by faculty or students' use, as requested. Store/return equipment and instructional supplies to appropriate areas.
G. Maintain instructional and laboratory areas in a clean and orderly manner.
H. Ensure the security of assigned facilities and equipment.
I. Assist faculty/tutors in the lab and classroom, as needed.
J. Perform other related duties, as assigned.

San Diego Community College District
NANC JOB DESCRIPTION

TITLE: Administrative Aide
UNIT: NON-ACADEMIC/NON-CLASSIFIED
PAGE: 1 of 1
JOB CODE: N1040
ORIGINAL DATE: 02/2013
LAST REVISION: 04/2018
STAFF: NANCE
FLSA STATUS: NON-EXEMPT

FUNCTION:
Under the direction of an assigned supervisor, perform a variety of duties to assist in performing delegated administrative tasks, assignments, and projects.

DESIRABLE QUALIFICATIONS:
Knowledge of English usage, grammar, spelling, punctuation, and vocabulary; modern office practices, procedures, and equipment, including computer hardware and software; basic research methods; report writing techniques; and record-keeping techniques. Ability to maintain records and prepare reports, conduct studies and research; operate computers and business-related software, including word processing, spreadsheets, and databases; communicate effectively both orally and in writing; and establish and maintain effective working relationships with others. Graduation from an accredited college or university with a major in business or public administration or closely related field. Sufficient training and experience to satisfactorily perform assigned duties.

TYPICAL DUTIES INCLUDE:
- Conduct various studies and special projects.
- Conduct research, compile data, and prepare technical and/or statistical reports.
- Prepare correspondence and other materials.
- Assist in the preparation of budgets and related documents.
- Operate a variety of office machines and equipment, including computer hardware and software.
- Prepare invoices, reports, correspondence, financial statements, and other documents.
- Design, develop, and maintain specialized databases; maintain complex recordkeeping systems.
- Coordinate department functions and serve as a resource to staff, students, and the public.
- Greet visitors or callers and handle their inquiries or direct them to the appropriate persons.
- Maintain calendars and schedule appointments.
- Receive, open, and distribute mail.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Develop a professional relationship with the student based on mutual respect, confidentiality, and trust that creates a non-threatening environment designed to enhance student accountability.
- Provide appropriate on campus resource services to students to enhance student success, including financial aid, student health, child care, mental health, disability support, and the English and Math centers.
- Serve as student resource liaison for student services
- Provide information for students applying to the NEP prior to submitting their application.
- Track the student's completion of immunizations, CPR, HIPPA, accountability forms prior to admission. Notify faculty of incomplete status utilizing American Databank.

NURSING EDUCATION DEPARTMENT

- Report to the Associate Dean/Director of Nursing Education Program.
- Attend department faculty meetings.
- Attend Nursing Department Advisory Board meetings.
- Assist in the selection of instructional supplies, and capital equipment.
- Maintain open communication with nursing faculty and offer assistance as needed.
- Review and update the Nursing Education Program College website for changes on an annual basis.
- Assist with reviewing and updating the Nursing Student Handbook and Faculty Handbook on an annual basis.
- Assist with collecting data for the Enrollment Nursing Growth Grant and report data to the Nursing Director.
- Assist the Nursing Student Success Advisor with workshops for Generic students and LVNs interested in the LVN-RN step-up program, providing information needed to obtain pre-requisites and courses needed to obtain an ADN from SDCCD.
- Participate in the nursing application committee for review of applications.
- Refer students (when requested that were declined admission to the Program Director

COLLEGE/DISTRICT

- Participate in professional development, student and other educational activities in accordance with college policies and to maintain currency.
- Demonstrate cultural competency, sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds of community college students and staff.
- Support the Nursing Education Program and college by demonstrating and practicing the values described in the mission and vision of the Nursing Education Department.
- Serve in the preparation of materials to maintain program BRN approval and ACEN accreditation.

COMMUNITY

- Interpret the philosophy and objectives of the San Diego Community college District to the community within and outside of the college.

San Diego Community College District
NANC JOB DESCRIPTION

TITLE: Project Assistant: Simulation Assistant
UNIT: NON-ACADEMIC/NON-CLASSIFIED
PAGE: 1 of 1
JOB CODE: N1904
ORIGINAL DATE: 02/2013
LAST REVISION: 04/2018
STAFF: NANCE
FLSA STATUS: NON-EXEMPT

FUNCTION:
Under the direction of an assigned supervisor, perform a variety of duties to assist in performing delegated administrative tasks, assignments, and projects.

DESIRABLE QUALIFICATIONS:
Knowledge of English usage, grammar, spelling, punctuation, and vocabulary; modern office practices, procedures, and equipment, including computer hardware and software; basic research methods; report writing techniques; and record-keeping techniques. Ability to maintain records and prepare reports, conduct studies and research; operate computers and business-related software, including word processing, spreadsheets, and databases; communicate effectively both orally and in writing; and establish and maintain effective working relationships with others. Graduation from an accredited college or university with a major in business or public administration or closely related field. Sufficient training and experience to satisfactorily perform assigned duties.

TYPICAL DUTIES INCLUDE:
- Assist in the preparation of the simulation lab under the supervision of faculty
- Evaluatation of the assigned simulation project.
- Assist in project coordination with faculty to arrange each simulation lab the day before the simulation experience.
- Assist in the development, preparation, assembly, and distribution of simulation supplies and informational materials.
- Prepare correspondence and other materials.
- Design, develop, and maintain specialized database(s); maintain complex recordkeeping systems of clinical supplies that needs to be ordered.
- Maintain calendars; schedule and confirm appointments.
- Coordinate department functions and serve as a resource to staff, students, and the public.
- Greet visitors or callers and handle their inquiries or direct them to the appropriate persons.
- Maintain calendars and schedule appointments.
- Receive, open, and distribute mail.

STUDENTS

- Demonstrate respect for students' rights at all times and role model behaviors consistent with nursing and the teaching profession.
- Develop a professional relationship with the student based on mutual respect, confidentiality, and trust that creates a non-threatening environment designed to enhance student accountability.
- Provide appropriate on campus resource services to students to enhance student success, including financial aid, student health, child care, mental health, disability support, and the English and Math centers.
- Serve as student resource liaison for student services
- Provide information for students applying to the NEP prior to submitting their application.
- Track the student's completion of immunizations, CPR, HIPPA, accountability forms prior to admission. Notify faculty of incomplete status utilizing American Databank.

NURSING EDUCATION DEPARTMENT

- Report to the Associate Dean/Director of Nursing Education Program.
- Attend department faculty meetings.
- Attend Nursing Department Advisory Board meetings.
- Assist in the selection of instructional supplies, and capital equipment.
- Maintain open communication with nursing faculty and offer assistance as needed.
- Review and update the Nursing Education Program College website for changes on an annual basis.
- Assist with reviewing and updating the Nursing Student Handbook and Faculty Handbook on an annual basis.
- Assist with collecting data for the Enrollment Nursing Growth Grant and report data to the Nursing Director.
- Assist the Nursing Student Success Advisor with workshops for Generic students and LVNs interested in the LVN-RN step-up program, providing information needed to obtain pre-requisites and courses needed to obtain an ADN from SDCCD.
- Participate in the nursing application committee for review of applications.
- Refer students (when requested that were declined admission to the Program Director

COLLEGE/DISTRICT

- Participate in professional development, student and other educational activities in accordance with college policies and to maintain currency.
- Demonstrate cultural competency, sensitivity to and understanding of the diverse academic, socioeconomic and ethnic backgrounds of community college students and staff.
- Support the Nursing Education Program and college by demonstrating and practicing the values described in the mission and vision of the Nursing Education Department.
- Serve in the preparation of materials to maintain program BRN approval and ACEN accreditation.

COMMUNITY

- Interpret the philosophy and objectives of the San Diego Community college District to the community within and outside of the college.

SAN DIEGO CITY COLLEGE

Nursing Education

Appendices

SAN DIEGO CITY COLLEGE NURSING EDUCATION
ADMISSION TO THE NURSING EDUCATION PROGRAM
Effective: 08/1/2010 Reviewed: 07/2017, 08/2019, 11/2020, 01/2022, 02/2023, 08/2023 Revised: 11/2016
Associate Dean, San Diego City College, Nursing Program

ADMISSION POLICY:
San Diego City College will admit qualified applicants to the Nursing Program using a competitive admission process including a multi-criteria screening tool that includes, but is not limited to, prerequisite Grade Point Average (GPA), a fixed set GPA, Exam of Essential Academic Skills (TEAS) score, degrees, work experience, life experience, and second language proficiency. Grid with point values for admission screening is available at: http://www.sdcity.edu/learn/nursing

Informational nursing workshops are offered once a month throughout the year. Prospective students are encouraged to attend. Dates and times are listed on the Nursing Education Program website. Date and times are listed on the Nursing Program website.

NOTE: The Nursing Program accepts one cohort of 60-students for the Fall each year. If a student is accepted to the program and does not begin with the cohort, they may reapply the following year. If the student is accepted a second time, and chooses not to start, they will not be allowed to reapply a third time. Space is limited within the program and students must be prepared to enter after accepted. **Only one repeat application is allowed, if accepted both times.**

PROCEDURE:
Prospective students must:

1. Submit an online application to SDCCD: https://applyonline.communitycollege.net/studentappview.cfm
2. Submit college transcripts to the transcript office by mail or in person to:
   SDCCD
   Attn: Transcript Office Room 100
   3375 Camino Del Rio South
   San Diego, CA 92108
3. Request an evaluation by the evaluations office (619 388-3466). [The evaluation could take 8 to 12 weeks.]
4. When notified that transcripts have been evaluated, email the nursing counselor, Laura Renker: lrenker@sdccd.edu to obtain results of the evaluation. Include your SDCC student ID.
5. Submit nursing application available at (https://www.sdcity.edu/academics/schools-programs/math-sci-nurse/nursing/index.aspx) with all the required documentation to the Nursing Department office during the application period. Applications MUST be

complete at the time of submission, or will not be considered for admission. No further paperwork will be accepted once applications are submitted.
NOT: The nursing website will provide a link to submit the application along with the required documents.

6. Documents to be submitted with application must include, but are not limited to:
    a. **ALL** TEAS results (ONLY official TEAS results, sent electronically, by ATI to the San Diego City College Nursing Education Department, will be accepted). Include unofficial copies of TEAs results with your application.
    b. Unofficial transcripts; No transcript is required for classes taken in the SDCCD.
    c. Immunization record and copies of titers.
d. Application check list: https://www.sdcity.edu/academics/schools-programs/math-sci-nurse/nursing/index.aspx7. Students are responsible for completing the general education requirements for the Associate of Science Degree in Nursing (ADN) in order to take the National
    Council Licensure Examination for Registered Nurses (NCLEX-RN). As well, the student must have completed their ADN. It is imperative that each student plan their educational program to complete these courses in a timely manner. It is recommended that all of the general education requirements for the ADN be completed prior to admission to the nursing education program. Please refer to the SDCC catalog for specific course options and consult with the nursing counselor:
    Laura Renker: lrenker@sdccd.edu.

Criminal background checks and urine drug screening and immunizations **are required** of all nursing students. Based upon the results of this review, a student may be denied access to a clinical agency and, subsequently, not be allowed to enter or continue in the program. The cost of the background check, urine drug screening and immunizations/titres is the responsibility of the student.

SAN DIEGO CITY COLLEGE NURSING EDUCATION
CLOSURE AND/OR REOPENING OF A BOARD APPROVED NURSING PROGRAM
Effective: 11/2001 Reviewed: 07/2017, 08/2019, 12/2020, 8/2022, 02/2023, 08/2023 Revised: 11/2016
Associate Dean, San Diego City College Nursing Program

POLICY:
The goal of the Nursing Education Department is to assist nursing students to complete their educational program, whenever possible.
In the event of an unanticipated program closure, the Nursing Education Department will facilitate and assist students with transfer to another school.

PROCEDURE:
PLANNED PROGRAM CLOSURE
1. Notify Board of Registered Nursing regarding date of intended closure.
2. Inform applicants and students of intent to close and alternative educational options.
3. Inform clinical agencies and Advisory Board.

UNANTICIPATED PROGRAM CLOSURE (**Students in Progress**)
1. Notify Board of Registered Nursing regarding date of intended closure.
2. Survey nursing programs within San Diego and Imperial Counties:
   a. Inquire about space availability
   b. Submit curriculum information for comparative evaluation
3. Inform currently enrolled students by certified mail.
4. Inform applicants and prospective students.
5. Inform clinical agencies and Advisory Board.
6. Counsel students regarding educational options.
7. After obtaining consent for information release, submit the student folders to requesting school.

PROGRAM REOPENING
The Nursing Education Department will follow the guidelines for reopening a Board-Approved Nursing Program as outlined in **CCR 1421.**

Appendix 3

SAN DIEGO CITY COLLEGE NURSING EDUCATION
COMPLETION CEREMONY
Effective: 08/2003 Reviewed: 07/2017, 08/2019, 12/2020, 8/2022, 02/2023, 08/2023 Revised: 08/2013, 11/2016
Associate Dean, San Diego City College, Nursing Program

POLICY:
The Nursing Student Completion Ceremony shall be professional and accessible to all students, faculty, staff, administration, and district personnel.

PROCEDURE:
A completion ceremony is conducted at the end of the second year of the nursing program, indicating that each student has met the necessary program requirements. At this time, students will receive the designated school pin as a symbol of their accomplishment. (Please note that pins are purchased by individual students or encumbered by organization dues). The completion ceremony represents the culmination of an educational program that prepares individuals to enter the profession of nursing. **All** students who have satisfactorily met the curricular requirements are eligible to participate in this significant event.

The ceremony will be held on the campus of San Diego City College and all students are expected to attend. Families and friends of the graduates are invited as well.

The students, with the assistance of the Associate Dean/Director and the Student Services Committee faculty advisors, will work together to plan and organize this celebration. A standard protocol must be followed. The Protocol for Nursing Student Completion Ceremony can be found in the Nursing Student Handbook. **The Associate Dean/Director of Nursing Education must approve all details and final arrangements pertaining to the completion ceremony.**

In addition, students completing the Associate Degree Nursing program will graduate, as a group, at the San Diego City College Graduation Ceremony. Students will wear white caps and gowns to differentiate them from other degree candidates. Students are to purchase caps and gowns from the bookstore for a nominal fee.

SAN DIEGO CITY COLLEGE NURSING EDUCATION
DETERMINING AND NOTIFYING STUDENTS OF UNSUCCESSFUL STATUS
Effective: 08/1/2002 Reviewed: 08/2017, 08/2019, 12/2020, 8/2022, 02/2023, 08/2023 Revised: 06/2015
Associate Dean, San Diego City College, Nursing Program

POLICY: Students that are unsuccessful in the nursing program are notified via email prior to the posting of the final grade for the course.

PROCEDURE: Prior to emailing any student to inform the student that he or she was unsuccessful in a nursing course:

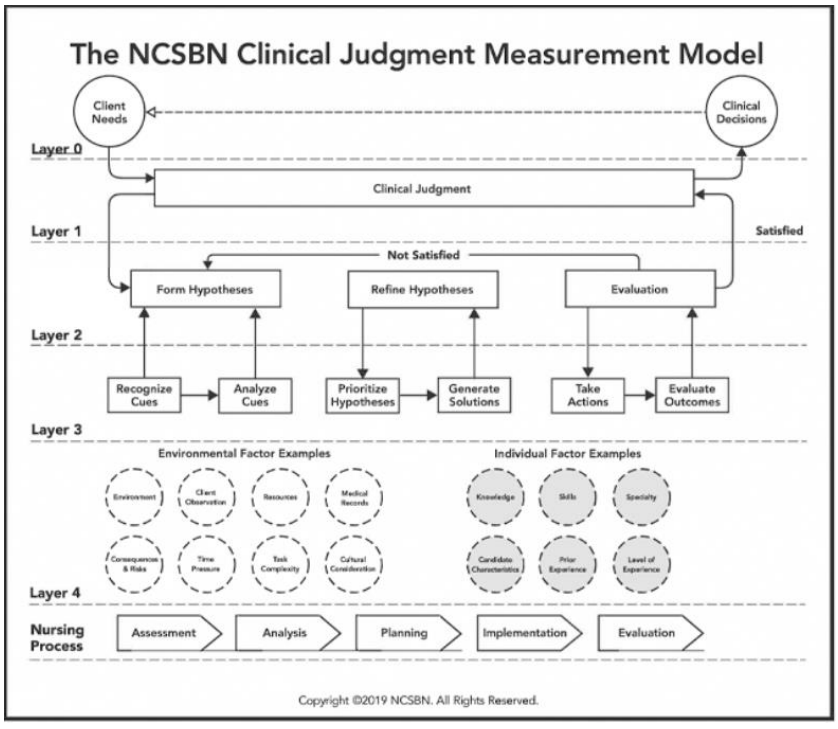
1. Identify students with exam scores average below 75%.
2. Review examination questions missed.
3. Re-calculate percentage correct for each exam based on appropriate number of questions using specified weighting.
4. Recalculate average of all exams using specified weighting.
5. Take identified examination scores to a member of another course to verify.
6. Once confirmed, notify student(s) of the status of a **weighted average** of the Exam.
7. Advise the student to make appointment with course coordinator or another faculty member on the team to review the last exam and advise student(s) of readmission policy in the Student Handbook.
8. Inform student(s) of the need to drop remainder of nursing courses for the semester.
9. Advise student (s) to wait 21 days "cool off period" before making an sppointment with the Associate Dean/Director and the Nursing Student Success Advisor to discuss options.
10. If a student completes the first semester of Year I, they are eligible to apply For CNA certification. If a student successfully completes Maternal Health in Nursing (Obstertics and Pediatrics) the student may be eligible to challenge the Vocational Nursing Board Exam.

Appendix 5

SAN DIEGO CITY COLLEGE NURSING EDUCATION
EXAMINATION CONSTRUCTION, ADMINISTRATION AND ANALYSIS
Effective: 01/2022 Reviewed: 08/2017, 08/2019, 12/2020, 12/2021, 08/2023 Revised: 08/2017, 09/2019; 10/2021
Associate Dean, San Diego City College, Nursing Program

POLICY:
San Diego City College Nursing Education faculty are committed to administering well - constructed, fair, examinations to evaluate student ability to apply theoretical knowledge and to assess student's clinical judgement.

PROCEDURE:
The teaching team will:
1. Determine the number of exams and grade weight of each exam per course.
2. Develop a Test Plan to reflect the following:
    a. The number of items on each exam
    b. The number of items per module
    c. The number of items in each area of Bloom's Taxonomy, revised and the National Council of State Boards of Nursing's (NCSBN) Clinical Judgement Model (CJM)
    d. Alignment with the NCLEX Test Plan.



Exam Construction Requirements:

- All faculty with content on an exam will participate in its construction and all course faculty will review the exam before the exam is presented to the students.
- Each course will have a final comprehensive exam. No items shall be replicated from previous exams.
- Each exam will be at least 50 items.
- Include 3-5 dosage calculation items on each exam (after dosage calculation content has been introduced). An exception may be on the first exam of each course if a separate dosage calculation quiz is administered.
- Exam blueprints will be developed during the writing of each exam using standard Exam Blue Print Format. Exam blueprints will be distributed to students at least 1 week before the exam.
- Maximum percentages for each cognitive level and each course level are listed below.

Course	Remember/Understand	Apply/Analyze/Evaluate /Create
NRSE 140 & 141	40%	60%
NRSE 142	30%	70%
NRSE 144, 146 & 235	20%	80%
All year 2 courses	0%	100%

- All exam items must address the Client Need Categories of the NCLEX as it applies in each course.
- All exam items shall address the nursing process. Items that assess knowledge of anatomy, physiology, and pharmacology shall not be included.
- Items that assess application of disease pathophysiology may be included, but must be constructed in the context of the nursing process.
- NCLEX does not refer to NANDA nursing diagnoses, and QSEN does not support using nursing diagnoses as it is not collaborative in nature. Therefore, no items referencing NANDA diagnoses will be included on any exam.
- A combination of items that reflect the type of items included on the NCLEX Next Generation (NGN).

Tips for writing items at the Application level and above:

- Be sure to have rationale(s)/course resource(s) available for each exam item.
- Require multi-logical thinking to answer questions.
- Require a high level of discrimination to choose from among plausible alternatives.
- If the question can be answered without the scenario, it is not an application or analysis level item.
- Ask: What do students need to know and act on to keep the client and themselves safe?
- Ask: Can I be a safe nurse and not know this? If the answer is "yes," the item is unnecessary.

Guidelines for Item Writing

- Keep stems to at least two (2) sentences.
- Each stem should end with a question.
- Each option will begin with a capitalized letter. No period is needed if the option is an incomplete sentence. If the option is a complete sentence, it should end with a period.
- Be consistent with options: if one is a complete sentence, all should be a complete sentence.
- Use the term "patient" or "client" in the stem. Do not include age, gender, or race unless necessary to answer the item.
- Negative polarity questions should be avoided. For example: "Which statement made by the client indicates the need for further teaching?" The wrong answer will be correct. This is an evaluation level question. Negative polarity question are rarely used on NCLEX.
- Each question has to involve a nurse and a patient/family member.
- All items must reflect the RN scope of practice.
- Do not use abbreviations unless the word is also written out: example EKG (electrocardiogram).
- All references to medications should include both trade and generic names. The generic name goes in parenthesis.
- Do not use the term "elderly"; rather "older adult".
- Use patient "reports" instead of "complains of".
- Number each item 1- 50…. Label each distracter a, b, c, d.
- Use "SAFETY" as an exam development tool

S	System focused assessment/lab studies/data
A	Assess for risk and respond
F	Find change and respond
E	Evaluate using lab data, patient rights & client response
T	Exam infection control, health promotion, psychosocial status
Y	On management including legal/ethical scope of practice, identity, errors, privacy, confidentiality, falls, faulty equipment, faulty staff and delegation

DELETE THESE WORDS FROM THE STEM TO INCREASE DIFFICULTY LEVEL	
NO CLINICAL REASONING	**NO CLINICAL REASONING**
Describe	The nurse knows/understands
Type	This is most likely
Purpose	The patient has

Cause/Because	Expect the provider to order
Rationale	Likely diagnosis is
Called	Based on knowledge that
Stage	Is descriptive of
Listed in your text	This Rhythm's
True/False	Matching
OTHER COMMONLY USED WORDS THAT SHOULD BE DELETED INCLUDE THE WORD **EXCEPT** OR VARIATIONS OF IT SUCH AS:	
Would not be	Identify the correct one
Which is false	Which is least
All of the following except	

Guidelines for Distracter Construction

- Use attractive/plausible distracters. Distracters should not be "tricky".
- Do not use distracters that could be correct in a situation other than that defined in the stem unless asking for a priority action.
- Distracters should be in the same "family" (Do not ask about medications and have some of the distracters name diseases).
- Ensure that none of the distracters overlap (information in one answer should not be contained in another answer).
- Present the choices in a logical manner.
- Do not use "All of the above" or "None of the above".
- Course exams and the NCLEX evaluate clinical judgement; "Notify physician" or "Notify healthcare provider" should not be an option/distractor.

NCLEX Next Generation style items: Refer to the ATI guide book for tips/instructions on construction of items:
https://www.atitesting.com/educator/next-gen-nclex/

Item Types:

FILL IN THE BLANK NUMERIC-This item type should be reserved for dosage calculation questions. All answers should be given in number form.
SELECT ALL THAT APPLY- Items should have 5-6 options and one, several, or all may be correct.
GRAPHIC-An item that asks for an answer regarding it, multiple choice; 4 distractors.
HOT SPOTS-Highlighted location on picture or graphic to be identified to determine clinical reasoning.
PRIORITY ORDER-Item asks for rank order of options.
CHART EXHIBIT-Item presents information on a chart needed to answer the Multiple-choice item.
MULTIPLE CHOICE-Items may utilize graphics, charts, tables; 1-6 distractors.
EXTENDED DRAG AND DROP: these items ask students to pair items from two columns. For example, present a list of clients and a description of their symptoms. Then, students will have to pair appropriate clients with isolation room assignments.
CLOZE (drop down): these items present students with a narrative case study and then ask for as many as six responses regarding the proper course of care.

MATRIX: these items provide a scenario and client data and then require students to make judgments about the findings, checking appropriate boxes in a supporting matrix.
ENHANCED HOT SPOT: these items also present a scenario and client data. Students are asked to highlight specific sections in the scenario to answer questions.

ITEM AND EXAM ANALYSIS

Guidelines for Item and Exam Analysis

The following will be considered during the exam analysis:

General Standards Accepted in Nursing Program Examining	
Item Difficulty	30 – 90%
Item Discrimination Ratio	25% and >
PBCC	0.15 and >

Exam items that do not fall within the above ranges will be reviewed and analyzed. All course faculty will participate in item analysis, regardless of whether or not an individual faculty member has created items for the exam.

Level of Difficulty

Review the exam's measures of central tendency: the mean, median and the mode. The goal for Mean Level of difficulty should be 80-85%. < 80% indicates the exam is too hard, while >85% indicates it is too easy.

The item difficulty index (*p* value) of an item is the percentage of examinees who answered the item correctly. The mean *p* value identifies the average *p* value of the items on a exam and tells you how difficult the total exam is.

An acceptable item difficulty index (p value) ranges from 0.30 – 0.90. Most schools require that exam items selected for an exam have a cumulative difficulty level of no less than 0.45. Exam items > 0.90 are deemed too easy unless the item was designated as a mastery item prior to the exam. If this is the case, 100% achievement is desired result.

Sometimes the content of a question may be judged to be so important that it is included in the exam for the purpose of reinforcing the concept. Such items are often referred to as mastery items, and they should be identified **before** the exam is administered. Simply because 100% of the students answered an item correctly does not mean it is a mastery item; it may just be too easy. Also, identifying mastery items prior to administering an exam allows students' knowledge of essential content to be evaluated. If only a few of the students answer a mastery item correctly, then the class as a whole does not understand the content, and it should be re-taught.

Item Discrimination

The Point Biserial Correlation Coefficient (PBCC) is a calculation that measures the ability of an exam item to distinguish between those who know the content and those who do not know the content. The PBCC calculation is the preferred measure of discrimination as it includes the variance of the entire group, not just the high and low-scoring

students. The PBCC ranges from -1 to +1. The closer the PBCC is to +1, the better the item is at discriminating between those students who know and those who do not. A negative PBCC indicates that the lower-scoring students answered the item correctly more often than higher-scoring students. An acceptable PBCC described in the literature is 0.20. Because a group of nursing students is often more homogenous, less variance exists among the group members. Therefore, a lower PBCC of 0.15 is acceptable in schools of nursing. Based on this knowledge, PBCC levels or 0.15 and higher are acceptable.

Range for PBCC

- Range from -1 to +1
- 0.30 - & above – Excellent Item
- 0.20 – 0.29 – Good
- 0.15 – 0.19 – Acceptable
- 0.10 – 0.14 Poor & Revise

Actions for Poor Exam Items

The following information is recommended for use in determining what action to take for poor exam items:

1. PBCC unacceptable & p value < 0.30 = give credit for more than one answer, work on question to improve.
2. PBCC acceptable & p value > 0.30 = do nothing, the question is OK
3. PBCC unacceptable & p value > 0.30 = do not give points back, work on the question to improve.
4. PBCC acceptable & p value < 0.30 = do not nullify or give points, revisit the concept in class as students did not grasp the concept.

Recommendations from ATI

INTERPRETING STATISTICS FOR THE ITEM*

Percent selected	Discrimination		
	-1.0 to 0.10	0.11 to 0.29	0.30 and higher
0% to 29% Difficult	Revise item: Item is difficult and has poor discrimination.	Consider revision: Item is difficult and has fair discrimination.	Keep item: Item is difficult and has good discrimination.
30% to 80% Average	Revise item: Item is of average difficulty and has poor discrimination.	Consider revision: Item is of average difficulty and has fair discrimination.	Keep item: Item is of average difficulty and has good discrimination.
81% to 100% Easy	Revise item: Item is easy and has poor discrimination.	Consider revision: Item is easy and has fair discrimination.	Keep item: Item is easy and has good discrimination.

INTERPRETING STATISTICS FOR THE DISTRACTORS*

Percent selected	Negative discrimination	Positive discrimination
Less than 10%	Consider revision: Distractor is not plausible and has a tendency to be selected by low ability students.	Revise item: Distractor is not plausible and has a tendency to be selected by high ability students.
10% to 40%	Keep item: A sufficient number of students are selecting this distractor, and the students who select it tend to be of low ability.	Revise item: A sufficient number of students are selecting this distractor, but the students who select it tend to be of high ability.
Greater than 40%	Consider revision: Distractor may be partially correct and has a tendency to be selected by low ability students.	Revise item: Distractor may be partially correct and has a tendency to be selected by high ability students.

RELIABILITY*

Recommended Range	
< 0.50	Assessment has poor reliability and should be revised.
0.50 to 0.70	Reliability for this assessment is lower than the targeted range but could be considered acceptable if the test is short (<10 items).
0.70 to 1.0	Assessment has good reliability.

*The item and test level statistics (i.e., item scores, discrimination, and reliability) depend largely on the variability of test scores. When the number of items and/or the number of students taking an assessment is small, the variability of scores naturally decreases and the statistics in these situations should be interpreted conservatively. To ensure robust item and exam reliability estimates, we recommend administering tests of at least 35 items to 100 or more students. The reliability will not be reported for tests with less than three items, 30 students, or in cases where all students receive the same score.

Determine what action will be taken if the item statistics are unacceptable:

- Give credit for more than one choice, if more than one choice is correct. Using this action means the total number of items remains the same. Rewrite the item.
- If the professor gives points back on any questions, all qualifying students will receive them. No additional points will be given to any student who had already received points for the correct answer. Rewrite the item.
- If there is an error in the answer key, regrade the item. Update the answer key.
- If there are errors in the stem or responses that make it impossible for a student to determine a correct answer, eliminate the item from the exam (decrease the total number of items). The number of correct items for each student shall remain. Rewrite the item.

Exam Test Plan

Course:
Semester:
Total Number of Items:

Module	Remember (CJM = Recognize Cues)	Understand (CJM = Recognize Cues)	Apply (CJM = Take Action)	Analyze (CJM = Analyze Cues, Form Hypothesis, Generate Solutions)	Evaluate (CJM = Evaluate Outcomes)	Create	Dosage Calculation
Total							

Exam Blueprint

Course:
Semester:
Exam #:

Module	Remember (CJM = Recognize Cues)	Understand (CJM = Recognize Cues)	Apply (CJM = Take Action)	Analyze (CJM = Analyze Cues, Form Hypothesis, Generate Solutions)	Evaluate (CJM = Evaluate Outcomes)	Create	Dosage Calculation
Total							

Appendix 6

SAN DIEGO CITY COLLEGE NURSING EDUCATION
FACULTY ORIENTATION
Effective: 07/2009 Reviewed: 07/2017, 08/2019, 12/2020, 8/2022, 02/2023, 08/2023 Revised: 07/2017
Associate Dean, San Diego City College Nursing Program

POLICY:
Faculty, newly hired to San Diego City College, will participate in a formal College orientation program. New nursing faculty will participate in a New Faculty Mentoring Program designed to help new faculty be successful in their new roles at San Diego City College and in the Nursing Education Department.

PROCEDURE:

I. New full time nursing faculty are assigned a mentor (seasoned, experienced faculty)
   a. Both the mentor and the new faculty meet with the Associate Dean/Director at the beginning of the academic year and periodically throughout the first full academic year, as a pair, individually and in a group if there are more than one faculty hired during that academic year
   b. Both mentor and faculty are given a New Faculty Mentoring Program packet of helpful information and scheduled meetings

II. New faculty also participate in the San Diego City College faculty orientation program
   a. The City College program includes orientation to the campus, college policies and procedures, student services, faculty services, faculty and administrative support – faculty are given a campus faculty handbook
   b. New faculty mentoring program includes orientation to the nursing curriculum, nursing policies and procedures, learning styles and teaching strategies, clinical supervision and evaluation of the student in a clinical or laboratory situation – faculty are given a nursing faculty handbook

III. Adjunct Faculty will participate in the City College Adjunct Faculty Orientation program, as well as, orientation to the nursing program and the courses in which they will teach. The course coordinator serves as the mentor to adjunct faculty.

SAN DIEGO CITY COLLEGE NURSING EDUCATION
FACULTY REMEDIATION
Effective: 05/2007 Reviewed: 0 7/2017, 08/2019, 12/2020, 8/2022, 1/2023, 08/2023 Revised: 07/2017
Associate Dean, San Diego City College, Nursing Education

POLICY:
Faculty members teaching theory content or clinical in a new area are required to demonstrate clinical competence at the level of a staff Registered Nurse (RN) in the designated nursing area.

Or

Faculty members who are non compliance with the California Board of Registered Nursing CCR 1425 (c). Faculty members who have not had direct patient care experience within the previous five (5) years in the nursing which the faculty has been assigned.

PROCEDURE:
The Associate Dean/Director, in consultation with the content expert and faculty member, design a remediation plan that includes, but is not limited to:

I. Completion of a precepted clinical experience in the designated clinical area to allow the faculty member to demonstrate the ability to function at the level of the staff RN.
   A. The preceptor is an experienced and competent Registered Nurse who serves as a clinical role model and resource person to the nursing faculty preceptee.
   B. The preceptee will gain the theoretical knowledge, clinical skills, and practical experience to care for clients typically found in the designated nursing area by:
      1. Caring for an increasing number of clients over the precepted experience.
      2. Utilizing problem-solving, decision-making, priority-setting, organization, delegation and time management skills.
      3. Giving and receiving feedback related to theoretical knowledge gained and clinical skills practiced.
      4. Managing a clinical group for 8 weeks or 16 weeks under the supervision of tenured faculty or a part-time faculty must have worked in the designated nursing area for ive (5) years consecutively.

II. Written verification from the preceptor that the faculty member has demonstrated the competency level of a staff RN.

III. Documentation that the faculty has met the objectives specified in the remediation plan (completion of an evaluation).

SAN DIEGO CITY COLLEGE NURSING EDUCATION
GRIEVANCE PROCEDURE - CHAIN OF COMMAND
Effective: 10/2004 Reviewed: 07/2017, 08/2019, 12/2020, 8/2022, 1/2023, 08/2023 Revised: 06/2015
Associate Dean, San Diego City College, Nursing Program

POLICY:
Students have the right to prompt and equitable means for resolving student grievances. Students with a concern or problem have a procedure to follow to attain resolution.

PROCEDURE:
If a student has a concern or a problem with the faculty, the student is expected to approach the involved faculty and arrange an appointment to discuss the issue with professionalism. Matters relating to the clinical area should be discussed with that particular clinical faculty and those matters dealing with a specific classroom session should be discussed with the classroom professor.

If the problem cannot be resolved, the student is advised to follow the appropriate chain of command which is: Course Coordinator, Department Chairperson, Assistant Director and Associate Dean/Director of the Nursing Education Department. If the problem cannot be resolved at that level, the student may schedule an appointment with the Dean, School of Math, Engineering and Technologies, Science and Nursing. If the problem persists, the student is advised to follow the "Administrative Due Process" District Policy 3100.1, found in the college catalogue, nursing student handbook and online at: https://www.sdccd.edu/about/leadership/board-of-trustees/board-policies/index.aspx .

Most complaints, grievances or disciplinary matters should be resolved at the campus level. Individuals are strongly encouraged to make every attempt to resolve matters through the appropriate administrative processes. More information on the complaint processes can be found online at: https://www.sdccd.edu/students/complaint-process

SAN DIEGO CITY COLLEGE NURSING EDUCATION
RE-ENTERING THE NURSING PROGRAM (READMISSION)
Effective: 12/2008 Reviewed: 08/2017, 08/2019, 12/2020, 02.2023, 08/2023 Revised: 08/2017, 02/2023
Associate Dean, San Diego City College, Nursing Program

POLICY:
If a student is dropped from the nursing program, due to academic failure, they may reenter the program **only once**. If a student exits the program due to personal reasons, and is in good academic standing (≥75% average, with satisfactory clinical evaluations), he/she can re-enter the program at the beginning of the course not completed at the time of exit. This will be considered a first admission for the purpose of this policy.

LIMITATIONS ON REENTRY
A. Repetition of a course and reentry into the nursing program is dependent on space availability.
B. Application and requests for reentry must be made so that there is no less than a six (6) month and no more than one (1) year absence from the nursing program.
C. A student dismissed as a result of unsafe/unacceptable clinical performance will require special consideration, depending upon clinical performance at the time of exit. Such consideration may include demonstration of skills prior to readmission.
D. Depending on individual circumstances, certain other remediation strategies or courses may need to be completed by the student prior to reentry, including, but not limited to: dosage calculation quiz and skills demonstration.

PROCEDURE:
A re-entry application form must be submitted by the student requesting re-entry. Additionally, the student will be required to submit a typed essay addressing the following points:

- Reason for exit
- Changes made to ensure success
- Continued experience in health care field (volunteer or paid) if any
- Enrollment in or completion of any college courses
- Any other interventions the student has implemented to enhance success

The application form and the essay must be submitted together. The application and essay must be submitted by the middle of the semester prior to requesting program reentry. For example, if a student exits the program in the Fall semester, application for re-entry must be submitted by the middle of the summer semester.
A committee consisting the Nursing Student Success Advisor, Nursing Counselor, one (1) faculty member, and the Associate Dean/Director of the Nursing program will review re-entry applications. If the program Associate Dean/Director is not available, the Department Chair or Assistant Director shall act in place of the Associate Dean/Director.

According to college policy, students earning a course grade of "I" (Incomplete) must complete the work stipulated or the grade will revert to an "F." An Incomplete **must** be cleared prior to reentry consideration.

SAN DIEGO CITY COLLEGE NURSING EDUCATION
RETENTION/PROMOTION/GRADUATION
Effective: 08/2006 Reviewed: 07/2017, 08/2019, 12/2020, 08/2023 Revised: 05/2016
Associate Dean, San Diego City College, Nursing Program

POLICY:
Students in the Nursing Education program are responsible for compliance with the regulations set forth in the Nursing Student Handbook and San Diego City College Catalog for progression in and graduation from the Associate of Science Degree in Nursing program.

PROCEDURE:
The expected degree of proficiency is outlined in the Nursing Education Student handbook:

1. Seventy-five percent (75%) average on written examinations.
2. Satisfactory laboratory and clinical performance as determined by specified guidelines and criteria.
3. Satisfactory achievement on written assignments as determined by guidelines.
4. Appropriate participation in small group sessions and clinical conferences.

Progression in the nursing program is contingent upon taking nursing courses in a specifically designated sequence and achieving a grade of "C" or better in each course.

Grading scale:

100% - 91% = A
90% - 83% = B
82% - 75% = C
74.4% - 65% = D*
64.4% - 0% = F*

A student in the nursing program who does not achieve a grade of "C" in any required course cannot progress in the nursing program until the course is completed with a grade of "C" or better.

Graduation with an Associate of Science Degree in Nursing requires the student to satisfactorily complete all nursing courses and all degree requirements listed in the Nursing Student Handbook and San Diego City College Catalog. Students who have questions about meeting requirements must see a counselor. Students must submit a petition for graduation one semester before expected graduation.

*NOTE: Faculty have up to 96 hours to post grades.

SAN DIEGO CITY COLLEGE NURSING EDUCATION
SOCIAL NETWORKING SITES/SOCIAL MEDIA CONDUCT
Effective: 04/2011 Reviewed: 08/2017, 08/2019, 12/2020,, 08/2023 Revised: 08/2017
Associate Dean, San Diego City College, Nursing Program

POLICY:
San Diego City College Nursing Education is committed to protecting the Health Information of every client with whom a student comes in contact, as well as the Education Information of every student. Breach of this policy may be grounds for dismissal from the nursing program.

PROCEDURE:
The Nursing Department at San Diego City College recognizes that social networking websites are used as a means of communication. **Future employers** often review these network sites when considering potential candidates for employment. No privatization measure is perfect. Information can "**live on**" beyond its removal from the original website and continue to circulate in other venues. Administration may periodically search the internet for breaches in policy.

In the professional role as a caregiver, a nursing student must not:

- Present the personal health information of any individual on ANY social site. Removal of an individual's name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, and diagnosis, date of evaluation, type of treatment or the use of a highly specific medical photograph may still allow the reader to recognize the identity of a specific individual.
- Post or discuss any clinical experience or information regarding experience with the clinical agency, its staff, or its clients/patients on any internet social media site.
- Post or discuss any theory or ATI examination questions.
- Present yourself as an official representative or spokesperson for the San Diego City College Nursing Department.
- Utilize websites and/or applications in a manner that interferes with your clinical commitments.

Individuals should make every effort to present themselves in a mature, responsible and professional manner. Discourse should always be civil and respectful. The actions listed below are strongly discouraged:

- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, political or religious views, ethnicity or sexual identity.
- Presentation of information that may be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

Therefore, think carefully before you post any information on a website or application.

SAN DIEGO CITY COLLEGE NURSING EDUCATION
STUDENT DISMISSAL FROM THE NURSING PROGRAM
Effective: 05/2007 Reviewed: 08/2017, 08/2019, 12/2020, 8/2022, 08/2023 Revised: 07/2017
Associate Dean, San Diego City College, Nursing Program

POLICY:

A student may be dismissed from the Nursing Program for the following reasons:

1. Achieve a course grade below "C" in any nursing course. The student will receive an email to meet with the Associate Dean/Director (or Assistant Director) for an exit interview.
2. Receiving an "Unsatisfactory/Unsafe" clinical evaluation, which demonstrates unsafe practices in providing client care or the inability to meet specific clinical objectives and expectations?
3. Accumulation of unexcused absences.
4. Use of illicit drugs/substances in any District sponsored activity.
   For impaired students: Refer to student handbook policy: Students Impaired by Alcohol, Drug Abuse or Emotional Illness

PROCEDURE:

A student who is dismissed from the Nursing Program for any reason must meet with the Associate Dean/Director (or Assistant Director) for an exit interview. During the exit interview, a remediation/re-entry plan will be developed for the student.

It is the responsibility of the student to officially withdraw from or drop all enrolled nursing courses. The only exception is NE 141, Pharmacology for Nursing Practice. Students will be permitted to complete this course, if enrolled.

The student is advised to review the readmission policy and procedure in the Nursing Student Handbook. Students, who remain enrolled in a class beyond the published withdrawal deadline, as stated in the class schedule, will receive an evaluative letter grade in the class.

SAN DIEGO CITY COLLEGE NURSING EDUCATION
STUDENT NURSE PRECEPTORSHIP
Effective: 01/2011 Reviewed: 07/2017, 07/2019, 10/2020, 8/2022, 08/2023 Revised: 06/2015, 7/2019, 08/2023
Associate Dean, San Diego City College, Nursing Education

POLICY:
San Diego City College has a nursing student preceptorship experience in the 4th semester capstone course, NRSE 246 Leadership in Nursing, as a component of the Associate of Science Degree in Nursing Program. This course will provide the student with a faculty-planned leadership experience where an experienced Registered Nurse (RN) will assist the student experience comparable to that of an entry-level registered nurse.

San Diego City College NRSE 246 follows the requirements of Title 16, California Code of Regulations 1426.1.

PROCEDURE:
The faculty, in collaboration with the managers and educators of the contracted clinical facilities, provide an educational experience designed to meet the Clinical Performance Objectives of the students enrolled in NRSE 246.

The educational experience includes completion of a minimum of 120 hours, under the supervision of a faculty member with the assist from the RN preceptor, utilizing the clinical setting as a simulated entry-level practice experience:

I. The RN preceptor (primary or relief) must have an active, clear California license, be clinically competent, have worked in their current position for 1 year, and complete the preceptor orientation.
II. The faculty liaison collects this information on the Preceptor Data Sheet.
III. The preceptor is oriented by the Faculty Liaison.
IV. The Faculty Liaison will be located at the facility to supervise and provide the student and RN with assistance in developing a Plan of Care (POC).

A. The preceptor packet contains all essential information including, but not limited to:
    1. Course Description, Theory Objectives, Clinical Performance Objectives
    2. Clinical Performance Evaluation form
    3. Guidelines for Preceptors and Students, Medical/Surgical competencies
    4. Components of a Pre-licensure Preceptorship
    5. BRN Registered Nurse Practice Information (as required)
    6. Student Evaluation of Preceptor, Preceptor Feedback form
B. The Faculty Liaison:
    1. Provides the preceptor with the name and phone numbers of the liaison and student, as well as a plan for communication and visitation to the clinical site.

2. The faculty will visit the student (s) and preceptor (s) on a weekly basis.
3. Is available by phone to the student and preceptor throughout the preceptorship experience.
4. Makes visits to the student and preceptor at the beginning and end of the experience, and periodically during the 120 hours, and as needed.
5. Conducts the final evaluation of the student with the preceptor input on the student evaluation form.
6. Maintains preceptor records.

NOTE: Due to limited clinical placements and clinical preceptors, NRSE 246 preceptionship will be collaborative group: 1 clinical professor: 6-8 students, pending of the clinical facility.

Appendix 14

SAN DIEGO CITY COLLEGE **NURSING EDUCATION**
STUDENT/TEACHER RATIO IN CLINICAL SETTINGS
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 10/2020, 8/2022, 08/2023 Revised: 6/2015
Associate Dean, San Diego City College Nursing Program

POLICY:
Student/teacher ratio in the clinical setting shall be based on the following criteria:
1. Acuity of patient needs,
2. Objectives of the learning experience,
3. Class level of the students,
4. Geographic placement of students,
5. Teaching methods,
6. Requirements established by the clinical agency, and
7. Requirements established by the California Board of Registered Nursing.

Number of students assigned to a clinical facility and a particular unit is by mutual agreement with the facility representative, Associate Dean/Director of the Nursing Program, and the designated faculty member.

PROCEDURE:
Clinical placements are requested and approved through the San Diego Nursing Service and Education Consortium via an annual online process.

Appendix 15

SAN DIEGO CITY COLLEGE **NURSING EDUCATION**
SUBMISSION OF REQUIRED FORMS FOR NCLEX ELIGIBLE STUDENTS
Effective: 08/2010 Reviewed: 07/2017, 08/2019, 10/2020, 8/2022, 08/2023 Revised: 08/2013
Associate Dean, San Diego City College, Nursing Program

POLICY:

The California Board of Registered Nursing (BRN) requires the Program Candidate Roster four (4) weeks prior to student completion of the nursing program. The Program Candidate Roster is a list of students who are expected to successfully complete the nursing course work and Associate degree requirements by the graduation date and are deemed eligible to take the NCLEX examination.

PROCEDURE:

1. The Associate Dean/Director of the Nursing Education Program and Department Secretary meet with the graduating students at least 8 weeks prior to graduation.
2. Students are asked to complete a form at that time indicating whether they will be finished with all Associate of Science in Nursing Degree requirements and if they have submitted a petition for graduation.
3. Associate Dean/Director and Department Secretary verify this form with College Evaluations and the students themselves.
4. At exactly 4 weeks prior to the graduation date, the Program Candidate Roster is submitted to the BRN.

SAN DIEGO CITY COLLEGE **NURSING EDUCATION**
TRANSFER/CHALLENGE/ADVANCED PLACEMENT INTO THE NURSING EDUCATION PROGRAM
Effective: 1996 Reviewed: 0 7/2017, 08/2019, 10/2020, 8/2022, 08/2023 Revised: 11/2016
Associate Dean, San Diego City College, Nursing Program

TRANSFER POLICY:

Academic credit earned in regionally accredited institutions of education for comparable pre-licensure courses will be accepted for transfer.

1. Transfer credit may be given for related previous education in the following courses:
    a. Accredited registered nursing courses;
    b. Accredited psychiatric technician courses;
    c. Other courses determined by the school to be equivalent to courses in the program.
2. Equivalency will be determined on the basis of catalog/course descriptions; hour/unit distribution and syllabus content outline comparison.
3. Applicants must meet all general entrance requirements of the Associate of Science in Nursing Degree Nursing Program, including completion of designated prerequisites and the Test of Essential Academic Skills (TEAS).
4. Acceptance of transfer students into the Associate Degree Nursing Program is contingent upon space availability.

PROCEDURE:

Interested candidates must email transcripts of ALL college course work to the Associate Dean/Director for evaluation of eligibility.

1. Applicants who may be eligible for advanced placement include those individuals who have satisfactorily completed, **within one year**, the following:
    a. Nursing courses from an accredited school of Registered Nursing;
    b. An accredited psychiatric technician program;
    c. Or other courses which the school determines as equivalent to courses in the current nursing program.
2. Applicants applying for transfer credit must submit the following materials verifying course content and distribution of hours/units:
    a. Transcripts from appropriate institution(s), demonstrating satisfactory completion of coursework and clinical experience;
    b. Catalog description of equivalent courses; and
    c. Additional documents as requested: syllabi, content outlines, letters of reference, etc.
3. After a review of the applicant's record, the student will be required to take a competency skills examination and a dosage calculation quiz; a computerized challenge examination may be administered.
4. The point of entrance into the Associate Degree Nursing Program will be based on assessment of equivalent courses, determination of content needed and availability of program offerings.

CHALLENGE BY EXAMINATION POLICY:

Credit via challenge by examination is available to qualified applicants to the Associate Degree Nursing Program.

1. Challenge examinations for credit based on previous education/experience must be requested by the student **at least six weeks** prior to admission to the Associate Degree Nursing Program.
2. Students must meet all general entrance requirements of the Associate Degree Nursing Program, including completion of designated prerequisites and TEAS.
3. A maximum of 15 units shall be allowed by examination.
4. Acceptance of students into the Associate Degree Nursing Program wishing challenge by examination is contingent upon space availability.

PROCEDURE:

1. Candidates interested in Challenge by Examination must schedule an appointment with the Associate Dean/Director of the Associate Degree Nursing Program to determine eligibility.
2. Students who believe they are eligible to challenge courses by examination must file a written request for challenge with the Associate Dean/Director of the Associate Degree Nursing program.
3. Applicants with health-related education or experience, within one year, applying for challenge by examination must submit the following materials supporting rationale for challenge consideration:
    a. Letter of reference from current employer attesting to applicant's knowledge and abilities related to course expectations;
    b. Official transcripts from appropriate institutions demonstrating satisfactory completion of coursework; and
    c. A written statement indicating reasons for challenge.
4. Upon challenge confirmation, applicants must file a petition for Credit by Examination with the Evaluations Office. A processing fee will be assessed.
5. The following materials will be available to the applicant once challenge confirmation is made:
    a. Course syllabus, including course objectives;
    b. Content outline;
    c. Bibliography and textbook lists; and
    d. Example of style and format of examination.
6. Written and clinical competency examinations for advanced placement or challenge must be completed **eight weeks** prior to admission to the program, unless waived by the Associate Dean/Director of the Nursing Program.

Credit will be granted if applicant meets minimum requirements equivalent to those required of students enrolled in the actual course.

Appendix 17

SAN DIEGO CITY COLLEGE NURSING EDUCATION
CHALLENGE/ADVANCED PLACEMENT INTO THE NURSING EDUCATION PROGRAM FOR MILITARY PERSONNEL
Effective: 03/2016 Reviewed: 07/2017, 08/2019, 10/2020, 8/2022, 08/2023 Revised: 09/2016
Associate Dean, San Diego City College, Nursing Program

CHALLENGE/ADVANCED PLACEMENT FOR MILITARY – TRAINED HEALTHCARE PERSONNEL POLICY:

Individuals who have held Military Health Care Occupations, specifically: Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP), Army Health Care Specialist (68W Army Medic) or Air Force Independent Duty Medical Technician (IMDT 4N0X1C) may achieve advanced placement into the 2nd semester of the nursing program with documentation of education and experience qualifying them for the specific Military Health Care Occupation and upon successful completion of the challenge exam, dosage calculation exam and skills competency evaluation.

1. Applicants must meet all general entrance requirements of the Associate Degree Nursing Program, including completion of designated prerequisites and the Test of Essential Academic Skills (TEAS).
2. Acceptance of Military Challenge students into the Associate Degree Nursing Program is contingent upon space availability, skills competency, 75% or above on the Challenge Exam and 100% on a dosage calculation quiz.
3. Military Challenge students admitted to the Associate Degree Nursing Program after academic failure at another school will not be eligible for re-entry after academic failure, or withdrawal to avoid academic failure, from the San Diego City College Associate Degree Nursing Program.

PROCEDURE:

Interested candidates must request an appointment with the Associate Dean/Director at least four weeks prior to the application period to discuss eligibility requirements for the Associate Degree Nursing Program.

1. Applicants who may be eligible for advanced placement include those individuals who have satisfactorily completed, within the last one year, education and experience for the following:
    a. Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP)
    b. Army Health Care Specialist (68W Army Medic)
    c. Air Force Independent Duty Medical Technician (IMDT 4N0X1C)
2. Applicants applying for transfer credit must submit the following materials verifying education and experience:
    a. transcripts from appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience;

   b. documentation of experience
3. After a review of the applicant's documentation, and upon determination that the applicant has the met the educational and experience requirements, as well as the additional nursing program admission requirements, the student will be required to take a written challenge examination, a competency skills evaluation and a dosage calculation exam.
4. The following materials will be available to the applicant once challenge confirmation is made:
   a. Course syllabus, including course objectives;
   b. content outline;
   c. Bibliography and textbook lists; and
   d. Example of style and format of examination.
5. Written and skills competency examinations for advanced placement or challenge must be completed **eight weeks** prior to admission to the program, unless waived by the Associate Dean/Director of the Nursing Program.
6. Advanced Placement will be granted if applicant meets minimum requirements equivalent to those required of students enrolled in the actual course.

SAN DIEGO CITY COLLEGE **NURSING EDUCATION**
SAN DIEGO NURSING SERVICE-EDUCATION CONSORTIUM FACULTY/STUDENT REQUIREMENTS
Effective: 01/1996 Reviewed: 07/2017, 08/2019, 10/2020, 8/2022, 08/2023 Revised: 09/2016
Associate Dean, San Diego City College, Nursing Program

1. All participating schools and agencies agree to adhere to a standardized process for faculty/student orientation.
2. Prior to the clinical experience, the school will verify the following is on file for assigned students:
   a. Background check and urine drug screen through the American Data Bank
   b. Corporate Compliance: Use online requirement for each clinical rotation
   c. Current CPR card Healthcare Provider BLS with AED, American Heart Association only.
   d. Liability insurance is carried in accordance with the affiliation agreement i.e. Workers Compensation for faculty and students
      Comprehensive general liability not less than $1,000,000.00 per occurrence and $3,000,000.00 annual aggregate
   e. Immunizations are current to include:
      - Tetanus/diphtheria/pertussis (Tdap) within last 8 years
      - Mumps or positive titer
      - Measles (rubeola, 2 vaccines) or positive titer
      - Rubella or positive titer
      - Varicella zoster (2 vaccines) or positive titer
      - Hepatitis B series or positive titer after 15± BD
      - Annual TB screen and Quantiferon Blood Test
      - Annual flu vaccine within 2 weeks of availability to public
3. The following general didactic classes have been included in the program on campus:
   a. Infection control with CDC guidelines:
      http://www.jointcommission.org/standards_information/npsgs.aspx
      - Use of personal protective equipment
      - Infection prevention and control
      - Hand washing
      - Standard precautions
      - Transmission based precautions
   b. Abuse reporting with CA State guidelines Child, Elder and Domestic Violence situations. http://www.dss.cahwnet.gov/cdssweb/PG20.htm
   c. General documentation requirements:
      - Corrections/late entries

- Patient identification
- Dates/time/signatures
- Use of abbreviations

d. Individualized care:
   - Cultural diversity concepts
   - Age appropriate care

e. General safety:
   - Hazardous communication Mechanical Safety Data Sheets (MSDS)
   - Waste disposal:
     - Biohazardous waste
     - Pharmaceutical waste

   Radiation Safety
   Body mechanics
   Reporting personal injuries

f. Patient Safety:
   Current National Patient Safety Goals
   http://www.jointcommission.org/
   Error/Incident/Adverse Drug Event reporting overview
   Medical equipment safety and Safety Mechanical Device Act overview

g. Patient care coverage: Students must give report to primary care-giver whenever leaving the clinical area, etc.

h. Patient rights and responsibilities

i. Ethical aspects of patient care

k. Nursing Student Dress Code

4. Supervising faculty will sign the Student Orientation Record (attachment A) verifying completion of the requirements listed above. Agencies may validate compliance with these requirements by auditing student files. Schools will be expected to provide documentation within 2 hours of the request (open office hours)
5. Faculty will provide the agency with a list of student names and contact information per hospital policy before the clinical rotation begins.
6. Faculty and students will complete an orientation, as required by individual sites, to the agency prior to the first clinical day.
   a. Faculty will complete their orientation prior to the student orientation.
   b. Agencies will provide faculty with resource information for student orientation.
   c. Faculty will document student orientation on the Facility Specific Student Orientation form and return the completed form to the agency contact at the end of the clinical orientation day

SAN DIEGO CITY COLLEGE NURSING EDUCATION
GUIDELINES FOR COMPLETING ACADEMIC/CLINICAL STUDENT SUCCESS PLAN and GRID for EXAM ANALYSIS
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 10/2020, 8/2022, 08/2023 Revised: 08/2017
Associate Dean, San Diego City College, Nursing Program

The Student Success Plan outlines faculty recommendations and requirements for student improvement and is binding. The Plan may stop at course completion (as the student has not yet failed the exam or achieved a "Needs Improvement" on the clinical evaluation) or may be continued in the subsequent course. The decision to continue a Student Success Plan from one course to the next will be made following evaluation of student performance at the specified re-evaluation date.

When a faculty member identifies a student academic or clinical performance or behavior needing improvement, a Student Success Plan will be initiated. The faculty member and student review areas for improvement, and develop a plan together that will assist the student to improve performance and be successful. They will develop remediation strategies, contractual obligations, consequences for non-improvement, and a time frame in which remediation is to be completed.

***Student Success Plan*:** Initiated by faculty for a student experiencing difficulty in the nursing education program and designed to assist the student to be successful by:

- Enhanced knowledge and skills
- Meet course/clinical objectives
- Adhere to course and clinical guidelines/expectations
- Pass written and skills examinations
- Submit satisfactory written assignments
- Follow policies and procedures delineated in student handbook

The *GRID FOR EXAM ANALYSIS* is required for students achieving 75-79% on a course exam. *The GRID FOR EXAM ANALYSIS* is used to identify areas described by the student why the student thinks they missed an item and for student improvement. See **GRID FOR EXAM ANALYSIS-APPENDIX 19A**

For the student on a Student Success Plan for Exam failure, if the student completes all contractual obligations and remains unsuccessful on exams, he/she will still receive a failing grade for the course. If the student achieves an exam average of 75%, and earns a grade of C or higher in the course, the student will progress in the program and the Student Success Plan is terminated.

For the student on a Student Success Plan for a "Needs Improvement" Clinical Evaluation, if the student does not achieve a "Satisfactory" clinical evaluation, he/she will receive an "Unsatisfactory" clinical evaluation and failing grade for the course. The Student Success Plan can be completed by achieving a passing grade in the course, completion of all obligations within the specified timeframe or earning a "Satisfactory" clinical evaluation, as appropriate. If the student completes all obligations and achieves a "Satisfactory" Clinical Evaluation, the student will progress in the program and the Student Success Plan may be terminated.

If the Student Success Plan or clinical performance is initiated at the end of a course, the student shall progress to the next course, and must achieve a "Satisfactory" clinical evaluation by the midterm (week four (4)) of the next course.

The course coordinator will review all Student Success Plans at the end of the course for follow up by the appropriate faculty. All ongoing Student Success Plans will be distributed to the appropriate faculty at the beginning of the course and will meet with the student during the first week of the course.

Students on an active Student Success Plan will not be permitted to enroll in the NRSE 246 Leadership Course and will be ineligible to enroll in the NRSE 270 Work Study Externship Course. If a student is an active extern and gets placed on a Student Success Plan, the student is required to drop the externship.

Students placed on a Student Success Plan in Theory or Clinical for unprofessional behaviors, violations of code of conduct or unsafe clinical practice, will be dismissed from the program upon a repeat or demonstration of the same behaviors.

The student is given a copy of the Student Success Plan and a copy is filed in the designated folder in the Nursing Department.

The faculty must provide a handoff report with the student present prior to starting the clinical rotation.

Appendix 19A

GRID FOR EXAM ANALYSIS

In each category, check the box next to the right of the statement that describes why you think you missed an item.

Insufficient Information	***Exam Anxiety***	***Exam Strategies***	***Exam Skills***	***OTHER***
Incomplete reading of text	Mental Block	Carelessly marked the wrong choice	Misread directions	Missed more questions at the beginning of the exam
Incomplete notes	Daydreaming	Failed to eliminate grammatically incorrect choices	Misread questions	Missed more questions at the end of the exam
Failure to remember even with studying	Fatigue interfered with concentration	Failed to select the *best* choice	Poor use of provided time	# of changed answers_____
Failure to recall details with main ideas	Slept after midnight night prior to the exam	Failed to notice *limiting words*	Wrote poorly organized responses	Failed to understand English terms
Recall of information, but unable to apply	Hunger interfered with concentration	Failed to notice *double negatives*	Wrote incomplete responses	Failed to understand Medical Terminology

Appendix 19A

GRID FOR EXAM ANALYSIS (cont'd)

Insufficient Information		***Exam Anxiety***		***Exam Strategies***		***Exam Skills***		***OTHER***	
Studied the wrong information		Panic		Failed to completely read the question from start to finish		Changed answer from right to wrong		Not fully comprehending the question as it is written	
Worked the night prior to the lecture		Environmental stimulus distraction		Failed to notice key words towards the end of the question					
Absent the day of this lecture		Personal issues distraction							
Monday lecture content		Worked the night prior to the exam							
Thursday lecture content		Worked more than 20 hours the week prior to the exam							

Adopted from Marjorie Miller, RN, MA by Rae Brooks, MSN, RN 3/2/2007
(Reviewed by Dr. Armstrong-2018, 2019, 2020)

Appendix 20

SAN DIEGO CITY COLLEGE NURSING EDUCATION
FACULTY GUIDELINES FOR SYLLABUS DEVELOPMENT
Effective: 1/2007 Reviewed: 7/2017, 8/2019, 10/2020, 8/2022, 08/2023 Revised: 1/2013
Associate Dean, San Diego City College, Nursing Program

On-line syllabus should include all of the following:

A. Cover Page

B. Syllabus Description:
Course Description (from catalog)
Student Learning Outcome (from taskstream)
Prerequisite/Co-requisite
Time Allocation and Unit Value
Links
Course Materials
Textbooks (required and recommended)
Other Resources
Clinical Experience
Course Requirements
Teaching/Learning Methods
Methods of Evaluation
Criteria for Evaluation
Grading Practices and Grading Scale
Academic Integrity
Examination Review Policy
Final Examination Review
Weight of Graded Activities
ATI Examinations
Mathematical Proficiency
Critical Thinking
Statement Related To Students with Accommodation (See Student Handbook)
The schedule and procedures in this course are subject to change
Student Learning Outcomes
Clinical Evaluation Policy
Clinical Performance Scale
Criteria for Unsatisfactory/Unsafe Clinical Performance
Daily Clinical Objectives for All clinical Courses
Mandatory Elements for All Nursing Skills
Attendance/Absence Policy (See Student Handbook)

PURPOSE:

1. To promote consistency in theoretical content included within courses.
2. To clearly delineate the conceptual model and content threads in the learning guides.

THREADS:

Basic Human Needs	Health promotion
Nursing Process	Informatics
Caring	Leadership
Client Advocacy	Legal/Ethical Issues
Communication/Collaboration	Lifespan/Age Appropriate Care
Community	Nutrition
Critical Thinking	Pathophysiology
Diversity	Pharmacology
Safety	Professionalism
Teaching/Learning Principles	Research/Evidence Based Practice

METHOD:

1. Learning Guides are to be submitted to the course team members prior to placement in the on-line syllabus
2. Access to the on-line syllabus is to be given to each faculty member and Associate Dean/Director.
3. A copy of all on-line course materials, including the syllabus must be placed in the course file on CD or flash drive.

INSTRUCTIONS:

Learning Guides should reflect the following information:

1. Activities/Assignments, including Web-based assignments, Homework Assignments, Collaborative Interactive Assignments, Required and Optional Readings, including Journals, Critical Thinking Exercises AV materials, and/or Computer software
2. *Method of Instruction:*
   Depending on course content, may include: lecture, discussion, demonstration, practice, return demonstration, group activity, AV materials, guest speakers, on-line quizzes.
3. Learning Guide Format:

SAN DIEGO CITY COLLEGE
NURSING EDUCATION _____ (Course #)

Module # - Topic
Student Learning Outcome
Overview
Theory Objectives
Clinical Objectives

MODULE FORMAT

Modules are formatted using a four column format.

Column I Theory Objectives	Column II Suggested Learning Activities	Column III Clinical Objectives	Column IV Clinical Activities

Each objective starts on a new page. Listed in Column I are the theory objectives and a content outline as necessary. Column II has the Suggested Learning Activities to achieve the objective in theory. Column III has the Clinical Objectives to be met that applies the theory. Column IV lists suggested learning activities for the laboratory or clinical facility to meet the objective in Column III.

Please note every theory objective will not necessarily have a clinical objective or clinical learning activity. Clinical objectives and clinical learning activities may apply to more than one theory objective.

Learning activities that include the use of assessment tools, exercises, journals, surveys, practice questions, and answer keys are found in the Study Guides at the end of each module. The Study Guides are labeled as follows:

Module I Study Guides – Study Guide 1.1, 1.2, etc…

Module II Study Guides – Study Guide 2.1, 2.2, etc…

Each course is designed to be provided electronically containing individualized modules for students to use.

Appendix 21

SAN DIEGO CITY COLLEGE NURSING EDUCATION
CLINICAL FACILITY CONTACT LOG
Effective: 01/2007 Reviewed: 07/2017,0 8/2019, 10/2020, 8/2022,08/2023 Revised: 01/2007
Associate Dean, San Diego City College, Nursing Program

SAN DIEGO CITY COLLEGE-NURSING EDUCATION
CLINICAL FACILITY CONTACT LOG

FACILITY:_____	PROFESSOR:_____	COURSE # NRSE:_____	SEMESTER/YEAR: _____

DATE/PERSON CONTACTED	ITEMS DISCUSSED	ACTION	FOLLOW-UP	OTHER

Appendix 22

SAN DIEGO CITY COLLEGE NURSING EDUCATION
TEAM, COMMITTEE, AND FACULTY MEETING MINUTES
Effective: 01/2002 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 11/2016
Associate Dean, San Diego City College, Nursing Program

SAN DIEGO CITY COLLEGE
NURSING EDUCATION
MINUTES

DATE: TIME: PLACE:
MEMBERS PRESENT:
STUDENT RESPRESENTATIVES: YR I: YR II:

TOPIC	DISCUSSION	DECISION

Submitted by:

Appendix 23

SAN DIEGO CITY COLLEGE **NURSING EDUCATION**
SAN DIEGO COMMUNITY COLLEGE DISTRICT INJURY AND ILLNESS INCIDENT AND INVESTIGTION REPORT Injury and Illness Incident and Investigation Report
Effective: 01/1996 Reviewed: 07/2017, 08/2019, 10/2020, 8/2022, 08/2023 Revised: 07/2004
Associate Dean, San Diego City College, Nursing Program

Attention: This form contains information relating to employee health and must be used in a manner that protects the confidentiality of employees to the extent possible while the information is being used for occupational safety and health purposes.

See CCR Title 8 14300.29(b)(6)-(10)

THIS FORM IS NOT TO BE FILLED OUT BY THE INJURED EMPLOYEE!

SEND A COMPLETED COPY OF BOTH PAGES OF THIS FORM TO RISK MANAGEMENT, ROOM 385, DISTRICT OFFICE, WITHIN 24 HOURS OF THE INJURY.

PLEASE EMAIL OR FAX A COPY TO (619) 388-6898 THEN SEND THE ORIGINAL.

INFORMATION ABOUT THE EMPLOYEE:

Full Name			Date of birth /	
Street			Date of hire /	
City	State	Zip	Department	
Social Security #			Position	
Telephone #			**Male**: ☐	**Female**: ☐

INFORMATION ABOUT THE PHYSICIAN OR OTHER HEALTH CARE PROFESSIONAL:

Name of the physician or other health care professional:

If treatment was provided away from the worksite, where was it given?

Facility:

Street:

City: **State**: **Zip**:

Was the employee treated in an emergency room? Yes ☐ No ☐

Was the employee hospitalized overnight as an in-patient? Yes ☐ No ☐

INFORMATION ABOUT THE ACCIDENT OR ILLNESS:

Injury/Illness:
Date Time **AM** ☐ **PM** ☐ **Check if time unknown** ☐

Date Injury/Illness reported by employee

Time employee began work **AM** ☐ **PM** ☐

Where did injury/illness occur?

Did employee leave Work? Yes ☐ No ☐

Date returned to work

If employee died, when did death occur? Date of death

What was the employee doing just before the incident occurred?
Describe the activity, as well as the tools, equipment or material the employee was using. Be specific. *Examples: "Climbing a ladder while carrying roofing materials"; "Spraying chlorine from a hand sprayer"; "Daily computer key-entry."*

Were the tools, equipment or materials used by the employee at the time of the incident in good condition? Yes☐ No ☐ If No, describe the specific deficiencies.

What happened? Explain how the injury occurred. Examples: "When the ladder slipped on wet floor, worker fell 20 feet"; "Worker was sprayed with chlorine when gasket broke during replacement"; "Worker developed soreness in wrist over time".

What was the injury or illness? Tell us the part of the body that was affected and how it was affected; be more specific than "hurt," "pain" or "sore". *Examples: "strained back"; "chemical burn, hand"; "carpal tunnel syndrome".*

What object or substance directly harmed the employee? *Examples: "concrete floor"; "chlorine gas"; "computer".*

Were there any workplace conditions, practices or lack of protective equipment that contributed to the accident? Yes☐ No ☐ **If Yes, describe the deficiencies**.

Will a new workplace Safety Rule be required? Yes☐ No ☐ Please explain:

Was the unsafe condition, practice or equipment problem corrected immediately? Yes☐ No ☐ **What corrective actions have been taken to prevent another occurrence?**

Witnesses if available:

Name Phone number

Name Phone number

Supervisor/Manager (Primary Investigator):

Title Date

Safety Officer

Title Date

Orig: Risk Management Office Copy: President / Vice Chancellor Copy: Business Services Office Copy: File

State of California
Department of Industrial Relations
DIVISION OF WORKERS' COMPENSATION

Estado de California
Departamento de Relaciones Industriales
DIVISION DE COMPENSACIÓN AL TRABAJADOR

WORKERS' COMPENSATION CLAIM FORM (DWC 1)

PETITION DEL EMPLEADO PARA DE COMPENSACIÓN DEL TRABAJADOR (DWC 1)

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

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

Empleado: *Complete la sección* ***"Empleado"*** *y entregue la forma a su empleador. Quédese con la copia designada* ***"Recibo Temporal del Empleado"*** *hasta que Ud. reciba la copia firmada y fechada de su empleador. Ud. puede llamar a la Division de Compensación al Trabajador al* ***(800) 736-7401*** *para oir información gravada. En la hoja cubierta de esta forma esta la explicatión de los beneficios de compensación al trabjador.*

Ud. también debería haber recibido de su empleador un folleto describiendo los benficios de compensación al trabajador lesionado y los procedimientos para obtenerlos.

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

Toda aquella persona que a propósito haga o cause que se produzca cualquier declaración o representación material falsa o fraudulenta con el fin de obtener o negar beneficios o pagos de compensación a trabajadores lesionados es culpable de un crimen mayor "felonia".

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

1. Name. *Nombre.* _____ Today's Date. *Fecha de Hoy.* _____
2. Home Address. *Dirección Residencial.* _____
3. City. *Ciudad.* _____ State. *Estado.* _____ Zip. *Código Postal.* _____
4. Date of Injury. *Fecha de la lesión (accidente).* _____ Time of Injury. *Hora en que ocurrió.* _____ a.m. _____ p.m.
5. Address and description of where injury happened. *Dirección/lugar dónde occurió el accidente.* _____
6. Describe injury and part of body affected. *Describa la lesión y parte del cuerpo afectada.* _____
7. Social Security Number. *Número de Seguro Social del Empleado.* _____
8. Signature of employee. *Firma del empleado.* _____

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

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

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

SIGNING THIS FORM IS NOT AN ADMISSION OF LIABILITY

Empleador: *Se requiere que Ud. feche esta forma y que provéa copias a su compañía de seguros, administrador de reclamos, o dependiente/representante de reclamos y al empleado que hayan presentado esta petición dentro del plazo de* ***un día hábil*** *desde el momento de haber sido recibida la forma del empleado.*

EL FIRMAR ESTA FORMA NO SIGNIFICA ADMISION DE RESPONSABILIDAD

❑ Employer copy/*Copia del Empleador* ❑ Employee copy/ *Copia del Empleado* ❑ Claims Administrator/*Administrador de Reclamos* ❑ Temporary Receipt/*Recibo del Empleado*

7/1/04 Rev.

Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility

Formulario de Reclamo de Compensación para Trabajadores (DWC 1) y Notificación de Posible Elegibilidad

If you are injured or become ill, either physically or mentally, because of your job, including injuries resulting from a workplace crime, you may be entitled to workers' compensation benefits. Attached is the form for filing a workers' compensation claim with your employer. **You should read all of the information below.** Keep this sheet and all other papers for your records. You may be eligible for some or all of the benefits listed depending on the nature of your claim. If required you will be notified by the claims administrator, who is responsible for handling your claim, about your eligibility for benefits.

To file a claim, complete the "Employee" section of the form, keep one copy and give the rest to your employer. Your employer will then complete the "Employer" section, give you a dated copy, keep one copy and send one to the claims administrator. Benefits can't start until the claims administrator knows of the injury, so complete the form as soon as possible.

Medical Care: Your claims administrator will pay all reasonable and necessary medical care for your work injury or illness. Medical benefits may include treatment by a doctor, hospital services, physical therapy, lab tests, x-rays, and medicines. Your claims administrator will pay the costs directly so you should never see a bill. For injuries occurring on or after 1/1/04, there is a limit on some medical services.

The Primary Treating Physician (PTP) is the doctor with the overall responsibility for treatment of your injury or illness. Generally your employer selects the PTP you will see for the first 30 days, however, in specified conditions, you may be treated by your predesignated doctor. If a doctor says you still need treatment after 30 days, you may be able to switch to the doctor of your choice. Special rules apply if your employer offers a Health Care Organization (HCO) or after 1/1/05, has a medical provider network. Contact your employer for more information. If your employer has not put up a poster describing your rights to workers' compensation, you may choose your own doctor immediately.

Within one working day after an employee files a claim form, the employer shall authorize the provision of all treatment, consistent with the applicable treating guidelines, for the alleged injury and shall continue to provide treatment until the date that liability for the claim is accepted or rejected. Until the date the claim is accepted or rejected, liability for medical treatment shall be limited to ten thousand dollars ($10,000).

Disclosure of Medical Records: After you make a claim for workers' compensation benefits, your medical records will not have the same privacy that you usually expect. If you don't agree to voluntarily release medical records, a workers' compensation judge may decide what records will be released. If you request privacy, the judge may "seal" (keep private) certain medical records.

Payment for Temporary Disability (Lost Wages): If you can't work while you are recovering from a job injury or illness, you will receive temporary disability payments. These payments may change or stop when your doctor says you are able to return to work. These benefits are tax-free. Temporary disability payments are two-thirds of your average weekly pay, within minimums and maximums set by state law. Payments are not made for the first three days you are off the job unless you are hospitalized overnight or cannot work for more than 14 days.

Si Ud. se lesiona o se enferma, ya sea física o mentalmente, debido a su trabajo, incluyendo lesiones que resulten de un crimen en el lugar de trabajo, es posible que Ud. tenga derecho a beneficios de compensación para trabajadores. Se adjunta el formulario para presentar un reclamo de compensación para trabajadores con su empleador. **Ud. debe leer toda la información a continuación.** Guarde esta hoja y todos los demás documentos para sus archivos. Es posible que usted reúna los requisitos para todos los beneficios, o parte de éstos, que se enumeran, dependiendo de la índole de su reclamo. Si se requiere, el/la administrador(a) de reclamos, quien es responsable del manejo de su reclamo, le notificará a usted, lo referente a su elegibilidad para beneficios.

Para presentar un reclamo, complete la sección del formulario designada para el "Empleado", guarde una copia, y déle el resto a su empleador. Entonces, su empleador completará la sección designada para el "Empleador", le dará a Ud. una copia fechada, guardará una copia, y enviará una al/a la administrador(a) de reclamos. Los beneficios no pueden comenzar hasta, que el/la administrador(a) de reclamos se entere de la lesión, así que complete el formulario lo antes posible.

Atención Médica: Su administrador(a) de reclamos pagará toda la atención médica razonable y necesaria, para su lesión o enfermedad relacionada con el trabajo. Es posible que los beneficios médicos incluyan el tratamiento por parte de un médico, los servicios de hospital, la terapia física, los análisis de laboratorio y las medicinas. Su administrador(a) de reclamos pagará directamente los costos, de manera que usted nunca verá un cobro. Para lesiones que ocurren en o después de 1/1/04, hay un límite de visitas para ciertos servicios médicos.

El Médico Primario que le Atiende-*Primary Treating Physician PTP* es el médico con toda la responsabilidad para dar el tratamiento para su lesión o enfermedad. Generalmente, su empleador selecciona al *PTP* que Ud. verá durante los primeros 30 días. Sin embargo, en condiciones específicas, es posible que usted pueda ser tratado por su médico pre-designado. Si el doctor dice que usted aún necesita tratamiento después de 30 días, es posible que Ud. pueda cambiar al médico de su preferencia. Hay reglas especiales que son aplicables cuando su empleador ofrece una Organización del Cuidado Médico (HCO) o depués de 1/1/05 tiene un Sistema de Proveedores de Atención Médica. Hable con su empleador para más información. Si su empleador no ha colocado un poster describiendo sus derechos para la compensación para trabajadores, Ud. puede seleccionar a su propio médico inmediatamente.

El empleador autorizará todo tratamiento médico consistente con las directivas de tratamiento applicables a la lesión o enfermedad, durante el primer día laboral después que el empleado efectúa un reclamo para beneficios de compensación, y continuará proveyendo este tratamiento hasta la fecha en que el reclamo sea aceptado o rechazado. Hasta la fecha en que el reclamo sea aceptado o rechazado, el tratamiento médico será limitado a diez mil dólares ($10,000).

Divulgación de Expedientes Médicos: Después de que Ud. presente un reclamo para beneficios de compensación para los trabajadores, sus expedientes médicos no tendrán la misma privacidad que usted normalmente espera. Si Ud. no está de acuerdo en divulgar voluntariamente los expedientes médicos, un(a) juez de compensación para trabajadores posiblemente decida qué expedientes se revelarán. Si Ud. solicita privacidad, es posible que el/la juez "selle" (mantenga privados) ciertos expedientes médicos.

Pago por Incapacidad Temporal (Sueldos Perdidos): Si Ud. no puede trabajar, mientras se está recuperando de una lesión o enfermedad relacionada con el trabajo, Ud. recibirá pagos por incapacidad temporal. Es posible que estos pagos cambien o paren, cuando su médico diga que Ud. está en condiciones de regresar a trabajar. Estos beneficios son libres de

Workers' Compensation Claim Form (DWC 1) & Notice of Potential Eligibility
Formulario de Reclamo de Compensación para Trabajadores (DWC 1) y Notificación de Posible Elegibilidad

Return to Work: To help you to return to work as soon as possible, you should actively communicate with your treating doctor, claims administrator, and employer about the kinds of work you can do while recovering. They may coordinate efforts to return you to modified duty or other work that is medically appropriate. This modified or other duty may be temporary or may be extended depending on the nature of your injury or illness.

Payment for Permanent Disability: If a doctor says your injury or illness results in a permanent disability, you may receive additional payments. The amount will depend on the type of injury, your age, occupation, and date of injury.

Vocational Rehabilitation (VR): If a doctor says your injury or illness prevents you from returning to the same type of job and your employer doesn't offer modified or alternative work, you may qualify for VR. If you qualify, your claims administrator will pay the costs, up to a maximum set by state law. VR is a benefit for injuries that occurred prior to 2004.

Supplemental Job Displacement Benefit (SJDB): If you do not return to work within 60 days after your temporary disability ends, and your employer does not offer modified or alternative work, you may qualify for a nontransferable voucher payable to a school for retraining and/or skill enhancement. If you qualify, the claims administrator will pay the costs up to the maximum set by state law based on your percentage of permanent disability. SJDB is a benefit for injuries occurring on or after 1/1/04.

Death Benefits: If the injury or illness causes death, payments may be made to relatives or household members who were financially dependent on the deceased worker.

It is illegal for your employer to punish or fire you for having a job injury or illness, for filing a claim, or testifying in another person's workers' compensation case (Labor Code 132a). If proven, you may receive lost wages, job reinstatement, increased benefits, and costs and expenses up to limits set by the state.

You have the right to disagree with decisions affecting your claim. If you have a disagreement, contact your claims administrator first to see if you can resolve it. If you are not receiving benefits, you may be able to get State Disability Insurance (SDI) benefits. Call State Employment Development Department at (800) 480-3287.

You can obtain free information from an information and assistance officer of the State Division of Workers' Compensation, or you can hear recorded information and a list of local offices by calling **(800) 736-7401**. You may also go to the DWC web site at **www.dir.ca.gov**. Link to Workers' Compensation.

You can consult with an attorney. Most attorneys offer one free consultation. If you decide to hire an attorney, his or her fee will be taken out of some of your benefits. For names of workers' compensation attorneys, call the State Bar of California at (415) 538-2120 or go to their web site at **www.californiaspecialist.org**.

impuestos. Los pagos por incapacidad temporal son dos tercios de su pago semanal promedio, con cantidades mínimas y máximas establecidas por las leyes estatales. Los pagos no se hacen durante los primeros tres días en que Ud. no trabaje, a menos que Ud. sea hospitalizado(a) de noche, o no pueda trabajar durante más de 14 días.

Regreso al Trabajo: Para ayudarle a regresar a trabajar lo antes posible, Ud. debe comunicarse de manera activa con el médico que le atienda, el/la administrador(a) de reclamos y el empleador, con respecto a las clases de trabajo que Ud. puede hacer mientras se recupera. Es posible que ellos coordinen esfuerzos para regresarle a un trabajo modificado, o a otro trabajo, que sea apropiado desde el punto de vista médico. Este trabajo modificado, u otro trabajo, podría extenderse o no temporalmente, dependiendo de la índole de su lesión o enfermedad.

Pago por Incapacidad Permanente: Si el doctor dice que su lesión o enfermedad resulta en una incapacidad permanente, es posible que Ud. reciba pagos adicionales. La cantidad dependerá de la clase de lesión, su edad, su ocupación y la fecha de la lesión.

Rehabilitación Vocacional: Si el doctor dice que su lesión o enfermedad no le permite regresar a la misma clase de trabajo, y su empleador no le ofrece trabajo modificado o alterno, es posible que usted reúna los requisitos para rehabilitación vocacional. Si Ud. reúne los requisitos, su administrador(a) de reclamos pagará los costos, hasta un máximo establecido por las leyes estatales. Este es un beneficio para lesiones que ocurrieron antes de 2004.

Beneficio Suplementario por Desplazamiento de Trabajo: Si Ud. no vuelve al trabajo en un plazo de 60 días después que los pagos por incapcidad temporal terminan, y su empleador no ofrece un trabajo modificado o alterno, es posible que usted reúne los requisitos para recibir un vale no-transferible pagadero a una escuela para recibir un nuevo entrenamiento y/o mejorar su habilidad. Si Ud. reúne los requisitios, el administrador(a) de reclamos pagará los costos hasta un máximo establecido por las leyes estatales basado en su porcentaje del incapicidad permanente. Este es un beneficio para lesiones que ocurren en o después de 1/1/04.

Beneficios por Muerte: Si la lesión o enfermedad causa la muerte, es posible que los pagos se hagan a los parientes o a las personas que vivan en el hogar, que dependían económicamente del/de la trabajador(a) difunto(a).

Es ilegal que su empleador le castigue o despida, por sufrir una lesión o enfermedad en el trabajo, por presentar un reclamo o por atestiguar en el caso de compensación para trabajadores de otra persona. (El Codigo Laboral sección 132a). Si es probado, puede ser que usted reciba pagos por perdida de sueldos, reposición del trabajo, aumento de beneficios, y gastos hasta un límite establecido por el estado.

Ud. tiene derecho a estar en desacuerdo con las decisiones que afecten su reclamo. Si Ud. tiene un desacuerdo, primero comuníquese con su administrador(a) de reclamos, para ver si usted puede resolverlo. Si usted no está recibiendo beneficios, es posible que Ud. pueda obtener beneficios de Seguro Estatal de Incapacidad (SDI). Llame al Departamento Estatal del Desarrollo del Empleo (EDD) al (800) 480-3287.

Ud. puede obtener información gratis, de un oficial de información y asistencia, de la División estatal de Compensación al Trabajador *(Division of Workers' Compensation – DWC)*, o puede escuchar información grabada, así como una lista de oficinas locales, llamando al **(800) 736-7401**. Ud. también puede ir al sitio electrónico en el Internet de la DWC en **www.dir.ca.gov**. Enlácese a la sección de Compensación para Trabajadores.

Ud. puede consultar con un(a) abogado(a). La mayoría de los abogados ofrecen una consulta gratis. Si Ud. decide contratar a un(a) abogado(a), sus honorarios se tomarán de sus beneficios. Para obtener nombres de abogados de compensación para trabajadores, llame a la Asociación Estatal de Abogados de California *(State Bar)* al (415) 538-2120, ó vaya a su sitio electrónico en el Internet en **www.californiaspecialist.org**.

Appendix 24

SAN DIEGO CITY COLLEGE **NURSING EDUCATION**
COURSE EVALUATION
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 01/2015
Associate Dean, San Diego City College, Nursing Program

COURSE NUMBER _____
SEMESTER/YEAR _____

*Note: All evaluations are completed by each student via online via Select Survey site. The Select Survey are provided to the Course Coordinators two (2) weeks prior to the end of each course.

This questionnaire gives you an opportunity to express your views of this course and the way it has been taught. **Indicate the response closest to your view by choosing the appropriate response.**

SECTION I - ITEMS 1-7: SELECT ONE RESPONSE FOR EACH STATEMENT

NA 0 - ***Not applicable or don't know****. The statement does not apply to this course, or you simply are not able to give a knowledgeable response.*

SA 1 - ***Strongly Agree****. You strongly agree with the statement as it applies to this course.*

A 2 - ***Agree****. You agree more than you disagree with the statement as it applies to this course.*

D 3 - ***Disagree****. You disagree more than you agree with the statement as it applies to this course.*

SD 4 - ***Strongly Disagree****. You strongly disagree with the statement as it applies to this course.*

		NA	SA	A	D	SD
1.	The student learning outcomes and the overall requirements for the course were clear and easy to understand.	0	1	2	3	4
2.	The student learning outcomes and the concepts of the course were related to the overall student learning outcomes of the curriculum.	0	1	2	3	4
3.	The teaching methods and instructional materials utilized were appropriate and effective.	0	1	2	3	4
4.	In my opinion, the learning activities were related to the student learning outcomes of the course.	0	1	2	3	4
5.	The course examinations were challenging and required me to prepare thoroughly.	0	1	2	3	4
6.	The clinical component of the course was well-organized and effective.	0	1	2	3	4

7. I have accomplished the stated student learning outcomes. 0 1 2 3 4

SECTION II - ITEMS 8-10: SELECT ONE RESPONSE FOR EACH STATEMENT

8. For my preparation and ability, the level of difficulty of this course was:
   1. Very elementary
   2. Somewhat elementary
   3. About right
   4. Somewhat difficult
   5. Very difficult

9. The work load for this course in relation to other nursing courses was:
   1. Much lighter
   2. Lighter
   3. About the same
   4. Heavier
   5. Much heavier
   6. Not Applicable

10. The pace in which the course material was presented was:
   1. Very slow
   2. Somewhat slow
   3. Just about right
   4. Somewhat fast
   5. Very fast

SECTION III - ITEMS 11-19: SELECT ONE RESPONSE FOR EACH QUESTION.

0 = Not applicable or don't know 1 = Excellent 2 = Good 3 = Satisfactory 4 = Fair 5 = Poor

11.	Overall, I would rate the textbook(s).	0	1	2	3	4	5
12.	Overall, I would rate the instructional materials (videos, online syllabus, computer software, etc).	0	1	2	3	4	5
13.	Overall, I would rate the learning aids (study guides, procedures guides, skills lab supplies and equipment – mannequins, simulators, etc).	0	1	2	3	4	5
14.	Overall, I would rate the examinations.	0	1	2	3	4	5
15.	Overall, I would rate the classroom instruction.	0	1	2	3	4	5
16.	Overall, I would rate the value of the class discussions.	0	1	2	3	4	5
17.	Overall, I would rate the clinical experiences.	0	1	2	3	4	5
18.	Overall, I would rate the value of this course to me.	0	1	2	3	4	5
19.	Overall, I would rate my effort in this course.	0	1	2	3	4	5

SECTION IV - GENERAL COMMENT SECTION

*We would appreciate any additional comments you may have regarding this **course**. What learning experiences and/or activities did you find most profitable? What experiences or activities were least profitable? Explain. Please note that your feedback is appreciated and considered when recommendations for course revisions are made.*

Appendix 25

SAN DIEGO CITY COLLEGE NURSING EDUCATION
STUDENT EVALUATION OF CLINICAL FACILITY
Effective: 1/2007 Reviewed: 7/2017, 8/2019, 11/2020, 8/2022, 08/2023 Revised: 1/2015
Associate Dean, San Diego City College, Nursing Program

*Note: All evaluations are completed by each student via online via Select Survey site. The Select Survey are provided to the Course Coordinators two (2) weeks prior to the end of each course.

Clinical Facility_____ Course Number _____

Semester/Year _____

Date_____

==========

Please answer the following questions regarding your present clinical facility. This is an evaluation of how the clinical facility is meeting student needs.

1. Did you feel you received adequate orientation to function within this facility?

   YES_____; NO_____; PLEASE EXPLAIN:

2. How would you rate the learning experiences available in this facility?

   EXCELLENT____ GOOD_____ FAIR_____ POOR_____
   DESCRIBE:

3. What did you find <u>most helpful</u> on the unit(s)?

4. What did you find <u>least helpful</u> on the unit(s)?

5. A. Did you have an opportunity to rotate to any specialty areas?
      YES_____; NO_____; Please list areas:
   B. Were you able to meet the student learning outcomes?
      YES_____; NO_____;
      Please Explain:

6. Did the facility provide an adequate classroom/meeting place for pre and post conferences? YES_____; NO_____;
   Please Explain:

7. Describe how you were treated by the staff.

8. Is there a particular staff member that you felt was very helpful or made you feel welcome and comfortable?

9. Would you recommend the unit(s) for future placement of nursing students? (Be specific for each unit)

10. What suggestions would you offer to improve student experiences at this facility? (Be specific for each unit)

Appendix 26

SAN DIEGO CITY COLLEGE NURSING EDUCATION
CLINICAL FACULTY EVALUATION
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 05/2010
Associate Dean, San Diego City College, Nursing Program

*Note: All evaluations are completed by each student via online via Select Survey site. The Select Survey are provided to the Course Coordinators two (2) weeks prior to the end of each course.

Faculty _____ Course _____ Date _____

M = MET U = UNMET N.A. = NOT APPLICABLE	**M**	**U**	**N.A.**
1. Provided appropriate orientation to the clinical unit.			
2. Explained his/her expectations and evaluation criteria.			
3. Was accessible to students.			
4. Reflected enthusiastic attitude toward his/her clinical area.			
5. Raised challenging questions or problems for discussion.			
6. Explained procedures in a clear, concise manner.			
7. Directed his/her evaluation of written nursing care plans toward clients' needs and problems.			
8. In pre-/post-conferences: a. Gave attention to the psychological environment. (Freedom to ask questions, participate, etc.)			
b. Applied theoretical discussion to practical situation.			
c. Maintained control of group interaction.			
9. Demonstrated competency and organization in the clinical			

area.			
10. Promoted an atmosphere conducive to learning.			
11. Encouraged students to think for themselves.			
12. Seemed genuinely concerned with students' progress and was actively helpful.			
13. The faculty treated students with respect, fairness and confidentiality.			
14. Encouraged further independence as student mastered clinical skills (within program and clinical facility limitations).			
15. Provided progressive constructive feedback to student concerning performance.			

Please clarify any "UNMET" responses and offer suggestions for improvement. Any additional comments?

Appendix 27

SAN DIEGO CITY COLLEGE NURSING EDUCATION
CLINICAL PERFORMANCE EVALUATION Each Evaluation is based on the each course (Leveling Evaluation)
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 01/2007, 01/2018-
Associate Dean, San Diego City College, Nursing Program

Student's Name:_____ Date: _____

Clinical Facility: _____ Rotation: From ___ to _____

Attendance: Days Absent ___ Number of Days Tardy ___

	S	NI	U
1. Communication Skills: a. Utilizes appropriate communication styles and basic leadership skills in client care management. b. Use of select therapeutic communication techniques to establish a therapeutic environment c. Communicates relevant, accurate and complete information in a concise and clear manner			
2. Critical Thinking: a. Utilizes nursing process to plan, implement, and evaluate care for clients. • Assessment: Performs comprehensive assessment, applies theoretical concepts to clinical situation, identifies changes in health status, assesses significant factors affecting client's ability to meet needs, and recognizes clients at risk for complications • Diagnosis: Identifies actual and at risk client problems from assessment data, selects appropriate NANDA approved nursing diagnoses, identifies potential complications associated with client medical diagnoses • Planning: Participates with client, family, significant others, and health team to plan outcomes and therapeutic interventions, develops a written plan of care, establishes priorities according to client need, selects appropriate methods of instruction for teaching plan • Implementation: Implements plan of care according to priority of client needs, adjusts priorities for therapeutic nursing interventions as client's situation changes, assumes responsibility for care of assigned clients, including supervision of care given by other members of the health			

care team • Evaluation: Compares and evaluates client's behavior with expected outcomes, evaluates learning by noting changes in client behavior and identifies need for community resources, evaluates client response to medications and procedures, modifies nursing care plan as necessary b. Makes clinical judgments and management decisions to ensure accurate and safe client care c. Uses evidence based data to support clinical decision making			
3. Teaching/ Learning a. Develops an individualized teaching plan based on assessed needs b. Teaches the client and family the information and skills needed to achieve desired learning outcomes c. Evaluates the progress of the client and family toward achievement of outcome d. Modifies the teaching plan based on evaluation of client progress e. Provides the client and family with the information to make choices regarding health			
4. Diversity: a. Identifies and honors the developmental, emotional, cultural, and spiritual influences on the client's health b. Adapts care in consideration of the client's values, customs, culture, and or habits			
5. Professionalism: a. Practices within the ethical, legal, and regulatory frameworks of professional nursing practice b. Demonstrates accountability for nursing care given by self and or delegated to others c. Uses standards of nursing practice to perform and evaluate client care d. Advocates for client rights e. Participates as a member of professional organizations f. Serves as a positive role model within healthcare settings and the community g. Participates in lifelong learning h. Delineates and maintains appropriate professional boundaries in the nurse-client relationship			
6. Leadership: a. Applies principles of time management, organization, delegation and priority setting in providing nursing care b. Collaborates with the client, family and members of the healthcare team to provide quality nursing care c. Correlates theoretical concepts and clinical practice to identify the complex needs of clients in multiple settings			

	S	NI	U
7. Information Competency: a. Employs appropriate scientific resources and technology to plan and deliver client care. b. Documents client care as per facility policy.			
8. Demonstrates personal responsibility: a. Demonstrates truthfulness and honesty b. Arrives in clinical prepared to provide care to assigned client(s) c. Evaluating own performance in anecdotal notes each week d. Uses constructive criticism and suggestions for improving nursing practice e. Arriving on time f. Informing of absence g. Submitting all assignments correctly and on time h. Participation in all conferences			
S=Satisfactory; NI=Needs Improvement; U=Unsatisfactory/Unsafe	**S**	**NI**	**U**
Faculty Comments:			
Student Comments:			

_____ _____

Faculty Signature/Date **Student's Signature/Date**

Appendix 28

SAN DIEGO CITY COLLEGE NURSING EDUCATION
STUDENT ASSIGNMENTS
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 01/2007
Associate Dean, San Diego City College, Nursing Program

Student Name	Day 1 Client Initials and Room Number	Day 2 Client Initials and Room Number	Area of Focus Procedures Students can do
			Post Conference Topics
			Time Room Number

Appendix 29

SAN DIEGO CITY COLLEGE NURSING EDUCATION
PRE-CLINICAL CONFERENCE FORMAT (SAMPLE FORMAT)
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 01/2007
Associate Dean, San Diego City College, Nursing Program

Each student is expected to present pertinent data related to anticipated plan of care based on information obtained by research.

Information for students to consider:

1. Diagnosis:
    a. Brief description of medical diagnosis(es)
    b. Describe pathophysiology as it alters from normal functioning

2. Surgical Intervention:
    a. Brief description of type of surgery
    b. Date of surgery
    c. Describe physiological changes that have occurred due to surgical procedures

3. List pertinent assessment data related to medical diagnosis or surgical procedure.

4. List appropriate nursing care related to medical diagnosis or surgical procedure.

5. If any treatments listed, give rationale and be ready to explain procedures.

6. Name nursing problem (s) that might be appropriate for your client.

7. Present content of teaching plan.

Appendix 30

SAN DIEGO CITY COLLEGE **NURSING EDUCATION**
SUGGESTED GUIDELINES FOR CONFERENCES IN CLINICAL AREAS (SAMPLE FORMAT)
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 01/2007
Associate Dean, San Diego City College, Nursing Program

Professors are to conduct **Pre** and **Post** conferences.

I. Pre-conferences

A. To provide a direction and focus of learning for the day. For example: the student will be able to determine oxygen needs of a client by:

1. a review of subjective/objective data
2. identification or diagnostic tools used to ascertain status

B. To aid the student in recognizing scope and limitations of the role

C. To reinforce critical thinking by:

3. problem solving
4. application of knowledge
5. use of judgment

II. Post-conferences

The post-conference should provide an opportunity for the student to:

a. Analyze clinical experiences
b. Clarify the relationship between theory and practice
c. Clarify thinking and feelings
d. Focus on clients as individuals
e. Reinforce critical thinking

Appendix 31

SAN DIEGO CITY COLLEGE NURSING EDUCATION
NURSING PROCESS / CARE PLANNING GUIDE TO EXPECTATIONS AND REQUIREMENTS
Effective: 1/2007 Reviewed: 7/2017, 8/2019, 11/2020. 8/2022, 08/2023 Revised: 1/2007
Associate Dean, San Diego City College, Nursing Program

Definition: The Nursing Process is a systematic, rational method of planning and providing nursing care. Its goal is to identify a patient's health care status, actual or potential health problem, to establish plans to meet unmet needs, and to implement specific nursing interventions to meet those unmet needs. It provides a framework within which nurses use their knowledge and skills of Human Response to express caring.

The Care Planning process will focus on the SBAR method.

Faculty expectations in red

Assessment – Collection, validation, organization and recording of patient data

- Gather information, collect data systematically - HX, PE, Diagnostics. Include all Basic Needs on Assessment tool
- Organize and Record –
  - Subjective - what the patient says (SYMPTOMS) and
  - Objective - what you see - clear, factual, no interpretation needed (lab, diagnostic data), uses accepted standard (SIGNS).

  Should see S & S of whatever nursing diagnosis used
- Validate the data - compare subjective & objective, clarify ambiguous or vague statements, double check extremely abnormal data, determine presence of factors that may interfere with accurate measurement

Nursing problem - a clinical judgment about an individual, family or community response to actual or potential health problem / life process for which the nurse can prescribe primary interventions for treatment or prevention.

- Cluster, analyze and interpret data,
- Draw conclusions, identify problems/patient needs and prioritize them.
- Identify Risks and strengths - resources, abilities to cope.
- Must use PES format, Problem, Etiology, Signs and Symptoms. Required
- Format: Problem r/t: ___ AEB: ___ Required

Planning / Outcomes – Setting priorities, establishing outcomes and selecting nursing interventions to develop a nursing care plan.

- Set priorities - what is important to you and to the patient? -- Safety, physiologic needs usually 1st.
- Establish **patient** outcomes - what you hope to achieve with the patient -- must be mutual, measurable, observable, behavioral, realistic and have a time frame. Should be reduction or alleviation of problem.
- Format: The patient will: (achievement) AEB: (observable evidence of outcome) by: (time frame). Required
- Select Nursing Interventions - specific activities the nurse plans & implements to help patient achieve expected outcomes.
- Must be: individualized and specific for patient, realistic, based on scientific principles, nursing knowledge, experience, within established standards of care.
- Should define what is to be done, when, how often, duration, sequence of performance. Teach, support, comfort, respect patient and encourage patient to participate.
- Format: The nurse will: (define specific action) Required
- Develop plan of Care - write it down in usable terms

Implementation – The nurse completes actions necessary for outcome achievement.

- Interventions are Independent – the nurse prescribes, performs, supports, counsels, teaches, monitors – includes health promotion, prevention, physical care
  2 of 3 Required
- Collaborative Interventions – actions carried out in collaboration with other health team members – MD, PT, SW … 1 of 3 required
- Dependent Interventions are prescribed by MD, performed by nurse.
- Record interventions carried out & patient response to them

Evaluation - deliberate, systematic process in which nurse determines patient's progress toward outcome achievement & effectiveness of NCP.

- Identify expected outcomes to evaluate,
- Collect data related to outcomes,
- Compare data with expectations,
- Judge whether outcome achieved,
  Require Met, Partially Met and Unmet, Must say HOW outcome met
- Draw conclusions about interventions,
- Review & modify plan of care.
  If Unmet or Partially Met, must indicate HOW care plan will be modified
- Did patient meet outcome? Did the interventions work? Do you need to start over?

Appendix 32

SAN DIEGO CITY COLLEGE **NURSING EDUCATION**
SKILLS LAB REFERRAL FORM
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 01/2015
Associate Dean, San Diego City College, Nursing Program

Date: _____ Student's Name: _____

Referring Faculty Name: _____

The above named student is referred to the Skills Lab for remediation of the following clinical deficiency (ies). **A student may not perform skill(s) listed below in the clinical setting until remediation has occurred.** The student holds full responsibility for missed clinical learning opportunities secondary to his/her lack of preparedness for clinical practice.

This referral must be presented to the lab faculty BEFORE beginning practice.

Skill(s) Identified for remediation:

_____

_____

Objectives for remediation identified by referring faculty, in collaboration with student:

_____

_____

Student Signature: _____ ***Date:*** _____

Initiating Faculty Signature: _____ ***Date:*** _____

Recommendations and Evaluation by Skills Lab Faculty/Course Faculty:

_____

_____

Date: _____ Evaluating **Faculty:** _____

Time In: _____

Time Out: _____

Appendix 33

SAN DIEGO CITY COLLEGE
Collaborative Clinical Team Teaching
Effective: 01/2019 Reviewed: 11/2020, 8/2022, 08/2023 Revised:
Associate Dean, San Diego City College, Nursing Education

The purpose of the Collaborative Clinical Team Teaching is an approach that will teach all nursing students the same content and hold the nursing students to the same standards.

BENEFIT

The nursing students have the opportunity to learn from two Professors who may have different teaching styles, ideas, perspectives, and experience. The goal is or the Professors to be consistent with the San Diego City College School of Nursing Guidelines and Policies and Procedures.

COLLABORATIVE CLINICAL TEAM TEACHING

Both Professors are responsible for weekly planning with the clinical objectives, pre and post conference activities, and **share the instruction of all students.** Splitting of students into two groups is not advisable unless each group gets to work with both Professors.

All Professors who actively engage in conversation, not lecture, to encourage discussion by students, teach the objectives. All Professors are actively involved in the management of the lesson, discipline, holding students accountable for professionalism and all program policies. This approach can be very effective with the two or more Professors.

EXPECTATIONS:

1 Email a SBAR report at the end of your clinical experience to your clinical partner and course coordinator.
2 Communicate regularly and schedule meetings to determine your role in daily planning, clinical routines, and nursing student's engagement.
3 Schedule a common planning time.
4 Discuss formative and summative assessment of student performance in relationship to progress reports, report cards, etc. daily (SBAR) each other.
5 Explain clinical management procedures (share your style of clinical management with your clinical partner).
6 Do not provide nursing students with the opportunity to "conquer and divide" the team.
7 Both Professors should collaborate about responsibilities for grading assignments, workflow for the clinical rotation, counseling students, sharing all things related to evaluation/observation of nursing students' learning.

References:

Wotton, K. and Gonda, J (2004). Clinician and student evaluation of a collaborative clinical teaching model. *Nursing Education in Practice*, 4(2), 120-127. https://doi.org/10.1016/S1471-5953(03)00033-7

Appendix 34

SAN DIEGO CITY COLLEGE NURSING EDUCATION
CLINICAL AGENCY FEEDBACK REPORT
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 8/2023 Revised: 01/2007
Associate Dean, San Diego City College, Nursing Program

INSTITUTION_____ SEMESTER_____ DATE_____

CLINICAL AGENCY FEEDBACK REPORT

1. Describe your impression of our students' performance at your facility?

2. Did the faculty member sufficiently communicate the goals and objectives of each clinical rotation?

3. Did the nursing staff feel free to communicate concerns to the faculty member?

4. If concerns were expressed to the faculty member, were resolutions sought in a cooperative spirit?

5. In what ways can San Diego City College faculty and students improve the clinical learning experience?

6. Additional comments:

Thank you for taking the time to complete this survey.

Looking forward to a continued working relationship with your organization.

Appendix 35

SAN DIEGO CITY COLLEGE NURSING EDUCATION
Effective: 01/2011 Reviewed: 07/2017, 8/2019, 11/2020, 8/2022, 08/2023 Revised: 01/2011
Associate Dean, San Diego City College, Nursing Program

What is ATI?

Assessment Technologies Institute (ATI) offers an assessment driven review program designed to enhance student academic and NCLEX-RN success. The comprehensive program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, learning styles, online tutorials, online practice assessments and proctored assessments over the major content areas in nursing. ATI information and orientation resources can be accessed from the ATI student home page.

It is highly recommended that students spend time navigating through these orientation materials.

COMPREHENSIVE ASSESSMENT AND REVIEW PROGRAM (CARP)

The CARP is designed to assist students on the licensure exam and enhance overall academic success while enrolled in the Nursing Education Program. Used as a comprehensive program, and combined with the content of the Nursing Education Program, the CARP can assist students prepare for course exams more efficiently, as well as increase confidence and familiarity with content that reflect the NCLEX exam.

Modular Study

ATI provides online review modules that include written and video materials in all content areas. Students are encouraged to use these modules to supplement course work. These modules may be assigned by faculty during the course and/or as part of active learning/remediation following assessments.

Tutorials

ATI offers Tutorials that teach nursing students how to process information unique to the nursing profession, how to take a nursing assessments and how to make sound clinical decisions. **Nurse Logic** is an excellent way to learn the basics of how nurses utilize information and make decisions.

Learning System offers practice exams in specific nursing content areas that allow students to apply the valuable learning tools from Nurse Logic. Features are embedded in the Tutorials that help students gain an understanding of the content, such as a Hint Button, a Talking Glossary and a Critical Thinking Guide.

Assessments
Standardized Assessments will help the student to identify what they know as well as areas requiring active learning/remediation. There are practice assessments available to the student and standardized proctored assessments that are scheduled during the nursing courses. The Comprehensive Predictor is a comprehensive assessment tool that is predictive for passing the NCLEX-RN. Scores are reported for content, nursing process, critical thinking, therapeutic interventions, communication skills and cognitive level.

Active Learning/Remediation
Active Learning/Remediation is a process of reviewing content in an area that was not learned or fully understood as demonstrated by performance on an assessment. Active Learning/Remediation is intended to help the student review important information to be successful in courses and on the NCLEX. The student's individual performance profile will contain a listing of the topics to review. The student can remediate using the Focused Review which contains links to ATI review modules, media clips and active learning templates.

Facultys have online access to detailed information about the timing and duration of time spent in the assessment, focused reviews and tutorials by each student. Students must provide documentation that the required Practice Assessments and Remediation is completed using the "My Transcript" feature under the "My Results" tab of the ATI Student Home Page and submit the transcript prior to taking the Proctored Assessment.

The complete package of student assessment and review materials includes:

I. Entrance
Exam of Essential Academic Skills (TEAS)
Self-Assessment Inventory
Critical Thinking Entrance/Exit Assessment
Quest for Academic Success

II. Content Mastery Series
Assessment and review are designed in accordance with the NCLEX-RN exam blueprint and cover the following nursing specialty areas:

- **Fundamentals of Nursing** - Includes foundations of practice, health care continuum, holistic healing, nursing process, growth and development, helping relationships, basic communication, teaching and learning, leadership, management and change, health assessment, basic nursing skills, perioperative nursing care,

supporting sensory perceptual functioning and basic comfort care needs. **(NRSE 142)**

- **Maternal/Newborn Nursing Care** - Includes content on women's health care, physiologic changes and potential complications during pregnancy, labor, delivery and the postpartum period. Newborn care and potential health care problems are included. Cultural considerations, pharmacology and nutrition are integrated into this lifespan approach exam. **(NRSE 146)**
- **Nursing Care of Children** - Covers topics related to the growth and development of children, common health disorders, socio-cultural and emotional issues, communication and therapeutic modalities. **(NRSE 146)**
- **Mental Health Nursing Care** - Contains content related to mental health disorders, therapeutic milieu, special populations and stress/crisis management. **(NRSE 242)**
- **Medical/Surgical Nursing Care**- Covers the major physiologic systems, as well as fluid and electrolyte, acid-base balance and pharmacological considerations. **(NRSE 244)**
- **Nutritional Care** – Covers nutritional concepts and dietary management for specific health care problems. **(NRSE 144)**
- **Pharmacology for Nursing Practice** - Covers basic pharmacological principles and management of health care disorders with medications. Some components of the exam include dosage and fluid calculations, drug relationship indications and interactions and safety with medication administration. **(NRSE 240)**
- **Nursing Leadership** - Assesses the student's knowledge regarding the nurse's role in leadership and management within the multidisciplinary team. Included are items related to safety, decision-making, supervision, planning, counseling, delegation, and identification of client needs. **(NRSE 246)**

DIAGNOSTIC ASSESSMENT RESULTS: INTERPRETATION AND CONSEQUENCES

Assessment Technologies Institute (ATI) online practice assessments are designed to be a tool for self-study and active learning of the content. They can be used wherever students have access to the Internet and allow students to practice for NCLEX-RN® by using the computer-based assessments and researching answers in their reference materials.

All students enrolled in a Nursing Education Program (NEP) are required to take ALL scheduled ATI proctored assessments. Refer to the Student Handbook for ATI requirements.

ATI Proctored Assessments Tardiness and Absence Policy: Refer to the absences and lateness related to examinations

***Note:** Refer to the Student Handbook: RN Comprehensive Predictor® 2019 Probability of Passing Expectancy Table.

USING ATI – ASSESSMENT INSTRUCTION

Technical Requirements

Windows	**MAC**
Adobe Acrobat 7 or higher	MAC OS X
Mozilla/Firefox 3.0 or later	Safari 3.0 or later

Step 1

You already created an account when you took the TEAS. If you do not remember your user name or password, please call ATI at 800-667-7531.

Step 2

To take an assessment you must sign in with User Name and Password and select "Take an Assessment" on the left main menu. Enter the Assessment ID and the next page will require the Password. Click "Read Instructions" and then "Start Assessment". Upon completion of the Assessment, click "Get Report" to get a detailed report of your performance on the Assessment.

Step 3

If you go back to "My Results", you can create a "Focused Review" which will link you to all the remediation tools available from ATI.

SAN DIEGO CITY COLLEGE NURSING EDUCATION

ASSESSMENT TECHOLOGIES INSTITUES (ATI) & POINTS

ATI offers an assessment driven review program designed to enhance student academic and NCLEX-RN success. These include assessment indicators for academic success, critical thinking and learning, online tutorials, online practice assessment and proctored assessments over the major content areas in nursing. The nursing faculty highly recommends that the nursing students complete the on-line practices examinations to achieve a level 2.

If a student earned a Level 1 or less, the student must retake the ATI proctored exam in week eight (8) on the scheduled exam date.

ATI is worth 10% maximum of the cumulative grade based on the grading criteria listed in the course syllabus. NRSE 146, NRSE 244 B, and NRSE 246 B have 2 ATI examinations and each examination is 5% of the cumulative grade based on the grading criteria listed in the course syllabus.

GRADING SCALE FOR ATI ASSESSMENTS' POINTS

COURSE	ATI	LEVEL 3 Points	LEVEL 2 Points	LEVEL 1 Points and retake of the proctored exam	< LEVEL 1 Points and retake of the proctored exam
NRSE 142	Fundamentals of Nursing	100	75	50	0
NRSE 144	Nutritional Care	100	75	50	0
NRSE 146	Maternal/Newborn Nursing Care	100	75	50	0
NRSE 146	Nursing Care of Children	100	75	50	0
NRSE 235	Fundamentals of Nursing (LVN-RN)	100	75	50	0
NRSE 240	Pharmacology for Nursing Practice	100	75	50	0
NRSE 242	Mental Health Nursing Care	100	75	50	0
NRSE 244	Medical/Surgical Nursing Care	100	75	50	0
NRSE 246	Leadership	100	75	50	0

*Note: No points will be awarded for the ATI Proctored Comprehensive Exam.

Appendix 36

SAN DIEGO CITY COLLEGE **NURSING EDUCATION**
VOLUNTEER WORKER REGISTRATION FORM
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 01/2007
Associate Dean, San Diego City College, Nursing Program

From: _____ Date:_____

Site: _____

RE: VOLUNTEER WORKER REGISTRATION FORM

The following individual will be volunteering time and service: (Print Please)

Volunteer Name:
_____
Home Address & Phone:
_____
City, State & Zip:
_____
Emergency contact name & phone number:
_____
District Site & Department:
_____
Dates of Assignment:
from: _____ to: _____
Days and # Hours per week:
_____
Describe Volunteer duties:
_____
Name of Supervisor:
_____
Signature of Supervisor:
_____
Name of Dean/Manager:
_____
Signature of Dean/Manager:
_____
Thank you for generously sharing your time and expertise with S.D.C.C.D.

PLEASE CAREFULLY PRINT EVERYTHING EXCEPT SIGNATURE LINES AND FORWARD COMPLETED FORM TO RISK MGMT. DISTRICT OFFICE.

Appendix 37

SAN DIEGO CITY COLLEGE NURSING EDUCATION
LAB VOLUNTEER DUTIES / RESPONSIBILITIES
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 01/2007, 08/2019
Associate Dean, San Diego City College, Nursing Program

1. Gather supplies for faculty. The faculty will leave a list designated for volunteers that is located in the nursing office.
2. Make a list of any items that are missing, needing repair, or have a diminished supply.
3. Put items away as requested by faculty.
4. Clean lab rooms as requested by faculty, arranging chairs, dispose items that are not reusable, make beds, or anything else that needs to be done to put the lab back in neat order.
5. Set up lab bedside areas as requested by faculty. The faculty will leave instructions designated for volunteers in the nursing office. Example: place NG tube, emesis basin, 1-inch tape, and stethoscope on the bedside table in room V309B.
6. Use gloves when handling manikins.
7. Sign in and out on the Volunteer log sheet in the nursing office.
8. Notify the nursing office at 388-3441 or 388-3822 if you are not able to come in as scheduled.

Appendix 38

SAN DIEGO CITY COLLEGE NURSING EDUCATION
ACTUAL MEDICATION ERROR / POTENTIAL ERROR TRACKING FORM
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 01/2007
Associate Dean, San Diego City College, Nursing Program

ACTUAL MEDICATION ERROR / POTENTIAL ERROR TRACKING FORM (circle one)

Directions to Professors: Use this form to track all errors or potential errors. A potential error is one that would have occurred if the faculty had not intervened. Indicate the error (actual or potential) on the weekly anecdotal. Complete facility paperwork according to protocol for actual errors.

***Check the appropriate boxes. Explain briefly below*.**

Date	Facility	Unit
Student Name	Faculty Name	Nursing Course Number
Type of Error ف Actual ف Potential		
Description		

Nature of Error	**Details**
ف Drug dose	
ف Drug name	
ف Drug route	
ف Dose time	
ف Incorrect client	

ڤ Other			
Number of clients assigned to student:			
Faculty Interpretation of why the error (actual or potential) occurred:			
Student Interpretation of why the error (actual or potential) occurred:			
Action Taken:			
Student Signature	Date	Faculty Signature	Date

Appendix 39

SAN DIEGO CITY COLLEGE NURSING EDUCATION
NURSING DEPARTMENT COMPUTER LAB
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 01/2007
Associate Dean, San Diego City College, Nursing Program

A computer lab has been established in room V-315D for nursing students' use. The nursing faculty encourages all students to take advantage of this lab to enhance their learning experiences.

Faculty members assigned to the NRSE 121/108 or NRSE 206/208 Skills Lab courses will be available during posted hours to answer questions and assist with obtaining needed materials. If you are enrolled in NRSE 121/108 or 206/208, you will need to sign in and out via the attendance tracking computer system.

The Student Services Committee has established the following rules for the computer lab:

- This is a learning environment. Please be courteous and respectful so that every student working independently may concentrate and complete their task.
- If you leave the computer for any reason, you must log out.
- When using audio materials, please use your own headphones.
- Food and drinks are NOT ALLOWED in the lab.
- Set cell phones to off.
- If you use a cell phone, take or make calls outside the room.
- Do not reconfigure the hardware or software.
- Software that does not belong to the Nursing Education Department is not allowed to run or be installed on these computers.
- Software piracy is a federal offense.
- If a printer is made available for student use, it will be connected to one computer in lab. Students must bring paper and the NSA must purchase ink cartridges for printer.

Important Information Regarding Violating Rules:

1. Students violating these rules will be asked to leave the lab.
2. Continued misuse of the lab will result in suspension from the lab.
3. Children are not allowed in the classrooms or labs.
4. Prior to leaving the computer lab shut down the computer and monitor.

Appendix 40

SAN DIEGO CITY COLLEGE NURSING EDUCATION
GUEST SPEAKER REQUEST FORM
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 01/2007
Associate Dean, San Diego City College, Nursing Program

San Diego City College

Guest Speaker Request Form

Date of Application:	Instructor's Name*:
Class (Subject, Course Number, CRN):	
Class Time:	
Speaker's Name:	
Speaker's Contact Information (Telephone or Email Address):	
Date and Time of Visit:	
Speaker's Topic:	
Speaker's Qualifications:	
☐Approved ☐Declined	
Dean's Signature	

*You are required to be present the entire time the guest speaker is in the classroom.

Appendix 41

SAN DIEGO CITY COLLEGE NURSING EDUCATION
RESOURCES AVAILABLE ON THE FACULTY WEBSITE
Effective: 01/2007 Reviewed: 07/2017, 08/2019, 11/2020, 8/2022, 08/2023 Revised: 07/2015
Associate Dean, San Diego City College, Nursing Program

Many forms and other resources are available on the faculty website:
www.sdcity.edu/CollegeServices//FacultyStaffResources.aspx

The following are examples of commonly used City College forms:
Absence, Request for Leave of Absence
Faculty Appraisal Guide and Forms
Grant Application Planning, Notification and Approval Guide
Injury and Illness Incident and Investigation Report
Lecture/Workshop Speaker Engagement Agreement
Petitions
Professional Development:
a. Proposal
b. Revision
c. Completion
Retirement or Resignation Notice
Sabbatical
Procedures
Application
Removal of Disruptive Student
Faculty Academic Sanction
Student Code of Conduct: Policy 3100 Poster
Student Disciplinary Procedures
City College Key Request Form is available at the City College Police/Security Office.
Public Folders on OUTLOOK has many additional forms:
Select Folder list icon on bottom left; Click on + sign next to Public Folders (very bottom of folder list); Click on + sign next to All Public Folders; Click on + sign next to City; Double Click on Business Services folder to open many posted forms including computing Service Request form, Equipment Repair form, Onsite Transfer of Equipment form, etc
Employee Resources and Faculty Web Services are available on the San Diego Community College District Website: www.sdccd.edu
San Diego City College Nursing Education Website
http://www.sdcity.edu/learn/nursing
Maps for directions and of campus:
http://www.sdcity.edu/CollegeServices/CampusResources/MapandCampusInformation/CampusMap.aspx

Appendix 42

SAN DIEGO CITY COLLEGE NURSING EDUCATION
PREREQUISITE COURSE EQUIVALENCY
Effective: 09/2011 Reviewed: 11/2016, 08/2017, 08/2018, 08/2019, 10/2020, 8/2022, 082023 Revised: 11/2016
Associate Dean, San Diego City College, Nursing Program

PREREQUISITE COURSE EQUIVALENCY:
San Diego City College Nursing Education Program will accept as equivalent any prerequisite course (including online science courses and labs) taken at a regionally accredited college or university (WASC) with equivalent units and content. When there is a question about equivalent content the department of the course (e.g.: Biology for Science prerequisites) will make the final decision.

PROCEDURE:
Prospective students must:
1. Submit an application to SDCCD via online or in the admissions office.
2. Submit official college or university transcripts (No transcript is required for classes taken in the San Diego Community College District) to the transcript office **by mail or in person to**:

SDCCD
Attn: Transcript Office Room 100
3375 Camino Del Rio South
San Diego, CA 92108

For more details and information on submitting official college or university transcripts to SDCCD, please refer to URL:
https://www.sdccd.edu/students/evaluations/transcripts-information.aspx .

3. Request an evaluation by the Evaluations Office (619.388.3466).
Note: The evaluation process will up to 12 weeks.
4. Once you have been notified that your transcripts have been evaluated, go to the counseling office and request an Education Plan.

*Note: Include your SDCC student ID number to obtain results of the evaluation.

Appendix 43

SAN DIEGO CITY COLLEGE NURSING EDUCATION
Collaborative Teaching Clinical Team Teaching
Effective: 02/2019 Reviewed: 8/2019, 10/2020, 8/2022, 08/2023 Revised:
Associate Dean, San Diego City College, Nursing Program

The purpose of the Collaborative Teaching Clinical Team Teaching is an approach that will teach all nursing students the same content and hold the nursing students to the same standards.

BENEFIT

The nursing students have the opportunity to learn from two or more Professors who may have different teaching styles, ideas, perspectives, and experience. The goal is or the Professors to be consistent with the San Diego City College School of Nursing Guidelines and Policies and Procedures.

COLLABORATIVE CLINICAL TEAM TEACHING

All Professors are responsible for weekly planning with the clinical objectives, pre and post conference activities, and **share the instruction of all students.** Splitting of students into two groups is not advisable unless each group gets to work with both Professors.

All Professors are actively involved in the management of the lesson, discipline, holding students accountable for professionalism and all program policies. This approach can be very effective with two or more Professors.

EXPECTATIONS:

1. Email a SBAR report at the end of your clinical experience to your clinical partner and course coordinator.
2. Communicate regularly and schedule meetings to determine your role in daily planning, clinical routines, and nursing student's engagement.
3. Schedule a common planning time.
4. Discuss formative and summative assessment of student performance in relationship to progress reports, report cards, etc. daily (SBAR) each other.

5. Explain clinical management procedures (share your style of clinical management with your clinical partner).
6. Do not provide nursing students with the opportunity to "conquer and divide" the team.
7. Both Professors should collaborate about responsibilities for grading assignments, workflow for the clinical rotation, counseling students, sharing all things related to evaluation/observation of nursing students' learning.

References:

Wotton, K. and Gonda, J (2004). Clinician and student evaluation of a collaborative clinical teaching model. *Nursing Education in Practice*, 4(2), 120-127. https://doi.org/10.1016/S1471-5953(03)00033-7

SAN DIEGO CITY COLLEGE

disAbility Support Programs & Services

SAN DIEGO COMMUNITY COLLEGE DISTRICT

CITY COLLEGE • MESA COLLEGE • MIRAMAR COLLEGE • CONTINUING EDUCATION

Disability Support Programs and Services

To: City College Nursing Faculty

From: Brianne Kennedy, DSPS Coordinator, City College

Re: Guidance Regarding Denial of an Approved Accommodation

Purpose of Guidance

This memo provides guidance to City College Nursing Faculty regarding **(A)** the Disability Support Programs and Services (DSPS) accommodations process, **(B)** the College's responsibilities to provide auxiliary aides and services to students with disabilities, and **(C)** discussion of the role of nursing facultys in ensuring that students receive their authorized accommodations while they are enrolled in City College's Nursing Program.

Background

The San Diego Community College District (the "District") is committed to all provisions of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and Section 508 of the Rehabilitation Act of 1973. District Board Policy 3105 and Administrative Procedure 3105.1 (AP 3105.1) provide guidance and procedure specific to instances in which instructional faculty question or disagree with an authorized accommodation, a student who disagrees with an authorized accommodation, and when a student is not provided an authorized accommodation. A student, faculty or DSPS faculty may dispute an accommodation. If there is a dispute, the accommodation(s) originally authorized by DSPS will be provided during the problem resolution process and subsequent challenges.

A. DSPS accommodations process

Students who present facultys with an Authorized Academic Accommodation (AAA) form have applied and qualified for DSPS services. They have met with a DSPS counselor and were authorized individualized academic accommodations through an interactive process and review of available medical verification. The most common accommodations for the classroom are extended time on tests, note-takers, and recording of lectures.

With regard to students who have been authorized for **test proctoring**, this is typically due to the need to:

a) provide a distraction-reduced setting where the student's focus isn't affected by noise or movement and/or
b) provide extended time beyond the standard, in effort to mitigate the effect the disability has upon the student's memory, cognition and/or focus

It is the College's responsibility to ensure authorized accommodations, such as test proctoring, are coordinated in a timely manner and appropriately provided.

- If the student is approved for extended time and distraction reduced setting, the Nursing Faculty will notify students of testing location, date & time in writing. This will typically occur through CANVAS, but it is the student's responsibility to confirm location, date & time of each test prior to the test date.

- If the student is approved for accommodations beyond extended time and distraction reduced setting, which typically necessitate taking the test in the DSPS Test Proctor Center (A131), the student must request the test **at least ONE WEEK in advance; TWO WEEKS for Finals** through the DSPS Test Proctor Request Form.

During situations in which the faculty or instructional department seek to provide test proctoring without DSPS support, it is critical that (a) the student is communicated with in advance of this decision, (b) the testing accommodations listed on the authorized academic accommodations form are provided appropriately and (c) facultys contact DSPS in advance if they have questions or concerns regarding the accommodations they've decided to provide.

Should a student come forward and state they have not been provided an authorized accommodation:

- In accordance with AP 3105.1, a student who is not provided an authorized accommodation shall notify the DSPS office promptly so that an interactive meeting is scheduled for resolution. If a student contacts their faculty alleging that an authorized accommodation was not provided, the faculty should refer the student to DSPS. It's recommended that the faculty contact DSPS (in-person, phone or email) to report the student's claim, as well.

- Similarly, in accordance with AP 3105.1, if an faculty questions or disagrees with an authorized accommodation, they shall promptly contact the DSPS office to speak with the DSPS counselor who

authorized the accommodation. For practical purposes, the DSPS coordinator may be contacted or may follow up with the faculty if the counselor is unavailable. It is critical to note that the authorized accommodation must be provided during the complaint resolution process

B. College's responsibilities to provide auxiliary aides and services to students with disabilities

The purpose of academic accommodations is to allow qualified students with disabilities access to the same educational opportunities available to other students. Section 504 of the Rehabilitation Act of 1973 ensures that students with disabilities are allowed "academic adjustments" and "auxiliary aids", commonly referred to as "academic accommodations". Authorized academic accommodations are specific to the students' disabling condition(s), in effort to help mitigate the educational limitations they impose upon the student's ability to access, comprehend, or demonstrate information in the academic environment. Within SDCCD, DSPS faculty and campus 504 Officers (in rare cases) are the designated subject matter experts specific to authorizing academic accommodations for qualified students.

C. Role of the nursing facultys in ensuring that students receive their authorized accommodations while they are enrolled in City College's Nursing Program

The role of the nursing facultys, and all facultys for that matter, to ensure accommodations are received is extremely important. Should a student allege to an faculty that their authorized accommodation wasn't provided, it is in the student's, the faculty's and the College's best interest that the faculty refer the student to DSPS and that the faculty contact DSPS as promptly as possible in effort to resolve the matter in an efficient and informal process.

Upon receipt of an allegation that an authorized accommodation wasn't provided, the DSPS counselor will contact the student and faculty to investigate and determine if the allegation is accurate.

If following an investigation it is confirmed that an faculty failed to implement, or denied an authorized accommodation, the DSPS manager/coordinator (or counselor designee) will convene an informal meeting of appropriate representatives within five (5) instructional days in effort to seek a resolution to ensure the authorized accommodation is provided unless if creates a "fundamental alteration" to the course outline of record. Resolution options should not create an undue burden upon the student, nor should it result in the student having to perform additional work beyond what was expected of their classmates. Examples to avoid include: requiring the student to attempt an additional timed assessment or additional project or assignment.

For instances in which a testing/quiz accommodation was determined to be have been denied or improperly implemented, the student should be presented with options to demonstrate their knowledge of the information represented on the test/quiz. All options should be considered in effort to mitigate any negative impact the denied or improperly implemented accommodation may have had upon the student's score.

Options that could be considered:

- If the student's extended time was cut short, the faculty could score the answered questions and disregard the unanswered questions
- The test/quiz score could be removed from the total class points possible

If the student does not agree with the options presented, the student will be advised of their opportunity to submit a formal 504 Complaint and directed to the Complaint Reporting Form.

SAN DIEGO CITY COLLEGE

disAbility Support Programs & Services

DSPS & NURSING DEPARTMENT TEST PROCTORING GUIDELINES

1) Meet with a DSPS Counselor **EACH SEMESTER** to set up your Test Proctoring Services. You will give the Nursing Education Department Course Coordinator the Authorized Accommodation Letter (AAA) for each course in a timely manner. ***It is best to schedule your DSPS update well before the semester starts as the DSPS Office can be very busy at the start of the semester and your update appointment might be scheduled for two weeks or more in the future.**

2) Your test will be proctored with only the accommodations authorized by a DSPS Counselor, as listed on your Authorized Academic Accommodations (AAA) letter. You may choose to **decline** use of any or all test proctoring accommodations by notifying your Course Coordinator and the DSPS Proctor, as appropriate, in writing prior to the test date.

3) If you are approved for extended time and distraction reduced setting, once you have provided the Nursing department with your authorized academic accommodations (AAA letter) for the semester, the Nursing Faculty will notify students of testing location, date & time in writing. This will typically occur through CANVAS, but it is the student's

responsibility to confirm location, date & time of each test prior to the test date.

If you are approved for accommodations beyond extended time and distraction reduced setting, which typically necessitate taking your test in the DSPS Test Proctor Center (A131), you must request your test **at least ONE WEEK IN advance; TWO WEEKS for Finals** through the DSPS Test Proctor Request Form. The exam is to be taken the same day as the in-class exam.

4) Your test will begin at the scheduled time. **If you arrive late, your exam will end at the originally scheduled time and no additional testing time will be allowed. You may be seated in a location that is less distracting to others.** If an emergent situation occurs, contact the Nursing Faculty as soon as possible.

5) If you fail to request Test Proctoring Services by the deadline, you may not receive your accommodations.

6) **ONLY** approved testing materials will be allowed in the testing room. Surveillance cameras and proctor(s) will monitor each test. **There are no cell phones allowed while testing.**

7) We will make every attempt to provide a distraction reduced setting, we cannot guarantee a distraction free setting. Please remember to utilize noise cancelling headphones, earplugs, etc.

8) If you miss your Test Proctoring appointment, **IT IS YOUR RESPONSIBILITY TO DISCUSS WITH YOUR Professor.** If the make-up is permitted, reschedule with the DSPS Test Proctor.

9) If you are suspected of violating the integrity of the testing process, the Test Proctor will make a note of where you are at on the test and notify your professor immediately. The Test Proctor will follow-up in writing, and the professor may take possible disciplinary action under Code of Conduct Policy 3100, 3-1.

10). I understand the Test Proctoring Guidelines, and I further understand that if I wish to receive Test Proctoring Services, I must adhere to the guidelines as stated above.

Student Signature: _____ Date: _____

White-DSPS File Yellow- Student
Updated 9/21/2017

Appendix 45
Unsuccessful NRSE Course Template Letter

Dear Nursing Student,

This communication is to inform you that your cumulative weighted exam scores in the NRSE ___ (Title of the NRSE Course) course is less than 75%. Please refer to the Nursing Student Handbook and NRSE ___ syllabus for grading practice.

We are aware that this news is disappointing. Please be advised of the following process:

1. Refer to the following policies in the Student Handbook:
   a. Reentering the Nursing Program
   b. Student Dismissal From the Nursing Program
2. Drop the remaining courses for the (Fall/Spring) semester
3. Contact Susan Chandler at schandle@sdccd.edu to make an an appointment to meet with the Acting Associate Dean Dr. Armstrong in 14 days (include a date)

Thank you,

NRSE____ Team

Appendix 46

SAN DIEGO CITY COLLEGE NURSING EDUCATION
SDCCD Email Policy
Effective: 9/2019 Reviewed: 9/2019, 11/2020, 8/2022, 08/2023 Revised:
Associate Dean, San Diego City College, Nursing Education

POLICY: All faculty must use the SDCCD email address or messages on Canvas when communicating with students. The SDCC email address is usually the first initial and last name (@sdccd.edu).

PROCEDURE:

1. Complete form to be submitted to Business Services via S. Chandler Senior Clerk or Clerical Assistant.

2. Instructional Technology Department (IT) will issue the email address and the new employee will be notified using the email address provided when hired. IT number 619.388.7000

3. Using the instructions provided in the email the employee will activate their new email address. This **must** be completed within 30 days of hire.

4. The Course Coordinator will only use the SDCCD faculty email address in Canvas and the course syllabus.

***NOTE**: Student information such as exam grades, names, or ID numbers are prohibited on Google Drive or faculty personal email address as per the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99). This is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

Appendix 47

SBAR TEMPLATE

Situation:
Student _____ **arrived at _____** on _____. Class/Clinical/Lab starts at _____

Background:
NRSE _____- Foundations of Nursing

Assessment:
SDCC Student Handbook Late Policy p. _____:

A student who is late up to **7 minutes** to clinical will be given a written warning on the first occurrence, placed on a professionalism contract on the second occurrence and dismissed from the program on the third occurrence. A student late **8 minutes or more** will be considered absent for the day and will be sent home, as any lateness is disruptive to patient care. Timekeeping will be determined at the clinical instructor's discretion.

SDCC Student Hand book Absences and Clinical Make-up Assignments Policy p._____:

1. All make up clinical time will be (**1-hour make up time for every 1 hours missed)** = (1:1).

SDCC Student Hand book Criteria for Unsafe Clinical Performance p. 89 (Professional Accountability):
"Fails to accept ethical and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the ANA Code for Nurses, NSNA Code of Academic and Clinical Conduct, and the Nurse Practice Act."
Example: "Fails to conduct self in professional manner; falsifies records; ***does not follow school/hospital policies and procedures***; participates in cheating and/or plagiarism."

Required:

1. Student must make up missed clinical time in the skills lab.
2. Time to be made up: _____
3. Student must present skills lab referral form to the skills lab faculty when making up the missed clinical time.
4. **Repeated patterns** of tardiness may result in a Student Success Plan for Professionalism.
5. **Repeated patterns** of absences across courses will be reviewed by the Director of Nursing Education. Continued patterns of tardiness/absenteeism will result in dismissal from the nursing program."

_____ _____
Student/Date Instructor/Date

Appendix 48

Skills Lab Referral Template

Date: 09.03.2019 Student Name: John Doe

Referring Faculty Name**:** Dr. Vinegas

The above named student is referred to the Skills Lab for remediation of the following clinical deficiency (ies). **A student may not perform skill(s) listed below in the clinical setting until remediation has occurred.** The student holds full responsibility for missed clinical learning opportunities secondary to his/her lack of preparedness for clinical practice.

This referral must be presented to the lab faculty BEFORE beginning practice.

Skill(s) Identified for remediation:

- Administration of piggy back medication (s) independently
- Assessment of IV access site and know the gauge
- Flushing a saline lock (remember to push out the air)
- Administration of IV push medications using appropriate technique
- Medication mechanisms of the following:
  1. Classification
  2. Action
  3. Indication
  4. Side effects/contraindications
  5. Pre & Post Assessments (Including labs, VS, etc that are pertinent to the medications
- Make an appointment with Skills Lab Faculty for a Simulation Learning Experience to care for patient prior to your clinical rotation: Professor Shafer's email: Skills Lab Faculty

Objectives for remediation identified by referring faculty, in collaboration with student:

- Practice IV medication administration as noted above in the skills lab with faculty or Peer Tutor and demonstrate appropriate IV medication administration to faculty assigned to Skills Lab.
- Practice flushing a saline lock
- Accurately remove (from the Pyxis medication dispenser) & prepare IV drug dosages with faculty
- Verbalize mechanism of action, indication, side effects/contraindications, pre & post assessments of medications commonly administered in the clinical setting, including antibiotics,

lasix, ACE inhibitors, beta blockers, calcium channel blockers, ARBs, cardiac inotropics, and anticoagulants

Student Signature: _____ Date: _____

Initiating Faculty Signature: _____ Date: _____

Recommendations and Evaluation by Skills Lab Instructor/Course Faculty:

_____

_____

_____

_____

_____

Date: _____ Evaluating Faculty: _____

Time In: _____

Time Out: _____